

# Pathways to Management and Leadership

Level 5

Management and Leadership

Unit 5020V1

Introduction to Management and Leadership

## Pathways to Management and Leadership

### Unit 5020V1: Introduction to Management and Leadership

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# Introduction to Management and Leadership

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# Contents

<b>About this workbook</b> .....	<b>7</b>
The unit .....	7
The aims of this workbook .....	7
Syllabus coverage.....	8
Getting started.....	8
How to use the workbooks .....	9
<b>Section 1 Developing your management style</b> .....	<b>11</b>
The importance of developing your management style .....	11
Classic management style theories .....	12
More recent ideas about management style .....	16
Developing good working relationships .....	25
Your ongoing personal development.....	31
Creating a personal development plan.....	37
Summary .....	38
<b>Section 2 Meeting stakeholder needs</b> .....	<b>39</b>
Data, information and its use.....	39
Stakeholders.....	46
Meeting stakeholder needs.....	53
Summary .....	58
<b>Section 3 Building and maintaining the team</b> .....	<b>59</b>
Recruiting and selecting the right people .....	59
Equality in the recruitment and selection process.....	61
A typical recruitment and selection process .....	63
Managing individual performance.....	72
Exploring performance issues with your team .....	75
How team welfare affects achievement .....	81
Summary .....	90
<b>Before you move on</b> .....	<b>91</b>
Preparing for assessment.....	91
Reflecting on progress .....	92

Planning your next steps .....	92
The Management and Leadership Standards .....	93
How this workbook relates to the standards .....	93
<b>Bibliography.....</b>	<b>95</b>
Further reading .....	96
Websites.....	96

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# About this workbook

## The unit

The main purpose of this workbook is to support you as you study for the Chartered Management Institute Level 5 in Management and Leadership qualifications. Specifically it focuses on the content relevant to Unit 5020V1 *Introduction to Management and Leadership*.

This workbook provides underpinning knowledge and develops understanding to improve your skills as well as to prepare you for future assessment. If you are studying for the Level 5 in Management and Leadership qualifications, then you will be assessed by your approved centre on 'your knowledge and understanding of' the following learning outcomes:

1. Understand the purpose of a personal development plan
2. Be able to construct a personal development plan
3. Understand data and information, and their use in meeting stakeholders' needs
4. Be able to develop a plan that meets stakeholder needs
5. Understand the selection processes, performance development and team welfare.

## The aims of this workbook

This workbook aims to help you learn:

- the importance of an effective management style and how self-development in relation to the management and development of others can provide a firm foundation for you and your team
- to understand some of the principles of data and information, and their use in meeting stakeholders' needs
- to understand selection processes, performance development and team welfare, in order to build and maintain a high performing team.

## Syllabus coverage

The table below shows which sections of the workbook address each of the assessment criteria of the qualification syllabus.

Unit 5020V1 Syllabus coverage	Addressed within section:
<b>Introduction to Management and Leadership</b>	
1.1 Explain the purpose of a personal development plan for the middle manager and the organisation	1
1.2 Discuss a management style and its impact on the middle manager's need to work with others	1
2.1 Construct a personal development plan that addresses the middle manager's short and longer term needs	1
3.1 Determine the differences between data and information, showing quantitative and qualitative examples	2
3.2 Identify organisational stakeholders	2
3.3 Explain stakeholder needs from the organisation	2
3.4 Identify data or information available on these stakeholders	2
4.1 Develop a plan that meets stakeholder needs, including resources required	2
5.1 Discuss the general principles and processes of recruiting and selecting staff	3
5.2 Determine a method that identifies poor performance	3
5.3 Determine a process for supporting performance improvement	3
5.4 Assess the impact of encouraging team welfare on the achievement of objectives	3

## Getting started

This workbook takes a look at a number of aspects that are core to effectiveness as a manager, starting with the importance of effective management style and how personal development plans can assist both you and your team. You will build upon this by exploring some of the principles of data and information, and how these relate to your key stakeholders.

Finally, you will consider the basic processes by which you can make sure that people with the right skills and knowledge are in place at the right time, that they know what's expected of them

and how well they are doing, and they are motivated towards success.

## How to use the workbooks

The workbooks provide ideas from writers and thinkers in the management and leadership field. They offer opportunities for you to investigate and apply these ideas within your working environment and job role.

