

BLAKE AND MCCANSE'S LEADERSHIP GRID® THEORY: A METHOD FOR DETERMINING THE ORIENTED LEADERSHIP STYLES OF SEMINARIANS OF SAINT JOSEPH MAJOR SEMINARY IN HO CHI MINH CITY ARCHDIOCESE

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ABSTRACT

Blake and McCanse's leadership Grid® theory is one of the methods used for determining oriented leadership styles. The theory is a model represented as a grid with concern for production as the x-axis and concern for people as the y-axis. Through the grid, leadership styles will be determined. This paper will examine and describe what kinds of leadership styles the seminarians used when they practiced their leadership in a certain community or organization. From its research, this study will show that Blake and McCanse's leadership Grid® theory is a very important method for helping educators to recognize their students' oriented leadership for a school, a community, or an organization. At the same time, this theory also helps those who become leaders in the future can measure their ability of leadership and determine their oriented leadership styles.

1. INTRODUCTION

The Managerial Grid® built in the Ohio State and University of Michigan studies in concern is relative to two leadership dimensions of task and people (Lussier & Achua, 2010). It was developed and published in 1964 by Robert Blake and Jane Mouton, from the University of Texas. The Managerial Grid® had been refined and updated several times in 1978 and 1985 (Lussier & Achua, 2010; Northouse, 2010). In 1991, together with Anne Adams McCanse replacing Mouton, who died in 1987, Blake changed its name into the Leadership Grid® (Lussier & Achua, 2010). It was designed as a tool for improving human ability to lead in any organization. It was truly a tool for developing effective and sound leadership (Blake & McCanse, 1991). Concretely, it was designed to explain how leaders help organizations to reach their purposes through two factors: concern for production/ results/ task and concern for people (Northouse, 2010).

Concern of task and concern of people are two important dimensions of leaders. These concerns will help recognize a person's oriented leadership style. This is necessary for the seminarians who are being trained in St. Joseph seminary of Ho Chi Minh City Archdiocese. The seminarians will become Catholic priests and leaders for certain communities or organizations in Ho Chi Minh City Archdiocese. To determine leadership styles the seminarians applied when they practice serving at a certain community in Archdiocese of Ho Chi Minh City, this study used the theory of Blake and McCanse's Leadership Grid®. In their theory, Blake and McCanse used a model named Leadership Grid for defining seven leadership styles including Authority-Compliance (9, 1), Country Club (1, 9), Impoverished (1, 1), Middle-of-the-Road (5, 5), Team (9, 9), Paternalism and Opportunism (Blake & McCanse, 1991; Blake, Mouton & Allen, 1987; Northouse, 2010). The seven leadership styles of Blake and McCanse's theory were used and researched in this study.

2. LITERATURE REVIEW

2.1. Task oriented leadership theories

Misumi, according to Bass and Bass (2008), conceived task oriented leadership as performance leadership. In this leadership style, leader's behaviors concerned about impulsion and motivation to increase group's achievement of goals.

In addition, Bass and Bass (2008), who was also cited from Cleveland in *Learning the Art of Leadership: the Worldwide Crisis in Government Demands New Approaches* (1980), argued that such concentration on the task was seen in strategic thinking, in projecting patterns of collective behavior, and in considering the whole situation. It was also seen in the leader's desires of curiosity about issues and methods and the system that could connect people and things to achieve objectives. Immediate supervision, combined with management as a whole, could adopt a "culture of productivity"- a shared image of a highly productive work setting - in which supervisors, managers and workers alike concentrated on the work being done and how to maintain successful operations.

Concerning about the result of task, as James (2009) did, Northouse (2010) also remarked that task oriented leadership concentrated on accomplishing task. Furthermore, Northouse went further by exploiting the positive aspect of task oriented leadership. He stated that in task oriented approach, the leaders' behaviors facilitate goal accomplishment: they supported group members to achieve their objectives.

Rao (2011) also asserted that getting the job done was a goal on which a task oriented leader concentrated strongly. Even, according to Rao, the leader could be quite autocratic when he or she was determined to achieve it. Therefore, he or she would actively define the work and the roles required, set up structures in place, plan, organize and carry out supervision relentlessly, and often ruthlessly.

The final definition relative to task orientation reviewed in this part is Harris (2011). According to Harris, task-oriented leadership focused on the task at hand even in the presence of other people. They often assessed everything as a task. Even they sometimes view relationships as a task or a project.

