

Pathways to Management and Leadership

Level 5: Management and
Leadership

Unit 5013V1

Leadership Practice

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Leadership Practice

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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 5013V1 *Leadership Practice*.

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 links and differences between leadership and management
2. Understand leadership principles that support organisational values
3. Understand and apply leadership styles to achieve organisational objectives

The aims of this workbook

This workbook aims to help you learn how to:

- distinguish between management and leadership activities
- support organisational values by leading effectively
- use leadership skills effectively 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 5013V1 syllabus coverage	Addressed within section:
Leadership Practice	
1.1 Discuss the concept of managers as effective leaders	1
1.2 Discuss the concept of leaders as effective managers	1
1.3 Evaluate the balance needed between the demands of management and the demands of leadership	1
2.1 Analyse the role of the leader in contributing to the creation of the organisation's vision and in its communication to others	2
2.2 Evaluate how personal energy, self-belief and commitment impact on leadership styles	2
2.3 Evaluate how empowerment and trust through ethical leadership impacts on organisational practice	2
3.1 Distinguish between two different leadership styles	3
3.2 Evaluate the practical value of a leadership style to a manager in achieving organisational objectives	3
3.3 Interpret how situational variables influence the choice of leadership style	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 considering some aspects of leadership styles, and how these might affect the achievement of organisational objectives.

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 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 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 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 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 Leaders and managers

Time required: about 1½ hours

Learning outcome

By the end of this section you will understand the links and differences between management and leadership and be able to:

- 1.1 Discuss the concept of managers as effective leaders
- 1.2 Discuss the concept of leaders as effective managers
- 1.3 Evaluate the balance needed between the demands of management and the demands of leadership

What are leadership and management?

There is much debate in the literature for leadership and for management about the extent to which these are two different roles, two aspects of the same role, or only one role with two different titles.

Activity

Activity 1.1

(about 5 minutes)

What is your opinion?

Is management the same thing as leadership?

Make some notes here.

Feedback

You probably responded that they can be the same person or job role, but there are different characteristics for each that you can use to define them, which makes them not exactly the same – although of course some aspects may overlap or be in common to both management and leadership.

Many writers comment on the similarities and differences between managers and leaders. One example is Colenso (1997), who summarises the differences in a table.

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

Fig 1: Leader–manager balance

If you examine these categories carefully you should see that leadership appears to be much more about involving people and motivational aspects, whereas management seems to be more organisational output and task focused. This sort of differentiation is also captured by Dixon (1993) who states:

'Leadership is the ability to influence the attitudes and behaviours of others. Management is the formal process of decision and command.'

If management is associated with decisions and control, managers are likely to be mostly engaged in work that focuses upon the systems, process and tasks required to meet organisational goals. Drucker (1973) confirmed this approach, with his definition of a manager's work as falling into five basic operations:

- setting objectives
- organising
- motivating and communicating
- measuring
- developing people, including themselves.

He then identified the following as management tasks:

- defining the business mission
- setting standards
- building and maintaining the organisation
- developing and maintaining external relationships
- performing social and civic functions

- knowing how to get on with the task in hand if and when necessary.

You can read more about Drucker’s ideas in the study resource area of the CMI website.

Activity

Activity 1.2 **(about 5 minutes)**

Given that managers appear to have a work-output focus, to what extent do managers actually lead?

Make some notes here.

Feedback

You probably responded that the realisation of work goals is a necessary focus in organisational life, but that leadership is needed to achieve this by:

- *defining and clarifying the goals*
- *devising and sharing a plan to identify where, when and how the goals are to be achieved*
- *ensuring that everyone is clear about exactly what’s to be achieved by them individually and by when*
- *providing essential task and skills training and development to ensure everyone is appropriately equipped to deliver the plan*
- *demonstrating to everyone the drive and commitment necessary to achieve the plan*
- *monitoring and feeding back to everyone on progress against the plan.*

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Back in 1955 Drucker identified that there is no substitute for leadership, but he said that management can’t create leaders. Managers can only create the conditions for leadership qualities in others to become effective; otherwise management can stifle potential.

In *The One Minute Manager* (Blanchard and Johnson, 1983) a young manager wishes to become truly effective, but finds they are caught between two extremes of the scientific and human relations schools of thought. Some managers get good results but at a price that few colleagues and subordinates seem willing to support, while other managers (whose people really like them) have results which leave much to be desired.

There's a 'Thinker' about this book and its authors in the study resources section of the CMI website, which you might like to read at this point.

A report by Towers Perrin (2005) highlights that although many people would like to contribute more, the behaviour of their managers actively discourages them from doing so. Clearly then, one of a manager's roles is to take a lead in providing the conditions to foster greater leadership activity in others.

Activity

Activity 1.3

(about 5 minutes)

What sorts of things would a manager need to focus upon to build and increase leadership in an organisation?

Make some notes here.

Feedback

There's no single answer to this question, which is mainly addressing the organisational issues usually referred to as organisational culture. You will probably have listed some of the following ideas (these are taken from Schein, 1997):

- *the behaviours used by managers and staff*
- *the daily norms within working groups*
- *the dominant values pushed by the organisation and the managers*
- *the philosophy guiding the attitudes of senior management to staff and customers*
- *the organisational rules, procedures and processes*
- *the unspoken feelings and climate of the workplace.*

You may also have included some practical items that can affect the climate such as:

- *what people wear (or are expected to wear)*
- *the layout of the workplace*
- *the quality and appropriateness of the physical items (desks, chairs, equipment, machinery)*
- *how attendance and timekeeping is monitored (clocking in, signing in, freedom to come and go as required).*

In 2004 Schein highlighted that what is important for managers who wish to encourage leadership is the alignment between the espoused beliefs and values within the organisation or the team and the underlying assumptions. In other words, the organisation or team might give lip service to a climate and behaviours that are good, but this isn't what happens in practice. Or the reality and the intentions are actually in alignment. The greater the coherence between these two aspects, the more likely it is that the organisational culture will facilitate leadership. 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 manager and leader is to provide the environment, help and support to enable this essential alignment.