### Structure

Each workbook is divided into sections that together cover the knowledge and understanding required for that unit of the Chartered Management Institute Level 5 in Management and Leadership. Each section starts with a clear set of objectives that identify the background knowledge to be covered and the management skills in the workplace that enable you to demonstrate this knowledge. You do not have to complete the sections in the order they appear in the workbook, but you should try to cover them all to make sure that your work on the unit is complete. There are self-assessment questions at the end of each section that allow you to check your progress. You may want to discuss your answers to these questions with your line manager or a colleague.

### Activities

Throughout the workbooks there are activities for you to complete. These activities are designed to help you to develop yourself as a manager. Space is provided within the activities for you to enter your own thoughts or findings. Feedback is then provided to confirm your input or to offer more ideas for you to consider.

To get the best from the workbooks, you should try to complete each activity fully before moving on. However, if the answer is obvious to you because the issue is one you have encountered previously, then you might just note some bullet points that you can then compare quickly against the feedback. You may sometimes find it difficult to write your complete response to an activity in the space provided. Don't worry about this – just keep a separate notebook handy, which you can use and refer to as needed.

Try not to look at the feedback before completing an activity. You might like to try covering up the feedback with a postcard or piece of paper while you are working through an activity.

### Timings

Timings are suggested for each section and activity, although it is important that **you** decide how much time to spend on an activity. Some activities may occupy only a few moments' thought, while others may be of particular interest and so you might decide to spend half an hour or more exploring the issues.

This is fine – the purpose of the activities is to help you reflect on what you are doing, and to help you identify ways of enhancing your effectiveness. It is always worth writing something though, even if it's brief – the act of writing will reinforce your learning much more effectively than just referring to the feedback.

### Scenarios

There are scenarios and examples throughout each workbook to illustrate key points in real workplace settings. The scenarios cover a wide range of employment sectors. As you work through, you might like to think of similar examples from your own experience.

### Planning your work

The reading and reflection, scenarios and activities in each section of the workbooks are designed to take around two hours to complete (although some may take longer). This is a useful indicator of the minimum length of time that you should aim to set aside for a study session. Try to find a quiet place where you will not be interrupted and where you can keep your workbooks, notes and papers reasonably tidy. You may also like to think about the time of day when you work best – are you a 'morning person' who likes to get things done at the start of the day, or do you work better in the evening when there may be fewer disturbances?

### Preparing for assessment

Further information on assessment is available in the Student Guide produced as part of the *Pathways to Management and Leadership* series. If you have any further questions about assessment procedures, it is important that you resolve these with your tutor or centre coordinator as soon as possible.

### Further reading

Suggestions for further reading and links to management information are available via ManagementDirect through the Study Support section of the Institute's website at <http://mde.managers.org.uk/members>. Alternatively, email [ask@managers.org.uk](mailto:ask@managers.org.uk) or telephone 01536 207400. You will also find titles for further reading in the Bibliography at the end of this workbook.

# Section 1 **Developing your management style**

Time required: about 3 hours

## Learning outcome

By the end of this section you will understand the purpose and construction of a personal development plan and be able to:

- 1.1 Explain the purpose of a personal development plan for the middle manager and the organisation
- 1.2 Discuss a management style and its impact on the middle manager's need to work with others
- 2.1 Construct a personal development plan that addresses the middle manager's short and longer term needs.

Being effective as a manager is about achieving the organisational goals. This can be achieved in a wide range of ways. What is it that makes a 'good' manager? It's less about what is done, but much more about both how and how well it is done. This section therefore takes as its focus the way that you approach the management task. It looks at how personal development plans can help and support you as you grow and further enhance your management skills.

## The importance of developing your management style

Much has been written about management and leadership styles. As a middle manager, one of your key responsibilities will be to ensure that your team and section of the organisation meets its objectives. In short, one key aspect of your role is about 'getting results through people'.

The way in which you deal with people will have a big impact on how successful you are in your role. Therefore developing awareness of your management style and how you interact with people in your team is essential.

Before you start to examine some of the aspects of management style, it would be helpful to think about exactly what is meant by this expression.

### Activity

#### Activity 1.1

(about 5 minutes)

- 1 How would you define 'management style'?

