

Pathways to Management and Leadership

Level 5: Management and
Leadership

Unit 5012V1

Being a Leader

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Being a Leader

SAMPLE MATERIAL

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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 5012V1 *Being a Leader*.

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 an organisation's ethical and value-based approach to leadership
2. Understand leadership styles
3. Understand the leadership skills required to ensure team involvement and achievement of objectives.

The aims of this workbook

This workbook aims to help you learn how to:

- understand the ethical and value-based approach to leadership
- understand different leadership styles
- gain involvement of your team to achieve organisational objectives.

Syllabus coverage

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

Unit 5012V1 syllabus coverage	Addressed within section:
Being a Leader	
1.1 Evaluate the impact of the organisation's culture and values on leadership	1
1.2 Discuss the impact of organisational specific, legal, regulatory and ethical requirements on leadership demands	1
1.3 Evaluate current and emerging social concerns and expectations impacting on leadership in the organisation	1
2.1 Evaluate the relationship between management and leadership	2
2.2 Evaluate leadership styles	2
2.3 Discuss why leadership styles need to be adapted in different situations	2
3.1 Discuss how to establish a culture of professionalism, mutual trust, respect and support within the team	3
3.2 Evaluate the impact of a leader's clear focus in leading the team in the achievement of the team objectives	3
3.3 Evaluate how the leader supports and develops understanding of the organisation's direction	3
3.4 Discuss how leadership styles are adapted to meet changing needs, and to enable team development and commitment	2, 3

Getting started

People are the most valuable resource of any organisation. Making 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 that they are being led in an appropriate manner is key to success.

This workbook begins by exploring organisational culture and structure and its effect on leadership. It then moves on to consider some aspects of leadership styles and how these might affect what a team can achieve.

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 section 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 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.

Section 1 Organisational culture and the impact on leadership

Time required: about 1½ hours

Learning outcomes

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

- 1.1 Evaluate the impact of the organisation's culture and values on leadership
- 1.2 Discuss the impact of organisational specific, legal, regulatory and ethical requirements on leadership demands
- 1.3 Evaluate current and emerging social concerns and expectations impacting on leadership in the organisation.

What is organisational culture?

Many writers on leadership and management discuss the issue of organisational culture and the way in which culture can affect the expectations, relationships and style of leadership within teams, departments and the organisation as a whole.

Organisational culture can be a difficult concept to understand, as by its very nature there is little written about it within the organisation itself. Indeed, most writers define culture as a set of unwritten rules, or as Schein (1997) puts it:

'observed behavioural regularities when people interact' and 'feeling or climate that is conveyed without a word being spoken'.

Activity

Activity 1.1 (about 10 minutes)

What are some of the components and characteristics that might make up the culture of an organisation?

Make some notes here.

Feedback

Schein gives us some clues as he says culture is made up of such things as:

- *observed behaviours*
- *norms that evolve in working groups*
- *dominant values pushed by the organisation*
- *the philosophy guiding the attitudes of senior management to staff and customers*
- *the organisational rules, procedures and processes*
- *unspoken feeling and climate.*

Your list probably included details of these sorts of things, such as regular routines and rituals, normal behaviours, values and beliefs and the way in which people approach each other and the work (sometimes called 'work ethic').

Organisational culture is a strange animal, in that we all instinctively know about it. But we rarely stop to think through the detail of what causes it and how it affects and influences what we do and how we do it. It can be a major source of pleasure or irritation and frustration, in particular for new staff as they try to settle in, or at times of change.

