

A Phenomenological Research Study: Pareto Principle And Executive's Level Of Leadership, Rules, Process And Results

Muhammad Abbas¹, Amna Ramzan², Dr. Syed Nasir Hussain³ & Bilal Ahmad
Qureshi⁴ & Saba Tariq⁵

¹Ph.D Scholar, University of Education, Township Lahore.

²Ph.D Scholar, University of Education, Township Lahore.

³Assistan professor, ECE & Elementary Education Department, AIOU Islamabad.

⁴Lecturer, Department of Sports Sciences, University of Sargodha.

⁵ M.Phil, M.Ed, university of Lahore.

Abstract

The foremost purpose of the existing paper was to explore the role of the Pareto Principle in evolving the executive's level of leadership. The study was conducted to unfold the situation of six universities in the Lahore District. The paradigm of research was interpretive and qualitative methodology was used to explore the Pareto rules in enhancing leadership level using hermeneutic phenomenology method of research. Semi-structured interviews were conducted with fifteen selected leaders. Five themes were noted as data was collected from six top-level leaders of university level. However, the pinnacle level was fewer in the case of public and this ratio is higher for private leaders.

Keywords: position, permission, production, people development & pinnacle

Background

The Pareto Principle, a thought-provoking construct in business and Professional researcher. It conditions that "in many situations, 80 % of the effects or outcomes come from only 20 % of the sources or causes" (Wiesenfelder, 2013). The pattern underlying Pareto Principle was discovered by an economist named Vilfredo Pareto, exactly a hundred years ago in 1897. The Vilfredo Pareto's discovery of 80/20 analysis has since been called numerous names, over the time including the 80/20 rules, Pareto Principle, Pareto Law, Principle of Least Effort, and the Principle of imbalance (Koch, 2013). Universally this is all according to researchers who have

been studying this phenomenon for longer than you and I have been alive to talk about it. In the research biosphere, the 80/20 principle is actually called the Pareto Principle or the Principle of Factor Sparsity (Edwards, 2015).

The idea of 80/20 rule to up the level of leadership first introduced by Maxwell in 1997 in his book "Becoming a Person of Influence" in which the Maxwell write and denote the notion of 80/20 rules. In the same year, he also concedes this supposition in another book "The Success Journey, the Process of Living Your Dreams" published on February 1997 and argue that there is a lot of ways to prioritise your tasks keeping in mind your 20 % of your strengths that make excellent work. "You could use the 80/20 rule. Give 80 percent of your effort to the top 20 percent (most important) activities. Another way is to focus on exceptional opportunities that promise a huge return. It comes down to this: give your attention to the areas that bear fruit" (J.C. Maxwell, 1997; John C Maxwell & Dornan, 1997). Passing a year he Gives an account of the same concept in the couple of the book "Five Levels of Leadership Proven Steps to Maximise your" and "The 21 irrefutable laws of leadership: Follow them and people will follow you"

In the book "Five Level of Leadership Maxwell (1998) discuss the case of 80/20 rules to increase the level of leadership. Maxwell (1998) argued in the Belief that helps a leader move up to level five it is a common saying that the development of leaders the most important goal of leadership. When leaders develop leaders and their own leadership ability, he/she change the lives of other himself/herself as well. How does a leader do this? With the effective practice of Pareto Principle, the output at level 3 "Production" can amplify similarly at level 4 "People Development" Pareto principle should be used by the leaders to develop the leadership capacity in their influenced people. As level 4 leaders you should concentrate 80% your attention the best 20% available leaders you possess. That focus will bring you the highest return." A handful of leaders will give an organisation a far greater return then hundreds of followers" (John C Maxwell, 1993, 2002a, 2013b).

Throughout the Maxwell leadership work, we found this term as Pareto principle or 20/80 principle. John C. Maxwell's "17th Irrefutable Laws of Leadership" The Law of Priorities lines up with this run the show. Leaders that requirements are continually thinking ahead and never advance to the point where they never again need to needs (Borner, 2012). Richard Koch (2015) in his book "80/20 managers ten ways to become great leaders" "Contests the claim that, the manager achieve abundant (Koch, 2011, 2013) more with less effort who use Pareto principle in their daily jobs and become prodigious leaders.

