



A REVIEW ON THE CHARACTERISTICS OF A GOOD QUALITY LEADERSHIP STYLE

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Article History: Received on 21st August 2019, Revised on 29th September 2019, Published on 06th November 2019

Abstract

Purpose: Leadership is an interactive concept that influences our daily lives. A quality concept is an approach and philosophy that leaders use to incorporate the leadership process into the organization successfully. Both concepts have an incremental history, correlation, and discussion. However, the two concepts have not yet been theoretically and empirically integrated. This paper attempts to integrate and discuss leadership and quality to create a single quality leadership style based on the definition of quality gurus and the leadership styles which relate more towards the quality of leadership.

Methodology: The study used a systematic literature review to review the past literature related to the field of leadership and quality management. This study provides the constructs from definitions proposed by experts in this field. Each leadership styles have many constructs that may or may not be related to quality.

Results: The study proposed a conceptual framework which combined the definitions of quality gurus and the different leadership styles. The finding of this study has contributed to the expansion of theoretical knowledge in the field of quality leadership style.

Implications: This paper indicated that the review of the literature regarding what quality gurus define as important relating to leadership. This paper provides the constructs from quality gurus definitions.

Novelty: Each leadership styles have many constructs that may or may not be related to quality. Therefore, future studies need to consider what the constructs from those leadership styles are considered effective to quality.

Keywords: *Leadership Style, Quality, Leadership definitions, Quality leadership styles, Interactive concept.*

INTRODUCTION

One of the widest literatures in history is the management theories. The concentration of these theories is diverse. One of the significant and debateable elements in the management theories is leadership (Whitney Gibson, Hodgetts, & Blackwell, 1999; Witzel, 2016; Wren & Bedeian, 1994). Consequently, management theories advocate the qualities and skills required for a successful leader (Avolio, 2007; Bakanauskiene & Bartnikaite, 2009; Chan & Chan, 2005; Stincelli, 2012). In fact, leadership theories extremely argued on the issue of the effective constructs for a leader. They claim that the current literature contains a tremendous number of leadership styles and models (Burns, 1978; Hirtz, Murray, & Riordan, 2015; Latham, 2014).

On the other hand, quality literature highlights the significance of leadership intervention to the overall success of the organization. They state that the success of quality implementation relies heavily on the leadership style (Albacete-Sáez, Mar Fuentes-Fuentes, & Maria Bojica, 2011; Alharbi & Yusoff, 2012; Hirtz et al., 2015; Laohavichien, Fredendall, & Stephen Cantrell, 2011). In addition, many quality awards highlight the need for effective leadership on boards as a priority. To strength this claim, quality gurus argue that the transformation of quality management depends directly on the behavioral style of the leadership that is practiced (Albacete-Sáez et al., 2011; Alharbi & Yusoff, 2012; Deming, 2000; Hirtz et al., 2015; Schroeder, Linderman, & Zhang, 2005). To achieve the requisition of quality awards and quality gurus demand, both quality and leadership have to be integrated.

The Theoretical Gap

At the early stages, researchers focused on the empirical relationship between quality implementation and its influence on organizational success (Kosicek, Soni, Sandbothe, & Slack, 2012). The result was mixed. Many empirical studies found that when implementing the concept of quality, the results were positive for improved finance improvement, competitive advantage, and improved operational and organisational performance (Alharbi & Yusoff, 2012; Kosicek et al., 2012; Loulas, 2014; S Samad, 2011). Nevertheless, others argue the impact on financial improvement was not as expected (Bernett & Nentl, 2010; Kosicek et al., 2012). They found no positive influence on financial performance. Many studies acknowledge that failure to realize financial improvement and quality implementation is the lack of leadership support (Alharbi & Yusoff, 2012; Juran & Godfrey, 1999; Lakshman, 2006; Laohavichien, Fredendall, & Cantrell, 2009; Loulas, 2014). On the other hand, the leadership literature discusses the behavioral and situational foundations of leaders, but there is yet to be a consensus on an effective leadership style (Dionne et al., 2014; Hirtz et al., 2015; Laohavichien et al., 2011; Latham, 2014; Loulas, 2014).

