

Pathways to Management and Leadership

Level 5: Management and Leadership

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Unit 501

Principles of Management & Leadership in an Organisational Context

Pathways to Management and Leadership

Unit 501: Principles of Management & Leadership in an Organisational Context

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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 Qualification — Management and Leadership, so it specifically focuses on the content of the syllabus for Unit 501, Principles of Management and Leadership in an Organisational Context. 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 you for future assessment. If you are studying towards the Level 5 in Management and Leadership then, if you choose to do so, you will be assessed by your approved centre on 'your knowledge and understanding of' the following learning outcomes:

1. Understand factors which impact on an organisation's internal environment
2. Understand the application of management and leadership theories
3. Understand the knowledge, skills and behaviours to be effective in a management and leadership role.

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The aims of this workbook

This workbook aims to help you learn how to:

- Determine the nature, structure and purpose of an organisation and the impact of its values and culture on decision making within it
- Distinguish between leadership and management considering the impact of different leadership styles, how those styles need to be adapted for different situations and the influence of culture and values on those styles
- Identify the knowledge, skills, behaviours and communication required to be effective in a management and leadership role to determine an approach to build a culture of mutual trust, respect and support with people.

This workbook is about how you can:

Apply these aims to gain a greater understanding of your organisational context to develop and sharpen your leadership effectiveness to enhance your personal effectiveness as a leader and a manager.

Syllabus coverage

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

Unit 501 Principles of Management and Leadership in an Organisational Context Syllabus coverage		Addressed within section
1.1	Examine the impact of legal status on the governance of an organisation	1
1.2	Analyse the purpose of an organisation's mission and vision statements	1
1.3	Examine the impact of organisational structures on management roles	1
1.4	Discuss the impact of organisational values and ethics on management decision making	1
2.1	Evaluate the relationship between management and leadership	2
2.2	Analyse the impact of management and leadership styles on individuals and teams	2
2.3	Discuss the influence of culture and values on management and leadership styles	2
2.4	Examine how management and leadership styles are adapted in different situations	2
3.1	Assess the knowledge and skills required for a management and leadership role	3
3.2	Evaluate the factors that impact on the selection of communication techniques required to be effective in a management and leadership role	3
3.3	Analyse the behaviours required to be effective in a management and leadership role	3
3.4	Develop an approach for building a culture of mutual trust, respect and support with teams and individuals	3

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Getting started

The Principles of Management and Leadership in an Organisational Context lay the foundation of the leadership and management role and as such are key for a manager to be effective in their role. Recognising and understanding what they are, how they might help and what might need to be developed to meet the responsibilities of the role are all valuable activities for the manager to undertake.

To begin with a manager needs to understand how their organisation operates, to think about the type of organisation it is and how it is governed. To do this you need to understand the factors which influence the culture and the purpose of an organisation's mission, vision, values and strategies.

The role of a manager can vary but it will often involve communicating organisation strategy to both individuals and teams. The manager needs to understand the levels of accountability and authority that go with the role and should also be aware of the legal and organisational frameworks which apply.

The manager should be able to explain the differences between managing and leading. They also need to be aware of the different leadership and management theories, styles and approaches to both so that they can adapt those to different situations.

Finally, an effective manager should understand the knowledge, skills, behaviours and communication techniques required within the role and the impact of those on the team, colleagues and customers.

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This workbook sets out to explore the principles of management and leadership within an organisational context that are required for those within or starting out in a management role, with the aim of sharpening their professional edge and enhancing their personal leadership effectiveness.

How to use the workbook

The workbook provides 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 Level 5 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 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 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 Qualification Support section of ManagementDirect, CMI's online resource portal. 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 resources such as CMI Checklists, CMI Models, Leader Videos and journal articles are available via ManagementDirect. You will also find titles for further reading in the Further Resources at the end of this workbook.

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Section 1 Understand factors which impact on an organisation's internal environment

Learning outcomes and assessment criteria (about 1.5 hours)

By the end of this section you will understand the factors which impact on an organisation's internal environment. In this Section, you will:

1.1	Examine the impact of legal status on the governance of an organisation
1.2	Analyse the purpose of an organisation's mission and vision statements
1.3	Examine the impact of organisational structures on management roles
1.4	Discuss the impact of organisational values and ethics on management decision making

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The impact of legal status on the governance of organisations

Governance is the way the rules, norms and actions are structured, sustained, regulated and people held accountable. In other words, it is the process that ensures authority, decision making and accountability within organisations. Seifi & Crowther (2017: 8) suggest that good governance embeds the four key principles of: (1) Transparency; (2) Accountability; (3) Responsibility; (4) Fairness.

