

An Exploration of a leadership Grid to Identify Management
Potential.

Helen Bray

12118737

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Abstract

The purpose of this piece of research was to look at the leadership styles engaged by senior management in company X to see if a leadership grid could be developed which identified those leadership styles most prevalent amongst senior managers and those deemed to be most effective by them. The objective of the study was to gain an insight into the senior managers leadership styles and to establish which styles of leadership they used according to Golemans (2000) 6 different styles of leadership. The result of the initial analysis allow for the development of a management development programme specifically targeted at developing and nurturing those leadership styles considered effective within the organisation and as such is bespoke to them. The resulting analysis also provides the potential to assess existing and potential future managers to gauge their level of preparedness to take on leadership roles within the organisation.

The data for the study was collected using quantitative methods in the form of in-depth interviews. These were conducted with five senior employees in the organisation.

The research found that overall the senior managers liked to think that they were using a suite of styles rather than just one style within their role in the organisation. But on analysis of the interviews all the managers with the exception of one agreed that they had a dominant style which was used predominately. The style that they utilised was a mix between the affiliate and democratic style. One manager confirmed that by having a dominant style he would undermine his own credibility and therefore felt that he no longer portrayed a dominant style.

In conclusion the best development plan for any new senior manager within the organisation is learning through experience using a combination of practices. To confirm that effective leadership development is less about which one or combination of practices that are used by the organisation but more about the consistent implementation of these practices.

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1 Introduction

1.1 Research Objective

The research seeks to address what leadership styles are utilised by the senior managers in Company X through Goleman (2000) 6 different styles of leadership. Once it has been established which styles are being deployed by the senior managers it will enable the organisation to evaluate which leadership styles are appropriate for the senior roles in the organisation. By researching the styles the organisation can add value to their succession plan when identifying individuals for future promotion. Once the organisation has identified the individuals it can identify their styles which will enable them to evaluate the strengths and weaknesses of these individual and create a development plan to assist the individual to work on their weaknesses. In light of this the organisation can capitalise on the benefits while minimising the exposure to the pitfalls of poor leadership.

According to Larsson & Vinberg (2010) leadership has a critical role to play in the creation of successful organisations. Leadership can play a role in organisations related to the influence on organisational effectiveness and productivity, quality performance, health and job satisfaction. They concluded that the common elements of leadership in successful organisations are

- That the leaders have a holistic perspective and give subordinates the opportunity to see their contributions to the overall organisation.
- That the leaders create a platform for communication and information sharing with its employees.
- That the leaders give broad authority and responsibility to employees where appropriate.
- That the leader believes that there should be an on-going investment in employees.
- That the leader is visible at all times

Without the above it can be disastrous from an organisation perspective. Higgs (2009) confirms that bad or narcissistic leadership will be damaging to the organisation in relation to culture, morale and relationships which will ultimately lead to the long term deterioration of the organisations success and performance.

According to the research there is no one correct leadership style. Goleman (2000) states it's the ability of the leader to pick from a suite of styles to maximise performance. This research was conducted in the USA and therefore the styles will be tested in an Irish context to see if they can all be applied effectively.

This piece of research should be of value to the organisation as it will set out the leadership styles of its present senior managers and how effective they perceive them to be. It will also set out a process for succession planning for individuals identified for promotion. The succession plan will incorporate a learning and development plan for these individuals for the weaknesses that have been identified in their leadership styles to date.

The findings suggest that the organisation should focus on a mix of the different styles of leadership with the dominant two being the affiliate and the democratic style. All participants felt that these two styles were the most appropriate for the senior roles within the organisation. They did conclude that they would use the other styles depending on the situation but that the dominant two worked best for them. Future research should be considered to enhance this study with the inclusion of more participants as the sample size taken for this study only included five participants. It would also be beneficial to see from the employee side which styles of leadership they felt was beneficial for the organisation. This could be carried out through a quantitative research tool such as surveys. .

1.2 Leadership

It is discussed that leadership is

“The behaviour of an individual, directing the activities of a group toward a shared goal.”

(Hemphill & Coons, 1957, p. 7)

Leadership qualities are certainly required for the senior management roles within company X. They are required to direct all their employees' towards the shared goal and vision of the organisation.

Armstrong (2012) discusses the definition of leadership whereby it can be described as the ability to persuade others to behave differently, it is a way of influencing people to achieve a desired result. It involves the development and communication of a vision for the future of the organisation while motivating people to achieve their engagement.

The senior management of company X are required to assess which styles are suitable in the context of what stage the business is at and the type of employees that they are trying to influence.

Yukl (2013) refers to one of the first questions to be answered is this leadership or management? There is controversy over the difference between the two. A person can be a leader without being a manager and a person can be a manager without leading. There is disagreement between the degrees of overlap if any between those that have studied and delivered papers on the concepts. The most extreme case assumes that management and leadership cannot occur in the same person and this is due to their values and personalities. Bennis and Nanus (1985) state that "Managers are people who do things right, and leaders are people who do the right thing."

Yukl (2013) discusses further that managers are risk averse and value stability and efficiency with a view on short term results. Whereas leader's value flexibility and innovation and they care about people as well as the economic outcome, they have a long term perspective on objectives and strategies.

Other scholars do not assume that leaders and managers are different people but rather as distinct processes or roles. Mintzberg (1973) described leadership as one of the ten managerial roles and Kotter (1990) states that management seeks to produce predictability whereas leadership seeks to produce organisational change and both

roles are necessary but they require the appropriate balance. Most scholars agree that success as a manager will also involve leading.

In conclusion leadership is “the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organisation” (House, et al., 1999).

The senior managers in company X are required to assess/evaluate different styles of leadership to achieve the organisation vision and goals. The aim of the research is to test the Goleman’s (2000) model to see if the senior managers recognise the need for different leadership styles in different situations and if there are styles which have more or less impact within the organisational context of company X.

1.3 Leadership Development

Once the leadership styles have been established through the qualitative research method of interviews conducted with the senior manager’s in company X. The researcher will then be able to determine what leadership styles are required for this role in the future. Once this has been established then the organisation can start to create a succession plan to enable the development of the next set of leaders for the senior management role in the organisation.

According to Buus & Saslow (2005) leadership development and succession planning is a critical element of a company’s strategic planning and is demonstrated by senior level commitment and continued investment. This development should be driven from the business strategy and the leaders must have a global perspective to operate successfully.

Organisations should look to the future and have successors identified for the key roles within their organisation. Berchelman (2005) states that so many organisations jeopardise results by hoping that the right employee is available for promotion when positions become available but this as many organisations have found out is not the case. He also states that succession planning is not for just the top roles, but that good succession planning will develop a pool of talent with skills, attributes, and experiences to fill the vacant roles within the organisation.

If an organisation does not engage in succession planning it can face many dangers as it could lose the individual skills and competencies required for the role. It will also lose the knowledge that the individual has built up over the years of working in the organisation and therefore cannot be transferred. Also the organisation will lose the specific industry experience gained by the individual for the role. As stated by Dennis (2005) if you approach succession planning as a single focused task you will probably fail. Organisations need to consider a range of issues that need to be addressed in different ways. Jack Welch believed leaders/managers were leaders/managers irrespective of direct industry knowledge. He made a point of promoting guys from the automotive division to the pharma division and so on because he valued their leadership talents ahead of their specific industry knowledge.

As discussed by Reester Jr (2008) organisations should seek to develop strategic plans to build and expand human capital resources and those that fail to plan will likely fail in business or at least under-perform. Organisations should adopt a proactive approach. This is a task that many organisations don't carry out until key persons leave which in some cases is too late. Unfortunately many organisations take a reactive approach which can leave the organisation exposed.

According to Gray (2014, p. 35) he states that:

“Succession planning can be defined as a process for identifying and developing key leaders within your company. The primary purpose is to increase engagement and retention by providing a career ladder.”

Gray (2014) discusses that there are five steps in the succession planning process as follows,

- Identify key that may require replacement in the next 3 years.
- List the job competencies and personalities for each role that are required, and recommended.
- Assess your current staff members based on their status now.
- Identify a pool of potential talent. Your primary talent pool is internal and your secondary talent pool is external.

- Actively develop key people using progressions of experiences so that they can be ready now for advancement.

Succession planning is a series of meaningful experiences. This can be achieved by high potential managers tasked with a business development opportunity or leadership training experience. Senior leaders can be partnered with three or four individuals with high potential for quarterly mentoring sessions.

1.4 Conclusion

In conclusion the aim of the research undertaken for company X was to achieve which type of leadership is appropriate and effective for senior management within company X. Once this has been established a succession plan can be created to establish a development program for the next set of leaders for senior management roles within company X. This can be seen as a key component for the organisation as lots of organisations overlook this element and only realise at the last minute that senior positions have to be filled. A clear process should enable the organisation to retain good staff and in certain circumstances gain a competitive advantage.

2 Literature Review

The objective of this chapter is to critically assess relevant leadership models and theories with a view to identifying the one(s) which best fit the current needs of the organisation under review. This will then assist the organisation with its development and leadership identification processes.

According to Yukl (2013) leadership is the process used by individuals to influence group members through achievement of group goals. There have been a number of approaches to understanding leadership throughout the years. They can be categorised as follows,

- Great Man Theories
- Trait Theories
- Behaviour Theories
- Contingency Theories
- Influence Theories
- Relational Theories

2.1 Great Man Theories

This theory encompasses the perspective that looks to identify the inherited traits leaders possess that distinguishes them from individuals who are not leaders. These can be seen as the heroes in organisations.

2.2 Trait Theories

On review of Thorpe, et al (2008) the trait theory depends on the personality characteristics which can be born or bred.

As discussed by Van Vugt (2006) it seems that when a group of people come together a leader–follower relationship develops naturally. This has led experts like Bass & Moshavi (2005) to conclude that leadership is a human behaviour. Early

research concentrated on how personality correlates to leadership, which is known as the trait approach.

As further discussed by Yukl (2013) he looks at distinguishing the personal characteristics of a leader, such as intelligence, honesty and self-confidence. He discusses that the early trait studies attempt to identify physical characteristics, personality traits and the abilities of those who are perceived as natural leaders. Through many studies individual traits failed to correlate in a strong manner with leadership effectiveness. The trait research shows up weaknesses in that it does not take into account situational variable, relationships and trait interactions. It does have important implications for improving managerial effectiveness and perhaps serves to validate the distinction between leadership and management. The information is useful for selecting and filling managerial positions, to identify training needs and planning management development.

This theory could be used by the researcher in terms of exploring the kinds of leadership skills and capabilities required by company X. The researcher could look to see if there are specific traits that are sought for in potential senior managers for company X. But traits alone are not sufficient to give rise to successful leadership and there is no Consensus about which mix of traits distinguishes leaders from others (Armstrong, 2012).