The significant of leadership and quality to any organization is stated by both literatures. Quality awards emphasize the role of leadership to manage the quality aspects in healthcare organizations ("Joint Commission International," 2017;

Vilegi-Peters, 2010). Alharbi and Yusoff (2012); Jabnoun and Juma AL Rasasi (2005); Loulas (2014) states that the literature highlights the important relationship between leadership and quality aspects as they have common goals such as employee satisfaction and organizational performance. Quality relates to leadership in the sense that leader motivates subordinates and the motivated subordinates help to improve quality performance (Laohavichien et al., 2009).

An example from the healthcare organizations where there is increased demand for higher quality products and services. In such organizations, whenever employees have high levels of satisfaction resulting from their leaders, patients reported they are treated with care, respect, and sympathy (A. West, Lyubovnikova, Eckert, & Denis, 2014). In this regard, quality hence correlates directly to patient satisfaction. To reach the required level of quality, healthcare organizations focus on individual leadership characteristics ("Joint Commission International," 2017; Vilegi-Peters, 2010). This declares how both, leadership and quality, are vital to the performance of organizations (Alharbi & Yusoff, 2012). Consequently, leadership based on quality should be the goal for organizations aiming to succeed. To achieve this result, leadership has to be based on diverse constructs one of which is quality.

Nevertheless, quality and leadership theories lack effective integration (Laohavichien et al., 2011; Loulas, 2014). A study done by Kosicek et al. (2012) of 144 leaders concludes that a successful quality improvement program requires an effective leader who can convey the message of quality and influence subordinates. This is why W. Edward Deming, Joseph M. Juran, Philip B. Crosby, and almost all quality awards emphasize leadership intervention when quality is implemented (Crosby, 1990, 1997; Dahlgaard, Chen, Jang, Banegas, & Dahlgaard-Park, 2013; Deming, 2000; Juran & Godfrey, 1999). This is a straight forward sign from the quality gurus for the need of integrating the quality and leadership concept.

On the other hand, the leadership theories argue for effective leadership styles and call for an integrated leadership model (Dionne et al., 2014; Gilmartin & D'Aunno, 2007; Hirtz et al., 2015; Jabnoun & Juma AL Rasasi, 2005; Laohavichien et al., 2009; Laohavichien et al., 2011; Latham, 2014; Loulas, 2014). This is because of the dramatic change that occurs in the culture, economic, historical and political perspective, force to demand new leadership behaviors. It's simply that the style and skills that leaders acquired previously may not work in the current changing in our daily lifetime (Miao, Newman, Schwarz, & Xu, 2014; Van Wart, 2013). On the other hand, it's a matter of questioning the leadership styles that are best suited for quality aspects (Kosicek et al., 2012). This limitation in the leadership literature affects the integration of quality and leadership concepts. This is why quality theories call for the effective intervention of leadership for the success of quality implementation (Deming, 2000; Juran & Godfrey, 1999; Lakshman, 2006).

Moreover, leadership theories have ignored specific issues when developing leadership constructs. For example, teamwork and participation are at the heart of total quality management (TQM) but are not well-addressed in leadership theories (Lakshman, 2006). Another example is by (Laohavichien et al., 2011) where they claim that management's commitment from a quality perspective differs from the commitment constructs on the transformational and transactional leadership styles. Furthermore, leadership theories fail to consider the organizational context where a leader performs and focus on studying leadership from a managerial and traits perspective (Lakshman, 2006). Despite the fact that the traits and management study of leadership remain relevant, the issue of quantity and quality of leadership styles have not been resolved (Dóci, Stouten, & Hofmans, 2015; Joseph, Dhanani, Shen, McHugh, & McCord, 2015; Laohavichien et al., 2009; Latham, 2014; Loulas, 2014; Michel, Wallace, & Rawlings, 2013).

Leadership and quality theories share the aim to develop an organization's performance as well as enhancing the work experience of employees. Nonetheless, it is unclear what leadership constructs foster quality (Alharbi & Yusoff, 2012; Jabnoun & Juma AL Rasasi, 2005; Lucas & Buckley, 2009). Furthermore, Lakshman (2006); Lucas and Buckley (2009) claim that there is no specific role for leadership to perform concerning quality and no leadership theory focuses on quality. This is the motivational aspect to conduct this paper to deeply figure out what are leadership styles that relate to quality and what the construct is from and quality gurus definitions.

