We've all had one. A boss-manager. His approach to discipline and problem-solving is to make grand pronouncements about expected behavior. "There will be no. . . ." His preferred method of correction is to shout and humiliate as he shares his opinion of his employees' behavior and his solutions.

Is there an alternative to coercive, top-down boss-management that produces an environment of cooperation and empowerment for everyone in Adventist education—students, teachers, and staff? Using the work of Dr. William Glasser and his associates, this article will compare and contrast three types of management and show that lead-management is the method of choice for Adventist schools.

Three Management Styles

We can illustrate three management styles by using the model shown in Figure 1:

In a boss-managed environment, the boss is the centerpiece; the workers are recipients. The boss is responsible for the outcome of every encounter. He decides the solution to all problems that arise and proposes alternatives if a solution is unsuccessful. The boss-management philosophy is to: "Punish the people who are doing wrong, so they will do what we say is right; then reward them, so they keep doing what we want them to do."[1]

This model requires that employees must be dependent on the boss for rewards and afraid of

LEAD-MANAGEMENT VS. BOSS-MANAGEMENT
Quality or Coercion?

BY KELLY B. BOCK AND BRAD GREENE

Is there an alternative to coercive, top-down boss-management that produces an environment of cooperation and empowerment for everyone in Adventist education—students, teachers, and staff?

ance. The boss may gain minimum compliance through coercive techniques, but the resulting environment will negatively affect productivity. Boss-management emphasizes blind obedience rather than thoughtful consideration of the best outcome for all concerned. "Regardless of the skill and creativity of the manager, managing people depends for its ultimate success on the cooperation of the people being managed."[2]

Laissez-faire management is characterized by a detachment between the boss and the employees (broken line). The workers are left to make individual decisions about the direction and management of their work. The boss may be a nice person who thinks it is important not to limit the personal freedom of the employees, but this type of management provides little, if any, direction or coordination, and outcomes are unpredictable.

By contrast, lead-managers collaborate with employees to create an environment of need-satisfaction and quality work. They encourage mutual respect, trust, cooperation, openness, and honesty. Management and employees mutually explore problems, jointly agree on a solution, and work together to implement it. When conflicts