2.3 Behaviour Theories

This theory looks at how the leader behaves towards their followers as either having an autocratic style or democratic style. An autocratic leader tends to centralise authority and get power from position, control of rewards, and coercion. The democratic leader is a leader who delegates authority to others, encourages participation, relies on employee's knowledge to complete the job, and depends on employees respect for influence. A model that looks at this area is Blake and Mouton's leadership grid. If a model for influencing follower behaviours is applied to Eisenhower's leader behaviour. The following can be seen,

- The leader, Eisenhower's behaviours are participative behaviours which encouraged and allowed other generals to present and defend their position on military strategies.
- The Psychological reactions of other generals were feelings of involvement and influence and commitment to the decision process and decision outcomes. Satisfaction with the process and the resulting decisions.
- Followers behaviour outcome are one of high effort, cooperation, effective military strategies and high performance.

Blake & Mouton (1966) discusses the managerial façade in relation to a managerial grid. The managerial grid summarises management practices and compares them to behavioural science theories. The grid identifies five managerial behaviours based on two variables, concern for output and concern for people as follows,

- 1, 1 impoverished management style which represents the least possible concern for either production or people. This is sending a message of ineffective leaders.
- 1, 9 Country Club management which represents the greatest possible concern for people but the least concern for production. This can also be seen in McGregor's Theory Y.
- 9, 1 Authority compliance management where there is the greatest possible concern for production but the least concern for people. This can also be seen in McGregor's Theory X where employees need to be closely supervised and an autocratic style is used. Output will be high in the short term but probably not in the longer term.
- 5, 5 middle of the road management style represent management that seek a balance to get greater production while not upsetting people. It could be said that neither needs are met of either group.
- 9, 9 team management is the optimal style which represents the maximum concern for people and production. This is an integration of people into the production process.

This grid should provide managers with a language system to describe their management style and those of others in the organisation. It also allows management with the use of this framework to strive to introduce practices and procedures to

achieve a 9, 9 within the organisation. The management façade is a manager who is trying to achieve something which may not be available or something which is believed not to be attainable if the true intent is revealed. In conclusion this strategy of a façade is to ensure that the true aims are perceived differently and positively than they are. It is difficult to pinpoint the façade builder therefore the leader needs to try and understand the reasons for the actions.

This could also be used by the researcher to determine the type of behaviour that the senior managers have in company X. But the limitation with this is that this type of leadership does not take into account the effect of the situation in which the leadership takes place (Armstrong, 2012). Therefore this will not be used by the researcher due to the fact that it does not take into account the effect of the situation in which the leadership takes place and the researcher believes that the situation is an important part of determining which leadership style to use in a given situation.

2.4 Contingency Theories

Contingency is a theory that means one thing depends on other things. The leadership cannot be separated from the group or organisation. Thorpe, et al (2008) argues that there is no one right way, only what is appropriate to the situation. This approach seeks to delineate the characteristics of situations and followers and examine the leadership styles that can be used effectively. The Fielder contingency model of leadership focuses on the match between the leader's style and the characteristics of the situation. Hersey and Blanchard's further extend the Fielder's leadership grid focusing on the characteristics of followers as the important element of the situation. Therefore enabling the grid to determine effective leader behaviour.

Nicholls (1985) discusses the Hersey and Blanchard model as having four leadership styles tell, consult, participate and delegate. Their model relates increasing development level to shifting leadership styles. This is shown by a bell curve. The idea that leadership style should vary with the situation or development level is appealing, sounds simple and makes sense to managers. But the more managers work with this model the more problems they seem to encounter. Nicholls (1985) concludes that the Hersey and Blanchard model violates three logical principles,

consistency, continuity and conformity. It is inconsistent in the way that it connects concern for task/relationship with ability/willingness. It lacks continuity as it requires willingness to appear, disappear and reappear as development levels increase. It is also counter to conformity to the fact that it does not start with a style of high task and high relationships for a group which is unable and unwilling. He believes that some feel that the case for situational leadership model could be enhanced by using a logical consistent model rather than the existing one by Hersey and Blanchard. Or that the model in existence only highlights the deficiencies for situational leadership.

Blanchard (2008) also discusses situational leadership as a practical and easy to understand approach to leadership. That leaders adapt their style according to the development level of the people that they are managing. That there are four leadership styles of directing, coaching, supporting and delegating and these represent different combinations of directive and supportive behaviours. The right style is a function of the level of difficulty of the task and the development level of the person. Effective managers will adapt their leadership style to match the development levels and changing demands. He concludes that being able to shift forward and backwards in style makes situational leadership a dynamic model.

Blanchard (2008) above works is similar to what Goleman (2000) talks about, that it is now recognised that leadership is not about one skill set but the ability to move between leadership styles as and when required. There are six different styles which come from different parts of emotional intelligence. The research indicates that leaders with the best results do not rely on one style of leadership but span across most of them. In the same way that Blanchard (2008) adapt their leadership style in relation to the difficulty of the task and the development level of the individual.

2.5 Influence Theories

This theory discusses the influence between leaders and followers. Was the leader charismatic, is there leadership vision?

According to Yukl (2013) power can influence the attitudes and behaviour of individuals in a desired direction. The five types of Power according to French and Raven are,

- Legitimate Power – This is the power from formal authority over work activities. This is also position power which is usually based on the position in the organisation, higher level managers usually have more authority over lower level managers. The leader has the right to make requests.
- Reward Power – This is position and/or person based power. It is based on followers complying to obtain rewards. The authority can vary greatly across the organisation. It not only depends on the manager's actual control over resources and rewards but also on the followers perception that the manager has the capacity and willingness to follow through on promises.
- Coercive Power – This is position and/or person based power. It is based on followers complying to avoid punishments. This can vary greatly across the organisation. There has been a general decline in the use of this power.
- Referent Power – This is a person based power. This is where followers admire or identify with the leader. The strongest form of this involves the influence process called personal identification. This is an important source of influence over followers but it does have limitations such as, some things are just too much to ask as the followers may feel exploited and this may undermine the relationship.
- Expert Power – This is a person based power. This is only a source of power if others are dependent on the leader for advice. It is essential that the leader develops and maintains a reputation for technical expertise and has strong credibility. It is rare for leaders to possess huge expert power, successful influence depends on the leaders credibility and communication skills in addition to the technical knowledge.

The relationship between power and influence behaviour is complex. There are three types of influence tactics, impression management tactics, political tactics and proactive tactics. The skill required by the senior manager to combine different forms of influence requires insight and any tactic can fail if not skilfully used in an ethical way that is appropriate for the situation.

2.6 Relational Theories

This theory has only emerged in the last twenty years. It looks at how leaders and followers interact with one another. It is all about building relationships.

Jha & Jha (2013) looks at the theory of leader-member exchange and how the concept has evolved. According to them it has evolved out of reciprocity, social exchange, similarity attraction and role and is a crucial factor in fostering the competitiveness of organisations. The LMX theory advanced the vertical dyad linkage theory according to Dansereau, et al (1975) by focusing on the dyadic relationship between the leader and follower and how the quality of the relationship changed over time. This can be described using four dimensions (Dienesch & Liden, 1986),

- Affect: This addresses the emotional side among members and refers to the mutual affection that members have for each other.
- Loyalty: This is the support for the goals and characters of the other members and the willingness to defend the actions of the other members.
- Contribution: This is the quality, direction and amount of work each member contributes to the goals of the group.
- Professional Respect: Is the degree to which members of the group have built their reputation inside or outside the organisation.

According to Jenkins (1994) there are three types of personality variables which influence the creation of the in/out group,

- Locus of control – where the individual sees the events under the power of others or under their control.
- Need for Power – where some individuals have a great need for power tend to accept additional roles and responsibilities.
- Self-esteem – where individuals value themselves at higher levels, show greater job satisfaction and focus on the positive aspects of their work.

In conclusion trust is the core of LMX relationships. High quality LMX can be seen to improve role performance and extra role performance and have positive relations to innovative behaviour. They can also foster employee engagement and retain key

talent. There is also the downside to LMX relationships where they can have a detrimental effect on the vision and mission and the strategic objectives of the organisation and may be damaging and irreparable to the organisation (Jha & Jha, 2013).

2.7 Goleman's Work

Goleman (2000) argues that it is now recognised that leadership is not about one skill set but the ability to move between leadership styles as and when required. There are six different styles which come from different parts of emotional intelligence. The research indicates that leaders with the best results do not rely on one style of leadership but span across most of them. The six styles are as follows,

- Coercive Leaders – this type of leaders demands immediate compliance.
- Authoritative Leaders – this type of leader mobilises people towards a vision.
- Affiliative Leaders – this type of leader creates emotional bonds and harmony among employees.
- Democratic Leader – this type of leader builds consensus through participation.
- Pacesetter Leader – this type of leader expects excellence and self-direction.
- Coaching Leader – this type of leader develops people for the future. This can also be seen in the work from Blanchard (2008) he talks about his four styles of leadership, coaching being one of them, where the leader will adapt their style according to the development level of the individuals they are managing.

The research further looks at the links among leadership and emotional intelligence, climate and performance. Climate refers to six factors that influence the organisations working environment as follows,

- Flexibility – how free are employees to innovate without red tape.
- Responsibility – the employee's sense of responsibility to the organisation.
- Standards – the level of standards that people have set.
- Rewards – the accuracy about performance feedback and aptness of rewards.

- Clarity – the clarity employees have about the mission and values.
- Commitment – the level of commitment to a common purpose.

The research found that the leadership style has a measurable effect on each aspect of climate. It also found that leaders who used styles that had a positive effect on the climate had better financial results than those who didn't. The more styles a leader can develop and use the better, especially authoritative, democratic, and affiliative and coaching as these have the best climate and business performance. True effective leaders will seamlessly adjust their style to get the best results.

2.8 Leadership Training and Development

The first step an organisation has to establish is what level of training is required by the organisation.

Johnson, et al (2012) discuss that most organisations as part of their best practice will incorporate leadership training as they see this as a way to increase competitive advantage and support the organisations strategy. They further discuss that goal setting is a useful way to increase the transfer of training in leadership development.

Clarke (2012) establishes that there has been little research in the area up until recent times but that the changing context of work and organisations is leading to new demands in leadership. Which can have significant challenges on HR departments on how to create and evaluate leadership training and development programmes for today's leaders.

Day (2000) has researched the area of the leadership development and states that the first distinction that must be made is between leadership and management development. They do overlap but there are significant differences just as Yukl (2013) discusses in relation to management and leadership. Day (2000) distinguishes the two by stating that management development is training in relation to gaining specific knowledge and skills to enhance performance in management roles. Whereas leadership development can be defined as expanding the organisation as a whole to engage collectively in the leadership processes. The leadership

development approach is building capacity in anticipation of unforeseen events and challenges.

