
UNIT 13 PERSONNEL MANAGEMENT: LEADERSHIP

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13.1 INTRODUCTION

In the course so far we have learnt about the process of planning and setting up a food service establishment and also about food management in the food service operations, namely purchase, receiving, storage, production and service management. Besides these operations, manpower management is a crucial operation of food service management.

This is the first unit in the series of units presented herewith (Unit 13-15) dealing with manpower or staff management and therefore will draw your attention to a number of questions that usually arise in the mind of a worker in any organizational environment. Let us try and list down some of these thoughts that arise in the mind of people at their places of work.

- Why does he only give orders?
- Who does he think he is?
- How can I do the work that no one shows me how to do?
- Whom should I ask?
- Why is he not *fair* to me?

Similarly there can be a host of questions and perhaps statements praising someone's attitudes, work achievements and so on making you admire some people.

This unit deals with trying to make you see why you like some people, follow their example, respect them and so on, in contrast to others whom you may be bossing over at work. You would agree that without administrative leadership no organization could achieve its goals and plans. But what do we mean by the term administrative leadership?

This unit presents what is leadership, who are the leaders, what qualities they possess and how they influence the success or failure of an establishment. It also defines leadership and discusses the different approaches to it, focusing on communication as

the key to effectiveness. Also, we shall focus on the responsibilities of food service managers and dietitians who are the administrative leaders who assume the management of food service organizations.

Objectives

After studying this unit, you will be able to:

- define leadership and leadership styles,
- explain the components of leadership,
- describe the qualities attitudes and values of leaders,
- highlight the principles of effective leadership,
- discuss the role of communication as the key to leadership, and
- enumerate the responsibilities of food service managers.

13.2 LEADERSHIP

We begin our study by first understanding the term leadership. Leadership, you would realize, has a different meaning for different people. For instance, for some it is being the first one to inspire bravery on the battlefield or for some it is influencing people to strive willingly to achieve goals and targets of an organization. So, then, leadership may be defined as “working with people to get them willingly to produce the results leader wants or needs to accomplish.”

One often hears the statement that *Leaders are born*, but time has shown that although every manager cannot be a J.R.D. Tata or M.S. Oberoi, many successful managers have emerged and developed under the guidance of great leaders in every sphere of life, through their own hard work. Yet many professors and renowned people in this area believe that managers and leaders are very different kinds of people who differ in motivation, personal history and how they think and act. Hence, we can say that leadership quality is *that element in a manager, which makes people look up to him or her for advice, feel motivated to work with a feeling of respect and loyalty, generating love and care in the environment as they work along together.*

Also, leadership has been viewed as a special form of power involving relationships with people. These relationships develop when leaders successfully fuse both organizational and personal needs in a way that allows people and organization to reach levels of mutual achievement and satisfaction. This, however, can be a difficult task as each employee, has different motivations, ambitions, and interests and must be treated differently. On the top of it, the work situations vary. So, it becomes an extremely challenging for the manager to handle such divergent factors. *Koontz and O'Donnell* suggest that subordinates will respond to authority alone to do the bare minimum to maintain their jobs. But in order to raise effort towards total capability, the manager must induce devoted response on the part of subordinates by exercising leadership. Managers, researchers, theorists and teachers have defined leadership in many different ways all trying to focus on the perfect way to define leadership. Let us see next how we can best define leadership and apply the definition in the context of food service management.

13.2.1 Definitions

Leadership represents the set of skills and characteristics, which differentiate the people who make an impact on others, as against those who do not. Scientists and management professionals in various fields have offered different views and expressed their thoughts and beliefs about leadership through their definitions, which have been quoted below.

Lord Moran (during World War I): “Leadership is the capacity to frame plans that will succeed and the faculty to persuade others to carry them out in the face of difficulties”.

Katz and Kahn, 1966: “The influential increment over and above mechanical compliance with the routine directives of the organization”.

Willingness of people to follow a leader and this happens when people can see the manager or leader as one who is providing their own wants and needs.

Koontz et al., 1982: “Leadership is the art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of organizational goals”.

In the context of food service establishments, administrative leaders are dietitians, food service managers and those individuals who assume the management of food service organization and responsibility of making the organization successful. They have the responsibility of achieving goals and plans of an organization. These are the individuals who can be a role model, are willing to work longer and harder than his/her team and also willingness to continuously inspire confidence and trust.

Having looked at the definition of leadership presented above, what are the elements/components of leadership that you can highlight. List these components and tally them with the components highlighted in the next sub-section.

13.2.2 Components of Leadership

Leadership consists of three basic components expressed as the ability of leaders to *comprehend*, *inspire* and *act* as highlighted herewith.

Ability to comprehend that people are motivated by different forces at different times and in different situations.

Ability to inspire through qualities of charm and appeal, in a charismatic manner. Show a sense of loyalty and devotion to the organization and to people, which they can recognize and then emulate.

Ability to act in a manner that will motivate and develop a climate for responding to those motivations at work and outside it.

While knowing the theories of motivation helps in understanding the elements of motivation, and every manager is better aware of the nature and strength of his staff, it is difficult to apply the same to people and situations. It is for this reason that of all the managers that can handle people and situations fairly well; only few stand out as good leaders.

Next, we shall review the approaches to leadership.

13.2.3 Approaches to Leadership

The ancient Greeks and the Romans believed that leaders were born to be *great men*. Before 1949 therefore, studies of leadership were based on identifying the traits that leaders possess. Researchers tried to identify physical, mental and personality traits of various leaders.

The *great men* theory was gradually replaced by the *behaviourist approach*, which believed, that people are not born with traits other than some physical characteristics and tendencies toward good health. Thus, six distinct approaches to leadership were identified, which you may recall reading earlier in Unit 1. Let us review each of these, next.