Loyalty to the leaders achieves its most astounding pinnacle when the adherent has by and by becoming through the mentorship of the pioneer. Note the movement at level 2, the devotee adores the leaders, at level 3, the adherent respects the leaders, at level 4, the supporter is faithful to the leaders. Why? You win individuals' hearts by helping them develop actually (John C Maxwell, 1993, 2007a; John C Maxwell & Dornan, 2013; John C Maxwell & Parrott, 2005).

Success can define as the "progressive realisation of a predetermined goal". This definition reveals to us that the train to organize and the capacity to move in the direction of an expressed objective are basic to a leader's prosperity. Truth be told, I trust they are the way to leadership (John C Maxwell & Parrott, 2005).

Luckily, there is a path for the chief to wind up plainly awesome leaders, appreciate work and manufacture an effective and satisfying vocation, the 80/20 rule. Richard Koch put the thought 80/20 guideline 80 for each penny of results originated from only 20 for every penny of exertion into training in their prosperity. By applying the techniques of 80/20 administrator will put in fewer hours than your partners yet never be shy of time figure out how to concentrate just on the issues that truly matter, and overlook those, that don't accomplish remarkable outcomes by working less hard - feel effective consistently (Koch, 2013).

Richard Koch (2013) Pareto Principle postulate that there are a “few really important reasons that explain superior educational performance” and that 80/20 approaches and methods will substantiate brilliant consequences. Educationists can isolate the explanations and slants, and then multiply their occurrence. By using the Pareto Principle in education leaders can be talented to brand terrific progress. In Pakistan, the universities have the highest status of education. The university-level leadership has the powers of independent in prioritising, planning & development, as well as accomplishes day-to-day actions in universities and maintains success (Anwar, Yousuf, & Sarwar, 2011). There is a scarcity of literature on this research it is maybe the first one study in this field, where the cause and effect of Pareto principle on the level of leadership success were explored. Pareto Principle and its effects on leadership success have explored the effect of establishing which of the level is the most affected by 80/20 principle in return helping the leadership to achieve a higher level of success proposed by J C Maxwell. The current study was conducted by using phenomenology method of qualitative research. The under concerned phenomena was the use of the Pareto Principle and the leaders level of its usage in their daily duty tasks.

Research Aims/Questions

The existing study was conducted to examine how the use of the Pareto Principle by the university leaders boosts their level of leadership. Given were the research questions of the existing paper:

1. What is the current level of public and private leaders of the university level?
2. To what extent they use the Pareto Principle in their daily duty task?
3. Which was the possession level leadership in public and private sector leader?

Methodology

This study seeks to explore the Pareto law its use by the university level leadership and in return its effects on increasing the level of leadership success. The paradigm of research was interpretive and qualitative methodology was used. The method of the research was hermeneutic phenomenology and interview protocol was used as data collection tool. The theory was developed inductively and data was collected and analyzed through coding and thematic analysis through N-Vivo -10. The literature on phenomenology (McNeil, 2015) acknowledge that

Participants

As acknowledge by Creswell (2012) that the interpretive paradigm aims at solving problems and positivists fill knowledge gap by providing empirical evidence. Qualitative research focuses on the interpretation of phenomena in its natural setting its purpose is to make sense in the terms of seeking the reality in its contextual setting (Creswell, 2013; Creswell & Clark, 2007). The phenomenology method of research was applied to solve the emergent problems and issues in the field of social sciences. The method for the existing problem was to phenomenology. Participants of the study were directors from the six universities (three public & three private) of Lahore District. The participants for phenomenology are suitable five to twenty-five as per Creswell (1998) and at least six prescribed by Morse (1994). In the case of an existing study, the profile of the twenty-five leaders was varying in the term of rank. The principals, Directors, and Head of Departments were nominated through judgmental sampling. All the participants were interviewed in English. The average time per interview was 55 minutes with a minimum of 20 and a maximum of 1 hour five minutes. The total recording time was 22 hours and 43 minutes this recording corresponds to a total of 290 transcribed pages. Then the final data were analyzed and recommendations were made.