Company X should be focusing on leadership development after it has established what type of senior leadership the organisation requires as it should be enhancing its workforce in the anticipation of unforeseen events.

Day (2000) then goes onto discuss the link between leader development and leadership development. Leader development is based on enhancing human capital whereas leadership development focuses on the creation of social capital in organisations as outlined per Table 1 below.

Summary of Differences between leader Development and Leadership Development		
Comparison Dimension	Development Target	
	Leader	Leadership
Capital Type	Humam	Social
Leadership Model	Individual Personal Power Knowledge Trustworthiness	Relational Commitments Mutual Respect Trust
Competence Base	Intrapersonal	Interpersonal
Skills	Self-Awareness Emotional awareness Self confidence Accurate self image Self-Regulation Self control Trustworthiness Personal Responsibility Adaptability Self Motivation Initiative Commitment Optimism	Self-Awareness Empathy Service Orientated Political Awareness Social Skills Building bonds Team oriented Change calalyst Conflict management

Source: Day (2000, p. 584)

The leader development is individual based knowledge, skills and abilities therefore leader development is an investment in the human capital of the organisation. Whereas leadership development has an emphasis on the social capital which is building networked relationships that can enhance organisational value. This can be achieved by building and using interpersonal competences. According to McCauley (2000) the key components of interpersonal competences are social awareness and social skills. Social awareness includes empathy and developing others and social skills include collaboration, cooperation, building bonds and conflict management.

Over the years there have been many practices developed and implemented for leadership development, Day (2000) has set out these on Table 2 as follows,

Summary of Selected Practices in Leadership Development						
<i>Practice</i>	<i>Description</i>	<i>Development Target</i>	<i>HC</i>	<i>SC</i>	<i>Strengths</i>	<i>Weaknesses</i>
360-degree Feedback	Mult-source ratings of performance, organised and presented to an individual.	Self knowledge Behavioural Change	√	x	Comprehensive picture: broad participation (A)	Overwhelming amount of data: no guidance on how to change; time and effort (C,S)
Coaching	Practical, goal-focused form of a one on-one learning.	Self knowledge Behavioural Change Career development	√	?	Personalised: intensive (C,S)	Perceived stigma (remedial); expensive.
Mentoring	Advising/developmental relationship, usually with a more senior manager.	Broader understanding Advancement catalyst Lessons Learned/avoid mistakes	√	?	Strong personal bond (S)	Peer jealousy; over dependence: (A,C)
Networks	Connecting to others in different functions and areas.	Better Problem-solving. Learning who to consult for project help. Socialisation	?	√	Builds Organisation (S)	Ad hoc: unstructured (A)
Job Assignments	Providing "stretch" assignments in terms of role, function, or geography.	Skills development Broader understanding of the business	√	?	Job relevant: accelerates learning (C)	Conflict between performance and develop no structure for learning (A,S)
Action Learning	Project-based learning directed at important business problems.	Socialisation Teamwork Implement strategy.	√	√	Tied to business imperatives: action-orientated (C,S)	Time intensive: leadership lessons not always clear: over-emphasis on results (A)

Note HC = human capital: SC = social capital: √ = intended development target: x = not yet intended development target: ? = possible development target
A = assessment: C = challenge: S = support

Source: Day (2000, p. 588)

The 360-degree feedback as discussed by Liviu, et al (2009) occurs when the individual receives feedback from a variety of levels in the organisation. These would typically be from the individual's supervisor(s), peers and direct report which will create a full circle of feedback. Once this has been completed the results will be summarised and a confidential report will be sent to the individual. The advantage of this type of feedback is that it is used as a development tool rather than an evaluation tool as the individual can see where they lack certain skills that they might need to acquire through further training. The disadvantage as discussed by Fisher Hazucha, et al (1993) was that obtaining the 360-degree feedback was useful but where organisations didn't implement a development programme from this feedback, then the feedback was deemed relatively useless. The challenge for the organisation is to keep the momentum going and set out plans for the individuals with the help of their HR departments.

Day (2000) concludes that the effectiveness of 360-degree feedback depends on the extent that this feedback is linked to follow-up coaching.

Coaching as discussed by Goldman, et al (2013) is a tool to reinforce learning in leadership to help individuals to improve their performance and enhance their personal effectiveness, development and growth. It can be provided both internally and externally through peers and external experts on a one to one basis. (Mackie, 2014) talks about how leadership can be significantly enhanced in a short period of time through structured feedback and coaching. This can be achieved by identifying the core criterion for change. Then the coaching can focus on an agenda to positively increase knowledge and enhance effective behaviour. Day (2000) further reinforces the point that coaching will only be effective where the individuals selected are carefully matched with their coach and are willing to change.

Mentoring according to Russell & Nelson (2009) is a lifelong activity and an essential part of being a leader to serve as a mentor to others in the organisation who will one day be in a higher position within the organisation. It gives the individual access to gain guidance and direction from their superior and also gain access to the knowledge base of the mentor. This is enforced further by Stead (2005) who states that mentoring has two main strands as follows,

- Career coach who's focus is on understanding how the organisation operates at a cultural and political level.
- Psychosocial coach who's focus is on personal support, increasing confidence and self-awareness and professional identity.

Day (2000) confirms that effective mentoring relationship whether formal or informal come from a mix of opportunity and intent. The challenge for organisations is to find the most appropriate combination. But the one potential disadvantage to mentoring programmes is that there is over dependence which is an unintended side-effect of a close mentoring relationship.

Networking according to Day (2000) is an important tool to develop leaders from knowing what and knowing how to knowing who in relation to their problem solving resources. Networking is also about gaining exposure to other individual's thinking to challenge the basic assumptions about what we think we know. These relationships can build peer relationships across functional areas which in turn can lead to the creation of additional social capital. This is further enforced by Culbertson (1981) that an adaptive stance should produce rich learnings for the leaders.

Day (2000) states that development through on the job assignments is how managers learn and acquire leadership capacity as a result of the roles, responsibilities and tasks undertaken in their role. This type of learning is very useful in learning about building teams, how to be a better strategic thinker and how to gain influence skills. This type of training can be enhanced by matching the individual's development needs with a particular assignment. This is further enforced by deMerville (2011) whereby a company's ability to develop leaders is the key to its success in the present and future and an internal development programme is the key to achieving this at all levels.

Action learning is the classroom based training and the most formal of the leadership training programmes. Day (2000) states that this type of training is only partially effective due to the fact that once the classroom program is finished most of the individuals slip back into the old behavioural patterns and that there is little change or developmental progress achieved. This is further analysed by Conger & Toegel (2003) confirm that despite action learnings popularity and grounded in real

organisational issues the action learning formats fail to provide the learning experiences necessary to develop the complex knowledge required. Poor facilitation, failure to follow up and reflect on the learning opportunities can also hamper this learning to develop leadership talent.

2.9 Conclusion

In conclusion to the above research it is believed by the researcher that the Goleman theory is the best fit for the research project as he looks at the best fit of leadership style for the situation. He argues that it is now recognised that leadership is not about one skill set but the ability to move between leadership styles as and when required. Some of the trait theory could be used to pick specific traits that are requiree for the senior manager role in company X. But the other theories will not be used as a basis for the research project as they are out of date and Goleman seems to have the best fit for the research project for company X.

On the leadership development side the preferred approach according to Day (2000) is to link leader development with leadership development to enable effective development to occur. He further states that effective leadership development is less about which one or combination of practices are used by the organisation but more about the consistent implementation of these practices.

3 Methodology

3.1 Introduction

According to Goleman (2000) research there is no one correct leadership style - it's the ability of the leader to pick from a suit of styles which is likely to maximise performance. This research was conducted in the USA and therefore the mix of styles proposed by Goleman (2000) will be tested in an Irish context to see if this piece of research is transferable to a group of Irish leaders they can the styles be applied effectively.

Goleman (2000) examined six different styles of leadership which will be used by the researcher as a basis for the research question. This research will seek to test Goleman's conceptualisation of leadership styles among a sample of Irish managers in company X to identify if there is evidence of all six and which are believed by those managers, to be the most effective.

The objectives of the research will be to answer the following sub objectives,

- To test Goleman's model to see what styles of leadership are used by Irish managers and to what extent. The literature overall looks at what type of leadership is most appropriate in different contexts. It does not look at how to develop these styles directly. Therefore this would allow the researcher to identify those styles perceived to be the most relevant to the Irish managers and in which context.
- To explore the appropriateness of these leadership styles for company X.
- This will then form the basis of a management development programme going forward for company X. This development plan could be from potential secondments to other functions to gain the required experience, formal education or mentoring from an individual already in the organisation.
- To propose a revised conceptual model for company X.

The researcher will look to create a leadership grid for company X in the future to help them identify what type of leadership traits are required for key roles within the organisation and to apply this grid to the next level of management to help with succession planning.

Resulting in recommendations for the business leadership appraisal and a number of role profiles

3.2 Research Instrument

According to other researchers in the leadership field such as Bresnen, et al (1988) they argue that the use of qualitative research methods into the study of leadership may improve this area of research by utilising a wider range of contextual variables into the research of leadership styles. It is also suggested that such variables have the advantage of being grounded in people's life experiences. In relation to this research project the quantitative approach is appropriate as it will provide details of the senior manager's life experiences in relation to the different leadership styles they have applied under different situations.

This is enforced further by Conger (1998) where he states that quantitative research fails to capture the great richness of leadership whereas qualitative research helps to uncover and explore leaderships in many dimensions.

The methodology used for this piece of research was of a qualitative nature. It did predominantly follow a discovery oriented approach whereby the research questions were descriptive and exploratory in nature. As discussed by Wells (1993) the discovery orientated approach can lead to finding information from participants that was not included initially but can add to the richness in the findings. It took the route of case study research which included in-depth interviews with key management within company X.

Goleman's (2002) conceptual framework was the foundational stone of the research at hand. The six styles of leadership formed the basis of the interview process to enable the researcher to understand which styles of leadership were used by the managers in company X and in what circumstances and which styles they didn't use and why.

The first objective is to interview the five general managers, to gain an understanding on what styles of leadership they have applied to their positions and when in the context of the six styles of leadership by Goleman.

The interviews took a semi-structured format as the interview brought the participant through the six different styles of leadership. The Interviewer was also able to take different paths through the process as and when required depending on the information supplied by the participants. The advantages of interviewing employees allows in-depth information to be collected, but the potential disadvantage to this would be bias on behalf of the interviewer. The bias potential could also be further increased as the researcher works in the same organisation as the participants. The researcher has tried to minimise the risks that bias could occur in the semi-structured interview process by, conducting the interviews between a mix of informal conversational interviews and the general interview guide approach. According to Turner III (2010) the informal conversational interview is the type of interview where the questions are constructed as the researcher moves through the interview. This allows for flexibility but on the other hand it can lead to inconsistency in the interview questions making it difficult to code the data. The general interview guide approach is more structured than the former but there is still some flexibility by the way the questions are worded. This could potentially lead to lack of consistency in the way the questions are worded and answered.