- Traditional
- Trait
- Path Goal
- Situational
- Contingency
- Modern

Traditional Approach

It was a traditional practice to start food services or any other enterprises as small family businesses with the parents dictating the norms for managing it. This approach therefore, exhibited *paternalist* tendencies, which reflected obedience, cooperation, more punishment or coercion, rather than reward because the good work done by younger members was the expected norm in joint families. While elderly managers or leaders still exhibit this approach *vis à vis* their subordinates in other establishments too, it is gradually getting replaced by professionalism.

Trait Approach

Various researches identified five physical traits related to leadership ability, four to intelligence and ability, sixteen to personality traits, six being task related and nine linked to social characteristics. These have been tabulated in Table 13.1, which also provides some examples of each trait for clearer understanding.

Table 13.1: Traits related to leadership ability

Trait	No. Identified	Examples
1. Physical	5	Appearance, energy, height
2. Intelligence	4	Intelligence, scholarship
3. Personality	16	Adaptability, aggressiveness, enthusiasm, self confidence, honesty, truthfulness..
4. Task-related	6	Achievement drive, persistence, initiative
5. Social	9	Cooperation, interpersonal skills, administrative ability

In general however, studies of traits have not been a fruitful approach to explain leadership. This is because all leaders do not possess all the traits in fact many non-leaders may possess them. The approach also does not indicate how much of the trait a leader should possess although some studies show a significant correlation between certain traits and leadership effectiveness. The views of some management theorists and researchers are briefly reproduced.

Ghiselli noted that leadership effectiveness was correlated with intelligence, supervisory ability, initiative, self-assurance and individuality in the ways of doing work.

Stogdill compared the traits of leaders with those of non-leaders and grouped *intelligence, scholarship, dependability, responsibility, social participation and socioeconomic status* of leaders as being the traits correlating to leadership ability.

Keith Davis observed that leaders do have high intelligence, broad social interests and maturity, strong motivation to achieve, respect for and interest in people.

It will be noticed that most of these traits really show patterns of behaviour that one would expect from leaders placed in management positions in any organization.

This approach to leadership is of particular interest to managers as it sees the most effective leaders as those who help subordinates to achieve both establishment goals, as well as, their own personal goals. It takes care of achievement and reward goals of all involved in terms of money, promotion, task interests and opportunities for growth and development. Leaders achieve this by:

- defining position and task roles clearly,
- removing obstacles to performance by assisting group members in goal setting,
- promoting group cohesiveness and team effort,
- increasing opportunities for personal satisfaction in work performance,
- reducing unnecessary stresses and external controls, and
- making reward expectations clear, and designing appropriate situations for achievement.

This approach is particularly valid for upper level positions and professional tasks where the behaviour of leaders can influence the development of a positive work environment. Its application to routine production level jobs is not clear, probably because not much can be done to make those tasks more satisfying.

Situational Approach

This approach focuses on *situations* based on the belief that *leaders are the product of given situations*. That is, the effectiveness as a leader depends on multiple factors which include not just only human behaviour and motivation. The situational approach to management concentrates on the theory that leadership effectiveness is a function of the individual leader (including traits and personalities – we just learnt above) that leader's subordinate and the situational variables involved.

A number of studies show that leadership is strongly affected by the situation. Some classic examples from history are leaders such as *Hitler* of Germany, the rise of *Mussolini* in Italy, emergence of *Roosevelt* in the US during the Great Depression of the 1930's, the rise of *Mao Tse-tung* in China after world war II and *Mahatma Gandhi, Nehru, Sardar Patel* during independence movement in India. The situational approach to leadership recognizes that there exists an interaction between the group and its leader. It supports the theory that people tend to follow those in whom they see, rightly or wrongly, a means of satisfying their own personal wants or goals. The leader then, is one who recognizes these wants and undertakes to fulfill them, even at the cost of tremendous self-sacrifices.

More recently, the two dimensions of leadership effectiveness have been delineated. These include concern for the task and concern for the people who do the task. Keeping in view these two dimensions, *Blake* and *Mouton* developed the *managerial grid* for determining a leader's behaviour and successful management of people. Here, in this, grid, leadership style was an ideal one, wherein there was high concern for people, as well as, production. Though, very soon it was realized that other forms of leadership styles are equally effective as a consequence of many situational constraints in leadership styles. However, this approach is important to practicing managers who must take into account the entire situation along with its challenges, and then design for performance and achievement.

Contingency Approach

According to the contingency theory, there is no one "best" style of leadership but that style must be adjusted to fit the situation. How effective a leadership is in a particular situation, depends on a number of circumstances. Now what that situation(s) could be? Well, these could be how structured the task involved is, whether or not

the leader has any power as perceived by subordinates and how well the leader gets along with the subordinates.

Often referred to as *Fiedler's Contingency Approach*, because *Fiedler* and his associates, through their research, implied that people become leaders not only because of the attributes of their personalities but also because of various situational factors and the interaction between the leaders and the situation. According to *Fiedler*, in very "favourable" or on very "unfavourable" situations for getting a task accomplished by group effort, the task-oriented management style works best. Further, on the basis of his studies, *Fiedler* found three *critical dimensions* of the leadership situation such as power of position, task structure and leader member relations. Let us get to know about each of these.

Power of position: This power arises from organizational authority, since a leader with position power can obtain better follower-ship than those who do not have the position.

Task structure: To the extent to which tasks can be clearly defined and people held responsible for them the quality of performance can be controlled more easily, in contrast to tasks that are vague and unstructured.

Leader-member relations: This dimension is the most important from the point of view of the leader since the position power and task structure may be under organizational control. This aspect is dependent on the extent to which group members like and trust a leader and are willing to follow him or her.

Modern Approach

The modern approach to leadership is based on the functional effectiveness of leaders and the belief that leaders can be groomed by training. The training tools focus on developing managerial skills and interpersonal cooperation. Completely new ways of building skills within organizations is to use instruments as role plays, management games, syndicate exercises through audio-visual presentations and overall training of mind, body and management skills in natural surroundings and a relaxing formal or informal environment.