Purpose of task oriented leadership: According to Bass and Bass (2008), Yukl, in *Leadership in Organizations* (1994), suggested five purposes relative to task oriented leader behavior as follows (1) to pose an objective, present a procedure, establish an agenda, and redirect attention to the task; (2) to encourage communication, seek specific information, or stimulate the introduction of new ideas; (3) to clarify communication, decrease confusion, provide interpretations, and show how different ideas are related; (4) to summarize results, to review or ask for reviews; (5) to test for consensus about object, interpretation, evaluations, and readiness for directions.

Strengths and weaknesses in task oriented leadership: James (2009) remarked that when facing with an initial difficult challenge, a task oriented leader could have ability to help the team understand their challenge by providing a coherent series of steps that structure their initial meetings. These steps consisted of creating a persuasive challenge; ensuring that the team has the right skill sets involved; developing a shared understanding of their interdependent relationships; and providing strategies for getting started. Each step adopted a collaborative culture in which the team members increased understanding of tasks as well as trusted each other and their leader, got wins quickly, and continued to pursue other goals in long-term task.

Directly and shortly, Basu (2012) admitted that clarity of purpose and precise task definitions were two strong points of the task oriented leadership style. Accordingly, leaders knew how to organize groups for particular tasks and made sure that group members would have a clear understanding of their individual roles. The task oriented leadership style was well appropriate to structured work environments, such as law enforcement and manufacturing assembly lines, in which repeating well-defined processes usually results in consistently high levels of productivity and quality.

However, according to Rao (2011), task oriented leadership also contained weaknesses. Rao admitted that task oriented leaders spared little thought for the well-being of their teams. In other words, these leaders could have tendency to autocratic leadership. Therefore, this approach could endure many of the flaws of, with difficulties in motivating and retaining staff.

As for Basu (2012), the weaknesses of task oriented leadership style comprised a fear of breaking the rules among members, which could lead to a lack of creativity, low morale and high turnover. The group's members who were afraid to break rules could not dare to face any risks. Therefore, the innovation in way of working could be affected. Eventually, the creative individuals could be dissatisfied and would go to find better opportunities elsewhere.

2.2. People oriented leadership theories

The people oriented leadership was also called relational-oriented leadership or relationship-oriented leadership (Anzalone, nd. Rao, May 28, 2011). Yulk, according to Bass and Bass (2008), stated that people oriented leadership often concern for others. The leaders attempted to reduce emotional conflict, harmonized relations among others and regulated participation.

Bolton (2007), by introducing Hillel's research at website "*Family, Youth and Community Sciences*" of the University of Florida, described and explained Hillel's definition of people oriented leadership. Accordingly, people oriented leadership related to the leader's emphasis on functions such as motivating workers, training and development, listening and empathy, interpersonal communication... This leadership style consisted of expressive aspects of the leader's role, comprising the leader's body language and facial expressions which expressed the leader's expectations of their followers and thought about the relationships that develop between them.

Emphasizing team-work, James (2009) stated that people oriented leaders concentrated on the relationships among the team's members. As for Northouse (2010), he also focused on the aspect of team-work as James did. In addition, Northouse highlighted the positive side of this style. He described that the leaders who chose people oriented style helped subordinates feel comfortable with themselves, with each other, and with the situation in which they found themselves. Rao (2011) explained Northouse's highlight more clearly. According to Rao, the people - oriented leadership style totally concentrated on people, with the leader constantly organizing, supporting and developing the people in his or her team. The people oriented leadership style facilitates a participative leadership style, results in good teamwork and creative collaboration.

Finally, according to Harris (2011), people oriented leader individuals had tendency to focus on relationships and people ahead of tasks. They tended to assess things through a relationship filter. Often, they considered tasks with regard to how the tasks would influence other people.

Advantage and disadvantage of people oriented leadership: When leaders chose and applied people oriented leadership, they gain the following advantages:

The first advantage is we can take account of increasing interpersonal relations and group's strength. Misumi, Bass and Bass cited in *The Bass Handbook of Leadership: Theory, Research, and Managerial Applications* (2008) remarked people oriented leadership increased interpersonal relations within a group or organization, promoted the resolution of conflict and strife, stimulated personal need fulfillment and promoted an acceptance of interdependence among group members. James (2009) described that the leader would create an atmosphere of trust and goodwill by emphasizing camaraderie, dignity, and respect. At the same time, the leader would stimulate the members to build constructive relationships with each other as well. The individual achievement was downplayed by being woven into the team's success.