Therefore by allowing the participants to discuss their experiences through the conversational interview the interviewer will be led by what's being discussed and not by an agenda set out by the interviewer.

According to Saunders, et al (2008) when conducting semi-structured interviews the researcher will have themes and questions to be covered but these may vary from interview to interview.

“The defining characteristic of a semi structured interview is that they have a flexible and fluid structure, unlike structured interviews, which contain a structured sequence of questions to be asked in the same way of all interviewees. The structure of a semi structured interview is usually organised around an aide memoire of interview guide” (Lewis-Beck, et al., 2012).

3.3 Research Sample

The sample taken by the researcher has been a convenience sample of six general managers in the Irish business. Convenience sampling is a type of non-probability sampling which involves the sample being drawn from a part of the organisation which is close to hand. That is, readily available and convenient. The researcher choose this sample based on the following criteria,

- The individuals must work full time within the organisation.
- The individuals must have a senior management role in the organisation.
- The individuals must have held senior management roles for the last 6 years.

This approach was primarily used as there is a limited number of people that have expertise in the area being researched.

Ten manager were highlighted by the researcher who met this criteria. Once the ten participants had been highlighted the researcher was required to gain organisational approval before the individuals could be approached. The researcher verbally talked with the managing director for the Irish Operations which was then followed up with an email to receive access to the individuals required. There were no conditions attaching to the consent. The managing director would be interested in the outputs for the organisation management development plan. After confirmation was received from the organisation initially a verbal conversation took place with the individuals. This was then followed up with an email requesting an interview. The email also gave details on the Goleman (2000) leadership styles which would be discussed and a brief outline on what the interview would cover. The participants were asked to reply within a week so that interviews could be scheduled. Five managers confirmed that they would be able to participate in the research project. A brief summary of the five senior managers taking part in the research as set out in Table 3 below;

Manager	Experience
Manager A	Has operational management at senior level for Road Tunnels, Tolling, Traffic Safety Systems and Customer Service/Delivery for class leading Airline and Shipping Companies. His current role

	is as the regional general manager for three different operation and maintenance contracts within the Irish Business.
Manager B	Has operational experience at senior levels within different elements of the organisation. His current role is as the general manager for a maintenance contract with the Irish Business.
Manager C	Has worked across a number of business sectors with an ability to appreciate the dynamics of different environments, redefine processes, focus on execution to achieve objectives and enhance client satisfaction. His current role sees him support the established road projects and work to consolidate the newer enterprises by managing a strong group of professionals.
Manager D	Is a Senior Operations Professional with more than 20 years management experience in Tolling and Infrastructure Operations in France, Ireland and the UK. His current role sees him manage an infrastructure/operating project within Ireland.
Manager E	Has extensive experience within the competitive service industry on multiple sites operating worldwide. His current role sees him support the established all projects within Ireland and the UK.

The interviews took place as set out in table 4 below,

Manager	Date	Venue
A	21 st July 2014	Off site at agreed location in Dublin.
B	22 nd July 2014	At managers place of work.
C	24 th July 2014	Off site at agreed location in Dublin
D	25 th July 2014	At managers place of work
E	31 st July 2014	At managers place of work

The interviews were conducted at either an agreed place by both parties or general manager's place of work depending on the time constraints involved for each

individual. Consent was obtained from all parties taking part in the interview process both written and oral before the interviews took place. Each party signed a consent form and agreed at the start of each recorded interview.

3.4 Data Collection

The data was collected under semi structured interviews with the general managers. According to Saunders et al (2008) the researcher can have themes and questions to be covered but these questions may vary depending on the information received from interview to interview.

This gave the researcher a basis to be able to change direction depending on the information they receive at the interview. This enabled the interviewer to probe different areas depending on what the participants discussed in their interview. Folkman Curasi (2001) also discussed that the follow-up questions allow the interviewer to gain greater details if the participants do not go into great detail during their initial responses

The interviews took place at a venue agreed between the interviewer and the participants. This was a private office or room at the selected venue. This allowed the interview process to remain undisturbed. All interviews were recorded with the consent of the participants on a recording device. The participants were given the opportunity if they would prefer not to be recorded and the researcher would take observational notes. There were no objections from any of the participants to the recording of the interviews.

The researcher felt that the participants talked openly about their experiences in relation to their leadership styles. The interviewer confirmed to each participant that the researcher would only have access to the recordings and that the recordings would be destroyed once the researcher had been awarded their result. Each interview lasted approximately 30 minutes with a confirmation from the participants that they would be available for a follow up interview if required after the analysis had taken place.

After each interview the recordings were downloaded to the researcher's laptop ready for analysis. Each recording had a unique password applied only known to the researcher for security measures. All the recordings are held securely by the researcher with the researcher only having access. Once the research project has been awarded its grade all recordings will be destroyed. Therefore recording will be stored for approximately four months. All names will be removed from the written analysis to safe guard the participants identities in the study.

3.5 Data Analysis

According to Mello & Flint (2009) "a qualitative method of research can be particularly effective in understanding the nature of personal experiences, providing insights that are difficult to obtain from quantitative methods, understanding underlying meanings in human interactions and relationships in organizational settings, and in researching areas where there is little previous knowledge."

As discussed by Henwood & Pidgeon (2003) generating theory that is grounded in semi structured interviews, is an important principle in qualitative research. Grounded theory studies are often prompted by general research interests that might include identifying views or perspectives on a topic or investigating processes or phenomena of interest within their local contexts and settings,

The researcher will look to take a content analysis approach and not a grounded theory approach. As stated by Glaser & Strauss (2012) grounded theory is where a new theory is created and Lichtmann (2013) states that the content analysis approach is where the researcher chooses a framework, and then applies this model to the phenomenon to be studied. This research study is looking at the Goleman (2000) theory, to analyse this against the general manager's leadership styles that they have utilised in their roles.

The interviews were not be transcribed but listened to continuously by the researcher to take out the relevant findings and allow the researcher to hear nuances in the participants voice and tone which can add to the complexity and layers of analysis.

The researcher is also minimising the risk of a breach in confidentiality of the participants. According to King & Horrocks (2010) by transcribing interviews the process can miss the context in relation to what's being said and the voice intonation, volume, pitch and the use of laughter, sighs and pauses. Also transcription can be time consuming and demanding which would often be outsourced to a third party but then the researcher runs the risk of breaching confidentiality of the participants.

Short notes will be taken by the researcher when interviews are listened back to. The researcher will try to look for themes in the data to see where there is overlap in the discussions and where the managers can be seen to take the same approaches.

All recordings will be destroyed after the award has been granted for the dissertation.

3.6 Ethics

The other item that should be taken into account is research ethics when human participants are the focus of the research (Biggam, 2011). According to Biggam (2011) the core ethical principles are of transparency, confidentiality, voluntarism, do no harm and impartiality.

This relates to the research study in the context that participation to this project is on a voluntary basis and that all participants will be treated equally in the strictest of confidence as there may be sensitive subjects discussed.

It is not considered that there will be any major ethical considerations, but nevertheless, the researcher to address transparency and voluntarism will include an explanation of the purpose of the research and the expected length of time the interview should take place at the beginning of each interview. The interviewee will be free to stop the interview at any stage and can refuse to answer any of the questions put to them.

3.7 Conclusion

This research sought to adopt a qualitative approach to gather data in relation to the research question posed. In doing so it undertook in-depth interviews with five

participants from company X to investigate which style of leader they believed that they were from Goleman (2000) six different styles of leadership. .

The data was sufficient in the amount of time that the researcher had to complete this research dissertation. For future data analysis, a full analysis with large scale data would be more appropriate and give a fuller picture.

4 Findings

4.1 Introduction

The purpose of this chapter is to display the results from the primary research gathered for this study. The primary research was gathered by interviewing five participants employed by company X in a senior role. The participants were required to be in senior roles within any organisation for at least a six year period prior to this research. This enabled the participants to have enough experience to relate to senior leadership and what styles that they have developed and employed during different circumstances that they have come across. The three key findings from the research are as follows,

- The participants felt that even though they may/may not have had a dominant style they used a suite of leadership styles depending on the situation rather than one consistent style.
- Most participants confirmed that they would switch between the different styles sub consciously rather than consciously.
- The participants felt that out of the six styles the coercive style would be the one they would employ the least if not at all due to the negative effects that it could have on the organisation.

These findings are of critical importance to the organisation and are consistent with the literature.

4.2 Analysis of Primary Research

The first element undertaken by the researcher was to listen to the six interviews repeatedly and pull out the participant's styles and dominant style before taking a greater look at each style individually. A summary of these styles can be seen from table 5 below,

Leadership Styles Analysis

Theme/Style	Context appropriate/ When appropriate	Further Literature Evidence	Participant Responses
Coercive Style	The leader forces employees to do what they want and tell you where the door is if you don't like it.	Rahim, et al (2001) Hertogh (2001)	Participant A "If processes have not been followed and I have to give in no uncertain terms clear direction on what way to go, I have to put my foot down". Participant B "Persistent performance issues with staff". Participant C "It most definitely didn't work, a very unhappy place to work".
Authoritative Style	The leader has a clear vision and communicates that vision to the group.	Giritti & Oraz (2004) Merta, et al (1992)	Participant C "People are expecting you to take the lead role".
Affiliate Style	Making the employees get along and feel good. The leader should use a lot of praise and help to resolve conflicts.	Blake & Mouton (1966)	Participant A "Builds the relationships, create the trust". Participant E "create emotional bonds for the people and they feel part of the company".
Democratic Style	The leaders asks for people's opinions and tries to make the most people happy.	Blake & Mouton (1966)	Participant A "If you ask people, they are accepting much quicker". Participant B "Focus on decision making with consensus". Participant D "People who think it's a democracy got it wrong". Participant E "Need to build consensus up".
Pacesetting Style	The leader is keeping		Participant B "Setting high standards for myself,

	track of what everyone does and pitting them against each other.		communicating feedback from the client back to the individuals sets similar standards for employees without dictating”. Participant D “expect self-direction” Participant E “Have to set a pace and vision”.
Coaching Style	This style is good for highly motivated employees. The leader can talk with people and encourage them to make changes.	Harper (2012) Hicks & McCracken (2011)	Participant B “At this stage of the operation probably a bit early”. Participant D “If you’re not doing that then it seems to me then all you’re doing is for yourself your own satisfaction”. Participant E “continuously looking to see who is able to take the next step”.