Leadership effectiveness thus depends on the various elements of the group environment. Managers who apply their knowledge to real group situations will recognize that they are practicing an art. It has been recognized by experienced managers that the nature and style of the most effective leadership depend upon each situation in which the above factors all interact to various extents. Therefore, every manager must design their approaches to suit the situation at hand keeping in mind the people involved. This is even truer in a food service unit wherein different services – commercial and non-commercial – are operational.

Take a break here and review your understanding of the topic so far by answering the questions given in the check your progress exercise 1.

Check Your Progress Exercise 1

1) a) How did Katz and Kahn define leadership?

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- b) Combine the important features expressed in all the definitions stated in sub-section 13.2.1 and write down your own definition of leadership that includes all the important points.

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- 2) What are the three components of leadership?

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- 3) Fill in the blanks:

- i) The approach to leadership exhibits tendencies.
- ii) traits have been linked toand ability.
- iii) The most effective leaders are those who help to achieve establishment, as well as, goals.
- iv) Those who believe that leaders are the product of given follow the approach.

In the discussion above we focused on the concept of leadership and the components and approaches to leadership. Next, let us get to know the qualities, values, and attributes of a good leader.

13.3 WHO ARE LEADERS?

A leader is everyone who exerts a positive influence on the life of others, whether a team member or head of a department of an organization. It is a person who can solve problems creatively and follows his own intuition rather than merely being imitative of those in position of power. A good leader does not do everything, but only manages to get things done through other people. Therefore remember, *all managers are not good leaders*.

Charisma distinguishes a leader from a manager, but charismatic leaders can be brusque, arrogant and generally poor team players, although they exhibit a sense of vision and can give direction by creating an image of an expansive future for the organization. People see this vision and feel motivated to achieve.

While it is the general belief that charismatic leaders are born, *Rob Yeung* believes that they can be developed by good training, which inculcates in people not only leadership qualities but also innovative ideas that can be developed into creativity by experience on the job, especially if it offers early responsibility and opportunities. In fact leadership and creativity together translate into entrepreneurial skills, which are an asset to organizations small or large. *Peter Drucker* has so aptly said that:

Production is not the application of tools to materials but logic to work.

A leader who can mobilize the trust and support of staff achieves greater heights than his contemporaries in the competitive management environment. This is because people need to share in a vision and want some understanding of the bigger picture to see how their work contributes to it. A good leader introspects and starts his day by asking some questions like:

- What has to be done?
- What do I need?
- What do I have to do to make a real contribution?
- What are my organizational goals?
- What qualifies as acceptable performance?
- Do I tolerate poor performance?
- Do I like or dislike an employee?

A leader produces simple plans, speaks plainly, proposes clear-cut targets and stimulates staff to achieve them speedily, building up a momentum to achieve. They talk less and set an example for others to follow showing enthusiasm to achieve in their own behaviour at work.

Leaders are not threatened by others who have strengths that they lack as is clear from *Lord Moran's* definition presented in sub-section 13.2.1. The definition implies knowledge, realism and ability to implement in the form of capability coupled with effectiveness. All these, within a framework of selflessness, courage to decide, will power to achieve, ability to deal with people and make an impact on them by setting an example.

What then are the qualities of a good leader? Let us find out.

13.3.1 Qualities

Leaders act to help people obtain objectives with the maximum application of their capabilities. They do not stand behind them to push or prod, but place themselves before them to help their progress and inspire them to achieve goals.

Have you ever gone to a music recital or seen and heard an orchestra perform? Then, you must have noticed the behaviour of the lead singer or the leader of the orchestra. His function is to produce coordination of sound and guide the correct tempo through the collective effort of the other musicians, each responding to the quality of the leadership.

Again, some people go enthusiastically to a movie and come back disappointed because they find the choreography or the dresses or the coordination in dances poor, according to the theme or title of the movie. Why is that? Simply because of poor direction or leadership. Let us therefore list the qualities of a good leader. According to *De Woot* (1994), good leaders demonstrate the following qualities:

- Natural drive
- Thirst for adventure or challenge
- Courage
- Sense of reality
- Ambition
- Imagination
- Restive temperament
- Genuine interest in people
- Respect for people.

Thus, a leader is anyone who exerts a positive influence on the life of others, whether a team member, or head of a department, a person who can solve problems creatively and follows his own light or intuitions. *A leader does not do everything but only manages to get things done by focusing on strategic issues.*

What should be the attitude and behaviour of a leader? Read the next sub-section and find out.

13.3.2 Attitude and Behaviour

The attitude and behaviour of leaders should be such as to bring about the image of the organization, as it wishes to be seen and judged by people or its customers. A leader's attitude to his staff follows the *pull* and not the *push* policy, a *command* and not *demand* attitude or behaviour. The manner with which a leader conducts himself, will show how he expects others to behave. For example, if a leader perpetually comes late to office or dresses shabbily he cannot expect discipline from his workers.

Establishments in which people perform to their optimum capability indicate that the leadership is motivating. A leader must show by example what he expects others to do.

13.3.3 Values

Every leader exhibits certain values that are admired by others, such as truthfulness, honesty and justice in dealing with others, be non-corrupt, loving and caring, disciplined and highly ethical in the performance of their work. Yet, managers have often been criticized for their lack of responsiveness to the social attitudes, beliefs and values of particular individuals in organizations. The reason is, that attitudes and values are different for workers and employers, rich and poor, as also with people at different occupational levels.

The variety of values existing makes it difficult for managers to design an environment conducive to performance goals, as well as, to the satisfaction of all concerned. It has become even more difficult to respond to everyone's personal needs in the legal, economic and political environment of today, which exert external pressures on organizations to adapt to their demands as well.

A doctoral study conducted in Delhi University on the values of managers of non-governmental and multinational organizations showed that managers held very different values depicted in their management styles.

Next, let us review the task of leaders.