Table No 1

Participants	Sector	Age	Job Title	Experience
1	Private	45	Director/Principal	12 Years
2	Public	36	Director/Principal	10 Years
3	Public	32	Director/Principal	6 Years
4	Public	29	Principal	5 Years
5	Public	23	Director/Principal	11 Months
6	Private	30	Principal	5 Years
7	Private	27	Director	4 Years
8	Private	25	Principal	3 Years
9	Public	40	HoD	5 Years
10	Public	35	Principal	2 Years
11	Private	41	Director	5 Years
12	Private	45	HoD	3 Years
13	Private	52	Director	8 Years
14	Public	48	Principal	3 Years
15	Public	56	HoD	10 Years

Criteria for Participant Selection

As supported by the literature (Creswell, 2013; Creswell & Clark, 2007; Creswell, Shope, Plano Clark, & Green, 2006) “the phenomenon dictates the method (not vice-versa) including even the type of participants.” Keeping in mind the hermeneutic method of phenomenology the researcher chose purposive sampling to explore the phenomena of the Pareto principle and its role in leadership level development. The purposive sampling technique was considered the best techniques to identify the perceptions of the primary participant (Fraenkel & Wallen, 2003). Searching for those leaders have lived experience relating to the phenomena of the

Pareto principle and its use make the researcher conscious to choose 15 leaders for this study. The demographic characteristic of the participant illustrated in the table no 1.

Bracketing

In philosophical movements of phenomenology, the term Epoch/ bracketing referred to as an act of “Suspending judgments” regarding the experienced phenomenon being researchers and about the natural world (Husserl, 2012). The study in hands researchers were use note-taking and memo writing during and between data collection and analysis procedure. The researchers also conspicuous about the prior setting of setup with the leadership experience.

