

# Leadership Comparison Model at Higher University: Contingency Friendler Method; Path-Goal Theory Method and Harsey and Blanchard Method

**Titi Laras<sup>a\*</sup>, Nindy Cahyo Kresnanto<sup>b</sup>, Rini Raharti<sup>c</sup>, Nurwiyanta<sup>d</sup>, Hasan Basri<sup>e</sup>, Bambang Jatmiko<sup>f</sup>,** <sup>a,b,c,d</sup>Faculty of Economic, Universitas Janabadra Yogyakarta, Indonesia, <sup>e</sup>Faculty of Economic, UIN Maulana Malik Ibrahim Malang, Indonesia, <sup>f</sup>Universitas Muhammadiyah Yogyakarta, Email: <sup>a\*</sup>[titalaras07@gmail.com](mailto:titalaras07@gmail.com)

This research aim is to analyze the University leadership model. It uses friedler contingency, path-goal theory and Harsey and Blanchard methods. This study focuses on problem of poor leadership in universities. The research approach is descriptive-qualitative. The results of Friedler model show that leaders performance depend on two interrelated aspects: (a) leader ability to control and influence; (b) the leader basic motivation in relation to task with others. Path goal theory identifies four leadership styles: (a) Directive Leadership; (2) Supportive Leadership; (3) Participative Leadership and (4) Achievement Oriented Leadership. Harsey's and Blanchard's theory showed the effective leader behavior depends on readiness level the followers. The readiness is defined as the ability and willingness level of followers to accomplish the tasks of four specific leader behaviors: (1) telling (level of task orientation); (2) Selling (high-task orientation - high relationship), leaders provide steering behavior and supportive behavior; (3) Participating (low task orientation - high relationship) and (4) Delegating (low task orientation - low relationship).

**Key words:** *Leadership, Friedler Method Theory, Path-Goal Theory Method, Harsey and Blanchard Method.*



## Introduction

The act no. 20 of 2003 on National Education System (SISDIKNAS) explains that education is a conscious and planned effort to create an atmosphere of learning and learning process to develop actively the learners potential to have spiritual strength, self-control, personality, intelligence, noble character and skills needed by him self, society, state and nation. The importance role government in education based on 1945 Constitution mandated that every citizen is entitled to get education, teaching and government seeks to organize a national education system based on regulation. The implementation of applicable national higher education in Indonesia is carried out by government through State Universities (PTN), Higher Education Institutions (PTK), Higher Religious Universities (PTA) and Private Universities (PTS). The Higher Education as one national educational instrument is expected to become the center of organization and development of higher education and maintenance and development of science, technology and / or art as a scientific society to improve the life quality in society, nation and state. The education world in Indonesia has a big problem in preparing the graduates with academic ability that is supported by integrity of personality and ability to socialize in workplace or graduate with character or full education. Kartadinata (2010) said that education in Indonesia is still often interpreted in a narrow sense that education only tends to improve academic ability alone. Education has not instilled cultural intelligence to students so that nation's potential has not been explored. Education today also can not form the character and character of nation. Indonesia education aims only for students education individually. In fact, the intelligence of a nation is not formed from sum of intelligence of every citizen.

The condition of Indonesian economy makes universities unable to raise the education cost ideally and limited funding from government as well as the unclear direction of Indonesia's development, especially the management of education, make the universities challenges become heavier. In this case, universities have a tendency to open low-cost, fast-paced study programs to respond to community demands, such as economic and applied programs, whereas high-cost study programs such as engineering studies are not sought by communities due to cost and not guaranteed acceptance in world business. The engineering or exact studies are one condition and a priority to improve nation competitiveness. This can be seen from lowest Indonesian ranking than Singapore (8), Malaysia (34), China (35), Philippines (38), and Thailand (40). The fiercer competition in Indonesia universities comes from state and private universities in Indonesia, and other competitor level regional and international. Many new colleges established by various business groups or industries that of course have a large financial support. In addition, overseas education institutions are increasingly aggressive search for Indonesian students, making more and more franchise campus. The number of universities both in Indonesia and foreign universities in cooperation with various universities are increasingly increasing the level of competition in national education industry.