13.3.4 Tasks of Leaders

The tasks of leaders are those, which cannot be delegated. Their tasks are mental and intuitive and attempt to bring about the image of the organization, as it wishes to be seen and judged by the public. The dictum that good leaders follow in the performance of their tasks is – *never do as others do. Either do nothing ... or do something nobody else does.* The tasks that leaders perform may be summarized as:

- *Well being*: This is the inner dimension of leadership from which strength and power emanate.
- *Vision*: The leader visualizes an image of a desirable future for the organization. He does this by finding answers to market needs, gives meaning to employee efforts by explaining *why* and *what for* the organization stands.

- *Mission*: This is the visualization of the basic rules of behaviour of an organization based on values, orientations and norms within the industry.
- *Shaping the future*: The leader shapes the future of the organization through strategies, which may be offensive and invents new markets. He may sometimes use defensive strategies to remain on top of the competitors in the market or use disinvestments strategies as a tactic for increasing the value of the organization.
- *Identifying core competencies*: Leaders spend their time and energies to identify the core talents in terms of skills and behaviour patterns in their organization that will bring in the maximum results in terms of not only profits, but reputation and lasting image as well.
- *Care of core products and services*: Once identified, the core competencies both intrinsic and extrinsic would be nurtured and developed by leaders for furthering the goals of the establishment.
- *Establishing organizational image*: It is the task of a leader to establish and maintain the image of the establishment in the mind of its customers, and remain above that of its competitors in the market.

Who then, is a leader? Well, he is *a person who guides, conducts, directs and reacts positively and aggressively, to changes in the internal and external environment of an organization, well in time to succeed in the market.*

Check Your Progress Exercise 2

- 1) With what are the following management scientists associated?
 - i) Fiedler
 - ii) Yeung
 - iii) De Woot
- 2) Give *one word* answers to the following questions.
 - i) What distinguishes a leader from a manager?
 - ii) What do leaders do to help people to obtain objectives with the maximum application of their capabilities?
 - iii) What does a leader exhibit to be admired by people?.....
 - iv) What policy does a leader's attitude to his staff follow?.....
- 3) How many tasks do leaders perform? Name them.
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- 4) What are the qualities of a leader?
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Now let us review the leadership styles.

13.4 LEADERSHIP STYLES

Leadership styles were at first classified on the basis of how leaders used their authority and therefore three basic styles were documented. *One*, the *autocratic* in which the manager or leader commands and expects compliance, is dogmatic and positive, and exercises the ability to give or withhold awards and punishment. *Two*, the *democratic* or *participative* in which the leader consults his subordinates on proposed actions and decisions, encouraging their participation. This type of leader was seen as a person who does not take action without the concurrence of his staff, or one who makes decisions but consults his teammates. *Three*, the leader uses his or her power sparingly if at all, giving subordinates a high degree of independence in their operations. Such leaders depend largely on their staff to set their own goals and achieve them. Managers in this case see their role as one of helping by providing information and acting as the contact with the external environment of the organization.

There are however, variations of these basic styles that are followed by managers or leaders in each working set up, requiring different kinds of decisions in which a leader may have to deviate from the basics. Let us next review the styles of leadership.

Styles of Leadership

Leadership style is used as an effective tool of management in formal, as well as, informal establishments. It is often seen that even when placed in positions of power as in formal organizations, managers can exercise authority over people only if they will accept it. Leadership styles are therefore dependent on the different methods that managers or leaders use to achieve cooperation from their staff efforts to achieve goals.

One of the most dramatic approaches to leadership styles is that developed by *Robert Blake and Jane Mouton* (1969), known as the *management grid*, which focused on how managers are concerned about people or productivity. They described four extremes of the basic styles as follows:

- Where managers put in minimum exertion and effort to get work done and sustain organizational morale. This indicated low concern for people and productivity and was graded (1.1) on the grid.
- Managers showed high degree of concern for people, by believing that thoughtful attention to needs of people leads to friendly and comfortable work environment and tempo of work. But this too led to low productivity concern (1.9).
- Adequate performance through a balance between work requirements and maintaining satisfactory morale being considered usual or average in terms of concern for people and production (5.5).
- Managers believe that efficiency results from arranging work in such a way that people have little effect (9.1). This style shows low concern for people but results in high productivity.
- When committed people who trust and respect each other accomplish work with interdependence because of a common stake in the organization, the management is graded at 9.9. This represents concern for both people and productivity.

Lal (1983) researched on different styles that leaders or managers use in performing their functions and concluded that four styles are commonly used as summarized in Table 13.2.

Table 13.2: Leadership styles

Style	Description	Usage (%)
Autocratic	Manager's decision without or with explanation to subordinates	Varies depending on nature and size of establishment
Participative	Prior consultation with subordinates	35.2
Democratic	Joint decision by all staff	29.5
Laissez faire	Delegating authority	3.5

It will be noted that all the styles are used to different extents by managers, as indicated by the percentage usage of the particular style. These vary because of the nature of the decisions made in different situations.

A manager therefore, cannot use a particular style at all times, being autocratic in an emergency such as an accident or a fire breaking out. In certain situations, he is alone he may have the answer such as, deciding the number of customers to be catered for, yet he can communicate it to staff in a pleasant participative way instead of being autocratic and only ordering people around. In fact, *Tannenbaum* and *Shmidt* pointed out that leadership styles adapt to different situations to form a leadership continuum of manager and non-manager behaviour (*Koontz et.al.* 1982).

Ghiselli (1963) and *Stogdill* (1974) identified various traits related to leadership ability ranging from physical traits to those of intelligence, ability, personality, social and task related ones. Experiences of managers have shown however, that the contribution of leadership ability towards goal achievement is about 40% whereas 60% is attributed to the need for the job and the authority exercised by superiors.

The leadership style of a manager determines how good his relationships are with subordinates, and how easily he can communicate with them. Leadership styles adopted in the management of group work are closely related to the personality of individual managers and their social skills, although it is debatable as to how far social skills can be taught. Usually extrovert personalities develop easy relations with other people in contrast to introvert personalities who find it difficult.

