

Table 1.1
Sources and Examples of Power

Type	Source	Example
Legitimate	Power bestowed on those in positions of authority.	Appointed by an authority to a management position.
Connection	Power from relationships with those with influence.	Being on an interdisciplinary team made up of doctors and others of influence.
Information	Having information valuable to others.	Having knowledge of decisions made by senior managers.
Reward	Having the ability to bestow awards.	Having the authority to reward staff for their behaviors.
Coercive	Power that comes from being able to levy punishment.	The ability to use the agency's disciplinary system to alter behavior.
Expert	Power derived from the skills and knowledge possessed by the individual.	Having a high level of clinical skills as a recreational therapist.
Referent	Gained by the closeness others feel for an individual.	Being liked because of an open, friendly, winning personality.

Note. Adapted from *Therapeutic Recreation Processes and Techniques: Evidence-Based Recreational Therapy* (7th ed., p. 292), by D.R. Austin, 2013, Urbana, IL: Sagamore.

Leadership Styles

Managers may adopt a number of leadership styles. These are briefly introduced in this chapter and are covered in greater detail in Chapter 8. What follows largely draws upon McConnell's (2014) presentation of leadership styles. Although the expression *leadership styles* is employed in the literature, these approaches could be termed management styles because they are adopted by managers and some rely on directing employees rather than on leading them.

Authoritarian Leadership (Theory X)

McConnell (2014) described the controlling nature of authoritarian leadership style, which minimizes the degree of involvement by subordinates:

Leaders who use this style are often described as task-oriented, paternalistic, or autocratic. They "run a tight ship," and they order or direct their employees. This style is also referred to as top-down or "I" (the leader comes first) management (also referred to as Theory X). (p. 211)

Participative Leadership (Theory Y)

McConnell (2014) described participative leadership as follows:

Participative leaders believe that people want to work and are willing to assume responsibility. They believe that, if treated properly, people can be trusted and will put forth their best efforts. Participative leaders motivate by means of internal factors (for example, task satisfaction, self-esteem, recognition, and praise). They explain why things must be done, listen to what employees have to say, and respect their opinions. They delegate wisely and effectively. (p. 212)

Theory Z Leadership

Ironically, the third leadership style as presented by McConnell (2014) is not related to authoritarian leadership (also referred to as Theory X) and participative leadership (referred to as Theory Y). McConnell explained Theory Z leadership as follows:

Unrelated to Theory X and Theory Y, Theory Z was labeled as such primarily to distinguish it from authoritarian leadership. Originated by the Japanese, Theory Z is characterized by employee participation and egalitarianism. It features guaranteed employment, maximum employee input, and strong reliance on team mechanisms such as quality circles. (p. 213)

Bureaucratic Leadership

McConnell (2014) described bureaucratic leadership (perhaps better termed bureaucratic management because the manager directs rather than influences) as follows:

Terms descriptive of this style include rules-oriented, by-the-book management, and “they” management (essentially impersonal). Bureaucratic managers act as monitors or police. They enforce policies, rules, procedures, and orders from upper management. They tend to be buck-passers who take little or no responsibility for directives and who often experience near-paralysis of thought and action when encountering a situation for which no rule exists. (p. 213)

“Leadership styles have evolved in the past few decades. The biggest shift has been a move from the old-school traits that we have traditionally been taught to value, such as authoritativeness, strategic thinking, and bottom-line decision-making, to a greater emphasis on humility, vulnerability, transparency, selflessness, and authenticity.”

(T. Spaulding, 2015, p. 54)

Situational Leadership

McConnell (2014) coined the phrase “different strokes for different folks leadership” to describe situational leadership because this leadership style is flexible and adaptive as it is based on the contingencies at hand.

Here is how McConnell (2014) described situational leadership:

As the name suggests, flexible leaders adapt their approach to the specific situations and to the particular needs of different members of the team. As employees gain experience and confidence, the leadership style changes from highly directive to supportive (from task-related to people-related). For example, two new employees may start work on the same date. If one has had previous experience and the other has had none, different directive styles are needed. A show-and-tell approach is required for the novice, but the same may not be appropriate for the experienced person. (pp. 213–214)

Laissez-Faire Leadership

McConnell (2014) used terms such as “hands-off,” “fence-straddling,” and “absentee” to describe laissez-faire leadership. He wrote: “Laissez-faire managers avoid giving orders, solving problems, or making decisions. They are physically evasive and are sometimes nowhere to be found when needed. Verbally, they are often masters of double-talk” (p. 214).