The second advantage is that people oriented leadership helps the development of individual. Misumi, cited in Bass and Bass (2008), asserted that people oriented leadership gave encouragement and support, provided an opportunity for minority opinions to be expressed. Even, Bolton (2008) by introducing Hillel's research on *Leadership Styles and Leadership Change in Human and Community Service Organization* (2006), argued that people oriented leadership could motivate individuals to gain the highest level in Maslow's Hierarchy Need. It meant that the leader who applied people oriented leadership motivated followers to seek self-fulfillment, set challenging goals, and stimulated self-development.

Not only the followers gained advantages, but also did the leader. This is the third advantage of people oriented leadership. Pirraglia, (nd.) stated that people oriented leadership often energized followers. The followers felt empowered and meaningful. Personal satisfaction levels are usually mentioned. The followers believed they had a "say" in decision-making and organization efficiency. By encouraging followers' feedback and ideas, the leaders could increase a much better understanding of their followers, conditions and got some fresh new ideas and suggestions for improvements. Hearing honest comments from the people "in the trenches" helped the leaders to have a better understanding of the positives and negatives. This could create more effective decisions for their organization.

However, Pirraglia (nd.) argued that if the followers received too much responsibility without leader’s guidance, the decision-making duty could become overwhelming. The people oriented leadership could cause issues such as garbled task descriptions, confused, ineffective decisions, and ultimate individual dissatisfaction.

2.3. Some theories combined Task Orientation and People Orientation

The Ohio State Studies. Under the direction of Ralph Stoddill, “A group of researchers at Ohio State believed that the results of studying leadership as a personality trait seemed fruitless and decided to analyze how individuals acted when they were leading a group or organization” (Northouse, 2010, p.70).

The research group began their work by seeking the answers to the following questions: What types of behavior do the leaders display? What effects do these the leaders behaviors have on work group performance and satisfaction? (Lunenburg & Ornstein, 2008). Consequently, they conducted surveys to identify specific dimensions of leader behaviors: initiating structure and consideration behaviors (Lim & Daft, 2004; Lunenburg & Ornstein, 2008; Pierce & Newstrom, 2008).

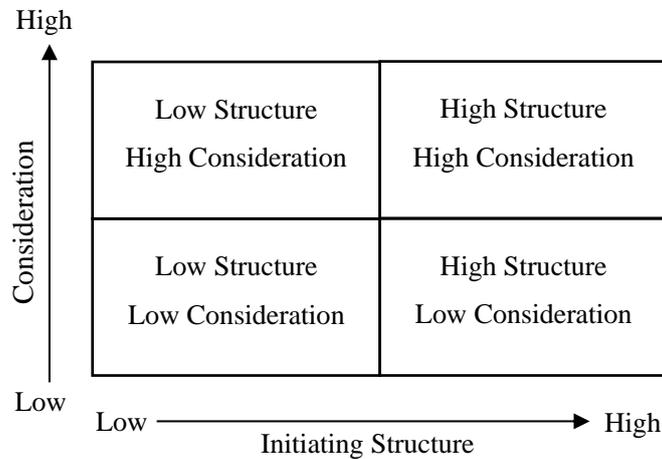


Figure 1. Ohio State Leadership Grid. (Lunenburg & Ornstein, 2008)

The University of Michigan Studies. Concurrent with the Ohio State research, the University of Michigan also explored leadership behavior (Hoy & Miskel, 1991; Northouse, 2010; Lunenburg & Ornstein, 2008; Wood et al., 2001).

The research at Michigan also identified two leadership styles that were very similar to the initiating structure and consideration dimensions of the Ohio State studies (Lunenburg & Ornstein, 2008). The two leadership styles included employee - centered leadership and production-centered leadership (Hoy & Miskel 1991; Hughes, Ginnet & Curphy, 1999; Lim & Daft, 2004; Lunenburg & Ornstein, 2008; Wood et al., 2001) or employee orientation and production orientation (Northouse, 2010; Rowe & Guerrero, 2011).