2 What sort of characteristics might indicate someone's management style?

### Feedback

*There is no one clear answer to this question. How does your definition compare to this one from ManagementDirect, CMI's online information and learning resource, which suggests: 'The general manner, outlook, attitude and behaviour of a manager in his or her dealings with subordinates'? Or Wikipedia, which offers: 'Management styles are characteristic ways of making decisions and relating to subordinates.'*

*You will notice that the Wikipedia definition uses the word 'characteristics'. In this arena, you probably mentioned a number of things, perhaps similar to those that grow from Favell's (2004) ASK ABE model:*

- *Actions and Activities*
- *Skills and Specialisms*
- *Knowledge and Knowledgeability*
- *Attitudes and Approaches*
- *Behaviour and Body language*
- *Emotional awareness and Emotional control.*

*Above all, you may have correctly suggested that management style is more about how things are managed and the nature of relationships with others, rather than what is done.*

### Classic management style theories

If you have already done other units in this series, you will almost certainly have come across a number of well-known ideas from writers on this subject. A few of them are touched upon here so you can get a feel for the wide range of ideas across time. You might like to follow up those that you haven't met before by referring to the books and articles in the Bibliography at the end of this workbook. Most are also available through ManagementDirect if you have access to that.

In 1939 Kurt Lewin suggested that managers appeared to use one of three main styles:

- **Autocratic:** Where the manager decides what should happen, and tells staff what to do.
- **Bureaucratic:** Where the manager tends to focus everyone on following the rules and regulations, even where they may not be the best course of action or have become outdated.
- **Laissez-faire:** Where the manager basically leaves staff alone to get on with it, regardless of what they choose to do and how they choose to do it.

In 1960 McGregor put forward his 'X/Y theory', where he suggested that managers either believed that people were inherently lazy, didn't want to work, and had to be closely supervised and told what to do at all times (therefore using theory X management behaviour), or that managers thought that people really wanted to work hard, do a good job and welcomed responsibility (leading to theory Y management behaviour).

In 1964 Blake and Mouton first put forward their managerial grid. This used two axes to describe management style, relating style to the extent to which concern for people was balanced with concern for production. Using this approach allowed them to identify five styles:

- **Country club:** High People/Low Production, most concerned with the needs of members of the team: if the team members are happy, then they will work well.
- **Authority compliance:** High Production/Low People, concerned with achieving output goals and targets. People and their needs are secondary to the needs of efficiency and productiveness.
- **Impoverished:** Low Production/Low People, mainly an ineffective style, with no real regard for either getting the job done, or for the people involved.
- **Middle of the road:** Medium Production/Medium People. This style is a reasonable compromise, with some attention to both aspects. However, as with all compromises, the style tends to sub-optimize and is at best merely 'satisfactory'.
- **Team leadership:** High Production/High People. This is their recommended style, with motivated people focusing upon meeting the needs of the organisation by working together.

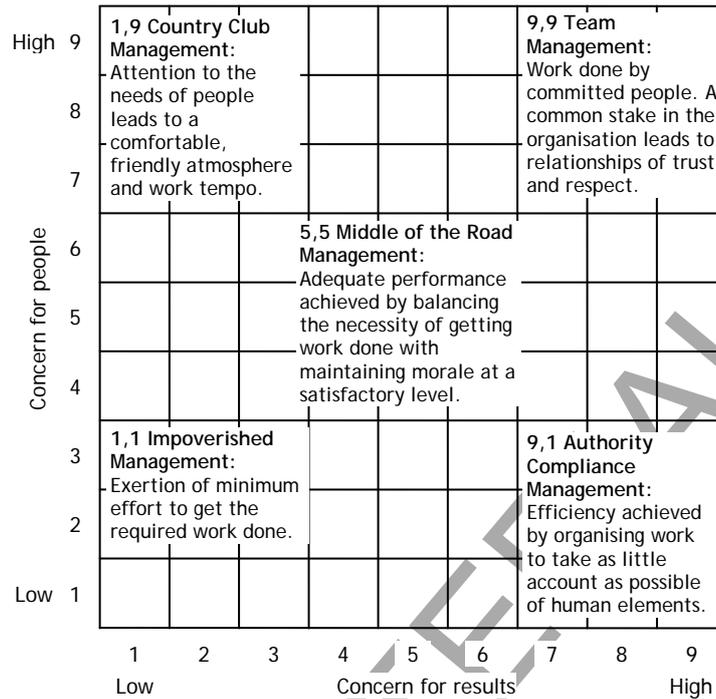


Fig. 1.1 Managerial grid

More recently in 1991 Blake and Mouton identified that two 'combination styles' are also important:

- **Paternalistic:** Taking a 'prescribe and guide' approach.
- **Opportunistic:** Much more 'exploit and manipulate' in style.