According to Seifi & Crowther (2017: 9) the benefits of good governance include:

- increasing the market value of organisations
- increasing competitive power
- attracting new investors & stakeholders
- increased equity
- higher credibility
- new investment opportunities
- attracting talented people / staff
- reaching into new markets.

The amount of formality of governance is usually determined by the internal rules of an organisation and, externally, by its business partners.

As such, governance may take many forms, driven by many different factors that will include its legal status, structure and the organisation type i.e. whether it is a public, private or third sector organisation.

As alluded to above the legal status of an organisation has a key impact on its governance; for example, a non-profit organisation may be governed by a small board of directors and pursue specific aims set down by those directors.

This legal status and its impact on the governance of different organisations is now further explored across private, public and charitable organisations.

There are two broad categories of privately owned organisations in the UK i.e. those not owned by the state. This distinction is made by the status of the organisation in the eyes of the law (its legal status). We will now explore these two categories of *non-incorporated* and *incorporated* organisations. The distinction between these categories are their differing legal entities.

Within *non-incorporated* organisations the legal entity is the person. The most common of this category of organisation are:

The **Sole Trader** that is the most simplistic type of an organisation that is owned and managed by *one person* who makes sole decisions in relation to the organisation and has total control and accountability over the governance and management of the organisation.

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A **Partnership** is a type of organisation that is structured around two or more *Partners*. All *Partners* will have equal say in the decision making, accountability and ownership of the organisation and directly influence its governance and management apart from where the other *Partners* agree to elevate one of their number to position of 'Senior Partner'.

Within *incorporated* organisations the legal entity is the organisation itself. The most common of this category of organisation are:

A **Public Limited Company (PLC)** is a type of organisation that is owned by its *Shareholders* that can influence the organisational decision making. As such it has '*Shares*' that are publicly listed on the stock market and are available for public purchase and sale. It will usually have a '*Board*' that can be very influential in its accountability structures and its management and governance.

A **Limited Company (Ltd)** is a type of organisation that in similarity to the PLC (as described above) also has *Shareholders*. The difference being that these people are often company *Founders* or *Directors* that constitute the *Board* and directly influence the decision making, accountability, governance and management of the organisation. Again, in similarity to the PLC this type of organisation has '*Shares*'. The

difference to the PLC being that these are not publicly available for purchase or sale on the stock market.

Having looked briefly at some different types of private organisations we can now turn to publically owned organisations.

Public Sector Organisations (*NHS Trusts, Local Authorities, Police Services and Government Agencies*) are all types of organisations that are owned and operated by the government (UK or devolved governments) for the benefit of the country and the public. They generally have *Trustees* who are very influential in organisational accountability and its governance and management. However, the government can also be very influential in accountability and decision making regarding the performance of the organisation particularly when this originates from or is driven by public opinion.

Having looked briefly at publically owned businesses we can now turn to charitable organisations.

Charitable Organisations (*Charities, Voluntary, Not for Profit*) are types of an organisation that are owned and operated through a *Charitable Trust* and in similarity to Public Sector Organisations will have *Trustees*.

The difference in this type of organisation is that the Trustees have total control over the accountability, governance and management of the organisation that can often be highly influenced by the opinions of other stakeholders.

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Activity

1.1 What kind of organisation do you work in?

(about 10 minutes)

Find out what type of organisation you work for?

Feedback

You will have determined whether your organisation is an incorporated or unincorporated organisation and which of the previously mentioned categories it falls within. Hopefully this will assist you in better understanding your own organisation in how it works and its governance.

Now we move onto explore the purpose of an organisation's vision and mission statements.

The purpose of an organisation's vision and mission statements

So, let's begin by seeking to define vision and mission statements.

Activity

1.2 In your own words define a vision and mission statement?

(about 5 minutes)

Write down your definition of a vision statement

A vision statement is....

Write down your definition of a mission statement

A mission statement is....

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Feedback

A vision statement is:

An image of the future that the organisation is seeking to create for that future. It describes the 'what' it is seeking to achieve.

A mission statement is:

A short description of the essence of an organisation, the reason that it exists, the business it's in and its ongoing purpose and direction. It may ask the key questions of: Why are we here? What is our purpose? Where are we headed?

Source: CMI Checklist 067 Creating a Corporate Mission Statement.

Examples of vision statements

- Disney: 'to make people happy'
- Nike: 'to bring inspiration and innovation to every athlete in the world'
- McDonalds: 'to be the world's best quick service restaurant experience'.