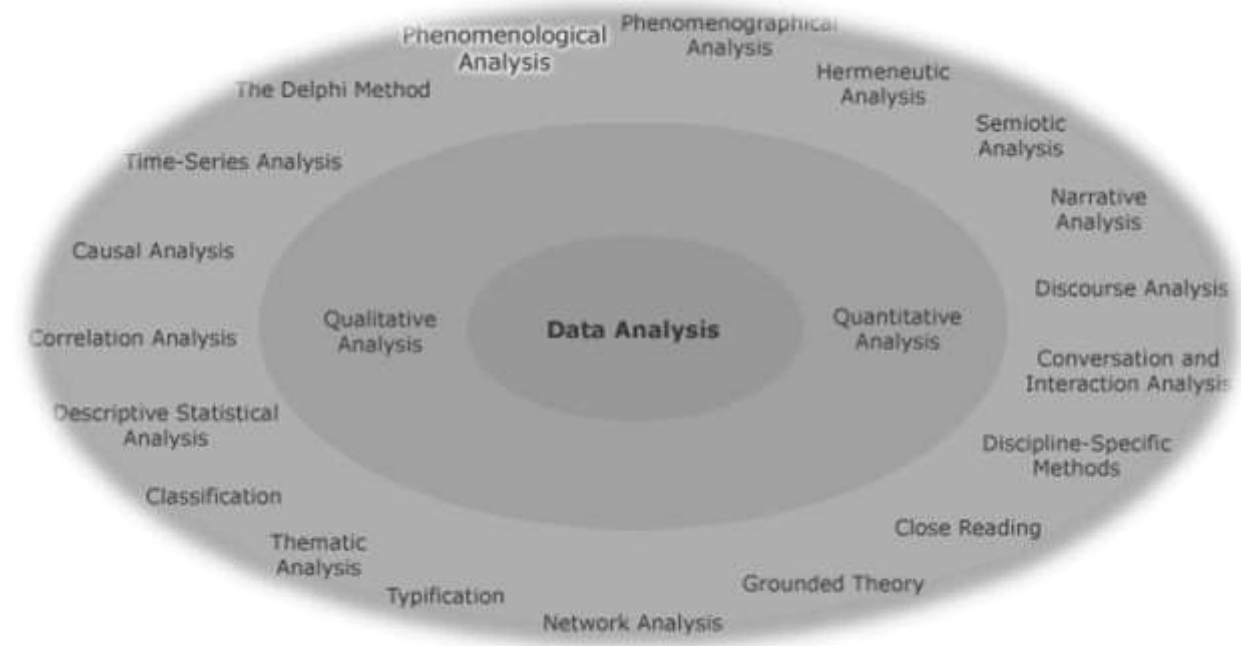
Instrument

A semi-structured interview was used as a data collection tool in this study. The interview protocol was developed keeping in mind the Maxwell (Maxwell, 1993, 2002a, 2002b, 2007a, 2007b, 2008, 2010, 2012, 2013a, 2013b). The Credibility and Trustworthiness the instrument was also ensured by the processes of saturation by conducting it at six universities. The Conformability and Dependability of the data was also a big question which was dealing with the interpretation of data. The interview protocol was validated and certified for measuring the extent of Pareto Principle by the leadership and their skills in the term of five levels, by three experts in the related field. The

Data Collection

The data was collected through semi-structured interviews and analyzed through the coding process. As indicated in the given figure the phenomenology study was true can be conducted to explore some phenomena in a natural setting. As the study was at the opening of the simple phenomenology design was applied and data was merely analyzed by using phenomenological analysis. The collection of data was completed in ten days.

E poche Bracket out the researcher’s preconceptions and leader’s experiences the researchers



Data Analysis

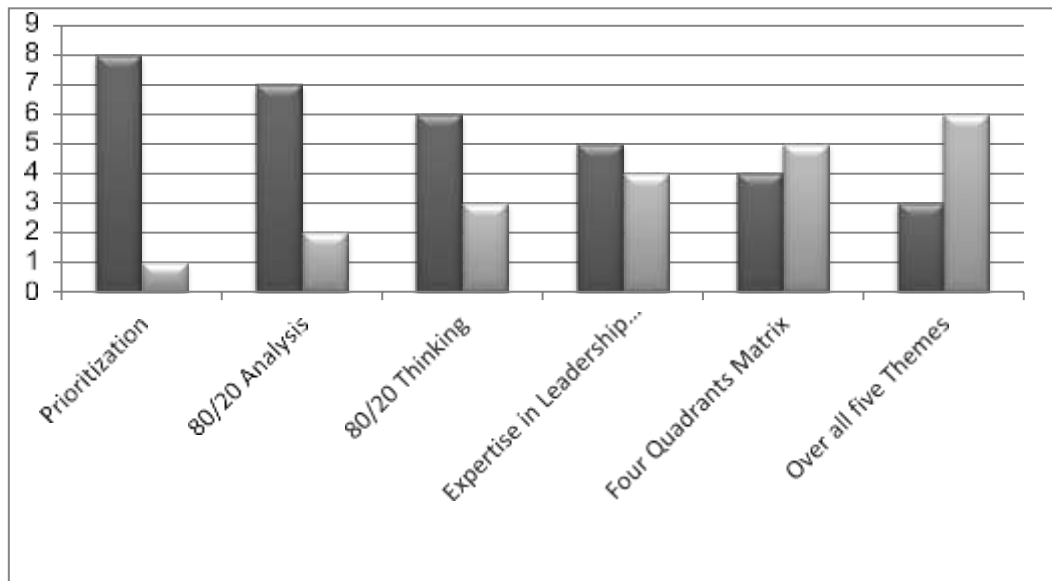
As recommended by (Creswell, 2013; Creswell & Clark, 2007) the thematic analysis is suitable for the analysis of qualitative data. The data was collected through semi-structured interviews and codes were identified by using the open coding and axial coding respectively. The framed codes were merged into categories and further, they were bound in the form of themes. The interpreted data depicted in the results section of the existing paper.

Results & Discussion

In dealing with the data collection and data analysis saturation in qualitative research as a criterion for discounting data collection and data analysis (Saunders et al., 2017). The term saturation defined as a technique that causes the researcher to combine sampling data collection and data analysis rather than treating them separate stages in the linear process.