Leadership style is thus a powerful tool of management especially in people oriented spheres such as food service management. Thus, the styles that managers adopt indicate the degree of concern they have for people, through which they can create a comfortable working environment of mutual trust and respect or fear and anxiety leading to stress.

Every leadership style has its advantages and disadvantages and is therefore used in a selective manner by managers and leaders according to the demands of a particular situation. As already stated, in an emergency such as a fire breaking out in the organization, there is no time to think whom to go to or which style to use. The leader on the spot who ever it may be acts in an autocratic manner and just orders people out, and uses the nearest fire extinguishing equipment to try and put out the danger.

Similarly, in the case of directing and guiding the activities of a unit or area there is need for patience on the part of the leader, who then uses the participative style to get the staff concerned to identify.

13.4.1 Effective Leadership

When managers understand what motivates their staff and how these motivators operate, and the more they reflect on how to apply this understanding to managerial action the greater is the effectiveness of their leadership.

According to *Likert* (1967), effective managers use the participative style and depend more on their communication skills, while at the same time they adopt a supportive attitude, sharing needs, values, goals and expectations with their staff. He saw an effective manager as one who was strongly oriented to subordinates. All members of the group including the manager or leader who adopt a supportive attitude to each other, appeal to human motivations and work effectively as a unit. *Likert* identified four systems of management namely:

- exploitative-authoritative
- benevolent- authoritative
- consultative
- participative.

Let us get to know them.

Exploitative-authoritative: Managers falling within this system are highly autocratic, have little trust in people, motivate them through fear and punishment with occasional rewards. They mostly use downward communication at work and limit decision making to those above them in the organization.

Benevolent-authoritative: These managers have a patronizing confidence and trust in their subordinates, motivate them through rewards, limiting the use of fear and punishment to rare occasions when considered necessary. They allow their staff to communicate upward, take ideas and opinions from them allowing some delegation in decision making while keeping strict control on set policy.

Consultative: Such leaders have substantial but not complete confidence and trust in subordinates. They use their ideas and opinions, use rewards for motivating them, use punishment where considered necessary and encourage both up and downward communication. They tend to make policy decisions at the top with only specific decisions at lower levels of the hierarchy and act consultatively in other ways.

Participative: Referred to as participative-group system, which works on complete mutual trust and confidence in the abilities of each other. Managers use the opinions and ideas of staff, give economic awards on the basis of group participation and involvement in setting goals and evaluating them from time to time. All kinds of communication channels are used in such settings of group work.

Some guidelines for effective leadership are:

- Avoid nagging to get cooperation
- Be direct about what you want people to do
- Don't blame as this can hinder problem-solving
- Stay focused on current situation, and do not generalize
- Negotiate, don't demand
- Realign priorities to suit the way staff want to work
- Speak less, listen more
- Be subtle in the way you want work done, avoid ordering
- Recognize the efforts of others and praise them
- Do some self evaluation also

Ideally, people should be encouraged to work willingly and do it with zeal and confidence. Let us see what these mean? *Zeal* is ardor, earnestness, and intensity with which work is carried out, whereas *confidence* reflects experience and technical ability.

To lead effectively is to guide, conduct, direct and precede. However, the key to effective leadership is, communicating to others in a manner that makes them clearly understand *what* is to be done, *when*, *where* and *how*.

Rob Yeung suggests 10 ways of using charisma to advantage for effective goal achievement. These are:

- Draft a compelling vision
- Communicate passionately
- Get cooperation from others
- Inspire and pull people towards goals
- Provide direction and momentum
- Assert if necessary
- Keep an open mind to learn from others
- Make decisions in line with vision
- Get feedback
- Command and not demand respect and loyalty

The key to effective leadership therefore lies, not only in the knowledge, intelligence, creativity, innovativeness of leaders but, their ability to communicate their ideas, thoughts, decisions and visions to those who will implement them to achieve goals.

Next, let us review communication as the key to effective leadership.

13.4.2 Communication – The Key to Effective Leadership

Communication is defined as *the transmittal of information from one individual to another*. It is the ability to convey information to people in a manner that they understand the message in the *same light* as the sender meant it to be understood. In other words, the mental *wavelength* of the sender and the receiver should be the same. How can this be done? Let us see by an example.

You have all listened to people on the radio some time or another, some people hear the message and even dial the telephone number given in the message to ask a question, and receive the reply. What happens when you hear and respond? You have tuned your radio to the wavelength of the radio channel from which the programme is being telecast. Similarly two people have to tune in to the same wavelength in order to speak or deliver the message. Likewise, for a leader to lead, direction that are being communicated must be followed and for directions to be followed, they must be well understood by the subordinates and colleagues. Communication is only complete if a response is received from the receiver depicted below:

SENDER >>>>>>>>> Wavelength <<<<<<<<< RECEIVER

Let us then understand some terms used in the content of communication.

Wavelength

The wavelength signifies the clarity with which messages are received and interpreted. You know, that if your radio does not catch the wavelength at which a particular programme you want to hear is being relayed there is disturbance and you get frustrated. So, if the response of the *receiver* of the message is not what the *sender* expected or perceived, the communication will be disrupted and the message will not be interpreted correctly. In such cases communication does not take place and we tend to either misunderstand responses or get the message misunderstood.

Interpretation

It has been seen that the best plans fail often if the communication is not comprehended. Though, it is certain that no message will be transmitted or received with 100% accuracy. The average employee remembers:

- 10 - 15% of what he/she hears
- 15 - 30% of what he/she hears and sees.
- 30 - 50% of what he/she says
- 50 - 75% of what he/she does but he/she remembers.
- 75% of what he/she does with proper instructions.

Proper instruction here refers to the use of all senses such as hearing, seeing, saying and doing, and then repeating it all over again.