Finally, for this short summary of some of the classic ideas is the leadership continuum of Tannenbaum and Schmidt (1973). They show how a management style can vary from maximum control with the manager, through to maximum freedom for team members, on a continuum (sliding scale). Most managers, they say, have a normal position on their continuum and can vary a little from that position. The most effective managers have the skills to vary their style across the full continuum, selecting the most appropriate style for the context.

Manager makes decisions and announces them	Manager 'sells' decisions	Manager presents ideas and invites questions	Manager presents tentative decision subject to change	Manager presents problem, gets suggestions, makes decision	Manager defines limits, asks group to make decisions	Manager permits subordinates to function within limits defined by superior
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Fig. 1.2 Tannenbaum and Schmidt's leadership continuum

## Activity

## Activity 1.2

(about 5 minutes)

Look back over those 'classic' models that are mentioned earlier, and identify which are most likely to represent your usual management style. Make some notes here filling in the information.

My 'Lewin' style is probably:

Because:

■ My 'McGregor' style is probably:

Because:

■ My 'Blake and Mouton' style is probably:

Because:

■ My 'Tannenbaum and Schmidt' style is probably:

Because:

## Feedback

*You might find it interesting to look again at the various styles that you have selected to see if there are any trends that might contain useful information for you.*

*For example, a combination of autocratic, theory X, authority compliance and tell styles all have similarities in approach. That may suggest a manager who is firmly in control and gets work done by telling others what to do, with a firm hand on the tiller and a close eye on business outputs. Might this approach be rather dictatorial, inflexible and stifle creativity and personal needs and welfare within the team though?*

*Another example at the other end of the spectrum would be a combination of laissez-faire, theory Y, country club and delegate. That may suggest a manager who is quite hands-off and happy for team members to work at their own pace in their own way. This might be good to encourage flexibility and freedom and show trust and care for team members. However, it might also indicate abdication where the manager just abandons everyone to their own devices and does nothing to support or guide when needed.*

*Most likely, you will have thought about yourself as having a small range of styles. This would be a good moment to reflect upon what your responses say about you, and perhaps highlight issues where some attention or development might be appropriate. If so, you should make a note of these issues in readiness for building a personal development plan later in this session.*

## More recent ideas about management style

Hersey and Blanchard's 'situational leadership' has become a classic, with their four main styles of leadership:

- **Directing style:** A manager using a directing style will be decisive and give instructions as to how things should be done. They expect people to follow orders, carry out tasks in accordance with their requirements and see things their way.
- **Coaching style:** The manager who uses this style is good at involving people in the decision-making process and is willing to take the time and trouble to help people solve problems.
- **Supporting style:** This style allows people to take responsibility but they know that the manager is there to give support when needed.
- **Delegating style:** Managers who delegate are good at giving people the freedom to develop their own ideas and take ownership of major tasks and projects. They are willing to let go and trust team members to do a good job on their own.

### Activity

#### Activity 1.3

(about 5 minutes)

Below are four situations. For each one, decide which of Hersey and Blanchard's styles would be most appropriate.

1. Team members are getting confused or overloaded with work.

2. A manager is prepared to develop the team by involving everyone in the decision-making process.
3. New systems or processes are being introduced and the team needs the manager to work alongside them.
4. A manager wants to demonstrate that individual team members or the whole team have complete trust.

### Feedback

*Directing would probably be most appropriate for the first situation, supporting for the second, coaching for the third and delegating for the fourth.*

You may have noticed that although more recently published, Hersey and Blanchard's module is not actually very different from some of the classics seen earlier. It appears to simply present them in a slightly different way.

Reddin (1987) picks up the threads of Blake and Mouton's idea of having two axes, one for task orientation and one for relationship orientation, and creates four styles to represent the extremes, similar to those within the classics.

Reddin takes this a stage further though and adds a third axis – a new dimension – of 'appropriateness'. He explains that each of the four styles can be used appropriately or not. Effectiveness, he says, is less about the style orientation itself, but more about how appropriately it is used (given the context and needs and styles of others). For each of the four styles he identifies three examples in increasing effectiveness. The figure below is how Reddin illustrates these diagrammatically, with executive, developer, bureaucrat and benevolent autocrat being the most appropriate and therefore most effective versions of the styles. You might like to look at the model called 'Reddin's 3D style model' on ManagementDirect for more information.