In the student resource area of the CMI website for this unit there's a checklist entitled Understanding Organisational Culture, which might be useful additional reading at this point. You might also read the 'Thinkers' about Charles Handy and Schein who have written much about organisational culture.

Aspects of leadership

While it's clear that managers do to some extent lead – especially in the setting and realisation of organisational systems, processes and goals, Barsh, Capozzi and Davidson (2008) warn of the following:

'Tinkering with organisational structures and processes as a way of stimulating creativity and innovation, and using questionable 'best practices' does not get results. What really makes the difference is Leadership'.

The idea that leadership is much more about people and motivation has continued to grow, and most recent researchers and writers confirm this. Alimo-Metcalf and Alban-Metcalf (2008) wrote the following:

'The need for leadership is critical in order for organisations to sustain and increase their effectiveness.'

Activity

Activity 1.4

(about 10 minutes)

Given the ideas so far in this section, what are some of the key aspects of leadership?

Make some notes here.

Feedback

In her article 'The 21st century leader', Turnbull (2008a) draws attention to the results from a study that highlights important aspects of leadership in the modern world. These include:

- *a focus upon the longer-term good for all*
- *responding effectively to the increasing pace of change*
- *the need for full engagement by followers*
- *generating and sharing a common vision of the future that combines inspiration with action*
- *the need for 'good' and 'ethical' behaviours, best expressed to fit our global multicultural society as integrity, humility, and wisdom*
- *authenticity in being true to yourself, rather than acting or playing a predetermined part or role*
- *being trusted to deliver on promises and not let people down*
- *facilitating your own and others' growth and achievement*
- *honest feedback and appraisal.*

You should have identified many of these types of issues in your response.

Trust is key and is often the foundation for the growth of these other behavioural characteristics suggested by Turnbull (2008a). Increasingly, researchers are also highlighting the importance of leaders actively encouraging creativity and innovation.

Jackson (2004), for example, highlights that the role of the leader is to liberate, harness and focus the potential of employees for the benefit of the individual and the organisation.

Gill (2008a) says that:

'It is leadership that enables creativity and innovation ...'

and this is supported by Turnbull (2008b) who confirms that:

'Leadership stimulates creativity and innovation for the purposes of sustaining the health of the organisation ...'

You should notice here that these attributes of professional and effective modern leaders are all behavioural and rely on strong relationships.

What is required of modern leaders is therefore more about how they do things and who they are as authentic individuals, rather than the actual tasks that they are achieving. The achievement of organisational goals is important, but Turnbull's findings reinforce the relationship and behavioural side of leadership. This is entirely consistent and coherent with ideas suggested by other modern writers, as well as much earlier writers such as Adair (1983 and 1987), with his emphasis on the group and the individual as well as the task. This theme is explored in more detail in Sections 2 and 3 of this workbook.

Leadership and management activities

Activity

Activity 1.5

(about 10 minutes)

If, as the writers mentioned above believe, a leader's main role is to provide support for innovation and creativity, to what extent does a leader undertake activities that are usually described as those of management?

Make some notes here.

Feedback

Referring back to the ideas of Drucker (1973) and Dixon (1993), leaders do in fact have some management functions, and you probably mentioned some of the following:

- *agreeing objectives and the means of their achievement*
- *motivating and communicating*
- *developing people, including themselves*
- *developing and maintaining relationships*
- *monitoring progress towards the goal.*

This gives some idea of the potential overlap between leadership and management. Both have to keep an eye on the goal and progress towards it and both need to ensure that the staff are motivated and focused to be able to contribute appropriately.

Scenario**Scenario 1**

Exhibitions for All is a national company providing the infrastructure for major trade exhibitions in the UK. John is the manager of the department that project manages the exhibition stand side of the business.

At present his department is focusing on five main projects, one on the south coast, two in the Midlands and one in Scotland. The location for the fifth is still not clear, and John is having to spend a large amount of time on the logistics of providing stands to an unknown location, especially since, with four other projects on the go, all the company stands will be in use but will need to be transported to the unknown location.

John has always taken a very task-focused approach to the job, and his team members (seven of them) are used to this. He tells them what to do and they do what he has asked them to. There's a problem now though, in that John can't issue the normal detailed instructions for the fifth project. Unless this is done soon, the team won't have enough time to make the necessary arrangements for the transfer, let alone the staffing and rigging of the stands when they arrive.

His team are beginning to complain about the looming pressure they will be placed under. One of them, Zaphi, has come up with a suggestion that she thinks might enable some of the planning to be done without knowing the location. She approached John with her idea, but as it didn't fit in with the usual way of working and had a small element of risk about it (some of the work might be wasted and would need to be redone with some of the potential locations), John rejected the idea outright. Zaphi wasn't daunted though and explained her idea to the rest of the team. Although John had declared that everyone would have to wait until the location was known, and then work long hours to catch up on the time lost, the other