Indonesian government maintains the quality of study program through accreditation for every five years to review the study program. One step to maintain universities quality in Indonesia are the government apply the application of Government Regulation no. 15 of 2005 where study program that has not been accredited in 2012 will be closed. To improve the quality of human resources generated by universities to increase the competitiveness, the cooperation of all parties, both governments, universities, business community and society are needed to formulate strategic framework of college competitiveness in long term period. The result at this time is the position of Indonesian universities in world. The ranking of QS World University Rankings is based on Asian Peer Review (30%), Paper faculty (15%), Citation per paper (15%), Student faculty ratio (20%), Asian employer reviewer (10%), international faculty (2.5%), international student (2.5%), inbound and outbound exchange student (5%). More details the list of Indonesian universities listed in 200 major universities in Asia according to QS World University Rankings is shown in table 1.

**Table 1:** List of Universities Rank in Asia

Indonesia Rank	Asian Rank	School Name
1	50	Universitas Indonesia
2	85	Universitas Gajah Mada
3	109	Universitas Airlangga
4	113	Institut Teknologi Bandung
5	119	Institut Pertanian Bogor
6	161	Universitas Padjadjaran
6	161	Universitas Diponegoro

**Source:** <http://www.topuniversities.com/university-rankings/asian-university-rankings/overall>

The low ability of Indonesian universities to produce high quality human resources output are caused by inability to formulate an educational curriculum in accordance with market needs. This inability is due to universities weakness to make market orientation and learning internally. Leadership and internal learning (learning orientation) are two aspects that can be viewed as resources for organization, because with ownership of both resources the organization will have a competitive advantage (Mahoney, 2000; Baker and Sinkula, 1999; Day, 1994, Dickson and Guzzo, 1996; Hunt and Morgan, 1996). In context of innovation, leadership provides a role in directing the organization in conducting innovation through the learning system to improve organizational competitiveness (Kimberly et. al., 2020, Asurakkody and Kim, 2020, Mahoney, 2000). Therefore, the universities with ability to orientate to market are to make innovations in creating products of higher education in accordance with market demand. Both leadership and learning orientation are key success factors in organizational innovation and performance processes (Mahoney, 2000; Dickson, 1996; Slater and Narver, 1995). In context of higher education, the universities performance can be seen through the ability to produce qualified graduates and accepted in labor market, so

that college has a high competitiveness in market. The Formulation of Problems: (1) How is the Leadership Model of Higher Education With Friedler Method Contingency?; (2) How is the University Leadership with Path-Goal Theory Method?; (3) How is the University Leadership with Harsey and Blanchard Method? While the purpose of this research, are: (1) To analyze about Leadership Model of Higher Education with Contingency Friedler Method; (2) To analyze the University leadership with Path-Goal Theory Method; (3) To analyze the University leadership with Harsey and Blanchard Method.

## **Theories Review**

There are many literatures and Leadership Model Theories that explain leadership, and are quite confusing if not well understood. Therefore, much needed understanding of leadership itself with various approaches. The following describes the theories about leadership:

### ***Leadership Character Based Theory***

This theory is an early approach in explaining the theory of leadership is an approach in studying leadership that is centered on nature and behavior of leader itself. This theory is more focused on identifying the nature of a person who distinguishes between leaders and subordinates. There are 5 traits that distinguish between the leader and subordinates are: (a) Intelligence; (b) Power; (c). Confidence; (d). Level of ability and activity; (e). Relevant knowledge that is related to task. Mann's reviews the same thing for theory of nature, which divides it into seven categories of one's nature and concludes that intelligence is the best predictor. Meanwhile, the profile of modern leadership theories of nature are using Emotional Intelligence which is the ability to monitor and control the complex emotions and behavior of a social environment. The four things associated with theory of leadership of modern traits by using Emotional Intelligence are: (a). self-awareness; (b). self-regulation; (c) social awareness; (d). relationship management. Another thing that relates to theory of this trait is gender. The results of this gender analysis concerning the developing issues include: 1) Assumptions about the varied tasks of leadership of working group; 2) .The use of different leadership styles; 3) Effective or not a relative leadership style; 4) Differences in situations that create whether gender differences can lead to effective leadership or not. The results showed that: a). Male and female leaders have equal ratings in leadership effectiveness; b) Men are more effective leaders when their tasks are more defined by their people and vice versa with women; c). Gender differences in effective leadership when associated with percentage of leaders are men and subordinates most of men.