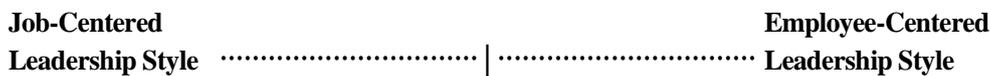


Figure 2. The University of Michigan Leadership Model (Lussier & Achua, 2010)

3. METHODS AND RESULTS

3.1. Research methods

This study will use three research methods. First, theoretical method based on Blake and McCanse theory will be examined and used for this research. Second, investigation method will take place for seminarians to discover seminarians’ behaviors when they serve their community or organization. Finally, research data will be summarized and analyzed to determine what kind of leadership styles dominates seminarians.

3.1.1. Using six elements suggested by Blake and McCaense for classifying the style of performed behaviors

There were six elements in Leadership Grid theory. Accordingly, three elements relative to leaders which affected their subordinates including initiative, inquiry, and advocacy. At the same, three elements related to the benefits leaders received from their subordinates comprised of conflict resolving, decision making, and critique (Blake & McCaense, 1991; Blake, Mouton & McCaense, 1989).

Conflict resolving. Conflict resolving was an element of leadership style. Leaders who had the behavior of conflict resolving were people who could face and deal with conflict happening in taking place task (Blake & McCaense, 1991).

Initiative. Initiative was an element of leadership style. Leaders who had the behavior of initiative were people who can recognize what should be done or not in the process of carrying out task. Leaders who were initiative decided to start doing something, to stop doing something or to change, even to get rid of the direction or character of a current activity (Blake & McCaense, 1991; Blake & Mouton, 1986).

Inquiry. Inquiry was an element of leadership style. Leaders had the behavior of inquiry were people who wanted to attain full and complete understanding as possible in regard to tasks which they were in charge (Blake & McCaense, 1991; Blake & Mouton, 1986). Concretely, through inquiry, leaders tried to gain access to information from their subordinates and other resources to control the situations they faced (Blake & McCaense, 1991; Blake, Mouton & McCaense, 1989).

Advocacy. Advocacy was an element of leadership style. Leaders had the behavior of advocacy were people who usually showed their opinions, attitudes and beliefs so as to support their subordinates (Blake & McCaense, 1991). These leaders would change their mind if their subordinates' ideas were sounder than theirs (Blake & Mouton, 1986).

Decision making. Decision making was an element of leadership style. Leaders had the behavior of decision making were people who decided to perform a certain task after thinking about possibilities relative to that task. Those possibilities came from using the resources leaders gained by their own possession or by others (Blake & McCaense, 1991; Blake & Mouton, 1986).

Critique. Critique was an element of leadership style. Leaders had the behavior of critique were people who evaluated how their subordinates did a certain task. Critique was a necessary deed (Blake & McCaense, 1991). Thanks to critique, their subordinates would have comprehension of what their subordinates did or are doing so as to avoid pitfalls and know how to do more effectively. On the contrary, without critique, it was easy for their subordinates to make the same mistakes again (Blake & McCaense, 1991; Blake, Mouton & McCaense, 1989).

3.1.2. Using Blake and McCaense's Leadership Grid[®] for determining leadership styles

3.1.2.1. Concern for task

Concern for result or task was determined as a dimension of leadership relative to behavior. Accordingly, this dimension expressed how leaders concerned and carried out to achieve results, accomplishment of tasks or of missions (Blake & McCaense, 1991; Blake & Mouton, 1985; Northouse, 2010).

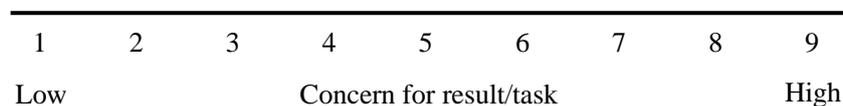


Figure 3. Concern for result/task is the horizontal axis of the Grid (Blake & McCaense, 1991, p.28)

It was really a key executive dimension to help an organization to grow and develop (Blake & Mouton, 1985). This dimension required leaders to concern about both quantity and quality of task. As for quantity, it required leaders to look for initiatives, creative ideas, measures to accomplish task. At the same time, leaders also have to make sure about its quality by making sound decisions. In general, concern for result/ task related to whatever an organization wanted to accomplish (Blake & McCaense, 1991; Blake & Mouton, 1985).