punishment. Since the boss has full responsibility for planning and solutions, it is difficult to predict the level of employee accept-
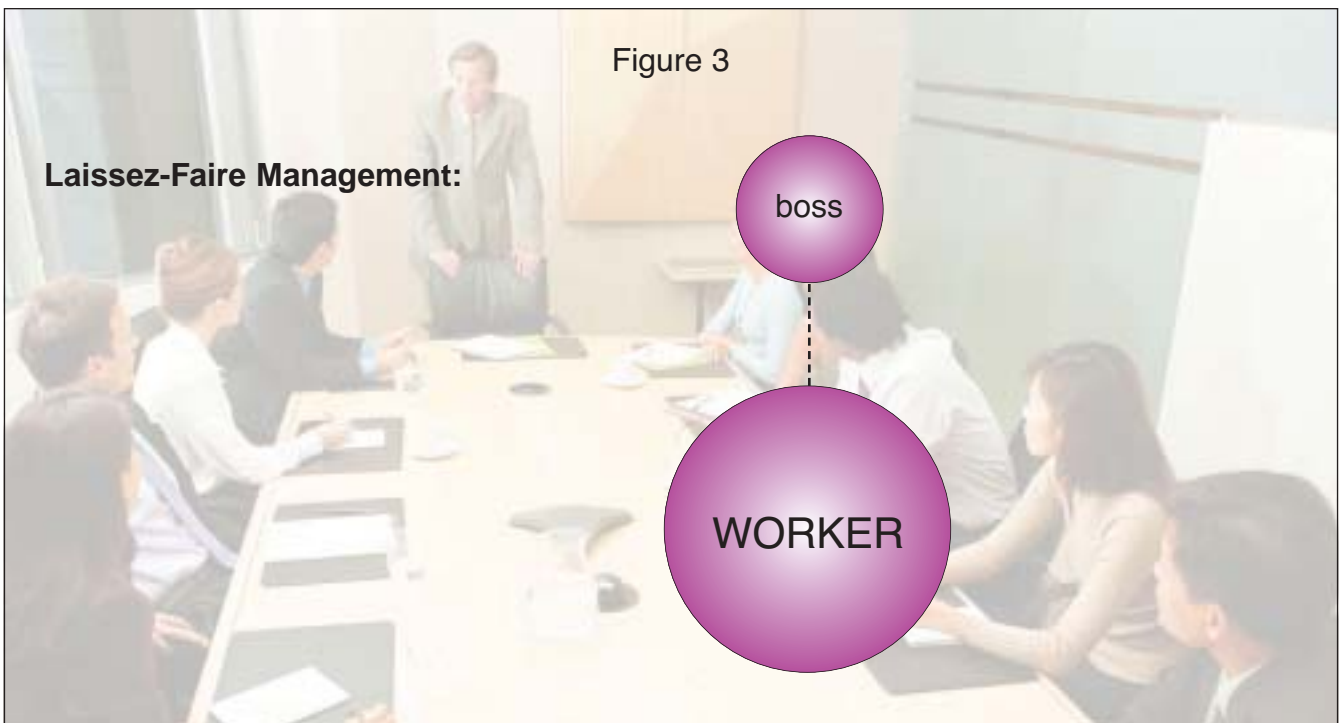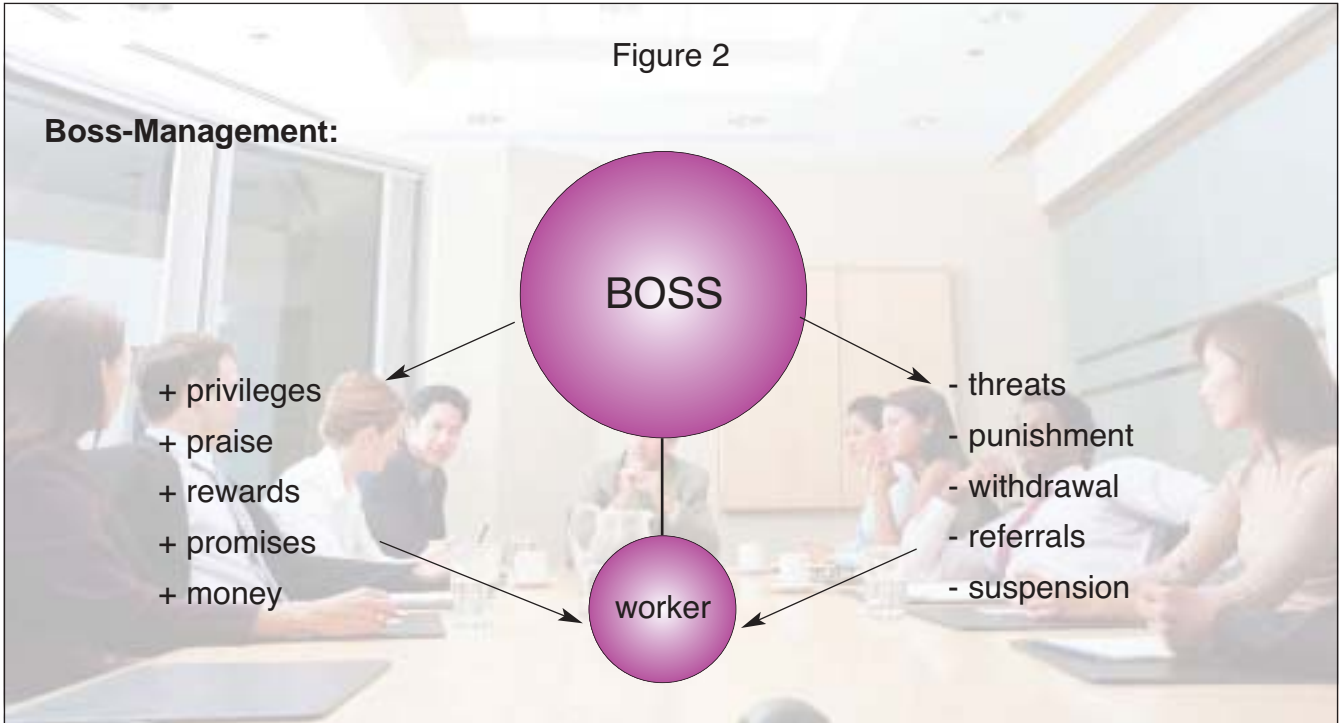