On further analysis the researcher looks at each style to gain an understanding if the participants have used this style and in what circumstances they would have applied this style.

4.2.1 The Coercive Style

According to the Goleman (2000) article this style demands immediate compliance. The underlying emotional intelligence competencies are the drive to achieve, initiative and self-control. This leader has extreme top down decision making which kills new ideas on the vine. It can also effect the rewards system and it undermines one of the leader's prime tools which is motivating people by showing them how their job fits into the grand shared mission. This person rules by fear. "My way or the highway!" The leader takes charge and invites no contrary opinions.

Participant D believes that the coercive style is not one which he would use. This is not due to the fact that certain situations may require this style but that he feels that it;

"Lacks respect for the people who have been there before"

He does not rule out that at times he may need to use elements of this style where the situation requires. But it is not a style that he would use as he feels that no results will be achieved by using this style.

"There are certain things that require immediate completion and it's non-negotiable".

According to participant A this is not a style that he would use on a regular basis, it would be used on occasion where there was no choice, a clear process was required to be followed. They were required to tell an employee how it is and that the task at hand was required to be completed a certain way. This could be due to the fact that non-performance could lead to a business risk that was required to be mitigated out. It would be a style that he is uncomfortable with and would only use when all other avenues have been explored first.

"Makes me uncomfortable and not giving my best to the role"

Participant B has reiterated the point as participant A has stated above where this style would not be used on a regular basis and only be used where there are performance issues. This style again would only be used after all other avenues would have been exhausted, where by the

individual would be given a set of expectations and if these could not be achieved then participant A would step in and tell the individual how that expectation are going to be achieved and by what date.

“Don’t feel that there is a requirement to do that unless there is a significant performance issues, people respond better to the carrot rather than the stick”.

Participant C would also reiterate that this is not a style that he would use, only in exceptional circumstances, all other avenues would be exhausted first. He talked about an instance where one of the senior manager’s dominant style was the coercive style and he felt that,

“Nobody ever asked him anything, nobody ever came forward with ideas as they knew what the answer was going to be, one dominant style undermined his position”.

Not unlike the other senior managers this is one style that participant E would not use as part of his suite of styles. He does acknowledged that there are times when this style is required and in a previous role where unions were involved he believes that this style has to be used as the union would be happy to listen but would run riot if they are not told that his is the way that it is.

“A union person is a failed manager”.

“They like conflict, they feed off conflict, and they need to have conflict”.

Participant C also confirms that in an organisation where he worked previously he had to adapt to this style as the organisation was completely unionised. He tried the collaborative approach first but he became aware immediately that this style just wouldn’t work and he adjusted his style to a coercive style. He felt that in this situation he couldn’t be seen to blink therefore he had to be very forceful and communicate that this was how it was and there was no movement on the decision

“This is the way it’s going to be, that’s the final decision, couldn’t be seen to blink”.

Participant E went on to further state that he also feels that if you have to reward an employee to get a job done then you have the wrong person.

“I don’t like dangling a carrot because that just comes with too many emotional ties. If I promise someone if you do x for me you get y and if they do x and I can’t deliver y I have lost them”.

He feels that if the employee puts the organisation first rather than themselves then they will always be looked after by the organisation.

“I need someone who puts the company first knowing full well by putting the company first they are going to be looked after”.

Thorpe, et al (2008) discuss the trait theory and believes that it depends on the personality characteristics which can be born or bred. As discussed by the participants above this would not be a style that they would use as it's not one they feel comfortable with. On occasions where this style would be required to be utilised some of the participant would be stronger at implementing than others and therefore without admitting it, it may be part of their personality characteristics without realising it.

This can be seen as a negative style and the participants may be afraid to admit that they use this style more than they realise in certain situations when required.

4.2.2 The Authoritative Style

According to the Goleman (2000) article this style mobilise people towards a vision. The underlying emotional intelligence competencies are self-confidence, empathy and change catalyst. This leader has a powerful ability to articulate a mission and win people to it with enthusiasm. He makes a clear path for followers, cutting away the confusion that exists in most organizations.

Participant C believes that after taking a step back to look at his career that he was very much an authoritative leader in the early years. He believes that the situation at the time lead to this as decisions had to me made quickly and there was no time for collaboration with other individuals in the organisation. Therefore he fell into a trap of

“I'm the boss so therefore we can discuss issues but my way is the best and let's just go with that”.

Over time he has learned that this is not always the route to take and that by looking at all the elements you choose different styles in relation to the situation and the elements.

Participant E states that in relation to his direct reports he feels that this style is not necessary as this style would be used for a lower level within the organisation.

This is in direct contrast with participant C as he believes that your style is not on the individuals only but on a whole matrix of elements.

This is one in participants A current role he feels that the climate does not require as when he took over his present role he was walking into a well-managed, class leading business. He felt that it would have been counterproductive to go into this role with an aggressive attitude as the individuals already had well defined roles and were performing exceptionally well. At a later stage of the development the participant felt that over time he would be able to put his own stamp on the role but that this could not be immediate.

“Counterproductive to form an aggressive management style”

Again participant B does not feel that this style is a requirement for his current role. That the situation does not require this style even though the organisation is in a mobilisation phase he feels that he is more likely to achieve the organisation goals with a more collaborative style of leadership.

Participant D believes that he probably uses elements of this but that it is not one he would use as a whole. The empathy element from emotional intelligence is one he would use to understand different staff circumstances and try to bring them along with the organisation’s vision.

“Taper my message to them”.

In conclusion to this style the participants differ in their thoughts as participant E and A believe this style is used on the level of the individuals in the organisation, which would predominately be the lower level within the organisation. Whereas the other participants believe that this style would be determined by the situation at play.

4.2.3 The Affiliate Style

This style creates emotional bonds and harmony. The underlying emotional intelligence competencies are empathy, building relationships and communication. This leader is a master at establishing positive relationships. Because the followers really like their leader, they are loyal, share information, and have high trust, all of which helps climate. The Affiliative leader gives frequent positive feedback, helping to keep everyone on course.

This is a style that participant A feels he would use as part of his toolbox of styles. But he stated that he would not use this style on the middle management which is the level below him but the level below that which would be a supervisory grade, not directly reporting to him but his middle management. But he felt that that as this level of staff only see him for short periods of time he needed to create a bond with them to create a trust that they could feel that they could come to him to discuss issues if they needed to. .

Whereas participant C contradicts participant A where he believes that you don't use a different style on different levels within the organisation but that the style depends on the situation.

“Good leaders have to have a plan A, B and C, one approach wouldn't work for all situations”.

That this style would be used right through the organisation from entry level staff to the board it just depends on the environment and the variables and if this style is appropriate to that given situation.

“Use different approach in different situations overall encourage people to work together with a common goal”.

This is also a style that participant B feels he would use as part of his toolbox in leadership. He feels that building relationship is a large part of his role both with employees and the clients to have a healthy working relationship.

Participant D feels that this is his natural style and one that he feels most comfortable with. He feels that this style takes a long time to build up with individuals and works best with a green field site where he has been involved in the recruitment process.

“Getting people to buy in, not by imposing but by getting them to, building relationships takes a long time for me to build those relationships”.

This style will be adapted to the individual's situation and that different relationships are required for different individuals but the core of the style is the same. He stated that this has built many positive/loyal relationships over his career which he would still be in contact with and would be part of his large network.

“Being able to empathise with the people you work with and adapting your behaviour not to suit them but to enable everyone to work together”.

As with participant D, participant E believes that this is his dominant style. He believes that creating emotional bonds is an essential part of his role. This is an essential role to help individuals feel part of the organisation. He feels it is essential to know when and how much information to release to your team to enable them to complete their role.

“Create emotional bonds for the people and they feel part of the company”.

He feels he will always be testing individuals to prepare them in advance for changes in the vision of the organisation. He achieves this by dropping a line into a meeting to gauge the reaction of the managers involved. He will then be able to judge who is willing to adapt, who requires more training and who is not going to make it. The individuals that are not going to make it may require more training to enable them to adapt or else might be required to be removed from that situation.

“Mentally preparing manager six months prior to announcement to gauge their reaction”.

Blake & Mouton (1966) discusses the managerial grid which could be used here to understand the affiliate style to look at the five managerial behaviours based on the two variables, concern for output and concern for people. The affiliate style would be concerned with people rather than output.

The participants here again are in conflict as two of the managers believe that this is their dominant style and feel that it's important to build up the relationships. Whereas Participant A feels that this is a style he would only use at a lower level within the organisation and not through all levels throughout the organisation.

4.2.4 The Democratic Style

According to Goleman (2000) article this style builds consensus through participation. The underlying emotional intelligence competencies are collaboration, team leadership and communication. This leader focuses on decision making by winning consensus. With consensus comes intense commitment to goals, strategies and tactics. Trust is a major feature of this leadership style as well.

Participant A felt that this was his dominant style as he dealt with managers who had specialist knowledge in certain areas and he would be required to rely on their knowledge to

help him within his role. Therefore a collaborative relationship was required with his managers.

Participant B feels again that this would be his dominant style. He stated that there is a lot of expertise in the organisation and would never claim to have all the answers but with a collaborative approach that they can achieve the ultimate goals of the organisation. He requires input from all levels of the organisation and would try and remain consistent in his approach no matter what level the individuals are at in the organisation or outside the organisation.

“Focus on decision making with consensus”.

“Proven to be a much more fruitful, beneficial and streamlined relationship”.

Participant C feels that he would certainly use this style of leadership. He feels it's important to have a collaborative approach and always involve employees as much as you can in the decision making process of the organisation.

“Share the goal, share the targets, try and be transparent”.

He feels that you get more loyalty and effectiveness from employees if you can share as much information with them as possible where they feel more involved and empowered by the organisation. ,

“Share as much information as you can value them at that level in the organisation”.

Unlike Participant A and B participant D feels that an organisation cannot be a democracy as ultimately he has to make the final decision and at times you cannot work collaboratively within the organisation.

“Can't be consulting everyone about everything all of the time, you have to in some cases move very quickly”.

Therefore he would use some elements of this style at times when the circumstances arise but he would always try to implement the affiliate style where possible.

Participant E confirms that he would certainly use elements of this style, that it is important to build consensus through participation. Individuals are scared of change and the unknown but if subtle tracks can be laid then the individuals have boundaries that they can work

within. These boundaries can be wide to allow for collaboration. But in his experience if these tracks are not laid,

“Individuals become lost and very very quickly, people like to think I can do this and do my own thing, they quick become disillusioned within themselves and it effects their role”.

These tracks will help individuals to do their jobs effectively but yet have still have room to collaborate.

