Management Styles Report
Sample Report

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Introduction

In his book, The Human Side of Enterprise, Douglas McGregor presented two highly influential ways of viewing people's motivation in the workplace, known as Theory X and Theory Y.

Theory X assumes that people are lazy, dislike and shun work, lack ambition, dislike responsibility, and prefer to be led. In these circumstances, management must persuade, reward, punish, control, and direct people's activities. Theory X says that the average human being seeks to avoid responsibility, is not ambitious, and seeks security before advancement.

Under Theory X, management approaches can range from a "hard" to a "soft" approach. The hard approach relies on coercion, implicit threats, close supervision, and tight controls; essentially an environment of command and control. The soft approach is to be permissive and seek harmony, with the hope that in return employees will cooperate when asked to do so. However, neither of these extremes is optimal. The hard approach often results in hostility, purposely low-productivity, and hard-line demands. The soft approach results in ever-increasing requests for more rewards in exchange for ever-decreasing productivity.

By contrast, Theory Y assumes that people have a psychological need to work, and want achievement and responsibility. Under Theory Y, the essential task of management is to arrange organizational conditions and methods of operation, so that by directing their efforts toward organizational objectives, people can achieve their own goals. People who agree with Theory Y believe that, for most people, work is as natural as play; that people have capacity for self-control, that motivation arises from higher order needs such as self-esteem and achievement, and that people, if properly managed, will be more than willing to take on responsibility. Finally, Theory Y says that people can be creative and team-spirited, and that few organizations make use of these inherent abilities that their people have.

According to McGregor's theory, the role of a manager is not to ask, "Which theory of human nature is right?" but, "What is the reality of our job situation, and how can I motivate my group to keep them involved and contributing?." In other words, whether you as a manager adhere to Theory X or Theory Y will be reflected in how you relate to and communicate with your people in different circumstances.

The next page summarizes some of the assumptions that underpin the X and Y theories.

Underlying assumptions about Theory X and Theory Y Managerial Style

THEORY X ASSUMPTIONS

- People are naturally lazy; they prefer to do nothing.

- People work mostly for money, status, and rewards.

- The main force keeping people productive in their work is fear of being demoted or fired.

- People remain children grown larger; they are naturally dependent on leaders.

- People expect and depend on direction from above; they do not want to think for themselves.

- People need to be told, shown, and trained in proper methods of work.

- People need supervisors who will watch them closely enough to be able to praise good work and reprimand errors.

- People have little concern beyond their immediate, material interests.

- People need specific instruction on what to do and how to do it; larger policy issues are none of their business.

- People appreciate being treated with courtesy.

- People are naturally compartmentalized; work demands are entirely different from leisure activities.

- People naturally resist change; they prefer to stay in familiar territory.

- Jobs are primary and must be done; people are selected, trained, and fitted to pre-defined jobs.

- People are formed more by heredity, childhood, and youth; as adults they remain relatively static; "old dogs don't learn new tricks."

- People need to be inspired, pushed, or driven.

THEORY Y ASSUMPTIONS

- People are naturally active; they set goals and enjoy striving to reach them.

- People seek many satisfactions in work; pride in achievement, enjoyment of process, sense of contribution, pleasure in association, and stimulation of new challenges.

- The main force keeping people productive in their work is a desire to achieve their personal and social goals.

- People normally mature beyond childhood; they aspire to independence, self-fulfillment, and responsibility.

- People close to the situation see and feel what is needed, and are capable of self-direction.

- People who understand and care about what they are doing can devise and improve their own methods of doing work.

- People need to sense that they are respected, capable of assuming responsibility, and self-correction.

- People seek to give meaning to their lives by identifying with larger causes.

- People need ever-increasing understanding; they need to grasp the meaning of the activities in which they are engaged; they have cognitive hunger.

- People crave genuine respect from their fellow man.

- People are naturally integrated; when work and play are too sharply separated, both deteriorate.

- People naturally tire of monotonous routine and enjoy new experiences; to some degree everyone is creative.

- People are primary and seek self-realization; designed, modified, and fitted to people.

- People constantly grow; it is never too late to learn; they enjoy learning and increasing their understanding and capability.

- People need to be released, encouraged, and assisted.

Theory X and Theory Y

Two sets of values have influenced the way in which people have managed the work of others. Douglas McGregor labeled them Theory X and Theory Y, and described them in his classic book, The Human Side of Enterprise. More recently, the field of transactional analysis (TA) brings a pair of terms to help our understanding of these sets of values: Parent-Child (Theory X) and Adult-Adult (Theory Y). The table below makes the distinction clear:

When we approach situations and people with the attitude that we are right and others are not (I'm OK, you're not OK), we are operating from the Parent state. There are two kinds of parent behavior: The nurturing parent tends to protect subordinates; to gather them under one's wings. This manager (Soft X) wants to be recognized as a friend.