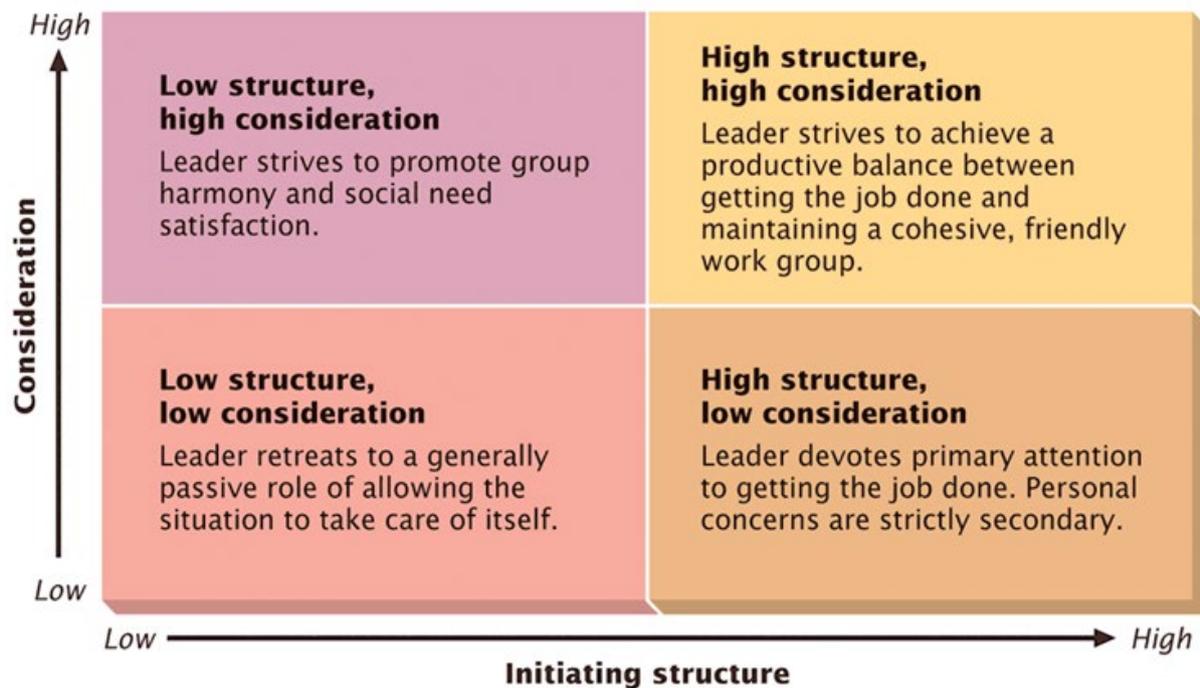
## Leadership Behavior Based Theory

This research phase of leadership has begun since World War II as part of developing better military leaders.

### a. Study Ohio University

The researchers in this study concluded that there are two dimensions of leader-free behavior, namely consideration and initiation of structure. Considerations illustrate the extent to which a person is likely to have a work relationship characterized by mutual trust, respecting the ideas of subordinates and paying attention to their feelings. The leader cares about the welfare, status and satisfaction of his subordinates. A leader who has high consideration can be described as a person who helps subordinates in solving their personal problems, friendly and easy to approach. While initiating structure refers to extent to which a leader defines and structures his role and role of his subordinates in trying to achieve goals. In general, behavioral leadership from Ohio University Study can be described as follows:

**Figure 1.** Basic Leadership Style from the *Ohio University*



**Source:** Kreitner, Management

### b. Study of Michigan University

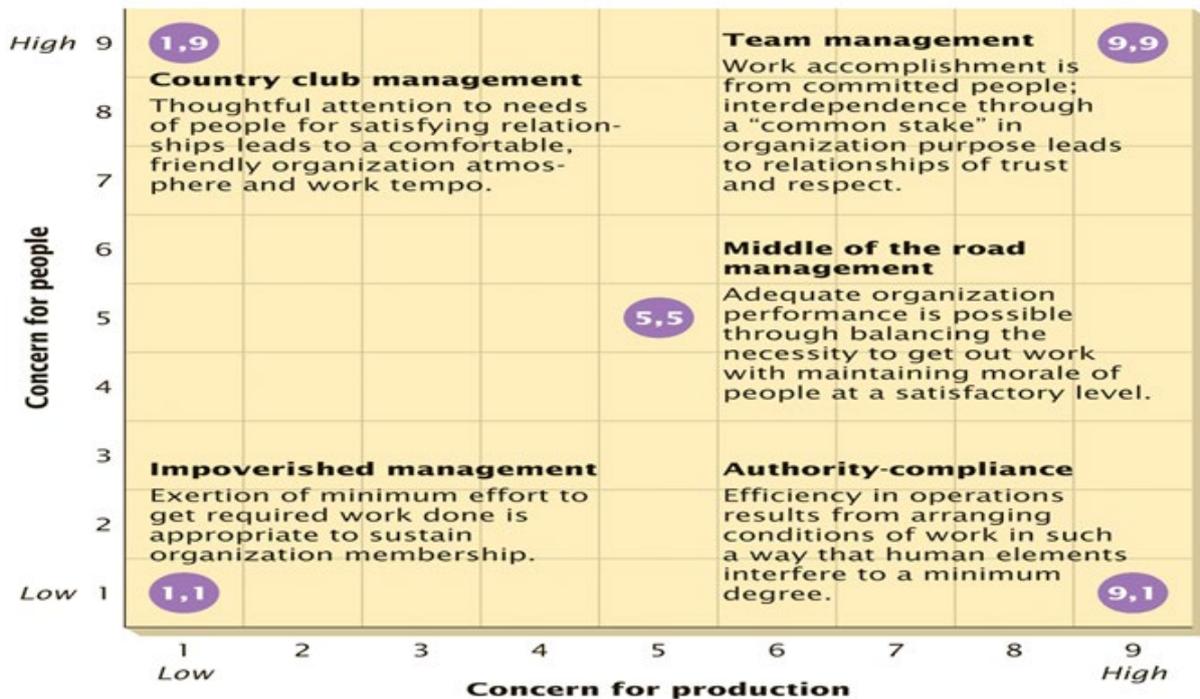
This study group mentions the existence of two dimensions of leadership behavior called employee-oriented and task-oriented. Employee-oriented leaders emphasize on interpersonal relationships. Adversely, task-oriented leaders tend to emphasize technical aspects or tasks of work. The concise results obtained from this study conclude that effective leadership is: (1).

Tend to maintain relationships with employees; (2). Using methods of group surveillance rather than personal, (3). Setting high performance goals.

**c. Leadership/Managerial Grid from Blake and Mouton**

This managerial grid represents a two-dimensional graphical view of leader behavior based on caring for employees and concern for production. Regarding the grid used by Blake and Mouton, it can be illustrated below:

**Figure 2.** Manajerial Grid by Blake and Mouton



**Source:** R. R. Blake, J. S. Mouton, and L. E. Greiner. Breakthrough in organization development. Harvard Business Review. November-December 1964

Blake and Mouton succeeded in plotting five leadership styles based on leadership's attention to people or production, namely: (1) Impoverished: caring for people and low production; (2) Country-club: caring for tall people; (3) Produce or perish: concern for high production; (4) Middle of road: caring for people and moderate production; (5) Team style: concern for people and high production. The best performance in grid theory is shown by style 9.9, when compared with other styles. This is supported by results of their research on experienced managers who mostly chose the 9.9 style as the best. In fact, however, there is no substantive evidence to suggest that style 9.9 is the best style for all situations. From various explanations of behavioral theory above, it can be concluded that based on behavioral theory, everything related to behavior of leader is learned and style of behavior is created and effectiveness of a style of leadership is dependent on situation.