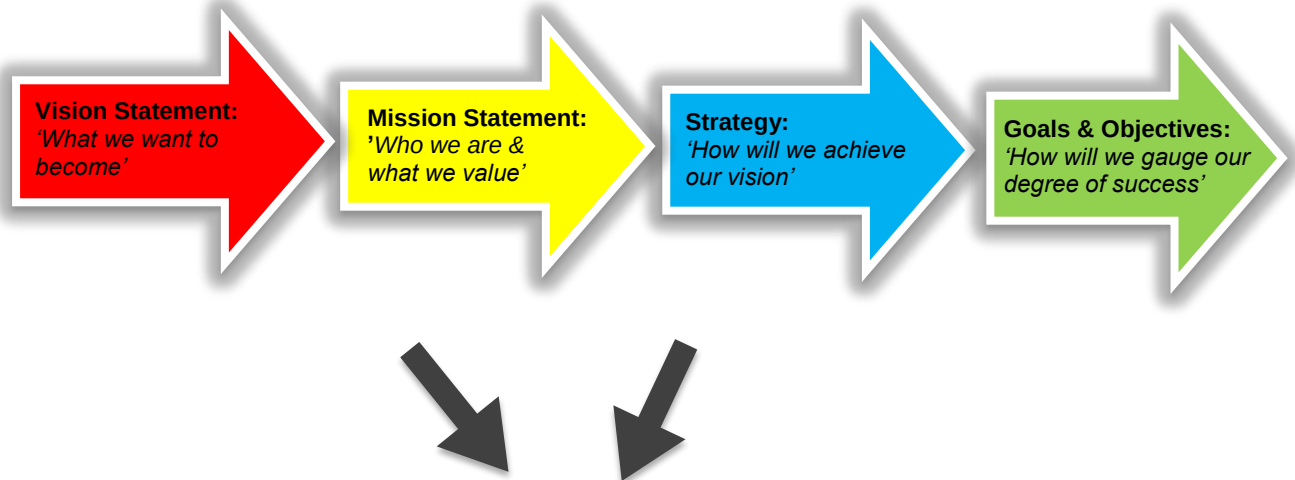
Examples of mission statements

- Coca-Cola: 'to refresh the world, inspire moments of optimism and happiness, to create value and make a difference everywhere we engage'
- Tesco: 'to be highly valued by its customers, the communities in which it operates, our loyal and committed staff and our stakeholders; to be a growth company; a modern and innovative company and winning locally and applying our skills globally'.

In summary, a *vision statement* provides a broad inspirational image of the organisation's future and what it aspires to be, whilst the *mission statement* explains the organisation's purpose and aims.

Together, the purpose of the vision and mission are set to guide strategy development, help to communicate the organisation's purpose to its key stakeholders and inform the strategic goals and objectives that have been set to determine whether the strategy is on track. This is represented in Figure 1.1 below.

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Communicating purpose to stakeholders

*Figure 1.1: The purpose of Vision & Mission statements
(adapted from Campbell & Craig, 2005)*

Activity

1.3 Leader video

(about 6 minutes)

Watch the Leader Video, 'Mission, Values & Strategy: If you're not aligned, it's not going to work' by Jack Welch, available in ManagementDirect.

Feedback

In this video, Jack Welch, former CEO of GE & Founder of the Jack Welch Management Institute, speaks about the importance of having a powerful mission statement to clearly define where the organisation is going.

The impact of organisational structures on management roles

An organisational structure is its '*shape*' that is often described in terms of its *height* (number of layers that exist within it), *width* and *complexity*. It is the way that an organisation arranges people and jobs so that its work can be performed and its goals can be met. It provides the framework of order and control within which the organisation's activities are planned, directed, organised and monitored. It can include its functions, policies and procedures, hierarchy, standardisation and specialisation.

Campbell & Craig (2005: 464) explain that organisations with *tall structures* have many vertical layers of specialist managers that enable the coordinating of a wide range of activities across many different service areas. These are often difficult for senior managers to control and can be expensive in the costs of its management overheads. See Figure 1.2 below:

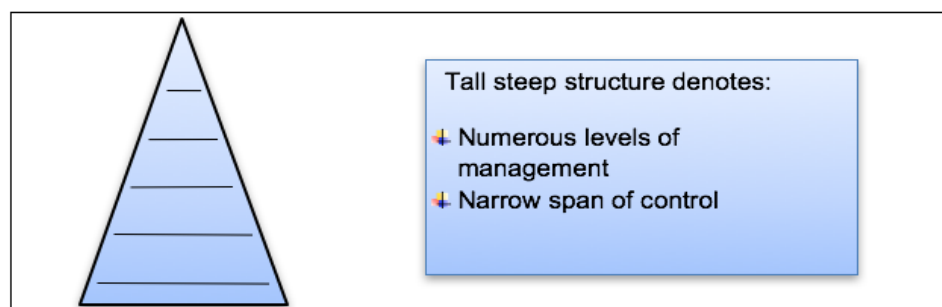


Figure 1.2: Example of a tall steep organisational structure

Campbell & Craig (2005: 465) further explain that organisations with *short structures* typically have less vertical levels of management that enable senior management to have a greater

degree of control and the management overheads are less expensive than those with tall structures as outlined above. See Figure 1.3 below:

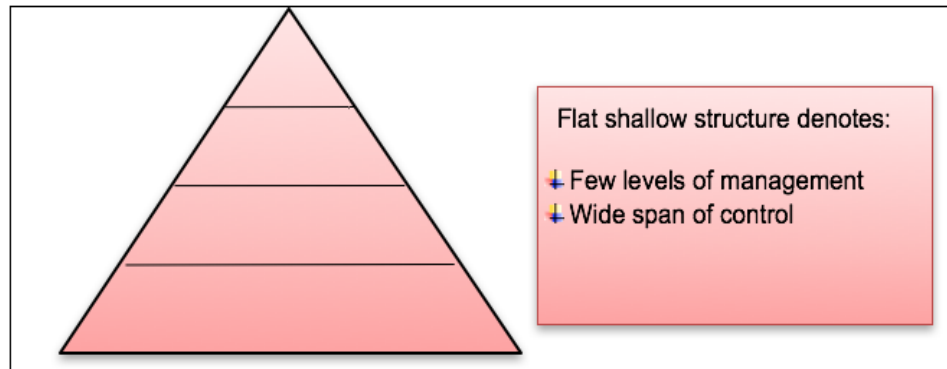


Figure 1.3: Example of flat shallow organisational structure

Both these organisational structures are known as *hierarchical* structures with clear lines of command up and down the organisation.

However, there is no 'one size fits all' organisational structure; it is something that evolves over time and its complexity is often proportional to its size, environment, geographical dispersal and linked to aspects such as technological advances, social changes, market requirements, economic conditions and corporate culture. The type of organisational structure can also define things such as leadership, management, support specialisation and staff career paths.

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Some of the more common 'traditional' hierarchical organisational structures can be grouped into the following three broad categories:

Simple

In this 'flat shallow' structure there are minimal departments and limited specialisations, often characterised by all staff reporting to the owner-manager as the primary decision maker. This offers a flexible, dynamic and progressive decision making environment albeit one difficult to sustain as the organisation grows.

Functional

This type of 'taller' structure becomes more appropriate as the organisation grows beyond its 'simple' structure and serves to group each portion of the organisation according to its purpose. According to Campbell & Craig (2005: 466) in this type of organisation there would typically be five key functional areas:

- Finance
- Marketing & Sales
- Human Resources
- Technical (e.g. research & development, engineering)
- Operations (e.g. manufacturing).

This structure can work very well for managers in providing ease of 'control' and each department can rely on the talent and knowledge of its staff to support its function. However, one of its drawbacks is that it can 'silo' the different departments and restrict the communication and interaction between them through the development of 'false' organisational boundaries.

Divisional

This type of 'tall' structure is often evident in larger organisations that operate over a large geographic area or have a number of separate smaller organisations that cover different types of products and services. The benefits for management are that it provides a linear structure for ease of control and meeting customer needs. However, its size and scope makes it expensive and can often inhibit communication because its different 'parts' don't work together effectively.

All these structures have some common factors in that they are a linear hierarchy or 'line of command' that exists within a hierarchical framework which provide the leader and manager with a clear focus.

However, it can be argued that they do not enable the 'whole' organisation to respond co-operatively to contemporary competitive and environmental challenges.

Matrix Structure

The essence of a 'line of command' approach cannot be said of the matrix structure which takes its management away from such an approach to a series of inter-connecting reporting lines (see Figure 1.4 below). This places the focus on capturing the unique individual capabilities of its people and motivating the whole organisation to respond cooperatively to these environmental challenges.