In contrast to the nurturing parent, the judgmental parent (Hard X) believes that employees are lazy or inadequate, and will typically do only what is expected of them. This manager believes that pay, working conditions, and incentives are the tools a supervisor must work with in order to induce employees to work, since the work itself is not considered to be sufficiently attractive in and of itself.

Interpreting your X and Y scores
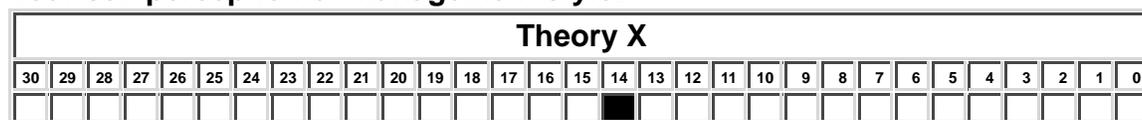
Management Style: Parent-Child and Adult-Adult

Your Score in Theory X: 46.67 %

Your Score in Theory Y: 53.33 %

Graphical Results

The following graph depicts your results on a simple graph showing the balance of X and Y choices you made:

Your self perception of management style.

Theory X

30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
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Theory Y

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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Most people will have a score on both scales (X and Y). If one of your scores is high and one score is low, you show a clear preference for the high score.

If both scores are equal, you have developed a strong management style, responsive to both types of employees and situations: Adult-Adult and Parent-Child.

Of course, there are no right or wrong scores. The appropriateness of your two scores depends upon the work environment, the people you supervise, and your own evolution as a manager, as well as the specific situations in which you are expected to manage every day.

The table on the next page describes some of the characteristics of the Theory X and Theory Y management styles.

When you compare your score to the characteristics presented in the table, you may think, "My score is high on (Theory X/Theory Y), yet I don't necessarily agree with the statements or characteristics for that management type." It is possible, whether you are aware of it or not, to act in a manner contrary to your beliefs in certain situations.

	Theory X Parent-Child Relationships	Theory Y Adult-Adult Relationships
Manager's View of Work	Work is a source of dissatisfaction. We must compensate for this through pay and benefits.	Work can be satisfying and challenging; a major opportunity to test one's talents and develop them more fully.
Manager's View of Workers	Employees want less responsibility and security. They are dependent on supervisors to make decisions, solve problems, set goals, and keep them productive.	Employees want more responsibility and challenge. They are capable of making decisions, solving problems, and setting goals for themselves if we let them.
Manager's View of Self	I'm OK, you're not OK. People are too dependent on me. I end up having to do their thinking for them, and bailing them out.	I'm OK, you're OK. Once they've been trained, my role is that of a coach. I must step back and let them play the game.
Motivation Used by Manager	Carrot and stick: Set up system of rewards and punishments to entice and coerce employees.	Work is inherently appealing: Use it to give challenge, sense of achievement, recognition, responsibility, and growth.
Expectations: the "Pygmalion Effect"	This manager expects less of people than they are capable of . . . and gets it! Expect the worst and you won't be surprised.	This manager expects more of people than they knew they were capable of . . . and gets it! Expect the best (not perfection) and people will give their best effort.
The Working Relationship	Employees are here to extend my effectiveness.	I am here to extend the effectiveness of my employees.
Motivation of Employees	Employees spend most of their energy keeping the boss happy, harvesting the carrots and avoiding the stick.	Employees invest their time meeting goals and standards that they and the manager have agreed to jointly.
The Goal of the Organization for Employees	To have workers trained as well-oiled machines that make few errors, require little maintenance, and function as highly dependable robots within a narrowly prescribed area of operations.	To develop people to the point where each is a manager of his/ her own time and talent, solving problems and making decisions within an expanding area of freedom and responsibility.

Managerial Style in relation to specific competencies

Your scores from the Management Styles Questionnaire will have a direct impact upon how you perform in a number of different competency areas. In the Management Effectiveness Profile (available from HRD Press), management proficiency consists of twelve specific competencies in four broad areas or clusters:

MANAGING YOUR JOB

- Managing and Prioritizing Time
- Setting Goals and Standards
- Planning and Scheduling Work

RELATING TO OTHERS

- Listening and Organizing
- Giving Clear Information
- Getting Unbiased Information

BUILDING THE TEAM

- Training, Coaching and Delegating
- Appraising People and Performance
- Disciplining and Counseling

THINKING CLEARLY

- Identifying and Solving Problems
- Making Decisions and Weighing Risk
- Thinking Clearly and Analytically

The next four pages will describe how a Theory X style manager and a Theory Y style manager are likely to perform in each competency area. **Note:** This is only a general guide, as actual performance will depend on the situation.