Next, we must understand what influences the understanding or interpretation of the messages. There are a number of factors that affect the interpretation of messages by the receiver. These are:

- language used in communicating and message
- differing background of the sender and receiver
- circumstances in which the communication takes place such as environment and noise
- body language and facial expressions
- emotional state or the state of mind when message was received by the receiver
- personality of the sender and the receiver
- images of people because of position at work, dress, colour, gender and so on.
- *Halo Effect* that is impressions of superiors about people, which make them think that, *the boss is always unjust to me and just to another staff, or he hates or loves me, and will never or always take an unfavourable or favourable decision* irrespective of how I behave or work.

H.J. Leavitt studied the effectiveness of various communication channels or networks and arrived at the conclusion that channels have *two* indices, namely:

- index of CENTRALITY – This signified that the position of the staff placed in the center of the action, attracted manager focus and received more attention, providing good interaction or communication opportunities.
- index of PERIPHERALITY – People working away from the center or in the periphery of the organization, had low interaction and therefore were less well informed.

Next, let us get to know about the channels of communication.

Channels of Communication

A number of channels of communication are followed in food service or other organizations depending on whether orders have to be given, reporting done or simple participative interaction for decision making carried out. The channels are briefly outlined:

One way channel: One way channels of communication may pass on messages *upward* or *downward* depending on whether the superior is ordering or the staff are reporting back on actions taken in the organization.

You have experienced a one-way downward communication at home when parents tell you *not to do* or *do* something. Can you think why this is a downward communication or message? Simply because they do not expect back any answer, as it is meant to

be an order, given by virtue of their position in the family. Can you now think of an example of an upward communication at home, when you would have conveyed your programme to the parents.

Two way channel: When a manager informs the coffee shop that he needs two cups of coffee for a visitor at 11 a.m. in her office and receives a response *Yes Madam*, a two way message has been communicated in which the sender of the message and its receiver have both interacted.

Similarly when you take permission from someone to use his computer and he says *Yes*, the communication is two way.

Multi channel: Multi-channel networks are those in which a number of people placed at different points in or outside the establishments interact with each other on a regular basis. The type of channels followed varies with the size of the organization, number of staff performing interrelated activities, and goals of the units or subunits of the organization.

Does your mother go out of the home to work? If so, she probably needs to convey something to your father about what to buy from the market on the way home from office, so she can organize the dinner on return from work. In response your father may say *all right don't worry*, but has got caught up in a meeting, where he will be delayed. So he tells you to buy what he was to do, and further asks you to convey his message of being late to your mother in her office. Now, this is a multi-channel communication network because more than two people are involved.

Similarly a leader of an organization or food service department may convey messages to heads of departments to be carried out during the day. Then these key persons interact with others in their own or other departments to get the work done by the end of the day. So, there can be any number of messages exchanged between people in organizations in many different ways both formally and informally. The organization charts of organizations indicate the formal and sometimes even the informal lines of communication followed.

In a food service establishment the catering manager communicates with both the kitchen and dining room supervisors who in turn interact with each other to serve food to the customer. While there may not be any formal interaction of waiters with the chef, he necessarily has to communicate with kitchen staff to serve the customer. In this case he follows informal channels to pass customer messages and receive the food as ordered for service.

Methods of Communication

The lines of communications within an organization should be clearly established. Different managers and leaders, depending on the size of the organization, location and the state of modern technology adopted for networking, have used a number of methods. These have been enumerated below:

- *Verbal:* or through talking or *word of mouth* as it is generally called.
- *Written:* in the form of order, letter, memo in black and white which may be hand written or typed. Examples include bulletin board notices, memos etc.
- *Audio-visual:* In this method part of what is being said is explained with the help of visual aids like a screen as on television or computer, by the use of posters, booklets, leaflets, blackboards and chalk, or as exhibits.
- *Interactive:* These methods are followed with groups of people all of whom express their opinions on the subject of discussion, as in brainstorming sessions for acceptance of a new idea. Interactive methods are also used in formal settings as by an interview board for selection of staff.

Apart from the above-mentioned methods, another informal means of communication found in every organization is the grapevine. While at the administrative level, communication is achieved through tools such as Operations Research (OR), Performance Evaluation and Review Techniques (PERT), and Management by Objectives (MBO). You may recall studying about MBO earlier in Unit 1 in this course.

For any purposeful communication to take place the sender must believe that it is essential, then express it clearly and finally pass it on through people who will listen carefully and understand it fully in order to implement it.

Having discussed briefly the methods that can be used for effective communication, it is important to understand the reasons why people often misunderstand messages, be they oral or verbal, written or interactive. Factors, which cause blockages in communication channels, are many and are generally referred to as *barriers of communication*. These are classified as shown in Figure 13.1.