In 1976 Charles Handy wrote *Understanding Organisations*. It's still used today as a key text by many colleges. Handy categorises organisational culture into four distinct groups:

- **Power culture:** This is where people are recognised for the power that they hold. Handy describes this as a spider's web, with the spider holding the power at the centre of the web, and all other aspects being on the outer circle of the web, in clear sight of the centre and within easy reach of the centre. In a power culture there's a tendency for people only to know about and be involved in those things that directly affect them. Direction tends to come from the power base at the centre, and only the power base at the centre really knows what's going on. This centre of power might be an individual, a team or a department. Team working is not really a major part of a power culture. Although the organisation can react quickly to emerging issues, since the power base can issue instructions to cover the threats, lack of consultation can lead to staff feeling demotivated and not valued, potentially leading to high staff turnover.
- **Role culture:** This is where people are recognised for their position and job title. Information and direction tends to be associated with someone's role within the organisation. Handy likens this to a Greek temple, where information flow and activity are in the columns of the temple, with co-ordination taking place in the capital (the plinth at the top of the columns holding the top in place). These days we

might use the expression 'silos' for this type of working culture, where people only deal with others internal to their own column, but can only interact with other columns by going up the chain to the capital, where details are then passed down another column for action. Handy associates this role culture with what we might call today a hierarchical structure.

- **Task culture:** This is where people are valued for their skills. People are drawn together from a variety of sources to focus upon specific tasks. This involves matrix working — people being drawn from different departments and backgrounds regardless of their reporting structure. Today it's one of the driving principles of organisations that tackle work on a project basis. Handy describes this as a 'net', where each project ties together those people needed for project completion into an entity that lasts only as long as the project lasts.
- **Person culture:** This is where people are recognised for their individuality and personal contribution. Handy describes this as a 'star cluster', where each individual is allowed to develop themselves and work in whatever way they can contribute best to organisational success.

Handy's ideas are also explored in the 'Thinkers' area of the online Student Resource Centre on the Chartered Management Institute website for this unit.

Scenario

Scenario

The Royal is a hospital trust in a large city. It looks after a very wide and diverse population, with one of the largest patient lists and budgets in the country. As well as being a busy hospital, it's also associated with the local university, and many of its functions have a teaching aspect to them, including the training of nurses, doctors and laboratory staff.

Because of the large number of employees, the breadth of the operation and importance of its contribution to local society, it's essential that the trust provides an effective service and fully complies with regulations and community expectations. Over the years, this had led to a fully established role culture, with the operational policies and processes embedding this firmly in protocols and operating instructions that reinforce internal focus and working within the specific disciplines. Some benefits have arisen through this culture, for example, staff have been able to become real experts and specialists in their fields; everyone knows exactly what's required of them and exactly what they can and can't do. However, there are many difficulties that arise because of this cultural working, for example, a ward sister may be expecting a patient to go for dialysis, but have no knowledge or influence on exactly when this will be. The dialysis unit takes the decisions and responsibility for collecting patients as and

when this fits its internal plans and schedules. One effect of this is that visitors to patients on the ward may be surprised to find that the patient they are visiting is not present on the ward, and the nurses are unsure as to their whereabouts and when they will return.

Although the culture of The Royal is a role culture, there are other cultures embedded within this. Consultant doctors, for example, being the most senior medical practitioners and the specialists, tend to approach work from the cultural base of a power culture. Many will issue 'commands' and expect everyone else to comply. In some cases, they even keep information to themselves and only pass it out on a need-to-know basis. While it's good that one person is firmly in the driving seat, it can be a real disadvantage if others feel unable to act as they may not have sufficient information upon which to make a judgement, or feel that they are powerless unless decisions are agreed by the consultant.

In 1972 Harrison also described organisational culture, using four ways of depicting the characteristics:

- **Autocracy:** Decisions are made by a few people in authority, and others carry out the requirements as given to them.
- **Bureaucracy:** There are clear policies and procedures, and everyone follows these, referring upwards where an issue arises that isn't covered by the processes in place.
- **Adhocracy:** Everyone focuses upon their specific tasks, calling upon those who can best help and support them to achieve the objectives.
- **Democracy:** Everyone's input is valued, and people contribute and work together as individuals to achieve the agreed outputs.

Activity

Activity 1.2

(5 minutes)

How do the ideas of Harrison relate to the ideas of Handy?

Make some notes here.

Feedback

You probably noticed that the two sets of ideas are actually very similar. You probably associated their ideas in this way.