LITERATURE REVIEW

Quality Definition

The term quality management has an extraordinary evolution that enhances the understanding of the quality concept. Three major quality gurus contributed to the development of the quality concept namely W. Edward Deming, Joseph M. Juran, and Philip B. Crosby (Garvin, 1988; Omar, 2017).

Quality is a multidimensional concept that can be defined from diverse perspectives. For example, quality gurus agree on quality as a customer requirement (Chandrupatla, 2009; McKay, 2016). Customers determine quality by the product's ability to meet expectations. Leaders view it as a task that is accomplished, and workers view it as self-achievement. To provide a comprehensive definition of quality, the 3 quality gurus' definition will be illustrated.

To refer to the quality gurus, Dr. Juran emphasizes the diverse meanings of quality and divides it into two correlated meanings (Juran & Godfrey, 1999). He defines it as the characteristic of a product that meets the customer's needs and leads to their satisfaction. This definition concentrates on the product's quality that leads to customer satisfaction where a high-quality product means high customer satisfaction. Furthermore, he defines quality as zero defects where errors are eliminated. This definition concentrates on the freedom from errors. For instance, preventing work which leads to

unsatisfied customers. The crucial question is what definition/approach should a leader consider? Juran emphasizes the leader's influence on the overall process that results in a quality product.

An example in Juran's book *Juran and Godfrey* (1999) where a meeting is held with managers at an organization to discuss whether higher quality costs more, or does it cost less? Some disagreed, and others do not know what the discussion was about. The issue of understanding the word "quality" as some thought when we have high-quality, we will have a high cost. Consequently, an improvement proposal was rejected when it was given to a bank manager with the proposal name as "quality improvement". When the same proposal was given to the same manager with a different name "productivity improvement", the proposal was approved. This illustrates Juran's definitions that a leader's cognitive view influences the decision that he/she will consider for quality (neither does high-quality mean high cost more or less).

Furthermore, Dr. Juran highlights the importance of leadership participation on project team. He claimed this is the highest degree of leadership and leading by example. By involving with teams, a leader will be aware of many issues occur in the organization such as training need, task completion timeline and what resources are needed. In addition, Dr. Juran highlighted the reason for quality improvement failure is the lack of leadership participation. An example of one company resulted in 12 projects that leaders participate out of 150 projects conducted. This implies that an essential part of quality success is leadership and leadership participation. Two vital constructs that can be extracted from Dr. Juran's definition of quality which is the cognition of the leader concerning quality and leading by example (Chandrupatla, 2009; Juran & Godfrey, 1999; McKay, 2016).

Dr. Deming defines quality as "Good quality means a predictable degree of uniformity and dependability with a quality standard suited to the customer" (Chandrupatla, 2009). This definition focuses on customer needs and requires the upper management to be aware of the changes in customer needs. It underscores the importance of a manager's commitment toward satisfying customers. Deming believes the upper management is responsible for the quality success (Chandrupatla, 2009; McKay, 2016). He mentions the task that companies should prioritize is to provide education to the leadership. This stresses what Dr. Juran stated concerning cognitive leadership (Deming, 2000).

Dr. Deming developed diverse models such as The Plan, Do, Study, Act (PDSA) Cycle, the Seven Deadly Diseases and Deming's 14 Points of Quality (Chandrupatla, 2009; McKay, 2016). One of the main objectives of 14 points of quality is to transform the style of management. These transformations may not happen until the Seven Deadly Diseases model has taken place. He mentions that the 14 Point and the Seven Deadly Diseases will not be implemented until having effective leadership (Deming, 2000). Such leadership is required not only for the change to be effective but also for a commitment to the transformation.

An example of how Dr. Deming stresses the commitment of a leader is where he refused to give quality training when leaders within the organization are not attending and not committing to quality training (Latham, 2014). This high emphasis claimed by Dr. Deming for a committee leader as a consequence of the variation between the commitments constructs in quality management to those in leadership literature. It has been stated that the reason for not understanding the variation in quality practice is the lack of top management commitment. (Laohavichien et al., 2011). Without the commitment of upper management to influence workers, who have immediate knowledge and information about issues regarding improvement, continuous improvement will not occur (Laohavichien et al., 2011). Moreover, a study that covers 7000 participants found leadership commitment ranked as a significant factor among other factors (Huang, 1994). This implies the essentiality of leader commitment factors in Deming's definition. This construct will perhaps contribute to the success of the QLS.