Figure 1

Boss-Management   **Lead-Management**   **Laissez-Faire Management**

BOSS

worker

Boss — Worker
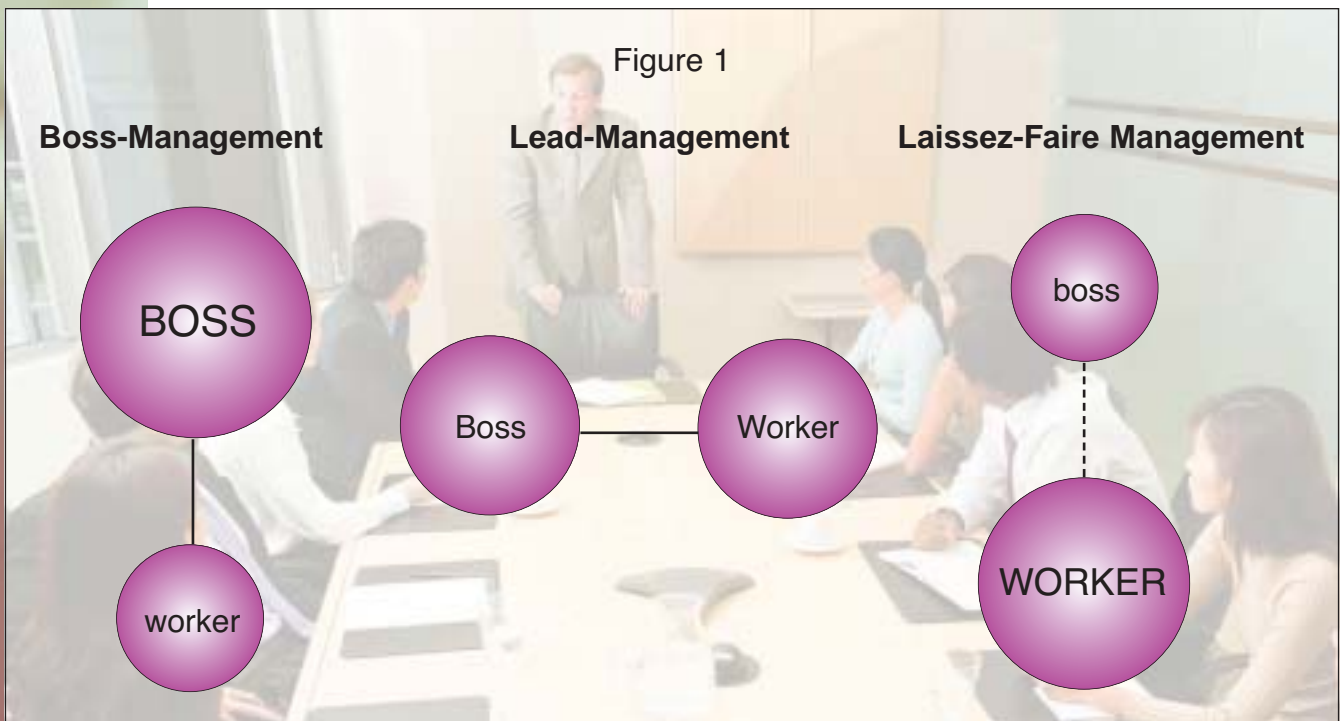
boss

WORKER

arise, the boss uses a "no-guilt" approach that emphasizes the solution. Negotiation, rather than coercion, is used to solve differences. This kind of relationship requires the development and maintenance of a conviction that all workers are committed to quality work and that, by working together to satisfy their own needs, they benefit the organization (side-by-side orientation).

Lead-management promotes high self-esteem in employees, who are much more likely to accept management decisions because they feel a sense of mutual involvement and ownership. Through positive relationships, creativity, and problem-solving skills, quality becomes everyone's focus, rather than attempts to meet the expectations of a boss-manager or create one's own environment in the laissez-faire management style.

The Six L's of Leadership

Another way to depict differences between boss-management and lead-

Figure 2

Boss-Management:

BOSS

worker

+ privileges
+ praise
+ rewards
+ promises
+ money

- threats
- punishment
- withdrawal
- referrals
- suspension

Figure 3

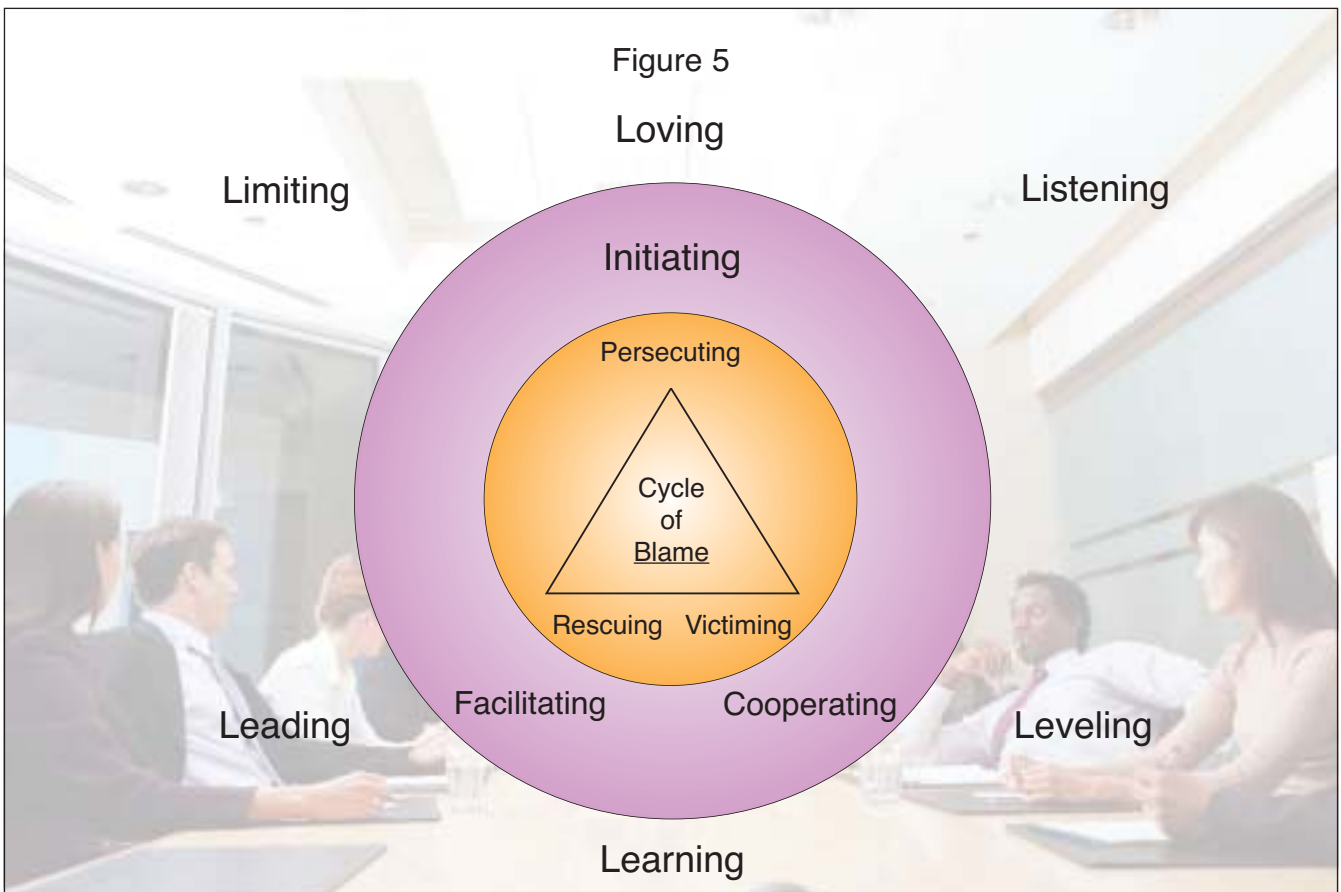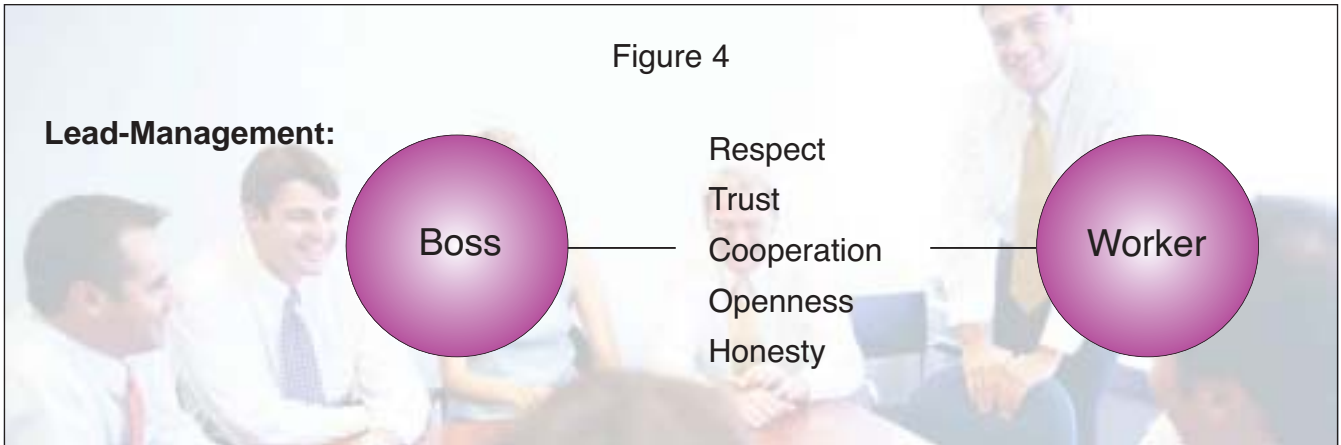**Laissez-Faire Management:**