Harrison	Handy
Autocracy	Power
Bureaucracy	Role
Adhocracy	Task
Democracy	Personal

Although Schein’s ideas are still often used as a way of thinking about organisational culture, in a later edition of his book *Organisational Culture and Leadership* (2004) he states that the assessment of an organisation’s cultural alignment is the critical job of a leader. He identifies leaders as the main designers and builders of an organisation’s culture. He goes on to give three levels or ways in which culture is evident:

- artifacts
- espoused beliefs and values
- underlying assumptions.

Artifacts are the noticeable behaviours and physical characteristics of an organisation (or group), such as language, the physical environment, language used by people, and the various rituals and ways in which people behave with each other.

Espoused beliefs and values are given as the stated shared principles, ideas, theories and ideals which people say they subscribe to, although these may or may not actually be represented in their behaviour together.

Finally, Schein defines the central point of organisational culture as being the underlying assumptions that staff and team members seem to share and take for granted. These are often unspoken and undeclared, and as a result usually not examined or even questioned in any way.

What is key to Schein’s ideas is the importance of the alignment between the espoused beliefs and values and the underlying assumptions. The greater the coherence between these two aspects, the more likely it is that the organisational culture will make its vision and mission a reality. The further apart these two aspects of culture are, the more dysfunctional an organisation may be in achieving its goals. The role of the effective leader is to provide the environment, help and support to enable this essential alignment.

In the Study Support section of the ManagementDirect website for this unit you will find a checklist entitled *Understanding organisational culture* that might be useful additional reading at this point.

Activity**Activity 1.3****(about 15 minutes)**

Using the ideas so far in this section, note here the key points about the culture of your own organisation, and your own department or section.

Organisation:

Department:

Feedback

Your response will be personal to your particular circumstances, but you may have noticed that your department may not have exactly the same cultural approach as your organisation. Indeed, most organisations have a range of cultures within them, where the overall culture may be perhaps a role culture, but individual departments and teams have a power, task, or person culture – often driven by the manager of the section and their own preferences, skills or personal characteristics.

Values

Organisational culture, as the unwritten set of 'norms' within which an organisation operates, is actually driven by the values and ethics that the organisation and the people within it wish to abide by.

Activity

Activity 1.4

(about 10 minutes)

What are some of the things that make up values and ethics?
Make some notes here.

Feedback

You probably mentioned some of the following:

- *the beliefs that people hold about what is good and bad, acceptable and unacceptable*
- *the way in which fairness, equitability and equality is acknowledged and displayed*
- *the way in which people care for each other and their individual and mutual interests*
- *the importance that people place on building and maintaining relationships with each other*
- *the importance that people place on the internal and external environments and the community*
- *the way in which problems and challenges are addressed*
- *the manner in which errors and mistakes are handled*
- *how issues of social responsibility to the world at large are built into organisational thinking and processes.*

In the Student Resource Centre on the Chartered Management Institute website for this unit you'll find a checklist entitled Code of ethics that might be useful additional reading at this point.

In his book *High Performing Teams*, Colenso (1997) identifies the importance of agreed values as essential components of teams that perform effectively. He says that it's essential to:

- be open to difference – recognising that the view of others may differ from your own, but allowing the integrity of that view
- tell the truth – surfacing differences for discussion and if possible resolution

- deal with mutual irritation – being prepared to declare and seek agreement to mutual changes in behaviours about things that irritate or annoy
- be reliable – doing the things you undertake to do
- be considerate – showing up on time for meetings, accepting a modicum of inconvenience to discharge your team responsibilities
- be bound by team decisions – differ by all means but do not undermine a decision to which the team has committed.

Activity**Activity 1.5****(about 10 minutes)**

What effects might culture and values have on leadership and leadership style in an organisation? Consider this with reference to any organisation and then to your own organisation.

Generally in an organisation:

In your own organisation:

Feedback

Generally in organisations: You probably said that the organisational culture and values can have an enormous effect on leadership style, since the norms for the organisation may put pressure on a leader to take a specific approach or behave in a particular way.