Five themes were noted during data analyzed through

- ✓ **Prioritization**
- ✓ **80/20 Analysis**
- ✓ **80/20 Thinking**
- ✓ **Expertise in Leadership Skills/Production**
- ✓ **Four Quadrants Matrix**



Prioritisation, the theme was noted at first all the participants was in the favours of priorities their duty tasks by keeping in mind the importance and value of the task. As comparing to literature the Irrefutable law of leadership Prioritisation by using 80/20 rules is the 17th Irrefutable law of leadership. Maxwell also specified the Pareto Principle with the successful journey of leadership. 1st seven items of the PPQ were about Prioritisation.

“I avoid tasks that are not required by my leadership, do not have a tangible return, or do not reward me personally. I set aside time to plan my upcoming schedule and activities based on my priorities, Daily. I delegate any task for which a team member can be at least 80% as effective as I could be. And I always do those tasks at 1st that have the greatest return to my organization”.

Participant 3

80/20 Analysis, the participant also explore during interview that they use charts and other 80/20 techniques to priorities the duty tasks hence Pareto principle as the variable does not directly effect on the level of leadership but it makes effects due to some factors like “80/20 Analysis” is a technique to charting your activities by using 80/20 chart. The second theme based on the given arguments.

“I start by recognizing my top 20% issues that matter most. 20% of my staff provides 80% of production/results. 80% of all effects can be explained by 20% of causes. 80% of work is usually done by 20% of people. 80% of all outputs come from 20% of employees. I always score my duty due to its importance. I use a comparison chart while determining my “to do list”.

Participant 1

80/20 Thinking, It was a common observation in the universities of Lahore a Senior and middle-level leadership have to perform four (Teaching Duties, Non-teaching/Administrative Duties, Dealing with Subordinates and Dealing with Leadership) major types of duties.

“I always put emphasis on very important things first in my class. I do more for active and intelligent students in the class”.

Participant 2

“I do 1st thing 1st. I prefer High Importance / High Urgency designs 1st in my duty. I use the rule that things should “Organize not agonize”. I always give high importance to top 20 % people in my department. I delegate powers to the productive people of the department. My team and I frequently work on tasks labelled “urgent”.

Participant 4

“I prefer to implement top 20% orders of my boss at 1st. I report High Importance / High Urgency problems at 1st to my leadership. 20% of meetings give 80% of the advantageous idea”.

Participant 6

Expertise in Leadership Skills/Production, Using the 80/20 Rules to be a Better Leader Edwards Michael (2015) a Sales & Marketing Expert published a research article entitled “Using the 80:20 Rule to be a Better Leader”. Edwards noted the five key areas (Decision Making Ideation Communication People Management Personal Productivity) in which the leaders implement 80/20 rules that in return this makes them better leaders.

“I gather 80% of the required information, data, needed to make my decision. I make the decision in the first 20% of allotted decision-making time”.

Participant 2

“My ideas reserve for no more than the 20% of the time. In planning institution, 80% of ideas come from my team and subordinates. I delegate, empower, enable and guide my team with only 20% of my ideas and I Spend 80% of my time listening to my team and 20% talking to them. I spend far more time listening to my employees than directing them. I avoid spending my time with 20% of low performers”.

Participant 3

I Avoid spending 80% of my time with the bottom performing 20%. "I devote time trying to "fix" 20% poor performers and 20% top performers. I focus 80% of my time with only the top 20% of performers. I Spend 80% of my time on the 20% of my work that is most important. 80% of my results are derived from 20% of my efforts. Items that are exclusive to me represent the most important 20% of my work".

Participant 5

Four Quadrants Matrix. The last theme sponsored that; the Pareto Principle may be implemented by using "Four Quadrants Matrix "(High Importance/High Urgency, High Importance/Low Urgency, Low Importance/High Urgency & Low Importance/Low Urgency)

"Most positive activities make up my to-do list. I tackle these projects first that have High Importance/High Urgency. High important things are always at the top in my "to do list". I do immediate and important deadlines at first. I Set deadlines for completion of projects to have to do with daily routine. I say "no" to kind of duties with low urgency".

Participant 4

"I Find quick, efficient action without much personal involvement. I deal with tasks on a daily basis that is required on the high urgent basis. I delegate less important tasks to my subordinates for completion. I feel less important and low urgent is busy or repetitious work for me. I Stack it up and do it in half-hour segments every week. I get somebody else to do it, or don't do it at all".