Philip B. Crosby established the zero-defect concept in the early 1960s. He defines quality complying with the requirements set by the management (Crosby, 1990). From this viewpoint, the zero defects can be achieved. For example, a manager can forward an achievable target to be met; then a good quality standard can be claimed only when the target has reached with zero defects. For this, Crosby emphasizes the concept of Do it Right the First Time (DIRFT). To achieve this result, transformation in quality culture, leadership, and human resource education is necessary (Huang, 1994). Crosby also acknowledged the role of cognitive leadership. He emphasizes leadership education to achieve quality zero defect wherein education is a vital part of cognitive leadership.

Furthermore, in Crosby's book *The Absolute of Leadership*, he stresses the importance of top management. He states that a leader has to be the best ideal for subordinates by encouraging teamwork and employee participation. In this point, Crosby emphasizes for leaders to implement the DIRFT principle, so their subordinates would follow accordingly. He believes that if a leader performs with excellence, then employees will follow his example. He states that an employee will perform to a certain standard of his/her leader reached. Consequently, Crosby focuses on how to be the best exemplar by guiding, motivating and removing barriers for subordinates (Crosby, 1997). His definition has diverse constructs, but a vital construct is leading by example (The Exemplar).

Considering the three definitions provided by the quality gurus, they all highlight the importance of customer satisfaction and focus on meeting customer needs as well as eliminating errors. Although Crosby, Deming, and Juran slightly differ in their method of implementing the quality concept, they all emphasize the importance of leadership support in the success of quality movement (Hirtz et al., 2015; Huang, 1994; Latham, 2014). They, in fact, consider the best style for quality management is the transformational style of leadership (Alharbi & Yusoff, 2012; Kumar, 1995; Laohavichien et al., 2011;

Loulas, 2014). They argue that the transformational style inspires teamwork and continuous improvement. Furthermore, a vital construct repeated by all the three quality gurus is cognitive leadership. Table 1 shows the common constructs repeated by quality gurus.

Table 1: Common Quality Construct From Quality Gurus Definition

Construct	Cognitive	Commitment	Exemplar	Customer Satisfaction	Team Work and Employees' Participation	Transformational & Transactional Leadership
Joseph Moses Juran	*	*	*	*	*	*
William Edwards Deming	*	*		*	*	*
Philip B. Crosby	*	*	*	*	*	*

METHODOLOGY

This paper used the method of Dubé and Paré (2003) in order to implement a systematic content analysis for the chosen previous published literature. It has at the beginning selected a keyword that identifies the appropriateness to matched keyword to the goal of the study (Sanil et.al, 2015, Ramakrishnan et.al, 2016, Alsolami et.al, 2016, Alsolami et.al, 2017). Then, the relevant online databases are determined which include: Scopus, Science Direct, Web of Science, Emerald and Google Scholar. Moreover, the chosen articles been categorized into three different parts. The first part was for leadership. The second part was for quality and the third part was the articles that discuss both quality and leadership and after that, an assessment for those articles has been conducted. Finally, the finding of those articles been recorded.

RESULTS

Leadership concept considered one of the most complex concepts in the management study as general and in the trait research as specific (Chemers, 2014; Laohavichien et al., 2009; Stewart, 2006). Management studies concentrate on how leaders can influence followers for better organizational performance. This view of leadership is process-based. In contrast, the concentration of the traits research concerns the characteristics, traits, and behaviors of effective leaders. The traits research views leadership as individual-based (Freedman, 2016; Horner, 1997). On the other hand, quality management demands an effective leadership style that leads to an organization's success.

The styles and characteristics of leadership are a fundamental aspect of human beings. Practices and principles of leadership are part of the essential interactions in everyday living. What and how we practice the principle of leadership varies from one person to another. To state the complication, previous researchers are concerned about what behaviors increase leadership effectiveness. (Cable & Judge, 2003; Hirtz et al., 2015; Loulas, 2014; Spinks & Wells, 1995). Numerous studies have been done to identify such behaviors or constructs of effective leadership (Jacoub (2014); Joseph et al. (2015); Latham (2014) and others have looked at the psychological and environmental parts of a leader (Alimo-Metcalfe, 2013; Cable & Judge, 2003; Goldberg, 1990)