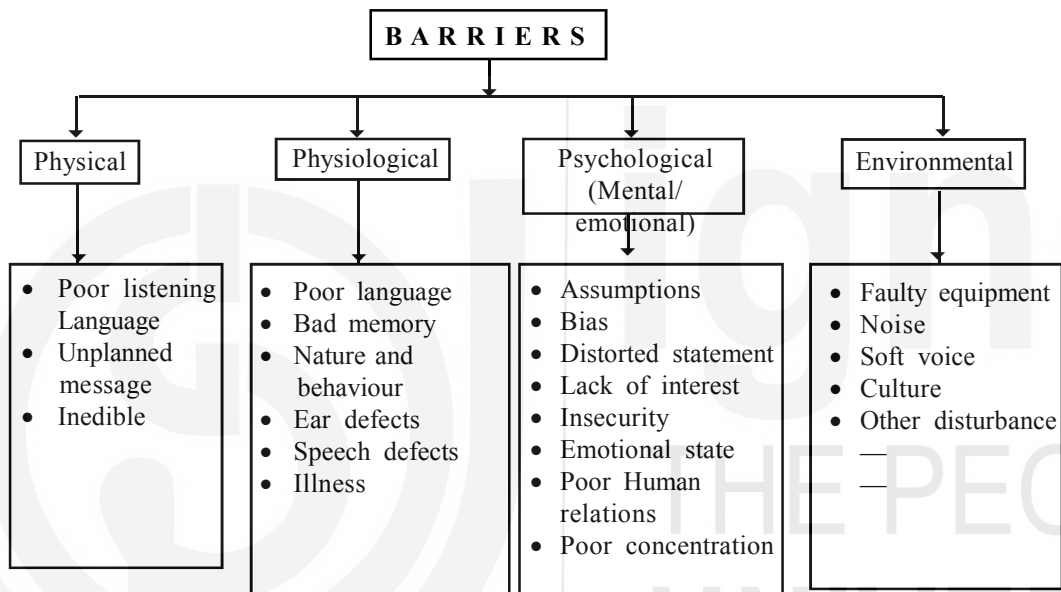


Figure 13.1: Barriers to communication

Do you recall any such occasion when you rang up a friend and asked her to come and meet you for lunch at 12.30 as usual? While you were waiting for her at the usual cafeteria, she arrived home assuming that since you did not specify the place so it must be at home. There was clearly a misunderstanding. Why? Let's see.

- The location was not mentioned in the message faulty message
- The receiver made an assumption perhaps overexcited to meet
- Did not meet angry and humiliated

Result: Sender and receiver of the message both unhappy and disappointed. Perhaps did not talk to each other for days. However, instead of keeping quiet and sulking for many days it is good practice to do a self-analysis, call back and say sorry for the misunderstanding and make up for it.

So, whenever a message is not clear it is important to call back to remove any doubts. Once the barriers have been identified, they may be removed for better communication.

Eshbach has given ten suggestions for the improvement in the process of communication especially for the *food service industry*. These are:

- 1) Know what you want to say and be sure of what it means to you. If you are not sure of what you mean, you cannot expect other people to know what you want to know or do.
- 2) Know as much as you can about your audience, their educational level, their interests, attitudes, skills, and abilities. Such information will help you make what you want to say more readily understood by receivers.
- 3) Try to put yourself in the place of the person with whom you are communicating and consider what you have to say as you think he or she would.
- 4) Give attention to the people who are communicating with you.
- 5) Make communication a 2-way street and not two one-way streets. If people have an opportunity to ask questions and check to see if what they heard is what is meant, communication will be much more effective.
- 6) Recognize the limitations of the various communication methods.
- 7) Many factors affect understanding by other people of what you say and write.
- 8) Do not try to impress people with big complicated words and make correct choice of words keeping them shorter and simpler.
- 9) People's opinions are not always based on reason or logic. Often logical statements of fact do not result in correcting views and agreeing. Instead, they continue to hold their view and find new reasons to support them.
- 10) Recognize your need to improve communications, be eager to improve your communication and work hard at it.

You have now learnt that communication cannot be taught it has to be learnt by vibrating correctly with different people and this comes only by familiarity, experience and understanding of each other. When a number of people need to communicate using all types of methods as in an organization, you can imagine how much more difficult it becomes to understand what is said, heard and to be done. A good leader can also be misunderstood if a message is passed on hurriedly on the assumption that the receiver understands it well. Communication however is better in a harmonious working environment where people easily talk and consult each other and work happily together.

With a detail review on communication and how it can be a key to effective leadership let us next review the few points of what leaders do to succeed in food service establishment.

13.4.3 Applications to Food Service Management

The different leadership styles that are used in the catering field can be easily classified. Some distinctly make people work by order, force or coercion while others encourage staff to join the group and initiate activity. There are some managers who use persuasion, and others generate the enthusiasm for work among people by their endearing manner and achieve goals in the best possible manner.

While a number of applications of leadership have been talked about throughout this lesson, a few points of what leaders do to succeed in food service establishments will be enumerated giving specific examples. What managers should remember however is that *people believe in the extent to which they participate*. The vital factor in success is therefore the application of the American philosophy of thinking of employees as *colleagues and not subordinates*.

It has been observed that when employees are sincerely allowed to participate in managing affairs within the range of their competency, any doubts and misgivings about the management's fairness and sincerity disappear. People then begin to believe

in management when they understand the management's problems well (Kumar, 1998).

Worker's participation in decision-making in any food service demonstrates the management's interest in people, and stimulates positive reactions from them. This leads to greater achievement because they look at organizational goals and problems as their own, and attempt to tackle them together.

In the context of food service establishments, the administrative leaders are dietitians, food service managers and those individuals who assume the management of food service organization and responsibility of making the organization successful. Let us now try to list the functional responsibilities and skills required by dietitians and food service managers.

Responsibilities of a Dietitian

The dietitian is the manager of the dietetic department of a hospital or nursing home who is mainly responsible for the functioning of the main kitchen where meals are prepared and served for patients.

In large hospitals there are separate canteens and dining facilities for hospital staff and visitors. These may be independent production and service units or may be supplied with main items from the hospital kitchen and supplemented with snacks and cold drinks from the canteen kitchen.

In western countries, the dietitian's responsibility is only to plan for patient meals, and pass on their requirements through a food service manager, who is in-charge of all the kitchen activities such as purchasing, storage, receiving and issue of ingredients and equipment, food preparation and delivery, maintenance of hygiene, staff uniforms and so on.

In India however, the chief dietitian who has a team of dietitians to assist her with patient care does all this. Her responsibilities therefore include:

- Patient care.
- Counseling for disease recurrence or prevention.
- Menu planning for staff, patients and visitors.
- Monitoring through being part of the medical team.
- Management department through all administrative work like budgeting, purchasing, etc, which would normally be done by a food service or institutional manager.
- Make department financially self-sustaining.
- Teaching nutrition and dietetics to medical and nursing students.
- On the job training of internees from various institutions.
- Organizing seminars for updating staff.
- Research in dietetics.