boss

WORKER

management is the Cycle of Blame and the Circle of Strength with the 6 L's of Leadership. In Figure 5, as people enter the Cycle of Blame, they get caught in deadly habits such as persecuting, punishing, criticizing, and finding fault. When people choose victiming, they engage in blaming, put-downs, and criticizing; when they choose rescuing, they shift blame and put down parents, government, administration, and students.

When people stay on the Circle of Strength and choose facilitating, they use caring/connecting habits such as listening, encouraging, and supporting. When they choose initiating, they ask questions to better understand the situation, model leading, cooperatively set limits, and learn together through self-evaluating in order to achieve continuous improvement. This type of leadership makes people feel that "I want to cooperate and do my best in this or-

ganization. I can trust others in this organization and feel inspired to do my best."

Looking at the 6 L's around the circle, moving clockwise from the top, we see that "lead-managing" begins with LOVING and building a warm, caring environment. It is making others know that leaders care for them and will help them to do their best. It is expressed through LISTENING to others, really hearing their concerns, and through

Figure 4

Lead-Management:

Boss — Respect Trust Cooperation Openness Honesty — Worker

Figure 5

Loving

Limiting

Listening

Initiating

Persecuting

Cycle of Blame

Rescuing Victiming

Facilitating Cooperating

Leading

Leveling

Learning

LEVELING, by sharing legitimate concerns without blaming. When this occurs, people LEARN from one another and come up with more effective solutions. Educators are always LEADING by what they say and do. Values are caught more than taught. When LIMITS are set collaboratively, this creates buy-in, and people are motivated to follow initiatives that they have helped to create.

Boss-managers reverse the process, going counterclockwise, beginning with LIMITS. A teacher enters the classroom on the first day of the school year and begins describing the rules or limits: "This is what you can and cannot do in my classroom. When you don't follow my limits, I will punish you. If you do follow my limits, I will reward you. I am here to LEAD you because I am credentialed by the state and the church. You are here to LEARN, so I will LEVEL with you and tell you what, when, and how to learn. If you LISTEN to what I say, I will

probably LOVE you, and we'll have a great year." That is not the way to build healthy relationships or a productive classroom.

It is helpful to create mental pictures as we choose to move from boss-management toward lead-management. Figure 6 shows 30 paradigm shifts involved in that process. You can probably add more from your own experience.

Research and Experience on Management

The primary comparisons and contrasts are between boss-management and lead-management, since laissez-faire management is rarely used. The concept of lead-management has grown from the work of W. Edwards Deming, an industrial psychologist who revolutionized the auto industry in post-World War II Japan. His ideas were adapted and enhanced by William Glasser in his books on education including *The Quality School and Every Student Can Succeed*. Glasser describes the essentials of boss-management as follows:

"1. The boss sets the task and the standards for what the workers (students) are to do, usually without consulting the workers. Bosses do not compromise; the worker has to adjust to the job as the boss defines it.