A major aspect of leadership theories is the issue of quantity and quality of leadership. This is a consequence of a large number of leadership styles that claim to be the best style to positively influence an organization's performance (Dóci et al., 2015; Joseph et al., 2015; Latham, 2014; Michel et al., 2013). Current literature partially agrees on the quality issue of leadership where it has determined several positive and effective leadership styles (Dóci et al., 2015; Firth-Cozens & Mowbray, 2001; Joseph et al., 2015; Latham, 2014). Nevertheless, this partial agreement is only when the constructs of more than two leadership styles have been integrated (Laohavichien et al., 2009; Latham, 2014; Loulas, 2014). For example, most of the literature studying the transformational and transactional styles highlight the significance of construct integration (Laohavichien et al., 2009; Latham, 2014; Loulas, 2014) as well as the charismatic and visionary leadership style (Poon Teng Fatt, 2000). This state that the call for integrating leadership constructs has been suggested but what to integrate is the main response to this call.

On the quantity point of view of leadership style, Latham (2014) pointed out that current leadership literature is confused. In fact, when searching for the term leadership style, the result is a tremendous number of styles and definitions (Hirtz et al., 2015; Kosicek et al., 2012; Latham, 2014). Burns states that there are over 130 definitions of leadership (Ali, 2012; Burns, 1978; Khanin, 2007). As of this, previous studies show there are several well-known styles of leadership related to quality. For example, Transformational Leadership, Transactional Leadership, Leader and Follower Cognition, Charismatic Leadership and Servant Leadership. Those leadership styles, among the other styles, shows effective and practical relation to quality practice (Alharbi & Yusoff, 2012; Conger, Kanungo, & Menon, 2000; Dinh et al., 2014; Dionne et al., 2014; Jabnoun & Juma AL Rasasi, 2005; Laohavichien et al., 2009; Laohavichien et al., 2011; Leithwood & Steinbach, 1993; Loulas, 2014; Michel et al., 2013; Ng, Yeow, Chin, Jee, & Chan, 2013; Sarminah Samad, 2012). Considering those styles as they show strong relation to quality will support the integration of QLS. Therefore, the QLS will be based on the above-mentioned leadership styles to cover the trait and behavior aspects of leadership and on quality concept to involve the quality perspective and consequently, the below conceptual framework (see Figure 1) shows the

factors leading to QLS. It consists of quality-based leadership styles. It also consists of what quality gurus defined leadership based on their view.

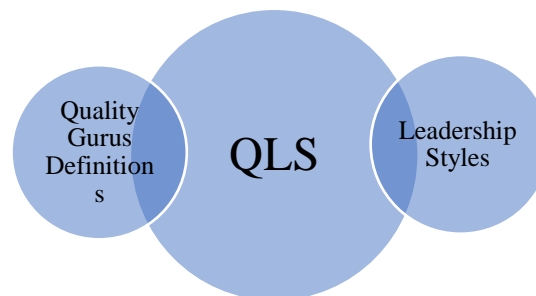


Figure 1: The conceptual framework for QLS

DISCUSSION

By considering all the above quality and leadership literature, a theoretically based definition of QLS is extracted. This definition is based on synthesis of previous literature studies. At this stage, QLS is a leadership style based on quality fundamentals where this is the driving force to direct the entire organization to achieve excellence. Those quality fundamentals represented by the definitions of quality from the quality gurus and the leadership styles that related to quality.

This definition of QLS differs from previous quality leadership definitions. The concentration of the previous quality leadership definitions was on either total quality principle (Feigenbum, 2007; Ulle & Kumar, 2014). Or it was on quality basis (Crosby, 1997; Deming, 2000; Juran & Godfrey, 1999). Nevertheless, the uniqueness of the QLS definition is the diversity of elements. The constructs were chosen from the leadership styles that were a quality-related style. In addition, previous research emphasis on integrating the leadership and quality constructs, and this was the basis of the QLS definition.

CONCLUSION

Leadership and quality theories share the aim to develop an organization's performance as well as enhancing the work experience of employees. However, leadership has not taken from a quality perspective. This paper aims to review the literature regarding what quality gurus define as important relating to leadership. It has determined several leadership styles that claimed to be related to quality, nonetheless, those leadership styles need to be integrated with quality concepts. This paper provides the constructs from quality gurus definitions. Each leadership styles have many constructs that may or may not be related to quality. Therefore, future studies need to consider what the constructs from those leadership styles are considered effective to quality.

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