THE ADMINISTRATIVE COMPETENCIES - As applied by two styles of managers

	PARENT-CHILD (Theory X)	ADULT-ADULT (Theory Y)
Time Management and Prioritizing	Activity oriented; wants to see people keeping busy the whole time.	Results oriented; there should be quiet times and moments for reflection and planning.
	Manages the time of others, who can't be expected to know the priorities.	Trusts people to manage their own time and does not second-guess them on priorities.
	Everything must get done sooner or later, so keep working. Time is something you spend.	Getting everything done is not as important as getting the right things done. Time is something you invest.
	Expects people to be available whenever they are needed; putting in time is of prime importance.	Recognizes that people have many priorities and aren't always available; achieving results is more important than putting in time.
Setting Goals and Standards	Assigns tasks and activities, often without explanation of why (goals).	Assigns goals and standards; explains what the results should look like and why.
	Tells employees the details of how a goal or standard should be met.	Lets employees work out the details of how a goal or standard should be met.
	Believes that employees don't need or want to know goals and standards. Believes that they are happy as long as they are busy.	Believes that employees have a critical stake in knowing the goals and standards, and that the tracking of performance toward them is a key source of motivation.
	Sets personal goals that may be unrealistically high or low, since the activity is often seen as threatening.	Sets personal goals that are challenging but achievable, since the activity is seen as one of growth and development.
Planning and Scheduling work	There's no time to plan or schedule. Besides, things never go according to plan anyway, so why bother.	Planning, scheduling, and controlling is part of every job. We must take time to make time.
	Sees activity as productive (visible output) and may distrust planning as a poor substitute for working.	Sees planning as working. Effective planning should enable people to work smarter rather than harder.
	Planning and scheduling are responsibilities of management, since employees (children) can't be expected to know how to handle it.	Planning and scheduling are part of any task or assignment, and are the responsibility of everyone. Managers and employees must confer on how to handle it.

THE COGNITIVE COMPETENCIES - As applied by two styles of managers

	PARENT-CHILD (Theory X)	ADULT-ADULT (Theory Y)
Identifying and Solving Problems	Believes that management has the responsibility and superior experience to solve problems, and employees should not attempt it themselves.	Believes that the employees closest to the problems are in the best position to solve them, given proper training and coaching.
	Sees empowerment as a threat to quality, as unprepared employees attempt to solve problems themselves.	Sees empowerment as a means of affixing responsibility with teams and work groups, where it belongs.
	May at times be more interested in affixing blame than in resolving problems.	Avoids blaming employees; prefers to view problems as opportunities for learning (live case studies).
	Sees problems as a curse or error on someone's part.	Sees problems as a natural part of any endeavor.
Making Decisions and Weighing Risk	It is the role of a manager to make decisions, and the role of employees to put these decisions into action.	Many decisions can and should be made by employees. Managers and employees should work out in advance the types of decisions each is responsible for.
	Tends to base decisions on subjective factors and gut feelings. The process is sometimes emotional.	Tends to base decisions on objective data. Weighs the alternatives on different factors, sometimes with a decision matrix. Takes a rational, unemotional approach.
	The ability to make decisions is a major source of power. To delegate or share it means a loss of personal power (influence).	Empowerment means more effectiveness for everyone. Employees will be more committed to the successful outcome of a decision that they researched and made.
Planning and Scheduling work	Tends to oversimplify and to polarize issues as black and white.	Tends to see many shades of gray when analyzing people and situations.
	Often unaware of personal bias or of alternative ways of viewing things.	Solicits opinions and viewpoints of others so as to get a broader perception of things.
	May lead with the heart and follow with the head.	Keeps facts and feelings separate, treating reason and emotion with equal respect.
	Jumps to premature conclusions, does not look for evidence or assign weight, is easily victimized by faulty logic.	Takes time to weigh evidence, explore alternatives, test assumptions and evaluate the soundness of the input (premises) and output (conclusions)

