

Pathways to Management and Leadership

Level 3: First Line Management

Unit 3010V1

Being a Leader

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Unit 3010V1: Being a leader

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Author:	Ian Favell
Consultant:	Bob Croson
Series consultant:	Roger Merritt Associates
Project manager:	Trevor Weston
Editor:	Suzanne Pattinson
Page layout:	Decent Typesetting

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Being a Leader

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Contents

About this workbook	7
The unit	7
The aims of this workbook	7
Syllabus coverage.....	8
Getting started	8
How to use the workbooks	9
Section 1 The role of a leader	11
What is leadership?.....	11
Leadership versus management	15
Summary	24
Section 2 Leadership styles	25
What is leadership style?	25
Summary	36
Section 3 Motivation	37
Building a motivated team.....	37
Creating the right working environment	43
Summary	48
Section 4 Meeting organisational needs	49
Achieving organisational goals	49
Organisational direction	50
Summary	58
Before you move on	59
Preparing for assessment.....	59
Reflecting on progress	60
Planning your next steps	60
The Management and Leadership Standards	61

Bibliography63

Appendix 1: Expectancy theory.....65

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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 3 in First Line Management – specifically, it focuses on the content relevant to Unit 3010V1 *Being a Leader*. This is about the way in which you lead and motivate your team to achieve organisational goals.

This workbook provides underpinning knowledge and develops understanding to improve your skills as well as to prepare for future assessment. If you're studying towards one of the Level 3 qualifications, then you'll be assessed by your approved centre on 'your knowledge and understanding of' the following learning outcomes:

1. Understand the organisational requirements for a leader
2. Understand leadership styles
3. Understand how a leader builds a shared sense of purpose with a team

The content may also assist you with some aspects of Unit 3005V1 *Identifying Development Opportunities* and Unit 3008V1 *Improving Team Performance*.

The aims of this workbook

This workbook aims to help you learn about:

- the role of the leader
- different styles of leadership
- how a leader motivates a team towards organisational goals.

This workbook is about helping you to lead your team – and the individuals within it – to meet objectives.

Syllabus coverage

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

Unit 3010V1: Being a leader Syllabus coverage	Addressed within section
1.1 Identify organisational requirements for respecting the cultures, values and ethics of others	3
1.2 Describe the levels of authority and responsibility of a leader in the organisation	4
1.3 Explain the impact of a leader on personal objectives and team achievement	4
1.4 Describe the role of a leader in maintaining integrity, fairness and consistency in action planning and decision making	1
2.1 Explain the relationship between management and leadership	1
2.2 Describe leadership styles	2
2.3 Identify opportunities for development of a leader	2
2.4 Explain action-centred leadership	1
2.5 Discuss how and why leadership styles need to be adapted in different situations	2
3.1 Describe how to establish a culture of mutual trust and respect with a team	3
3.2 Identify techniques to motivate and encourage the development of team members	3
3.3 Describe how a leader develops a team's understanding of its shared purpose and organisational direction	4

Getting started

In the workplace everyone needs an environment and culture that encourages high levels of trust, respect and motivation.

Although the workplace is designed for the purpose of achieving the required organisational outputs, it's the people in the teams that make this happen. The role of the leader is to look after the people in the team and provide them with the support and motivation that will facilitate excellence in team working, as well as excellence in meeting organisational goals.

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 Level 3 in First Line Management. 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 don't 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 the self-assessment 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've 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 section before completing an activity. You might like to cover up the feedback with a postcard or piece of paper while you're working through an activity.

Timings

Timings are suggested for each section and activity, although it's 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're doing, and to help you identify ways of enhancing your effectiveness. It's 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 won't 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's important that you resolve these with your tutor or centre co-ordinator 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 or telephone 01536 207400. You will also find titles for further reading in the Bibliography at the end of this workbook.

The CMI Management Library holds an extensive range of books and pamphlets for loan to members. A postal loan service is offered to members in the UK only. You will only pay your return postal charges. Go to www.managers.org.uk/library to review the collection and to place your requests.

Section 1 The role of a leader

Learning outcomes (about 1 hour)

By the end of this section you should be able to:

- 1.4 Describe the role of a leader in maintaining integrity, fairness and consistency in action planning and decision making
- 2.1 Explain the relationship between management and leadership
- 2.4 Explain action-centred leadership.

What is leadership?

Leadership has been around since time began although only comparatively recently have organisations begun to focus upon 'leadership' as the set of characteristics or actions that bring order, effectiveness and success to business. However, there's no real agreed definition or formal agreement as to what the title 'leader' actually means.

Activity

Activity 1.1

(about 5 minutes)

How would you define leadership?

Make some notes here.

Feedback

There's no right answer to this question. Much depends on your experience and your perspective. However, your answer probably mirrors what most people would say. For example, a leader:

- *sets an example by being a role model for behaviours and style of working*
- *motivates individuals and the team*
- *helps the team to gel*
- *looks after team and individual interests*
- *represents the team to others*
- *supports, guides, coaches and develops colleagues*
- *empowers people and gives them authority to act*
- *clarifies what's needed from individuals and the team*
- *ensures that the team meets its targets.*

There are many hundreds of books written on the subject of leadership, all of which take a slightly different slant. However, the above general points are discussed by most authors.

In the early 1980s and 1990s Kouzes and Posner studied leaders. In their book *The Leadership Challenge*, they described the fact that all effective leaders were observed as being able to:

- challenge the process
- inspire a shared vision
- enable others to act
- model the way
- encourage the heart.