Blake & Mouton (1966) discusses the managerial grid which could be used here to understand the democratic style to look at the five managerial behaviours based on the two variables, concern for output and concern for people. It can be seen from the above participants that participant A and B believe that this is their dominant style and participant C and E believe that they use this style as part of their tool box when the situation arises and it's important to build collaborative relationships with their employees. Whereas participant D is in contrast with the other participant and believes that this is not s style that he would use as an organisation cannot be a democracy and he has to make the final decision and a times has to move quickly, therefore there cannot be collaborative relationships all of the time.

4.2.5 The Pacesetting Style

As stated by Goleman (2000) this style expects excellence and self-direction. The underlying emotional intelligence competencies are conscientiousness, drive to achieve and initiative. This leader sets high performance standards for everyone, including himself. He walks the talk.

Participant B feels that this is part of his tool box in leadership and as he sets very high standards for himself that this shines through so therefore the other individuals in the organisation set similar standards for themselves. He feels that he achieves this by communicating back to the employees on the client communication and what they perceive has been achieved which in turn shows the client expectations of the organisation. He feels that this is a better way to achieve organisational goals rather that dictate to the employees of the organisation.

“Setting high standards for myself, communicating feedback from the client to individuals set similar standards for them without dictating”.

Participant D did not feel that this was a style he would implement as part of his tool box but then on further reflection he did feel that he expects self-direction and initiative. He feels that in the Irish context

“Irish people in general/people who work in Ireland don’t show much initiative”

He felt that in other jurisdictions the workforce were a lot more creative. He felt that this could be derived from a culture in Ireland whereby if an employee made a mistake it was held against them. He feels that you can never fail, that you either succeed or learn from your mistakes which can be seen as an opportunities.

“You never actually fail, you learn, you succeed or you learn, you never fail”.

“Mistakes are opportunities”.

Participant A felt that this was not a style that he used as part of his role. He does expect high standards but under the democratic style by building trust to achieve those high standards.

Participant E also felt that he would use this as part of his leadership tool box. Setting pace and vision is a crucial part of his role to enable the senior manager to deliver the organisational goals.

In conclusion participant B has a strong pacesetting standard as he sets high standards for himself before others. Whereas all the other participants talked about setting a pace for their employees and not themselves. The researcher believes that pacesetting should be set from the leader and effectively their employees will follow which is what participant B believes that he trying to achieve but the other participants didn’t seem to tap into this level.

4.2.6 The Coaching Style

As discussed by Goleman (2000) this style develops people for the future. The underlying emotional intelligence competencies are developing others, empathy and self-awareness. This leader develops people. He is able to recognize talent and how best to develop it. He offers developmental plans, including challenging assignments that push people to cultivate new skills. This leader can see the future and bring out the best in followers.

Participant D concluded that if you did not incorporate the coaching style as part of your set of leadership styles then you were being very short sighted as a leader.

“If you don’t do that then you are very short termism, for me the greatest satisfaction that I get out of this is to see people progress”.

He believes that if as a leader you don’t develop individuals within the organisation then you are only there for self-satisfaction. That as part of your role you are there to promote and progress people. He did state that you have to choose wisely as not everyone has the capacity or drive to achieve this. Not everyone in the organisation wants to progress and are happy with the status and level they are at in the organisation. Also there are instances where individuals would like to progress but that they just will not be able to adapt to the higher level required.

“Everyone can’t do that, limited number of people, choose wisely and use your energy wisely”.

He felt that within his career to date that he has developed individuals to enable them to climb the corporate ladder within the organisation.

“People’s whose careers who I have deliberately developed, that’s because I recognise that they have potential”.

Participant E states that he would constantly be looking to develop individual and look to see who can take the next step within the organisation as stated by participant D above not everyone can make the move to the next step. Participant E believes that a crucial part of this process is understanding the individual, not only their skills but their background and personal life to a certain extent.

“Getting to know a person a little bit more than just what their work role is and that takes time”.

This is again where the affiliate style sits well as you need to build relationships to get to know the individuals which can take time.

“Build confidence in the people around in that they have confidence in you, they feel that you are looking after them”.

Participant A believes that the coaching style has to be included as he believes that one of his roles is to bring up succession planning within the business. He has already highlighted one

individual that could move to the next level within the organisation. Therefore this particular individual is now more inclusive on sensitive documents and discussions that his level within the organisation would not have access to but this should enable this individual to grow and develop within the organisation.

Participant B believed that this style is included in his toolbox of leadership styles but that as the organisation he is in at the moment is just coming out of the mobilisation phase that this is not a requirement yet. This is due to the fact that in mobilisation phase the organisation is focusing on meeting the contractual compliance for the client and setting up all the procedures that will enable the organisation to meet these contractual requirements on an ongoing basis.

“At this stage of the operation probably a bit early”.

He feels that even at this stage that he had identified some high performing individuals but that the coaching style will come into play in the next couple of years. As the organisation will be grown through the individuals in it.

“More of a focus on the individuals and how we progress them and develop the company”.

As discussed above by all participants the coaching style has to be included in the leader’s style. There is a requirement to bring willing people through the organisation. Some of the participants seemed to look at the coaching style as more of a peripheral role in their suite of styles rather than an essential part of their role to develop individuals in the organisation.

As discussed by Hicks & McCracken (2011) coaching is a collaborative process which is designed to help employees alter behavioural patterns to increase their effectiveness and their ability to adapt and accept change as a challenge, rather than an obstacle. This can be a difficult process according to participant E and takes time to develop.

4.3 Conclusion

In conclusion all the participants initially believed that they used a suit of styles and not just one on its own depending on the situation and at what stage the business was at. But as conversations developed they realised that they predominately used a dominant style with maybe elements of other styles. But they clearly had a dominant style. The participants had

different dominant styles with the exception of participant C where he believed that he really does not have a dominant style, as you have to have a plan A, B and C going into situations. He also believed that if you have a dominant style you can

“Undermine your own credibility because people will feel they know what your reaction will be”.

Blanchard (2008) also discusses that within situations the leaders must adapt their style according to the development level of the people that they are managing. That there are four leadership styles of directing, coaching, supporting and delegating and these represent different combinations of directive and supportive behaviours. The right style is a function of the level of difficulty of the task and the development level of the person. Effective managers will adapt their leadership style to match the development levels and changing demands. He concludes that being able to shift forward and backwards in style makes situational leadership a dynamic model.

Participant C also believes that you first need to analyse the environment and then decide on what style of leadership that you are going to use.

“Reading the signals, try to adapt to the situation”.

There are so many variables that have to be taken into account when deciding how you are going to approach a situation, even if you have decided before a meeting what approach you are going to take, if the meeting takes a different route than you expected then you have to adapt and change your approach.

“It wasn’t appropriate, achieved allot of other stuff, no point in me making an issue”.

This would always be done consciously as he would always be analysing the environment and the different variables at play.

This was discussed by Yukl (2013) where by the relationship between power and influence behaviour is complex. There are three types of influence tactics, impression management tactics, political tactics and proactive tactics. The skill required by the senior manager to combine different forms of influence requires insight and any tactic can fail if not skilfully used in an ethical way that is appropriate for the situation.

Whereas both participant A and B believe that their dominant style is the democratic style but do use elements of the other styles depending on who they are dealing with what the situation

is. They both confirm that they would switch between styles sub-consciously except where they would have to use the coercive style. They both felt that this style did not sit comfortable with them but where circumstances dictated that it was required they would implement it but consciously switch to this style.

Participant B “Try to be consistent within the organisation and externally outside the organisation with client relationship”.

Participant D believes that his true style of leadership only comes through when he can be involved in the recruitment of the staff. Therefore his true leadership style works best on a green field site rather than a brown field site where he has been involved in the recruitment process. He feels that he consciously switches between styles since he became aware of emotional intelligence.

“Adapt your style according to the environment, if you don’t do that then you’re probably heading for a brick wall”.

Participant E just as participant C confirms that you use a blend of all six styles of leadership depending on the situation. But where he differs from participant C he feels that different styles of management are required for different levels within the organisation just like participant A talked about. He would subconsciously switch between the styles he utilises unless there is a planned situation like an acquisition where all aspects of the takeover would be planned in advance. In one acquisition that was planned there was a lot of background work completed on the player’s within the organisation they were purchasing as he was required to identify would there be issues, would the management in place fit the new owners and what changes has to be made.

“I needed to know who were the characters”.

Therefore he developed a plan that used the following styles,

- Authoritative Style in relation to the new organisation as a whole as the new mission and vision had to be communicated
- Affiliate Style in relation to the senior managers in place as required to build relationships so that the new vision and mission could be delivered.
- Pacesetting style in relation to the new vision set.
- Coaching style in relation to the new organisation where certain individuals require more support than others.

To conclude on the chapter the participants were different in their thought process throughout the six different styles shown to them. The researcher believes that only one participant, participant C uses the full suite of styles. All the other participants had a dominant style and as conversations developed it could be seen that they may use small elements of the other styles but ultimately used a dominant style which could be linked back to Thorpe, et al (2008) and their personality traits. The participants confirmed that the style they use sits comfortable with their personality therefore they believe that's why it's their dominant style and it's the one that they utilise. Whereas participant C constantly analyses the extensive variables at play and then decides on which style is most suitable to the circumstances which still could have to be adapted through the process.

“Need an awareness, what are the signals you are getting off people, what's the situation what's the issue you are trying to resolve, what's the atmosphere, is this a once off or am I going to be coming back to these people in a month's time, do I need a longer term relationship, what impression do I want to leave them of me”

5 Conclusion

5.1 Introduction

The aim of this piece of research was to

- To test Goleman's model to see what styles of leadership are used by Irish managers and to what extent.
- To explore the appropriateness of these leadership styles for company X.
- This will then form the basis of a management development programme going forward for company.
- To propose a revised conceptual model for company X.

This chapter concludes that a good leader is not going to be stuck using a single leadership style. Leaders will consciously or unconsciously shift between and blend leadership styles in order to best achieve their goal. The researcher believes that only one participant fully embraces all six styles. The other four participants all have a dominant style and this is the one that is utilised throughout their leadership style in the organisation. The other four participants do allude to using elements of the other styles but always go back to their dominant style.

5.2 Conclusions on 6 styles of leadership

Goleman (2000) argues that it is now recognised that leadership is not about one skill set but the ability to move between leadership styles as and when required. There are six different styles which come from different parts of emotional intelligence. The research indicates that leaders with the best results do not rely on one style of leadership but span across most of them.

On review of the senior managers interviewed on the six different styles in summary, four believed that they had a dominant style which they utilised predominantly but one participant felt that he didn't have a dominant style as it would

“Underline your own credibility, because people will feel they know what your reaction will be”

Two participants felt that their dominant style was the democratic style and the other two managers felt that their dominant style was the affiliate style.