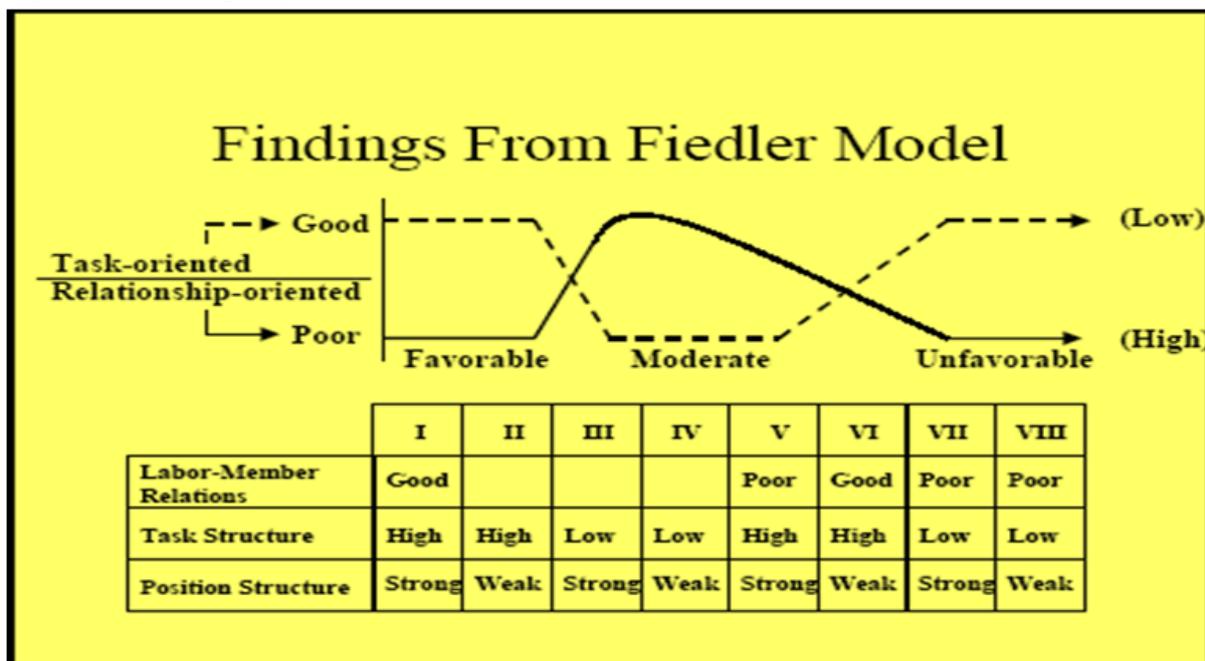
## Research Result and Discussion

There are three best leadership model, namely: Friedler method contradiction, Path-goal theory method, and Harsey and Blanchard Method. For more details on this discussion will be excluded from.

### a. Contingency Friedler Model

This Friedler model is known as the oldest theory of leadership of situation. Friedler argues that performance of leader depends on two interrelated matters: 1) The degree to which in a situation leader has control and its effects 2) The basic motivation of leader to relationship between the task and other. Briefly this explanation of Friedler's theory is based on a premise that leaders have a dominant and irreversible leadership style and suggest leaders should learn how to match their leadership style to quantity of controls in leadership situations. Regarding the control of situation that shows the quantity of control and influence of leaders in their work environment, there are three dimensions: (1) Leader-employee relationship: This involves the level of confidence, trust, and respect of subordinates to boss; (2) Task Structure: The degree to which job assignment is produced, in this case the quantity of structure of tasks to be performed by working group; (3) Position power: The degree of influence a leader possesses power such as punishment, promoting, raising salaries and so on. More specifically, this Friedler contingency model can be illustrated below:

**Figure 3.** Contingency Friedler Model



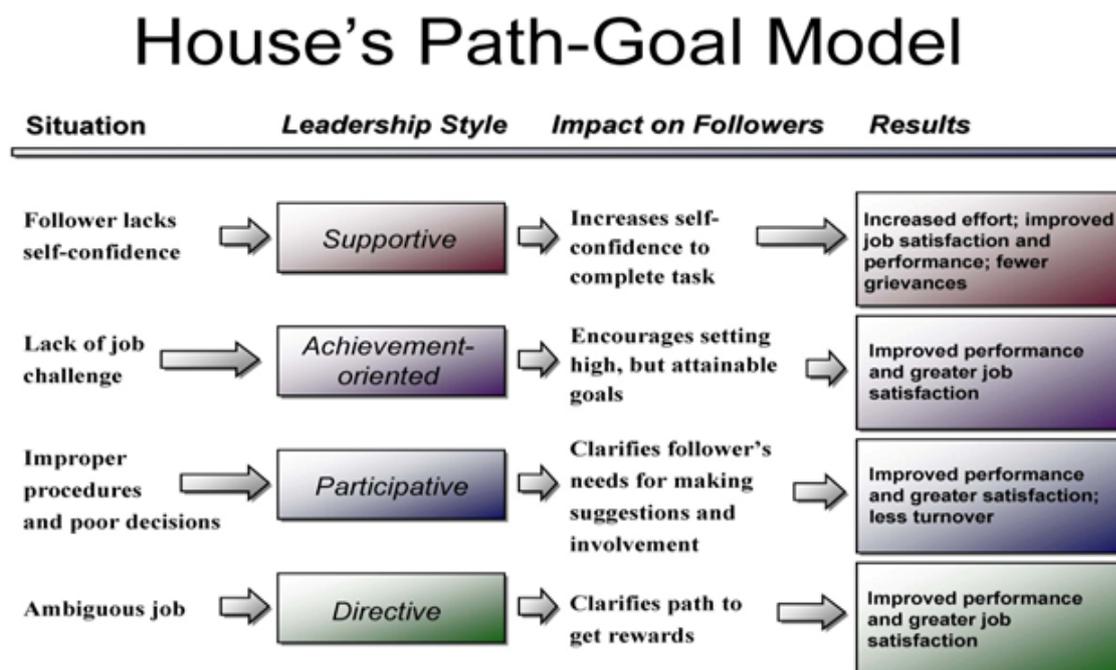
Source: Strube and Garcia, 1981

Above model shows that Friedler examine the leadership in relation between motivation and situation control. For situations described above, leaders who have high control over situations I, II, III show that leaders with task-oriented motivation are more effective than relationship-oriented leaders. For situations IV, V, VI leaders with relationship-oriented motivation are expected to be more effective than leaders with task-oriented motivation. As for situation VII, VIII, task-oriented motivation is more effective. Overall, the accuracy of this Friedler model has been tested through a meta-analysis that suggests that this Friedler model still needs to be studied theoretically, although some of this theory from research done there is a match for some situations.

### ***B. Path-Goal Theory by Robert House Method***

This theory was first developed by Robert House. This theory identifies four leadership styles: (1). Directive Leadership: Inform the subordinates what is expected of them, provide specific guidelines, ask the subordinates to follow the rules and procedures, manage the time, and coordinate their work; (2). Supportive Leadership: Giving attention to needs of subordinates, showing concern for their well-being, and creating a friendly atmosphere in their work environment; (3). Participative Leadership: Consult with subordinates and consider their opinions and suggestions; (4). Achievement oriented Leadership: Set challenging objectives, seek improvement in performance, emphasize excellence in performance, and demonstrate the belief that subordinates will achieve high standards of work. In general, the model described by Robert House is as follows:

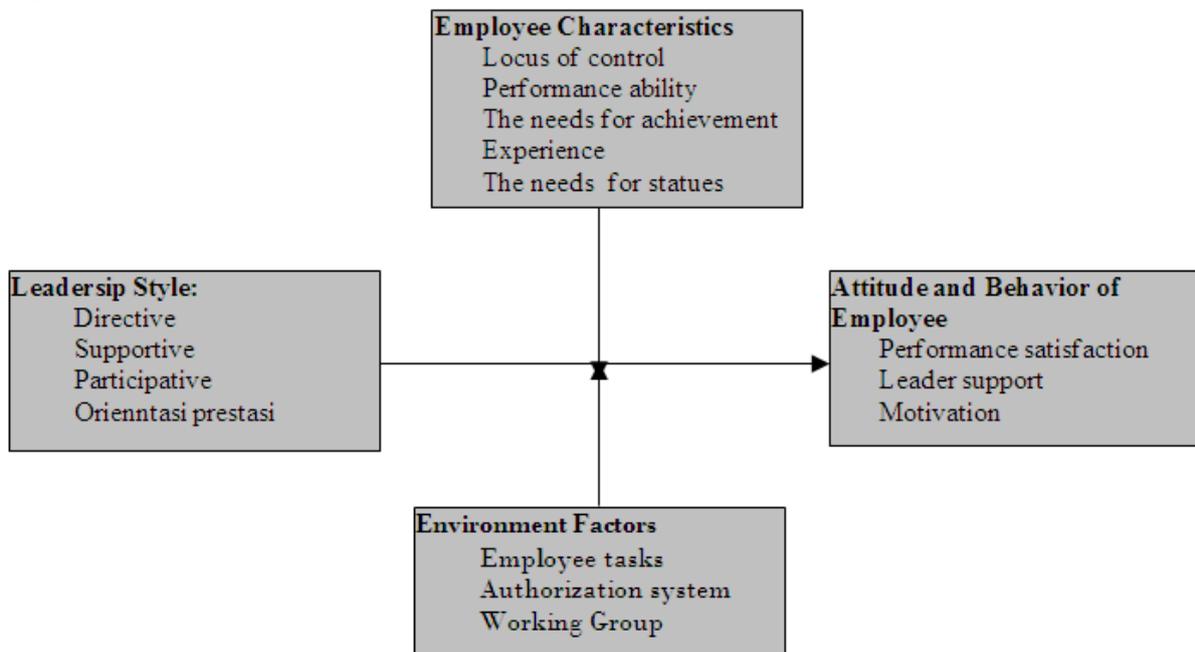
**Figure 4.** Leadership Path-goal Theory Model