Figure 6

A Boss-Manager	A Lead-Manager
1. Judges others	Accepts others
2. Blames people for problems	Looks for solutions
3. Says "I am not as bad as a lot of other people"	Says "I am good but not as good as I can be"
4. Controls	Leads
5. Takes self and others for granted	Appreciates self and others
6. Covers up mistakes	Admits mistakes
7. Says "I only work here"	Does more than the job
8. Demands	Asks
9. Builds walls	Builds communication
10. Drives people	Coaches people
11. Depends on authority	Depends on cooperation
12. Inspires fear	Inspires enthusiasm
13. Says "I"	Says "we"
14. Gets there on time	Gets there ahead of time
15. Fixes blame for the breakdown	Fixes the breakdown
16. Knows how it is done	Shows how it is done
17. Says "Go"	Says "Let's go"
18. Uses people	Develops people
19. Sees today	Looks at today and the future
20. Commands	Models
21. Never has enough time	Makes time for things that count
22. Is concerned with things	Is concerned with people
23. Treats the symptoms	Identifies and treats causes
24. Lets people know where he or she stands	Lets people know where they stand
25. Does things right	Does the right thing
26. Works hard to produce	Works hard to get people to produce
27. Creates fear	Creates confidence in others
28. Takes the credit	Gives the credit to others
29. Seeks first to be understood	Seeks first to understand
30. Has a win-lose approach	Has a win-win approach

"2. The boss usually tells, rather than shows, the workers how the work is to be done and rarely asks for their input as to how it might possibly be done better.

"3. The boss, or someone the boss designates, inspects (or grades) the work. Because the boss does not involve the workers in this evaluation, they tend to settle for just enough quality to get by.

"4. When workers resist, the boss uses coercion (usually punishment) almost exclusively to try to make them do as they are told and, in so doing, creates a workplace in which the workers and manager are adversaries."[3]

Boss-management is almost entirely concerned with the needs of the boss rather than with those of the workers.

In lead-management, on the other hand, the manager focuses on creating a system, using persuasion and mutual problem-solving, that shows the workers it is their best interest to do quality work. Thus, the managers work on the system and the workers work within the system, with both aiming toward a common goal of quality. Glasser describes four essential elements of lead-management as follows:

"1. The leader engages the workers in a discussion of the quality of the work to be done and the time needed to do it so that they have a chance to add their input. The leader makes a constant effort to fit the job to the skills and the needs of the workers.

"2. The leader (or a worker designated by the leader) shows or models the job so that the worker who is to perform the job can see exactly what the manager expects. At the same time, the workers are continually asked for their input as to what they believe may be a better way.

"3. The leader asks the workers to inspect or evaluate their own work for quality, with the understanding that the leader accepts that they know a great deal about how to produce high-quality work and will therefore listen to what they say.

"4. The leader is a facilitator in that he shows the workers that he has done everything possible to provide them

with the best tools and workplace as well as a noncoercive, nonadversarial atmosphere in which to do the job."[4]

Ellen White used the example of Christ and His disciples to illustrate what we strive to experience in our schools through lead-management. The disciples needed to become unified in feeling, thought, and action. "This unity it was Christ's object to secure. To this end He sought to bring them into unity with Himself."[5] He did not force His will on these disciples, but modeled what He wished for them to do, as He patiently brought them into His life, listened to their needs, and created an environment of trust and growth that empowered them to evangelize the world after He was gone.

Training for Self-Government

In her chapter on discipline in the book *Education*, Ellen White encouraged gentle, persistent effort in teaching students to form the habit of obedience. She stated that "the object of discipline is the training of the child for self-government."[6] In addressing the management of schools, she warned that "too much management is as bad as too little. The effort to 'break the will' of a child is a terrible mistake."[7]

Despite this warning, teachers often describe problems with students as battles of the will. Ellen White's words dealing with teacher/student interactions can be applied to relationships between principals and staff as well. "Lead the youth to feel that they are trusted, and there are few who will not seek to prove themselves worthy of the trust. On the same principle it is better to request than to command, the one thus addressed has opportunity to prove himself loyal to right principles. His obedience is the result of choice rather than compulsion."[8] These words describe the methods of lead-managers rather than boss-managers.

Summary

If quality Adventist education is our

goal, it is imperative that those who manage the system create an environment free from creativity-stifling fear and coercion, an environment full of collaboration, creativity, and cooperation. We must seek quality, not compliance; energy, not obedience. If we provide opportunities for all students, teachers, parents, constituents, and administrators to build a collaborative learning environment, we will maximize the opportunities for each person to be a thinker and not a mere reflector of other people's thoughts.[9] We will thus provide an environment that will truly prepare each one for "the joy of service in this world and for the higher joy of wider service in the world to come."[10] ✐

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Lead-managers . . . . encourage mutual respect, trust, cooperation, openness, and honesty.