3.1.2.2. *Concern for people*

Concern for people was considered the second dimension of leadership relative to behavior. Accordingly, this dimension expressed how leaders concerned and treated their subordinates in the process of accomplishing tasks (Blake & McCanse, 1991; Blake & Mouton, 1985).

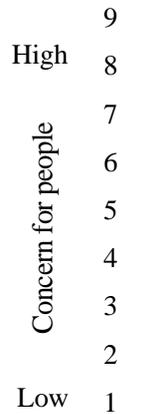


Figure 4. *Concern for people is the vertical axis of the Grid (Blake & McCanse, 1991, p.28)*

This dimension was very important because leaders have to do with and through subordinates when taking a certain task. Therefore, leaders' treatment for subordinates would affect the degree of success in carrying out task. Concretely, leaders' treatment involved creating trust and sympathy, understanding member's role and position, promoting their subordinates, facilitating working conditions, and satisfying salary and bonus (Blake & McCanse, 1991; Blake & Mouton, 1985).

3.1.2.3. *Leadership Grid®*

Two dimensions of concern for result/ task and for people can be joined in various ways. Each way which was created would show how leaders operated people to achieve success for a certain task. Blake and Mouton represented these ways in a graph form comprising of axes: concern for people and concern for task. Concern for people was the

vertical axis of the Grid and concern for task was the horizontal axis. Each axis had its scales beginning from minimum concern (1) to maximum concern (9). (Blake & McCanse, 1991; Blake & Mouton, 1985). At the same time, they named that graph Managerial Grid (Blake & Mouton, 1985). When Mouton passed way, in 1991 Blake cooperated with Anne Adams McCanse. They changed its name into the Leadership Grid® (Lussier & Achua, 2010). Simultaneously, they added new two more styles: paternalism and opportunism. Thus, the leadership grid defined seven leadership styles including Authority-Compliance (9, 1), Country Club (1, 9), Impoverished (1, 1), Middle-of-the-Road (5, 5), Team (9, 9),

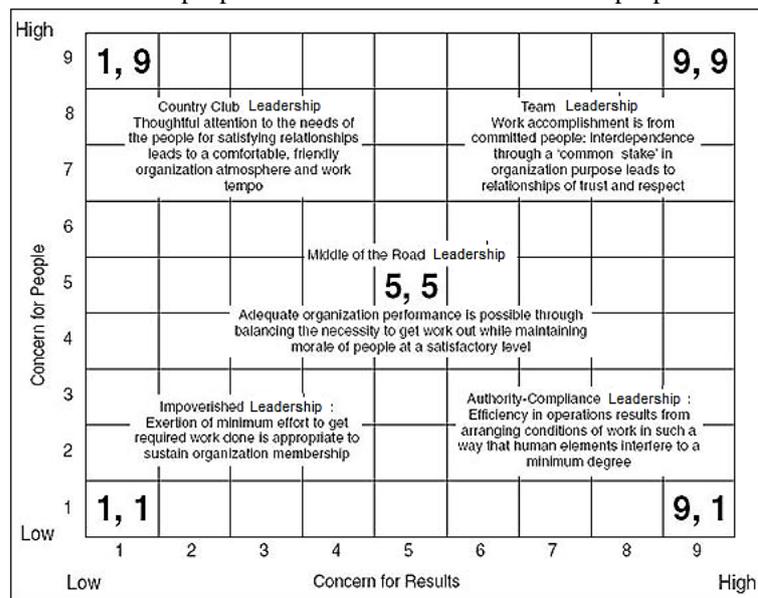


Figure 5. *The Leadership Grid® (Adapted from Blake & McCanse, 1991, p.29)*

Paternalism and Opportunism (Blake & McCanse, 1991; Northhouse, 2010). The following figure depicts the Leadership Gird including these styles.

3.2. Research results

3.2.1. The Relationship between Leadership Style and Age

The age element surveyed in this study included three groups: Under 30 years, Between 30 and 35 years, and Above 35 years. As for seminarians' leadership styles and age, it was found that the seminarians' leadership styles were not influenced by various age groups. In other words, there were not significant differences between leadership style and age.