Source: [slideplayer.com/slide/7058247/](http://slideplayer.com/slide/7058247/)

In addition to describe the leadership style, Robert House also explains the contingency factors, namely situational variables that can lead to a leadership style more effective than others. This model has two groups of contingency variables: employee characteristics consisting of: locus of control, work ability, achievement needs, experience, and status clarity. While other variables are environmental factors consist of employee task, system authority, and working group.

**Figure 5.** Leadership Model Path-goal Theory (Robert House)



### *c. Situational Harsey and Blanchard Leadership Theory*

According to this theory, the behavior of effective leaders depends on degree of readiness of leader's subordinates. Readiness itself is defined as the degree to which subordinates have the ability and willingness to accomplish the task. In summary, this theory can be seen in following figure:

**Figure 6.** Leadership Theory of Situational Hersey and Blanchard

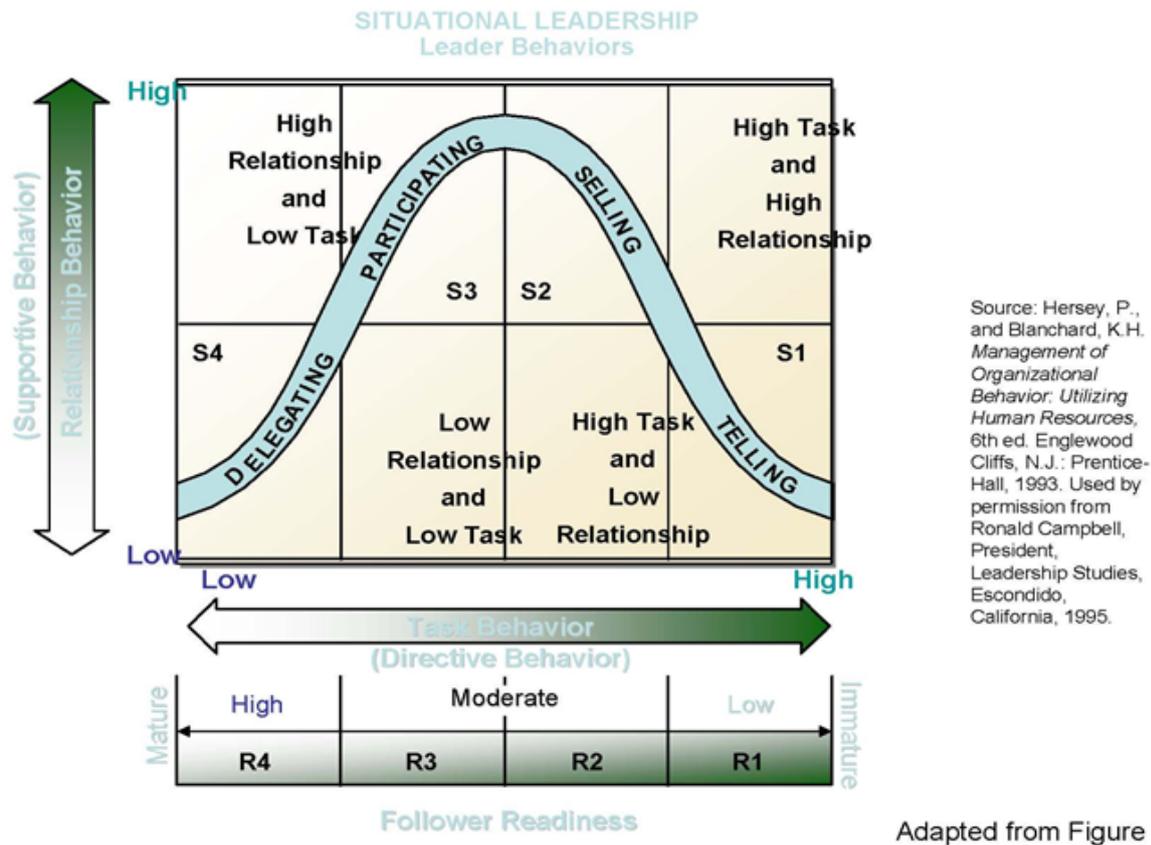


Figure 6 shows the suitable leadership style is found through cross-referencing readiness of subordinates, varying from low to high levels. From picture there are four specific leader behaviors: (1). Telling (High-Low Task Orientation). The leader defines the role and tells his subordinates what, how, when and where the task is performed; (2). Selling (High-task orientation - high relationship). Leaders provide steering behavior and supportive behavior; (3). Participating (Low task orientation - high relationship). Leaders and subordinates together make decisions, with role of leader is to simplify and communicate; (4). Delegating (Low task orientation - low relationship). Leaders provide little direction or support. The final component of this theory is to define the four stages of readiness of followers:

- R1:** People cannot finish their job responsibility.
- R2:** People who are not willing but keep doing the necessary job.
- R3:** People who are capable but unwilling to do what leader wants.
- R4:** People who are capable and willing to do what is required of them.

Currently, this theory is widely used as a training tool. But this theory is not fully supported by researchers because based on results of research, the accuracy of this theory is not fully in accordance with theory put forward.

## Conclusion

1. Friedler Method Theory is known as the oldest theory of leadership of situation. Friedler argues that leaders performance depends on two interrelated matters: (a) The degree to which in a situation leader has control and influence; (b) The basic motivation of leader to relationship between the task with others. This theory identifies four leadership styles: (1) Directive Leadership: Inform the subordinates what is expected of them, provide specific guidelines, ask the subordinates to follow the rules and procedures, manage the time, and coordinate their work; (2) Supportive Leadership: Giving attention to needs of subordinates, showing concern for their well-being, and creating a friendly atmosphere in their work environment; (3) Participative Leadership: Consult with subordinates and consider their opinions and suggestions; (4) Achievement oriented Leadership: Set challenging objectives, seek improvement in performance, emphasize excellence in performance, and demonstrate the belief that subordinates will achieve high standards of work.