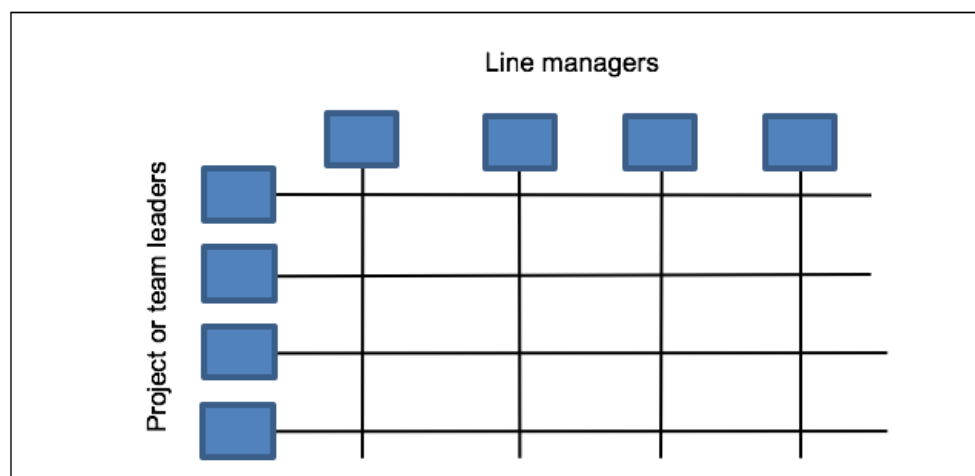


Figure 1.4: The Matrix Structure (Campbell & Craig, 2005: 469)

This type of organisational structure is described by Campbell & Craig (2005: 468) as a hybrid of hierarchical (see above) and

strong non-hierarchical elements, often used to manage cross functional and cross business groups. Its hybrid nature enables the benefits of the functional and divisional structures to exist in one organisation thus improving strategic management, increasing staff motivation and facilitating organisation-wide cooperation and problem solving.

As evident in Figure 1.4, this structure creates dual reporting lines with many staff having both a functional and product or divisional manager at the same level that often creates challenges such as confusion, lack of clarity of accountability and team loyalties becoming a barrier to a clear focus on the key organisational objectives. As commented by Bolland & Fletcher, (2012) 'successful use of matrix structures relies on excellent communication across the organisation.' Communication is further explored in Section 3.

Activity

1.4 Further insight into matrix management

(about 20 minutes)

Please read the article, Matrix Management, (2016) by Barry Johnson and Mandy Geal that examines the challenges surrounding matrix management where employees may be in cross functional teams, possibly reporting to more than one supervisor or manager.

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Feedback

From your reading, you will have gained an insight as to how a matrix structure is only likely to work where there has been significant learning within the organisation on how to make the change work effectively. The article has also made clear how a matrix structure is set within the framework of a fundamental challenge beyond its structure to the mindset of the people; every person within the organisation must undergo a shift in their thinking so that they understand the change and the impact of the change.

Other types of structure

Other structures include those such as the flat, team, network, and virtual organisations that could be best described as a move from 'hierarchies to networks' (Pedlar, Burgoyne & Boydell, 2010: 23) that have come about to address the new external and internal complexity of organisations. Within all of these structures the leaders are seen to 'stand at the bottom of the organisation, supporting those who do the work' (Bolland & Fletcher, 2012: 101), empowering their staff to work and make decisions that are appropriate for their part of the organisation. Some of these other types of organisational structures include:

1. The Team Structure

This provides the organisation with 'teams of work', with no 'chain of command', that empowers the team to deliver the desired business results. By its very nature this structure:

- breaks down 'silo' activity between departments, that is often evident in the more linear structures (see earlier), to enable better cross functional relationships and enhance the organisation's ability to solve ongoing problems; and
- enables faster decision making and greater responsiveness to changing situations.

These apparent advantages have to be balanced with some disadvantages that can include conflicting loyalties amongst team members and no clear 'chain of command'. The focus for leadership here is 'team management' skills to build effective relationships and manage dynamics between team members to seek to maximise their performance.

2. Technology

The continuing advancements in technology have seen the emergence of the virtual organisation that relies on a 'technology dependent strategy' (Bolland & Fletcher, 2012: 103). This is a structure that has a small core of permanent staff with the majority of work being outsourced where the leaders, managers, staff, contractors, suppliers and customers all connect digitally through the internet, computer networks and software rather than physical presence and buildings.

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This brings its own leadership challenges such as managing the often geographically dispersed virtual connectors yet can have the advantages of being cost effective, scalable dependent on business demand, and maximize flexibility, communication and decision making.

To consolidate your learning from this sub-section and to highlight some of the advantages that can be brought about by new and innovative ways of 'shaping' organisations to be more competitive for the 21st Century, please complete activity 1.5:

Activity

1.5 An agile team example

(about 20 minutes)

Read the article, One Bank's Agile Team Experiment (2018) Dominic Barton, et al which can be found on ManagementDirect. That explores the exciting 'structure' pilot undertaken by ING, the global banking group in its Dutch Retail Unit that serves to highlight the advantages that can be brought about by new innovative structures and approaches.