Participant 3

Recommendations for Future Research

The given themes were noted and reported in the paper were further need to be next study that should be conducted by using grounded theory research and at subsequent stages with quantitative designs. The sub-themes of the noted five major themes may also be explored by conducting this study with grounded theory design of qualitative research.

Acknowledgement

The study was purely conducted in Educational context regarding the level and use of Pareto principle in education by the leadership and role of heads in preparing their leadership role more effective. Though the results supported by the literature (indicated in the literature review section of the paper) but for the theoretical support, it is the dire need to replicate this study in a wide-ranging context.

References

- Anwar, M. N., Yousuf, M. I., & Sarwar, M. (2011). Decision-Making Practices in Universities of Pakistan. *Journal of Diversity Management (JDM)*, 3(4), 19-26.
- Borner, P. (2012). Activity is not Necessarily Accomplishment. Retrieved from <http://www.peterborner.com/2012/04/06/activity-is-not-necessarily-accomplishment/>
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*: Sage publications.
- Creswell, J. W., & Clark, V. L. P. (2007). *Designing and conducting mixed methods research*.
- Creswell, J. W., Shope, R., Plano Clark, V. L., & Green, D. O. (2006). How interpretive qualitative research extends mixed methods research. *Research in the Schools*, 13(1), 1-11.
- Edwards, M. (2015). Using the 80:20 Rule to be a Better Leader. Retrieved from <https://www.linkedin.com/pulse/using-8020-rule-better-leader-michael-edwards>
- Fraenkel, J. R., & Wallen, N. E. (2003). *How to design and evaluate research in education*: McGraw-Hill Higher Education.
- Husserl, E. (2012). *Ideas: General introduction to pure phenomenology*: Routledge.
- Koch, R. (2011). *The 80/20 principle: the secret to achieving more with less*: Crown Business.
- Koch, R. (2013). *The 80/20 Manager: Ten ways to become a great leader*: Hachette UK.
- Maxwell, J. C. (1993). *Developing the leader within you*: Thomas Nelson Inc.
- Maxwell, J. C. (1997). *Your Roadmap for Success*: T. Nelson.
- Maxwell, J. C. (2002a). *Leadership 101: What every leader needs to know*: Thomas Nelson Inc.
- Maxwell, J. C. (2002b). *Your Road Map for Success: You Can Get There from Here*: Thomas Nelson Inc.
- Maxwell, J. C. (2007a). *The 21 irrefutable laws of leadership: Follow them and people will follow you*: Thomas Nelson Inc.
- Maxwell, J. C. (2007b). *Failing forward*: Harper Collins.
- Maxwell, J. C. (2008). *Go for gold: Inspiration to increase your leadership impact*: Thomas Nelson Inc.
- Maxwell, J. C. (2010). *Everyone communicates, few connect: What the most effective people do differently*: Thomas Nelson Inc.
- Maxwell, J. C. (2012). *The Law of Sacrifice: Lesson 18 from The 21 Irrefutable Laws of Leadership*: Harper Collins.
- Maxwell, J. C. (2013a). *The 17 indisputable laws of teamwork: Embrace them and empower your team*: Thomas Nelson Inc.
- Maxwell, J. C. (2013b). *Be a people person: Effective leadership through effective relationships*: David C Cook.
- Maxwell, J. C., & Dornan, J. (1997). *Becoming a person of influence: How to positively impact the lives of others*: Thomas Nelson Inc.
- Maxwell, J. C., & Dornan, J. (2013). *How to influence people: Make a difference in your world*: Thomas Nelson Inc.
- Maxwell, J. C., & Parrott, L. (2005). *25 ways to win with people: how to make others feel like a million bucks*: Thomas Nelson Inc.

- Mc Neil, B. (2015). A phenomenological study exploring the leadership development experiences of academic research library leaders. The University of Nebraska-Lincoln.
- Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., . . . Jinks, C. (2017). Saturation in qualitative research: exploring its conceptualization and operationalization. *Quality & Quantity*, 1-15.
- Wiesenfelder, H. (2013). Using Pareto Analysis on Surveys. Retrieved from <http://www.brighthubpm.com/templates-forms/75631-using-pareto-analysis-on-surveys/>