The democratic style builds consensus through participation and both managers felt that there was an expertise within the management team and that collaborative relationships work exceptionally well as they would rely on the expertise of these individuals to make decisions. These relationships would be built on trust and participation. They both agreed that this style was linked to their personality traits.

According to Yukl (2013) the trait research has important implications for improving managerial effectiveness. The information is useful for selecting and filling managerial positions, to identify training needs and planning management development.

Both managers felt that they achieved the best results from the democratic style

Participant B “That’s my personality, it’s much easier to manage in your natural guise than to try and built up a different approach with individuals if that’s your natural one“.

Participant A “My strengths are with people”.

The democratic style of leadership can help establish a deep commitment to the plan, goal and vision by team members that is difficult to replicate using more authoritative styles. The managers spend their time trying to create consensus building for key projects in the organisation. Democratic leadership can work for higher employees that value intelligence and ideas but at some point, the authoritative style must also be used. You can't please everyone all of the time.

The researcher believes that if this style is used alone without any other style the manager could start to lose their employees loyalty when they cannot deliver their vision. Sometime a manager has to implement plans that may not be liked by the employees and that's where their other styles need to come into play.

The Affiliate style creates emotional bonds and establishes positive relationships. It creates strong loyalty and a high trust relationship. It provides a strong foundation of trust and helps meet people’s need to be understood and valued.

Participant D believes that this leadership style takes time to develop

“Building relationships, take a long time for me to build those relationships”.

But that it works the best as again it is linked closely with his own personality type. That he works best with this style when he has been able to recruit the staff, in the case of a green field site.

“Green files, allows me to implement my real style”.

“My real style comes out when I am able to choose the people who are working with me”.

He believes that if he is working on a brown field site

“Brown field have a different combination of the various styles”.

Therefore he does show that he can at times utilise other styles but the Affiliate style would be the style that he is most comfortable with.

Participant E confirm that at the stage in the organisation he is at that the Affiliate style is best suited to this level,

“Create emotional bonds for the people and they feel part of the company”.

“More than just a nine to five job, I expect them to do the job”.

Participant E did not confirm if he thought that this was linked to his own personality but rather that this style was required for the level of individuals he was dealing with in the organisation.

The down side of affiliate leadership is that poor performance is not taken seriously. The great leader can use affiliative leadership when needed and should switch to authoritative to get rid of poor performers. This aspect of this style of leadership was not discussed by the participants which could be short sightness on the behalf of the participants.

There was one participant which linked his leadership styles back to Goleman (2000) and recognised that leadership is not about one skill set but the ability to move between leadership styles as and when required.

“Good leaders have to have a plan A,B and C one approach wouldn’t work for all situations”.

He believes that over time and holding numerous senior positions he has gained the skills and knowledge to switch between the styles after analysing the situation, But he also states that you also have to adapt your style as you may go into a situation thinking that one style is

appropriate but it turns out then you have to apply a different style as the situations is not what you thought.

“Have to have a range of styles to suit the occasion”.

“Identify what the culture is before you can decide what style of management”.

The researcher believes that a dominant style may not be the best way to manage the organisation but that the senior managers should be able to pick from a suit of styles that they have built up depending on the variables at play. The ideal manager should be able to use all six styles and use them appropriately, as needed. However, we can see from the finding that the managers have choose one dominant style and inevitably some people in the organisation are alienated. These styles can be developed through different types of training employed by the organisation. The first step for the organisation is confirm what style of leadership the senior managers engage in at present. This can be achieved through the 360 degree feedback sessions with the senior managers. This will enable the organisation to pin point the types of training required by the individuals as they will need to be a tailored plan for each individual rather than a group as a whole. Therefore this will enable the senior managers to develop the styles that they have yet to utilise in their tool box.

Essentially there are two dominant styles that are being portrayed by all the participants and this is the Affiliate style and the democratic style. They feel that at the senior level in the organisation that these are the most appropriate dominant styles to enable a collaborative working relationship with their employees. They all felt this lead to a happier work environment for their employees which enabled them to achieve more from their staff with either the Affiliate of Democratic style of leadership.

The participants did agree that different styles would be required for different situations for example where you had persistent performance problems a more authoritative or coercive style of management would be required. This was recognised widely by the managers and they stated that they would deploy these styles as and when the situation arose.

The organisation firstly needs to set up a proper succession planning matrix where once individuals are highlighted for promotion there are processes put in place to enable the organisation to achieve its goal. Which can be seen below in table 6;

Leadership Training Grid

	Task	Completed by	Tools
1.	Select individual for promotion	Existing manager	
2	Trait Analysis	HR Department	Psychometric testing which will show personality traits that can be linked to leadership styles.
3	360 Feedback	Completed by external consultancy firm.	To enable the organisation to see the strengths and weakness of the individuals to see where further training might be required.
4	Coaching on feedback	Completed by external consultancy firm.	This will enable the individual to see their strength and weaknesses of the leadership style deployed by them at present.
5	Training Programme	HR department	An individual tailored plan set up to enable the individual to work on their weaknesses.

The organisation is required to put process in place if they want to seriously commit to succession planning within the organisation. It is important that the HR department is included in the process otherwise there will be no consistency to each managers approach and it will be all completed a bit adhoc. The organisation should look at the strategic advantage of having these processes in place as they will always be looking to the future of the organisation.

5.3 Recommendations

As stated above the researcher believes that the best style of leadership for the senior roles in company X is a suit of styles depending on the variables at play. But the two dominant styles that came through all the interviews were the Affiliate and the Democratic style. All the other styles were utilised as and when was required by the situation. Therefore these should be the top two styles the organisation should look for in future senior managers and all others can be achieved through training.

The researcher believes that the first step for the organisation is to analyse the personality traits of the individuals to be included in the succession plan of the organisation. This can show according to the participants what type of dominant style they will have as they feel that their dominant style is closely aligned to their personality.

The organisation could look to see the specific traits that are portrayed by the individuals included in the succession plan which can then be linked back to the different styles of Leadership. But traits alone are not sufficient to give rise to successful leadership and there is no census about which mix of traits distinguishes leaders from others (Armstrong, 2012). This information is useful for selecting and filling managerial positions, to identify training needs and planning management development. After this has been completed Company X can focus on leadership development as it should be enhancing its workforce in the anticipation of unforeseen events.

From the analysis above it can be seen that the researcher believes that there is only one participant who utilises all styles successfully within the organisation. He has gained this through his experience in different senior management roles and also by taking on a lengthy course where he felt he learned a lot about his style and where his strengths and weakness were.

Therefore the first step for any organisation is too essentially look at the personality traits of the individual and link these back to the six leadership styles to see if the organisation can highlight the dominant style of the individual.

The next step in the succession planning for the organisation is to complete 360 Feedback and coaching for each individual that is looking to move to a senior level in the organisation.

360 Feedback can be invaluable to the individual as they can see how others see them. For this to be effective it should be completed alongside coaching which enables the participant to break down the data that they have received back on themselves.

This can be linked back to the research where Day (2000) concludes that the effectiveness of 360-degree feedback depends on the extent that this feedback is linked to follow-up coaching.

This will then enable the organisation to see where there are strengths and weakness in the individual's style of leadership. The organisation can then decide if a development plan should be put in place for the individuals to transition to the next level in the organisation.

Two ways in which this can be achieved by the organisation is to send the individual on assignments where they can learn from their experiences or different college courses depending on the requirement of the individual. The same style of development won't work the same way for each individual. An individual plan should be put in place after a review has taken place.

On the job assignment means that individuals can learn from their experiences which participant C stated was invaluable to him throughout his career to date.

This can be linked back to the literature where Day (2000) states that development through on the job assignments is how managers learn and acquire leadership capacity as a result of the roles, responsibilities and tasks undertaken in their role. This type of learning is very useful in learning about building teams, how to be a better strategic thinker and how to gain influence skills

Here the organisation could send individuals on secondment both short/long term to different parts of the group where they could be mentored by existing managers in place and learn new leadership skills to bring back to the role they are looking to fill.

Finally action learning can be useful as long as it's the correct type of course. Some of the participants concluded that they learned a lot about themselves and their styles through their studies and their involvement with the groups of individuals on their courses. Action learning is not only about sitting in a classroom but also learning from your peers and seeing scenarios from different angles. The organisation should according to Conger & Toegel (2003) try to avoid poor facilitation as failure to follow up and reflect on the learning opportunities can also hamper this learning to develop leadership talent.

In conclusion the researcher believes that the styles can certainly be learned through a number of different avenues. The organisation has to be mindful though that this cannot be achieved over night and can take years to complete. Therefore succession planning for some roles can be two years plus due to planning and training requirements once an individual has been highlighted for promotion.

Day (2000) states that effective leadership development is less about which one or combination of practices that are used by the organisation but more about the consistent implementation of these practices.

5.4 Limitations

The limitations to this study was that there were only 5 managers involved in the study. Ten participants had been highlighted but due to work commitments only five of these participants could take part in the study. This could be due to the fact that the interview process should have taken place earlier in the process whereby more participants would have been able to take part. Had the larger group of participants been involved in the study this may have led to further findings which may have been in line with the current findings or have shown something completely different.

5.5 Opportunities for further research

There are certainly more opportunities for further research.

The researcher could take a look at the leadership styles from the employee level. This could have been interesting as at the sites included in the current study there have been different senior managers. Therefore the researcher could have run a survey to see if what leadership style has had more satisfaction from staff than another.

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7 Appendices

7.1 Appendix 1 - Interview Guide

Interview Guide

The aim of this piece of research is to test the Goleman Model within the context of a selection of Irish managers.

This research was conducted in the USA and therefore the mix of styles proposed by Goleman (2000) will be tested in an Irish context to see if this piece of research is transferable to a group of Irish leaders they can the styles be applied effectively.

Goleman (2000) examined six different styles of leadership which will be used by the researcher as a basis for the research question. This research will seek to test Goleman's conceptualisation of leadership styles among a sample of Irish managers in company X to identify if there is evidence of all six and which are believed by those managers, to be the most effective.

Goleman (2000) looks a six different styles of leadership which will be used by the researcher as a basis for the questions. The six different styles come from different parts of emotional intelligence.

The six different styles are outlined as follows,

1. The Coercive style

This style demands immediate compliance. The underlying emotional intelligence competencies are the drive to achieve, initiative and self-control. This leader has extreme top down decision making which kills new ideas on the vine. It can also effect the rewards system and it undermines one of the leader's prime tools which is motivating people by showing them how their job fits into the grand shared mission. This person rules by fear. "My way or the highway!" The leader takes charge and invites no contrary opinions.