Feedback

From your reading, you will have gained an insight into how this organisation replaced most of its traditional structures with a fluid and more responsive organisational structure that has enabled it to achieve strategic flexibility in providing its services that has resulted in increased customer and employee satisfaction. It is being hailed a success and seen as the future structure for enabling high-quality customer engagement.

The impact of ethics and values on decision making in organisations

Organisations often identify a set of core values or principles that are intended to guide their staff and provide a framework of accountability for decision making in relation to 'the way we do things around here' (Deal & Kennedy, 2000: 4). In order for this framework to be effective then the organisation must translate these values into guidance to help managers and staff with those discretionary decisions i.e. where there are no rules, legal standing or they are facing ethical dilemmas (see later).

It is these values that provide the starting point for its corporate ethical framework and signal the organisation's approach to its corporate social responsibility (CSR). So in these terms both values and ethics have a significant impact on decision making within organisations. In such frameworks, there are many different words that attempt to portray the values in use within an organisation. The most commonly used words include: integrity, honesty, respect, trust, openness, fairness and transparency.

In this way, there is an expectation that leaders, managers and staff within the organisation will base their decisions on the values, vision, mission (see earlier) and purpose of their organisation that embed this ethical dimension. This can be termed developing 'ethical intelligence' (NCOSS, 2015) to inform their decision making.

Activity

1.6 Consider your own organisation

(about 10 minutes)

1. What are the core value words of your organisation?
2. How are these value words implemented within your organisation?

3. How do these value words serve to create the culture of your organisation and how do they make it recognisable as an ethical organisation?

Feedback

An ethical organisation has a clear set of values and ethical principles or Code of Ethics that guide its approach to the way it expects its people / members to behave, decisions to be made and the way that 'work is done':

Within the ethical organisation:

- *Decisions are made and policies implemented in a way that considers their potential impact on all stakeholders and thereafter the best possible solution is sought with the intention of creating a positive impact.*
- *Work is done in a way that is transparent and people are accountable for their performance and outcomes.*
- *Difference of opinions is encouraged and supported with the principle of continuous feedback being a key element of how the work is done and decisions are made.*
- *Services are designed to be 'customer focused' rather than 'organisation focused' with the emphasis on high quality outcomes.*
- *'Fair action' is the prevailing culture of decision making and actions.*

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In helping the organisation to move towards and embed its 'ethical values' into its practice the Human Resources (HR) function has a key role to play in 'partnering' with the organisation's 'ethics lead'. As outlined in the IBE Business Ethics Briefing (2014) this collaboration can be evident in a number of key areas that include:

The Code of Ethics: this will draw on many existing or new organisation policies, procedures and processes, staff concerns and employment law. HR has a role in assisting in their ongoing development and can also help with their internal dissemination, communication and awareness together with the monitoring of staff engagement and acceptance.

Recruitment and exit interviews: HR can assist with ethics issues, questions, and dilemmas at the interview stages of recruitment. HR can also help ensure that new staff are aware of, and accept, the behaviours expected of them by an organisation. Likewise, HR can assist in identifying whether any ethical concerns were a catalyst for a person leaving the organisation.

Training & development: HR can play a key role in ensuring that *all* training sessions include a focus on expected value behaviours to help their organisation-wide understanding and application so that ethical conduct is 'business as usual' and not an 'add on'.

Performance management and appraisals: assessing staff application of ethical values through appraisals can serve to mainstream these and encourage consistent ethical behaviour.

Internal communications: HR are often the owner or champion of the organisational internal communications process in which multiple channels of information that can directly reinforce the messages around ethical culture and ensure that the expected behaviours exist. These include newsletters, intranet, social media etc. and provide opportunities for ethics messages to be cascaded internally.

Research suggests that this collaborative partnership, can significantly assist in embedding a value-based ethical culture into 'business as usual' within an organisation.

Inherent within the value-based ethical culture there can often be emergent 'ethical dilemmas' (see earlier) where there is a need for the person to consider the question as 'to do the right thing'?

This is a fundamental question within an ethical culture and one that is explored in this leadership context by Roe (2017: 211) who, within the framework of 'ethical leadership', draws on the well-used phrase of Bennis (1985: 21) 'leaders are people who do the right thing' and makes the point that in the ethics world it is difficult to always know what the 'right thing' is, albeit it remains an essential component of values based leadership behaviour (see also Section 2 later).