This result was supported by previous findings. The findings of Singboorana (2001) in research on leadership styles and employees' work values in Siam Video Production Company Limited showed that there was no significant relationship between leadership styles and age. According to study of Sirirat (2003) in regard to teachers' leadership styles in Classroom Management, she also indicated that the style of teachers who were in different ages were not significant. Angkanakitkul (2005) carried out one research on the perception of employee of leadership styles at ABC Company Limited. Angkanakitkul reported that leadership style and age had nonsignificant relationship. However, Padapurackal (2006), in the research on teacher leadership style in motivating classroom at Assumption University, concluded that leadership style and age had significant relationship.

From previous findings, it is found that there was no significant relationship between leadership style and age. However, there could be the study such as Padapurackal (2006), which showed that the leadership styles were affected by various age groups. This proved that the influence of age on leadership style was not fixed one. This influence could be changed in different organizations. There were factors to help the leaders' leadership styles not to be affected by different ages, such as good training leadership, supervising, and feedback (Anuwatprakit, 2003).

As to this study of the leadership styles of the seminarians of Saint Joseph Major Seminary of Ho Chi Minh City diocese during serving at parish, leadership style and age did not have significant relationship. Similar to the statement of Anuwatprakit (2003) above, there were factors in Saint Joseph Major Seminary of Ho Chi Minh City Archdiocese to make seminarians' leadership style not to be influenced by age. They were good program of training leadership and sound role of spiritual advisors of each seminarian. Concretely, good program of training leadership provided sound thoughtfully understanding of leadership (Vatican II, 2016). At the same time, in Saint Joseph Major Seminary of Ho Chi Minh City diocese, each seminarian has a spiritual advisor to help him overcome difficulties in regard to different ages (Brannen, 2010). Therefore, there was no significant relationship between seminarians' leadership style and their age in this institution.

3.2.2. The Relationship between Leadership Style and diocese

Diocese element which was studied in this study was a concept in regard to geographic location. Diocese element was categorized into three groups: Ho Chi Minh City diocese, My Tho diocese, and Phu Cuong diocese. Regarding seminarians' leadership styles and diocese in this study, it was found that the seminarians' leadership styles were not related to various diocese groups. In other words, there was no significant relationship between leadership style and diocese.

There were previous studies to support this result. The research of Khummantakhun on perception of School Administrators in regard to supervisory competencies, as Anuwatprakit (2003) referred to, reported that there was no significant relationship between supervisory competencies of administrators and their workplace location. Also in 1997, Pompikanate, as Anuwatprakit (2003) mentioned, conducted a study in the Royal Awarded Primary schools under the Jurisdiction of the Office of the National Primary Education Commission. In her study, Pompikanate concluded that the administrators were not affected by working at the different organization in the process of academic administration. For the study of Anuwatprakit (2003) regarding teachers' leadership styles in classroom management, she showed that different workplace locations did not influence teachers' leadership styles.

As to the study of the leadership styles the seminarians in St. Joseph Major Seminary of Ho Chi Minh City archdiocese applied when they practiced serving at a certain community or organization, there were some reasons to

lead the result: there was no relationship between the seminarians' leadership style and their diocese. The reasons included good training priesthood, regularly giving superior's directions, commonly meeting of sharing and learning experience in leading parish. Accordingly, good training priesthood gave seminarians sound knowledge of leadership and skill of leading parish community (Stella, 2016; Hung, 2007). At the same time, the regularly giving superior's directions helped seminarians to gain full insight of pastoral works and parish situations (Stella, 2016). Furthermore, the meeting of sharing and learning experience in leading parish between dioceses was often organized to help seminarians increase ability to lead community (Stella, 2016).

In a word, thanks to suitable activities in priesthood formation, seminarians' leadership styles were not influenced by different dioceses.

3.2.3. The Relationship between Leadership Style and Educational Attainment

Educational attainment element which was examined in this study comprised two groups: philosophical seminarians and theological seminarians. As regards to leadership styles and educational attainment, it was found that leadership style was not affected by their educational attainment. In other words, there was no relationship between seminarians' leadership style and their educational attainment.