2. This Harsey and Blanchard method theory, the effective behavior of leaders depends on degree of readiness of leader's followers. Readiness itself is defined as the degree to which subordinates have the ability and willingness to accomplish the task given by four specific leader behaviors: (1) Telling (High-Low Task Orientation) The leader defines the role and tells his subordinates what, how, when and where the task is performed; (2) Selling (High-task orientation - high relationship) Leaders provide steering behavior and supportive behavior; (3) Participating (Low task orientation - high relationship) Leaders and subordinates together make decisions, with role of leader is to simplify and communicate; (4) Delegating (Low task orientation - low relationship) Leaders provide little direction or support.
3. The Blake and Mouton methods have succeeded in plotting five leadership styles based on leader's attention on people or production, namely: (1) Impoverished: caring for people and low production; (2) Country-club: caring for tall people; (3) Produce or perish: concern for high production; (4) Middle of road: caring for people and moderate production; (5) Team style: concern for people and high production. The best performance in grid theory is shown by style 9.9, when compared to other styles.

## Suggestion

We recommend that a college-related leadership should be chosen objectively by all academicians and alumni. Base on approach model, there are 3 (three) method, that are: Friedler Method, Path-goal theory by Robert House method and Blake and Mouton method, researcher suggest to college should apply Path-goal theory by Robert House method. As for reason: (a) it asks subordinates to follow rules and procedures, manage time, and coordinate their work; (b) this theory concerns the needs of subordinates, shows concern for their well-



being, and creates a friendly atmosphere in their working environment; (c) this theory sets challenging goals, seeks improvement in performance, emphasizes excellence in performance, and demonstrates the belief that subordinates will achieve high standards of work.

## **Implication**

### **1. Economic Impact**

This research is expected to show the welfare of subordinates (education personnel) to follow the rules and procedures, manage the time, and coordinate their work, in addition to ability and willingness to complete the task given.

### **2. Social Impact**

This research is expected to give trust to community related to character of trusted university leaders.

### **3. Environment Impact**

This research is expected to give the leader a conducive working environment and fun for subordinates and all academic community.



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