With so many responsibilities to carry out the number of dietitians in our hospitals need to be increased, and kitchen administration and management be given to experienced food service or institutional managers who then operate under the guidance of the dietitian, for patient food preparation planning and implementation.

Private hospitals have stepped in this direction by appointing food production staff from the hotel industry or contract-catering sector. While they are good at food production and presentation they too need to be instructed to cook according to the

individual or group requirements of patients and their specific disease and nutritional requirements.

Next, let us review the responsibility and skill required for food managers.

Responsibilities and Skills Required for Food Managers

You have learnt about so many different types of food service establishments in Unit 1, you can therefore imagine the types of responsibilities that food managers carry on their shoulders. They are responsible for:

- All management activities you have learnt, such as establishment of goals, objectives and standards.
- Personnel selection, education and welding an effective staff.
- Handle emergency situations.
- Be well informed about new equipment, processes and food products and purchase of these according to specifications.
- Supervision of all technical operations: production, deliver and service of food, sanitation, safety and security
- Financial planning and control.
- They need to sense the pulse of the market to estimate demand for foods.
- Plan spaces, menus, cooking methods, and presentation and so on relating to food production and service.
- Cater to so many different demands of well customers.
- Ensure profitability for the organization.
- Keep staff happy so that they can keep customers satisfied.
- Train and retrain staff, motivate them to stay.
- Select staff carefully with retention in mind.
- Work hard and be a leader.

You would have realized by now, that effective administrative leadership is a professional responsibility. Some of the key characteristics of successful and responsible leaders are given herewith:

- Sense of responsibility
- Technical and professional competence
- Enthusiasm
- Communication skills
- High ethical standards
- Flexibility
- Vision

A few specific suggestions have been made for improving professionalism of administrative dietitian or food service manager. Let us have a look at them:

- Increase confidence in use of management skills such as communication, planning, evaluation of services.
- Memorize facts important to the fiscal accountability of the operation.
- Select some interesting and challenging continuing education activities.
- Establish a daily study period.

- If speaking up for yourself and your department is difficult or very comfortable, take an assertiveness training course.
- Keep a daily log of starting time and nature of the tasks. Periodically, review activities and estimate relative amount of time spent on each can be spent on difficult or demanding tasks.
- Set specific professional objectives for a particular time frame. Establish work plan to achieve them.
- Keep a log of trails, successes, problems and insights as goal are achieved, set new ones.
- Publicize your successes.
- Organize seminars and workshops for groups within and beyond your institution.

All managers need to be leaders by example, so that others follow willingly in the right direction, to achieve organizational, as well as, personal goals. Irrespective of which type of organization, unit or department one is leading the crux lies in the leadership qualities one has or acquires over time to ensure the success of the enterprise and its members, making them proud of being where they are and being happy to be led.

Check Your Progress Exercise 3

- 1) a) List the four styles of leadership used in a food service establishment.

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- b) Comment on how and in which situation managers can use them to advantage.

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- 2) Fill in the blanks:

- i) Leadership styles adapt to different to form a of manager and non-manager behaviour.
- ii) The styles that managers Indicate their for people.
- iii) The earnestness, and intensity with which work is performed is called
- iv) Confidence reflects and technical

- 3) a) Define communication. What are the methods used to communicate with staff in a food service establishment.

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- b) List *five* barriers to smooth communication. Give an example for *each* to explain why you think they are barriers.

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- 4) a) If you were a patient in a hospital what would you expect from your dietitian in terms of her responsibilities?

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- b) Would you like to be a leader among your group of friends? If so, what skills would you like to possess so that they look up to you for advice and guidance in their working lives.

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13.5 LET US SUM UP

In this Unit, we learnt what is leadership, what makes a leader and why he is different from a manager, even though a manager like every leader also leads his group of workers or associates. We have also learnt what special qualities a leader possesses. We further got to know about a number of approaches to leadership that have been suggested from time to time. We saw, that the qualities of a leader can thus be summed up as selflessness, courage, determination to achieve, ability to deal with people and situations deftly and make an impact through setting an example. Next, we saw that managers have used four different styles of leadership. Whatever be the qualities of particular leaders their effectiveness at work depends on one key factor, that is *communication*. Without proper communication nothing can be achieved. The functions of dietitians and food service managers have been briefly touched upon in this unit, along with their responsibilities towards patients and customers, whose satisfaction reflects success or effectiveness of managers, staff and the organization.

13.6 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

Check Your Progress Exercise 1

- 1) a) Katz and Kahn defined leadership as the influential increment over and above mechanical compliance with the routine directives of the organization.
b) For the student to create.
- 2) The three components of leadership include: Ability to comprehend, Ability to inspire and Ability to Act.
- 3) i) traditional, paternalistic
ii) Four, intelligence
iii) subordinates, personal
iv) situations, situational

Check Your Progress Exercise 2

- 1) Fiedler — contingency approach
Yeung — training of leaders
De Woot — qualities of leaders
- 2) i) Charisma ii) Act iii) Values iv) Pull/command
- 3) Leader perform seven tasks namely well-being; vision; mission; shaping the future; identifying core competencies; care of core products and services and establishing organizational image.
- 4) Qualities of a good leader include: Drive; thirst for challenge/adventure; sense of reality; ambition; imagination; restive temperament; interest in people and respect for them.

Check Your Progress Exercise 3

- 1) a) The four styles of leadership used in food service establishment are autocratic; participative; democratic, laissez faire.
b) Answer based on your own understanding of the topic.
- 2) i) situations, continuum
ii) adopt, concern
iii) ardour, zeal
iv) experience, ability
- 3) a) Communication is defined as *the transmittal of information from one individual to another*. The methods used to communicate with staff in a food service establishment may include verbal, written, audio-visual and interactive .
b) The five barriers to communication include: Physical, Physiological, Psychological and Environmental.
For examples look at Figure 13.1 and write on your own.
- 4) a) Refer to sub-section 13.4.3 and answer on your own.
b) Refer to sub-section 13.4.3 and answer on your own.