2. The Authoritative style

This style mobilise people towards a vision. The underlying emotional intelligence competencies are self-confidence, empathy and change catalyst. This leader has a powerful

ability to articulate a mission and win people to it with enthusiasm. He makes a clear path for followers, cutting away the confusion that exists in most organizations

3. The Affiliate style

This style creates emotional bonds and harmony. The underlying emotional intelligence competencies are empathy, building relationships and communication. This leader is a master at establishing positive relationships. Because the followers really like their leader, they are loyal, share information, and have high trust, all of which helps climate. The Affiliative leader gives frequent positive feedback, helping to keep everyone on course.

4. The Democratic style

This style builds consensus through participation. The underlying emotional intelligence competencies are collaboration, team leadership and communication. This leader focuses on decision making by winning consensus. With consensus comes intense commitment to goals, strategies and tactics. Trust is a major feature of this leadership style as well.

5. The Pacesetter style

This style expects excellence and self-direction. The underlying emotional intelligence competencies are conscientiousness, drive to achieve and initiative. This leader sets high performance standards for everyone, including himself. He walks the talk.

6. The Coaching style

This style develops people for the future. The underlying emotional intelligence competencies are developing others, empathy and self-awareness. This leader develops people. He is able to recognize talent and how best to develop it. He offers developmental plans, including challenging assignments that push people to cultivate new skills. This leader can see the future and bring out the best in followers.

The Interviews will take a semi-structured approach.

According to Saunders, et al (2008) when conducting semi-structured interviews the researcher will have themes and questions to be covered but these may vary from interview to interview.

“The defining characteristic of a semi structured interview is that they have a flexible and fluid structure, unlike structured interviews, which contain a structured sequence of questions

to be asked in the same way of all interviewees. The structure of a semi structured interview is usually organised around an aide memoire of interview guide” (Lewis-Beck, et al., 2012).

The objectives of the research is to answer the following questions,

1. What style of leader do you think you are?
2. Have you a dominant style?
3. Can you talk me though some examples of where you have used different styles of leadership.

7.2 Appendix 2 – Signed Interview Consent Forms



An exploration of a Leadership Grid to Identify Management Potential
Informed Consent Form for Individual Interviews

Dear [REDACTED]

Introduction

I, Helen Bray, as part of my masters' thesis of an MBA programme in National College of Ireland am undertaking an exploration of leadership in company X to identify management potential. My thesis supervisor is Dr Colette Darcy.

Description:

In the next 30 minutes to you will be asked questions regarding what type of leader you perceive yourself as and if you apply different leadership styles in the context of different situations. Your comments will be recorded to maintain the utmost accuracy in your statements. Your name as a participant in this interview will be held in strict confidence by the investigator. Comments will not be attributed to any one individual. The recordings will be stored under lock and key in the office of the researcher until completion of the interview analysis. Upon completion of analysis recordings and award of the MBA the recordings will be destroyed. Recordings will be used to clarify and illuminate the notes. It is possible that specific comments will be reported if they illuminate a particular theme. Real names will not be tied to these comments. If, at any point, you are concerned about a comment that you have made please contact me at [REDACTED] or e-mail [REDACTED] and your comment will be erased from all records if you so choose. There are no foreseeable risks to your participation in this interview.

Please Note

1. I understand that the Human Participants Ethical Review Application Form in the National College of Ireland has been submitted and approved for this research.
2. I understand the scope, aims, and purposes of this research project and the procedures to be followed and the expected duration of my participation.
3. I understand that if I consent to participate in this research, I may decline to answer any question or discontinue my participation at any time.
4. I confirm that no coercion of any kind was used in seeking my participation in this research project.
5. I understand that if I have any questions pertaining to the research you can call Ms Helen Bray ([REDACTED] or e-mail [REDACTED]).
6. I certify that I have read and fully understand the purpose of this research thesis and the risks and benefits it presents to me as stated above.

Please sign below:

I **CONSENT/AGREE** to participate in this research project _____

A handwritten signature in black ink, appearing to be 'Helen Bray', written over a horizontal line.

I **REFUSE/DO NOT AGREE** to participate in this research project _____

Date _____

25/7/2014



An exploration of a Leadership Grid to Identify Management Potential
Informed Consent Form for Individual Interviews

Dear [redacted]

Introduction

I, Helen Bray, as part of my masters' thesis of an MBA programme in National College of Ireland am undertaking an exploration of leadership in company X to identify management potential. My thesis supervisor is Dr Colette Darcy.

Description:

In the next 30 minutes to you will be asked questions regarding what type of leader you perceive yourself as and if you apply different leadership styles in the context of different situations. Your comments will be recorded to maintain the utmost accuracy in your statements. Your name as a participant in this interview will be held in strict confidence by the investigator. Comments will not be attributed to any one individual. The recordings will be stored under lock and key in the office of the researcher until completion of the interview analysis. Upon completion of analysis recordings and award of the MBA the recordings will be destroyed. Recordings will be used to clarify and illuminate the notes. It is possible that specific comments will be reported if they illuminate a particular theme. Real names will not be tied to these comments. If, at any point, you are concerned about a comment that you have made please contact me at [redacted] or e-mail [redacted].ie and your comment will be erased from all records if you so choose. There are no foreseeable risks to your participation in this interview.

Please Note

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2. I understand the scope, aims, and purposes of this research project and the procedures to be followed and the expected duration of my participation.
3. I understand that if I consent to participate in this research, I may decline to answer any question or discontinue my participation at any time.
4. I confirm that no coercion of any kind was used in seeking my participation in this research project.
5. I understand that if I have any questions pertaining to the research you can call Ms Helen Bray [redacted] or e-mail [redacted].
6. I certify that I have read and fully understand the purpose of this research thesis and the risks and benefits it presents to me as stated above.

Please sign below:

I **CONSENT/AGREE** to participate in this research project

I **REFUSE/DO NOT AGREE** to participate in this research project

Date 21/7/2014



An exploration of a Leadership Grid to Identify Management Potential

Informed Consent Form for Individual Interviews

Dear [redacted]

Introduction

I, Helen Bray, as part of my masters' thesis of an MBA programme in National College of Ireland am undertaking an exploration of leadership in company X to identify management potential. My thesis supervisor is Dr Colette Darcy.

Description:

In the next 30 minutes to you will be asked questions regarding what type of leader you perceive yourself as and if you apply different leadership styles in the context of different situations. Your comments will be recorded to maintain the utmost accuracy in your statements. Your name as a participant in this interview will be held in strict confidence by the investigator. Comments will not be attributed to any one individual. The recordings will be stored under lock and key in the office of the researcher until completion of the interview analysis. Upon completion of analysis recordings and award of the MBA the recordings will be destroyed. Recordings will be used to clarify and illuminate the notes. It is possible that specific comments will be reported if they illuminate a particular theme. Real names will not be tied to these comments. If, at any point, you are concerned about a comment that you have made please contact me at [redacted] or e-mail [redacted] and your comment will be erased from all records if you so choose. There are no foreseeable risks to your participation in this interview.

Please Note

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3. I understand that if I consent to participate in this research, I may decline to answer any question or discontinue my participation at any time.
4. I confirm that no coercion of any kind was used in seeking my participation in this research project.
5. I understand that if I have any questions pertaining to the research you can call Ms Helen Bray ([redacted]) or e-mail [redacted].
6. I certify that I have read and fully understand the purpose of this research thesis and the risks and benefits it presents to me as stated above.

Please sign below:

I CONSENT/AGREE to participate in this research project [Signature]

I REFUSE/DO NOT AGREE to participate in this research project _____

Date 22/7/2014



An exploration of a Leadership Grid to Identify Management Potential

Informed Consent Form for Individual Interviews

Dear [REDACTED]

Introduction

I, Helen Bray, as part of my masters' thesis of an MBA programme in National College of Ireland am undertaking an exploration of leadership in company X to identify management potential. My thesis supervisor is Dr Colette Darcy.


Description:

In the next 30 minutes to you will be asked questions regarding what type of leader you perceive yourself as and if you apply different leadership styles in the context of different situations. Your comments will be recorded to maintain the utmost accuracy in your statements. Your name as a participant in this interview will be held in strict confidence by the investigator. Comments will not be attributed to any one individual. The recordings will be stored under lock and key in the office of the researcher until completion of the interview analysis. Upon completion of analysis recordings and award of the MBA the recordings will be destroyed. Recordings will be used to clarify and illuminate the notes. It is possible that specific comments will be reported if they illuminate a particular theme. Real names will not be tied to these comments. If, at any point, you are concerned about a comment that you have made please contact me at [REDACTED] or e-mail [REDACTED] and your comment will be erased from all records if you so choose. There are no foreseeable risks to your participation in this interview.

Please Note

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3. I understand that if I consent to participate in this research, I may decline to answer any question or discontinue my participation at any time.
4. I confirm that no coercion of any kind was used in seeking my participation in this research project.
5. I understand that if I have any questions pertaining to the research you can call Ms Helen Bray [REDACTED] or e-mail [REDACTED].
6. I certify that I have read and fully understand the purpose of this research thesis and the risks and benefits it presents to me as stated above.

Please sign below:

I CONSENT/AGREE to participate in this research project _____ 

I REFUSE/DO NOT AGREE to participate in this research project _____

Date 24/7/2014



An exploration of a Leadership Grid to Identify Management Potential
Informed Consent Form for Individual Interviews

Dear [redacted]

Introduction

I, Helen Bray, as part of my masters' thesis of an MBA programme in National College of Ireland am undertaking an exploration of leadership in company X to identify management potential. My thesis supervisor is Dr Colette Darcy.

Description:

In the next 30 minutes to you will be asked questions regarding what type of leader you perceive yourself as and if you apply different leadership styles in the context of different situations. Your comments will be recorded to maintain the utmost accuracy in your statements. Your name as a participant in this interview will be held in strict confidence by the investigator. Comments will not be attributed to any one individual. The recordings will be stored under lock and key in the office of the researcher until completion of the interview analysis. Upon completion of analysis recordings and award of the MBA the recordings will be destroyed. Recordings will be used to clarify and illuminate the notes. It is possible that specific comments will be reported if they illuminate a particular theme. Real names will not be tied to these comments. If, at any point, you are concerned about a comment that you have made please contact me at [redacted] or e-mail [redacted] and your comment will be erased from all records if you so choose. There are no foreseeable risks to your participation in this interview.

Please Note

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3. I understand that if I consent to participate in this research, I may decline to answer any question or discontinue my participation at any time.
4. I confirm that no coercion of any kind was used in seeking my participation in this research project.
5. I understand that if I have any questions pertaining to the research you can call Ms Helen Bray [redacted] or [redacted].
6. I certify that I have read and fully understand the purpose of this research thesis and the risks and benefits it presents to me as stated above.

Please sign below:

I **CONSENT/AGREE** to participate in this research project  _____

I **REFUSE/DO NOT AGREE** to participate in this research project _____

Date 31/7/2014