In 2000 O'Neill wrote that leadership is about:

- providing meaning and purpose
- focusing on the right things to do
- structuring the environment to achieve the organisation's goals
- getting others to do what you want
- motivating people to get things done willingly
- enabling others to take responsibility
- empowering others to do what they think is right
- helping people feel less fearful and more confident
- developing, sustaining and changing the culture
- having a bigger market share than competitors
- having the most prestigious products and services on the market.

Activity

Activity 1.2

(about 5 minutes)

Look again at the points from Kouzes and Posner and then at O'Neill.

What do you notice about their ideas?

Make some notes here.

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Feedback

There are a number of things that you might have spotted. Both describe:

Enabling and empowering others:

- *enable others to act*
- *enabling others to take responsibility*
- *empowering others to do what they think is right.*

Motivating others:

- *encourage the heart*
- *motivating people to get things done willingly.*

Providing clarity of purpose:

- *inspire a shared vision*
- *providing meaning and purpose*
- *focusing on the right things to do*
- *structuring the environment to achieve the organisation's goals.*

There are however some differences including:

Kouzes and Posner:

- *model the way*
- *challenge the process.*

O'Neill:

- *getting others to do what you want*
- *helping people feel less fearful and more confident*
- *developing, sustaining and changing the culture*
- *having a bigger market share than competitors*
- *having the most prestigious products and services on the market.*

You may have noted that Kouzes and Posner appear to take a relationship approach to the idea of leadership, whereas O'Neill seems to have included more business output issues.

Both perspectives have merit, and this simple exercise illustrates how broad the topic is and how it's possible to define and describe leadership in many different ways.

Favell (2004) describes six characteristics that should be focal points for personal development. These are also key characteristics that can be used to define effective leadership. He uses the mnemonic 'ASK ABE' to describe the characteristics for personal effectiveness, and says that effectiveness is dependent upon attention to:

- Actions – doing the right things
- Skills – using and valuing the personal skills available
- Knowledge – having the details, facts and figures available
- Attitude – the approach taken towards people, work, life and how things are undertaken
- Behaviours – the nature of the interactions with others, and treating people with respect and integrity
- Emotional awareness and control – keeping emotion at bay.

If you look at the characteristics described by all three authors, you should see that they all lean towards people who lead by using their personal attributes – who they *are* is as important as the job role they hold or what they do. Their power comes mainly from personal style and characteristics.

Leadership versus management

So far you've considered leadership, but what of management? Are these the same thing or are they different? Most people sense that they're not exactly the same, and many writers have commented on this issue. The next few activities invite you to explore your ideas on the similarities and differences.

Activity

Activity 1.3

(about 5 minutes)

Find a dictionary. How are 'leadership' and 'management' defined?

A leader is defined as:

A manager is defined as:

Feedback

You probably found quite a variation in definitions such as:

Leader:

- *Person followed by others* (Pocket Oxford Dictionary)
- *Chief, of most importance, giving guidance* (Pocket Oxford)
- *A person that rules, guides or inspires others* (Collins Essential English Dictionary 2006)

Manager:

- *Person appointed to manage a concern* (Pocket Oxford)
- *Conduct the working of, have effective control of* (Pocket Oxford)
- *One who handles, controls or directs* (The American Heritage Dictionary)

Activity

Activity 1.4

(about 10 minutes)

Building on your findings in Activity 1.3, what are some of the differences between leadership and management?

Complete this table.

Leadership is about:	Management is about:

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Feedback

While thinking about this, you probably found a number of similarities as well as differences.

You probably noted that managers will often be involved with what has to be done (and often the follow-up 'how it should be approached'), whereas leaders are usually more concerned with what has to be achieved (and the follow-up 'relationships needed to encourage people to achieve that').

Specific differences you found may have included some of the following:

Leadership	Management
Addresses 'why'	Addresses 'how'
Inspiration	Clarification
Service focus	Profit focus
Strategy	Operations
Innovation	Improvement
Fulfilment	Performance
Versatility	Consistency
Alignment	Accountability

Although you may not have noted any similarities, you may have realised that both leadership and management have aspects of:

- *setting direction*
- *agreeing objectives and focal points*
- *guiding where necessary*
- *judging performance against goals.*

Going back in history, two writers explored issues of managing and leading and came to two quite different conclusions.

Henry Fayol (1841–1925) is often called 'the father of modern management' as he undertook a significant study, probably the first real study, of managers and managerial activity. He published his *Management Functions* in 1916 in French which was translated into English in 1949. His 'management functions' became important guidelines for managers:

- planning
- organising
- commanding
- co-ordinating
- controlling.

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In 1973 Mintzberg published his ideas on management. Unlike earlier writers who treated management as a 'science', he took the view that management was more of an 'art'. He suggested that there were seven management roles:

- entrepreneur – planner and risk taker
- resource allocator – organiser and co-ordinator
- figurehead – motivator and co-ordinator
- liaison/disseminator – co-ordinator and communicator
- monitor – controller
- spokesman/negotiator – motivator and communicator
- disturbance-handler – motivator and co-ordinator.

You'll probably have already noticed that Fayol's ideas appear to fit the task focus that's usually these days associated with management, and that Mintzberg's ideas seem more aligned with those that today we consider as leadership activity.

Activity

Activity 1.5

(about 5 minutes)

Considering the ideas explored so far in this session, what would you say is the relationship between management and leadership?

Make some notes here.