Which Leadership Style to Apply

From the review of the various leadership styles, it is apparent that no single leadership style is appropriate for all situations. But knowing the options available will help the recreational therapist select from the available styles to fit the situation. It is probable that recreational therapists will have a primary leadership style but will modify their usual style to meet the situation. Many in healthcare have favored participative management as an approach. For example, Muller (1995) wrote: “The need and demand for the highest-quality management of all health care delivery activities requires a participative management approach” (p. 15). Furthermore, many RT managers likely will generally employ a participative management style because of the humanistic and optimistic perspective that they tend to embrace. This style fits well when working with skilled and educated professionals who enjoy being part of a collaborative in which they are involved in decision making. Yet a firm, autocratic style will be required in some instances, such as when dealing with safety or regulatory issues or when supervising unskilled staff who are not well prepared to participate in decision making and who would probably not be comfortable doing so (Dunn, 2002; Zimmerman, 2002). Because of its flexible nature, situational leadership is well suited to both instances when a collaborative, collegial approach is called for as well as when a more directive approach is needed. Thus, it would seem situational leadership may have application in RT.

The astute manager will be able to use any of the leadership styles or a mixture of them when needed. Dunn (1998) concluded: “Employing the appropriate style will largely determine the degree to which the leader can influence others in the performance of task. This is what leadership is all about” (p. 351).

Supervisor or First-Line Manager

Whichever leadership styles recreational therapists put into practice will most likely be employed when taking on the role of a supervisor or first-line manager because most management positions open to recreational therapists are supervisory in nature. The terms *supervisor* and *first-line manager* are synonymous and refer to the first level of management in which the individual oversees those who directly deliver services. A typical position is supervisor of an RT department. Larger RT departments may have supervisors who provide the direct supervision of staff and who report to a departmental director. In these instances, those in supervisory positions would be considered to be first-line managers and the director would likely be considered to be a middle manager. The primary focus of this text will remain on supervisors or first-line managers.

Dunn (2016) indicated three essential skills are necessary for supervisors or first-line managers. First, the good supervisor or first-line manager must understand the clinical and technical work performed within the service area (e.g., RT unit or department). Second, the supervisor or first-line manager needs to possess human relations skills to perceive how to work well with staff and how to motivate them. Third, the supervisor or first-line manager needs the conceptual skills to comprehend the big picture of how all the parts of the organization work together, to grasp how to coordinate them.

Cadwell (2006) contrasted the differences between staff and first-line managers. These are listed in Table 1.2.

Table 1.2

Differences Between Staff and First-Line Managers

Staff

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| <ul style="list-style-type: none"> • Focus on their specific job skills • Contribute to the department's success • Do the work • Work on specific priorities • Are most concerned about the quality of their own work | <ul style="list-style-type: none"> • Work a specified number of hours • Receive information from others • Are personally motivated and satisfied • Are effective team members • Have a good attitude, but can "get away" with having a bad attitude from time to time |
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First-Line Managers

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|--|---|
| <ul style="list-style-type: none"> • Focus on supervising staff • Contribute to the entire organization's success • Ensure work gets done • Are involved with multiple priorities • Are concerned about the quality of the entire team's work | <ul style="list-style-type: none"> • Are willing to work overtime and on a scheduled day off if needed • Share information with others • Motivate and develop other employees • Are effective team builders • Maintain a positive attitude even when circumstances would make it easy to be negative |
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Note. Adapted from *First-Line Supervision* (5th ed., p. 3), by C. M. Cadwell, 2006, New York, NY: American Management Association.

Summary

The purpose of the chapter was to introduce students studying RT to concepts of management and the need for them to gain understandings of management theories and principles. After a presentation on why RT students should study management, discussion followed on the terms *management* and *leadership* and their relationship to one another. Coverage was then given to the types of power managers may employ. Next, there was an extensive review of a number of leadership styles managers may adopt. The chapter concluded with a discussion of possible application of leadership styles by recreational therapists and an explanation that most management positions open to recreational therapists will be supervisory or first-line management positions.

As a result of this chapter, the authors of this text hope that RT students will understand that management involves more than what they may have considered to be the mundane functions of management (i.e., planning, organizing, staffing, influencing, and controlling) and that it has an important social component as well. The authors of this text desire that this initial chapter will “whet the appetites” of RT students to learn more about management.

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