This result was supported by previous studies. In 2001, Singboorana carried out the research on leadership style at Siam Video Production Company Limited in Thailand. In this study, Singboorana showed that leadership styles were not affected by educational attainment. For the study of Kutchsuwanmanee of "The relationship between leadership style and work satisfaction of employee in private and public organization in Bangkok" in 2002, Kutchsuwanmanee found that there was nonsignificant relationship between leader behaviors and educational attainment. Chumsuwan (2003) studied leadership style of the managers in Thai non-life insurance companies and Thai-Japanese non-insurance companies, Chumsuwan reported that the leadership style of the managers in selected companies and managers' educational attainment was no significant relationship. Regarding leadership behaviors at Ruengwa Standard Co. Ltd, Tayapiwatana (2004) also reached the same result as above. Accordingly, leader behaviors were not influenced by educational attainment. There were two studies in 2005, one of Kitja's and one of Angkanakitkul's. Both of them found that educational attainment did not affect leadership styles. However, there were also studies which showed that educational attainment affected leader behaviors, such as three studies in 2000, by Partanun, Chookruvong and Lee. Both studies of Partanun and Chookruvong reported that there was significant relationship between leadership style and educational attainment. Meanwhile, Lee's topic found that educational attainment affected three of five styles of studied leadership. Dangsurisri (2003), based on the path goal theory of Robert House relative to leadership style, asserted that education attainment was one of elements which influenced leadership style. For the study of teachers' leadership style in classroom at Assumption University in 2006, Padapurackal found that leadership style and educational attainment was significant relationship.

From two opposite dimensions in the studies above, it is proved that educational attainment could influence leadership styles in these organizations but not in others. As for the study of the leadership styles of the seminarians of Saint Joseph Major Seminary in Ho Chi Minh City diocese during severing at parish, leadership was not related to educational attainment. Here, there were reasons to lead to this result, such as good training priesthood, directing of the parish priest whose parish the seminarians practiced leadership (Stella, 2016; Hung, 2007). Therefore, the seminarians' leadership styles were not influenced by their educational attainment.

3.2.4. The Relationship between Leadership Style and Work Experience

The element of work experience which was surveyed in this study included three groups: No experience, Religious Experience, and Social Experience. As to the relationship between seminarians' leadership style and their work experience, it was found that leadership style was not affected by their work experience. In other words, there were no relationship between seminarians' leadership style and their work experience.

This result was in same line with previous studies. Two studies of Partanun (2000) and Lee (2000) in regard to leadership styles reported that there was no significant relationship between work experience and leadership style. Singboorana (2001), in the study of Leadership Styles and Employees' Work Values, asserted that there were

nonsignificant relationship between leadership styles and the number of work years in company. The result of the relationship between leadership style and work satisfaction of employee in private and public organization in Bangkok also indicated that there was no significant relationship between length of service and leader behaviors (Kutchsuwanmanee, 2002). There were three studies in 2003 of Chumsuwan, Dangsurisri and Anuwatprakit. They also proved that teachers' leadership style and teachers' work experience was nonsignificant relationship. Tayapiwatana (2004) also reported that the length of work years did not affect leader behaviors. Two studies in 2005 were accomplished by Kitja and Angkanakitkul. They indicated that there was no significant relationship between the number of work year and leadership style. Generally, most of research had obtained the conclusion: there was no significant relationship between leadership style and work experience. However, the study of Chookruvong (2000), in relation to Leadership Style and Motivation in Bangkok of Thailand, obtained other consequence. Accordingly, Chookruvong reported that work experience affected leadership style.

There were reasons to make leadership style not to be influenced by work experience. According to Anuwatprakit (2003), if leaders joined in different training courses, seminars, and workshops, they would increase their ability to lead. The result was their leadership style not to be impacted by their work experience. This case also happened to the seminarians of Saint Joseph Major Seminary when they applied their leadership style during serving at parish. Thanks to good priestly training, joining meeting of sharing experience in leadership, the seminarians' leadership styles was not influenced by their work experience.

4. DISCUSSION AND CONCLUSION

Blake and McCauley's Leadership Grid[®] theory is significant for the study of leadership styles. Accordingly, Blake and McCauley's Leadership Grid[®] is a model to determine and classify seminarians' orientation when practicing their leadership behaviors.

Not only for seminarians, the theory is an important method for those who become leaders for a certain school, community, organization... as well as for educators who take responsibility for training future leaders.

To educators, Blake and McCauley's method helps educators well understand their students' the oriented leadership styles and well know their students' concern for task or people. From these results, educators will offer an appreciate program for their students' development.

To future leaders, through Blake and McCauley's Leadership Grid[®], they discover their behaviors and oriented leadership styles so that they know how to adjust their behaviors and develop leadership style suitable for them.

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