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This is very pertinent to our discussions as quite often ethical dilemmas are highly complex and very difficult to resolve and in such circumstances, there is often no right or wrong answer, just right and right (Ibe, 2011: 7) that in itself can create a tension. An illustrative example might be when you uncover a serious breach of rules by a work colleague that could result in their dismissal with both a responsibility to tell your employer and also a responsibility to your colleague whose dismissal could have significant impact on their livelihood and family.

So how can you identify an appropriate course of action to help your decision making when faced with such 'ethical dilemmas'?

The following framework (see Table 1.1 below) provides a model for identifying an appropriate course of action when faced with the 'ethical dilemma'.

Ethical Decision-Making Framework		
Stage	Action	Guiding Questions
Statement of Ethics / Values	Throughout the course of the situation ask yourself:	- Is what I am considering consistent with the organisations Vision, Values & Code of Ethics? - What does my organisation expect of me in dealing with this situation? - What would others (stakeholders) expect of me in dealing with this situation?
Stop & Think	Take a step back and look objectively at the situation	- Is this an ethical issue or a financial / legal / technical decision? - Am I the right person to be dealing with this situation? - What outcome would I like from the situation?
Review	Review the available, relevant information	- What's happening? - What do I know now and is there anything else that I need to know? - What is the key ethical issues?
Options	List the available options	- What are the consequences of each option? - What are the risks / benefits of each option? - How fair is each of these options?
Consult	Review / discuss with line manager / colleagues / other stakeholders	- What are the views / options of others? - What reasonable precedent has been previously established from similar cases?
Action Choice	Assess what course of action will produce the most good and least harm . Review the options taking into account the rights and dignity of all stakeholders.	- If this were common / public knowledge (transparent) would I do something different? - Am I comfortable with this decision? - Am I confident that this decision would stand public scrutiny? - How will my proposed action impact on others and my organisations? - Have I considered if the end justifies the means? - Is there a legal / policy framework to support my decision?
Implement	Implement the options you have chosen	- Do I need to communicate my decision to anyone? - Do I need to record my decision? - What happened as a result of my decision?

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Evaluate	Consider the strengths and limitations of my decision	• What are the lessons that I have learnt? • What are the lessons that the organisation can learn? • Did the decision address the needs and concerns of all stakeholders? • What might I do differently next time?
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1.1 Ethical Decision-Making Framework, Adapted from The Ethics Centre (2011)

Activity

1.7 Using the Ethical Decision-Making Framework:

(about 30 minutes)

Either think about a decision that you are going to have to make **or** one that you have made and apply the various stages of the framework and then consider the outcome.

Feedback

The practical application of the Ethical Decision-Making Framework

The steps below further summarise the framework into a short guide that will help you to explore the ethical dilemma and come to an appropriate decision:

- *Clearly state the problem (Is it an ethical, legal or professional problem? If legal, seek legal advice).*
- *Consider the outcome that you would like to achieve.*
- *Make a list of the options, evaluate their strengths / limitations and then select the action that would produce the most good and least harm in solving the problem and taking you towards your desired outcome.*
- *Develop a detailed step by step action plan to implement your action that includes an evaluation that considers issues such as the potential impact on stakeholder(s).*
- *Consider what happened and what you / the organisation learned and what you might do differently next time.*

This framework has placed organisational values and ethics at the heart of your decision making so it is clear that both have a significant impact on it. Using it to guide your future decision making will undoubtedly demonstrate how you are able to 'do the right thing' (Bennis, 1985: 21) in your leadership role by making ethical decisions that are aligned to your organisation's values. Because, without such, there is likely to be an adverse impact on the people that you lead (Copeland, 2014: 130).

Supporting resources

CMI Checklist 028: Developing & Implementing a Code of Ethics

CMI Checklist 067: Creating a Corporate Mission Statement

Chartered Management Institute (2016) Code of conduct and practice <https://www.managers.org.uk/policies/code-of-conduct-and-practice>

Leader Video: Welch, Jack, (2015), Mission, values, and strategy: if you're not aligned, it's not going to work,

Campbell, D., & Craig, T. (2005) *Organisations and the business environment* (2nd Edn), Oxford: Elsevier, Butterworth-Heinemann

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Bolland, E., & Fletcher, F. (2012) (Eds) *Solutions, Business problem solving*, Surrey: Gower Publishing

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Deal, T.E., & Kennedy, A.A. (2000) *Corporate cultures: the rights and rituals of corporate life*, New York: Perseus Books Publishing