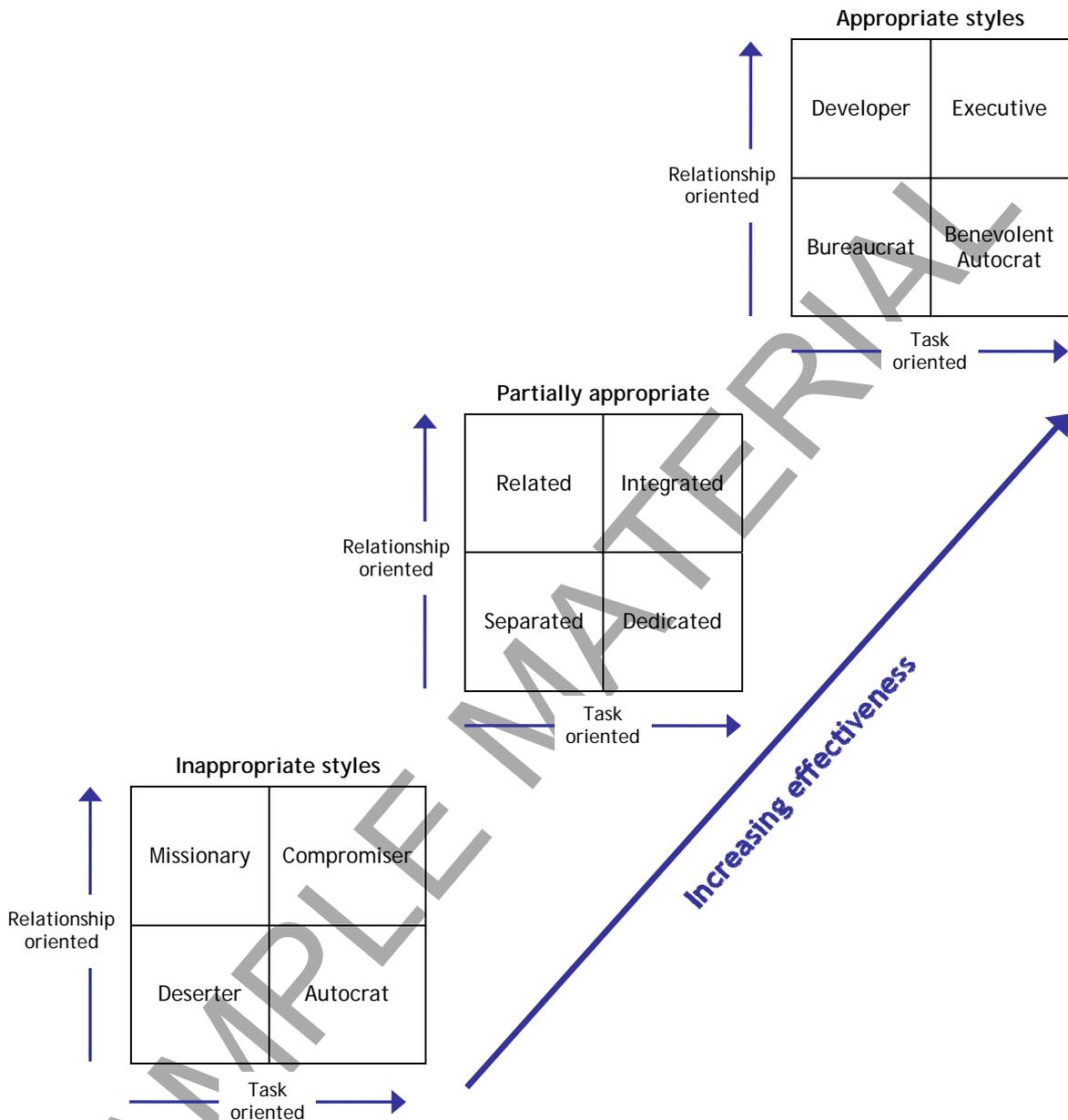


Fig. 1.3 Reddin's 3D style model (adapted)

Blake and Mouton's 'team leadership' style (maximum attention to both people and task) is recommended as the most effective. Looking at Reddin's ideas, you should see that when used inappropriately, this style may simply be a compromiser, and not helpful at all. Reddin is suggesting that even someone who is integrated can be improved upon, to reach the pinnacle of effectiveness as executive.