THE COMMUNICATION COMPETENCIES - As applied by two styles of managers

	PARENT-CHILD (Theory X)	ADULT-ADULT (Theory Y)
Listening and Organizing	May not spot gaps or inconsistencies in what others are saying. Believes that people say what they mean and mean what they say. Fails to summarize or confirm understanding. Assumes that message clarity is the speaker's responsibility. Often better at listening for facts and content than for feelings and intent.	Probes to confirm understanding and get closure. Believes that people aren't always sure what they want to say. Confirms and seeks closure with summary: "Let me see if I understand what you've been saying. You feel that..." Pays as much attention to the speaker's intent as to the message content; works to answer the question, "Why are you telling me this?"
Giving Clear Information	Believes that one person is the sender and the other is the receiver of information. Therefore, the ability to make an effective (commanding, one-way) presentation is the key to influencing others. Believes that attitudes are hard to change but that it can be done by conveying the right information. Sees breakdowns in communication as the other person's fault; "You didn't listen when I told you".	Believes that both parties have information to give and get, and that this is done via dialogue. Believes that attitudes can be changed better by asking questions than by giving information - deductive (Socratic) discussion and dialogue rather than inductive lecture. Sees communication as a two-way street; both parties are responsible for making sure that understanding is complete.
Getting Unbiased Information	Believes people (children) should be seen and not heard; does not probe for verification. Often better at listening for factual information than for feelings and thoughts. Uses directive questions that tend to bias the respondent into saying what is expedient (i.e. the reply is often guarded, incomplete and phrased in acceptable terms).	Believes that the speaker deserves full attention and a clean slate (no prior listener bias or assumptions of source credibility). Probes for feelings "Why are you telling me this?" as well as for fact "What information are you conveying?" Uses the full repertoire of questions (directive, non-directive, self-appraisal, probes) to get the full message (content and intent).

THE SUPERVISORY COMPETENCIES - As applied by two styles of managers

	PARENT-CHILD (Theory X)	ADULT-ADULT (Theory Y)
Training Coaching and Delegating	The glass is half empty...there's so much that our people must learn and so little time to teach it (show and tell, inductive method).	The glass is half full...we can train our people by building on what they already know (Socratic, deductive method).
	My role is to tell them what they need to know to perform effectively.	My role is to help them to learn by experience with hands-on activity in a low-risk, fail-safe environment.
	They are dependent on me to share my experience and knowledge.	They are self-dependent as long as we provide the needed resources (mentors, co-workers, instructors).
	Believes that training can and should be delegated to HRD people who are the experts.	Believes that training of one's team is too important to be delegated (it can only be abdicated!)
	Sees the teacher's role as active and the learner's as largely passive, submissive, listener - "don't interrupt or challenge".	Sees the learner's role as active and teacher's role as an arranger of learning experiences - welcomes interruptions and challenges.
Appraising People and Performance	Gives little if any specific feedback. The judgmental manager (Hard X) is critical and hard to please, whose the nurturing manager (Soft X) gives overall and general encouragement without pinpointing specific correct and incorrect behavior.	Gives regular feedback, both complimentary and corrective, so that both types are seen as normal and welcome. Such feedback is thus reinforcing (i.e., effective in shaping the desired behavior)
	Sometimes waits until annual appraisal to evaluate. Performance reviews contain surprises and may be emotional.	Gives regular feedback so that annual appraisals are surprise-free; a time for taking inventory, identifying trends, and planning future growth actions.
	Wants the employee to know how he/she "stacks up" in the eyes of a superior's expectations.	Wants the employee to appraise self and thus internalize the standards and the responsibility (self-management).
Disciplining and Counseling	Sees discipline as a negative action that maybe taken to punish to make a point or get even.	Sees discipline as a constructive action that must be taken to restore behavior to desirable levels.
	It's the person that is unacceptable and must be corrected.	It's the behavior that is unacceptable and must be corrected.
	May avoid discipline in the hope that the problem or deviation will go away or get better on its own.	Sees the need to correct inappropriate behavior when it is first recognized, before it becomes habit and thus harder to correct.

Management Styles

Development Suggestions

There is no one prescriptive strategy that will fit everyone's managerial situation. You must develop your own personal plan if you want to become a stronger, more effective manager. The four questions below will help to guide your development efforts.

1. **Based on my scores, what is my overall managerial style in most situations, and is this consistently applied in most of my management actions? If not, where might this change?**

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2. **To what degree is my managerial style appropriate/inappropriate to the nature of my work and the type of people I manage?**

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3. **What one or two actions can I take based on my Theory X and Theory Y scores that could improve my managerial effectiveness?**

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4. **What other comments or thoughts occur to you given the data presented in this profile?**

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