Institute of Business Ethics (2011), *Ethics in decision-making good practice guide*, London: Institute of Business Ethics

Jones, G.R. (2007) *Organization theory, design and change* (5th ed) New Jersey: Pearson Prentice Hall

Pedlar, M., Burgoyne, J., Boyell, T. (2010) *A manager's guide to leadership: an action learning approach*, Berkshire: McGraw Hill Professional

Roe, K. (2017) *Leadership, practice and perspectives* (2nd ed), Oxford: Oxford University Press

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Bartlett, D, (2003) *Management and business ethics: a critique and integration of ethical decision-making models*: Management Research Centre, British Journal of Management, London

FindLaw (2018) *Business structures: which one is best for your business*. <http://smallbusiness.findlaw.com/incorporation-and-legal-structures/business-structures-which-one-is-best-for-your-business.html?version=2>

FindLaw (2018) *Types of Business structures* <http://smallbusiness.findlaw.com/incorporation-and-legal-structures/types-of-business-structures.html?version=2>

NCOSS (2015) A guide to ethical decision making. <https://www.ncoss.org.au/sites/default/files/public/resources/A%20Guide%20to%20Ethical%20Decision%20Making.pdf>

Summary

Now that you have reached the end of this section, you should be able to:

1.1	Examine the impact of legal status on the governance of an organisation
1.2	Analyse the purpose of an organisation's mission and vision statements
1.3	Examine the impact of organisational structures on management roles
1.4	Discuss the impact of organisational values and ethics on management decision making

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If you can do this, and if you can answer the self-assessment questions below, then you are ready to move on.

Self-assessment questions

Use these questions to check whether you have understood the key issues in this section. If you are not sure, or really don't know the answers, this suggests you might need to work through parts of this section a second time.

1. What is the distinction between the two categories of privately owned organisations?
2. What is the difference between an organisational vision and mission?
3. What are the stages of the Ethical Decision-Making Model?

The next section looks at the application of management and leadership theories.

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Section 2 Understand the application of management and leadership theories

Learning outcomes and assessment criteria (about 1.5 hours)

By the end of this section you will understand the application of management and leadership theories. In this section, you will be able to:

2.1	Evaluate the relationship between management and leadership
2.2	Analyse the impact of management and leadership styles on individuals and teams
2.3	Discuss the influence of culture and values on management and leadership styles
2.4	Examine how management and leadership styles can be adapted in different situations

Evaluate the relationship between management and leadership

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This is the first assessment criterion within this unit that requires an evaluation and hereafter you will also come across it in Section 3. Evaluation is a key activity for leaders when appraising situations, problems or people's behaviours or performance. It's also an essential component of your study, particularly if you are intending to complete assessment assignments to obtain a qualification.

Activity

2.1 Considering evaluation:

(about 5 minutes)

In your own words describe what you think is meant by evaluation?

Make some notes in the space below:

Feedback

An evaluation will usually give brief descriptive information and then develop that to 'how well' or 'to what extent' or the benefits or disadvantages of the subject matter. It contains a judgement and the informed opinion of the person giving the evaluation. It is important to recognise that this opinion may be well-formed or badly formed, depending upon the experience of the person giving the evaluation and the knowledge and information that they're using in making the judgement.

In summary, good practice evaluation can be summarised as being about 'making a careful judgement after balanced consideration of all aspects of a topic' (McMillan & Weyers, 2014: 98).

Activity

2.2 Using good practice evaluation technique

(about 10 minutes)

Using the good practice evaluation, make some brief notes evaluating the relationship between management and leadership.

Make some notes in the space below:

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Feedback

Ideally, you will have included a brief description of the relationship between management and leadership and then explored the strengths and weaknesses of that relationship.

Your response will be your own opinion, influenced by your prior experience and knowledge of this topic, but it will also be informed by what you've read so far in this section.

The starting point for exploring the relationship between management and leadership is that on face value these terms appear synonymous, often appearing in the same sentence and being used interchangeably (see also Section 3 later). Yet according to Yukl, (2013: 22) there is much continuing debate regarding the difference between them with it being centred not on their equivalence but the extent of their overlap. This debate ranges across a continuum where some writers e.g. Bennis & Nanus, (1985); Bennis, (1989) and Zaleznick, (1977) claim that the two are mutually exclusive with the top end of this extreme suggesting that they cannot exist in the same person. The essence

of the difference being about 'values and personalities' (Yukl, 2013: 22) with the values of managers being about such as order and efficiency, their personality being about avoiding risk, being impersonal and their focus on achieving short term goals.

This is a view supported by Kotter (1990) who suggests that managing brings stability, order and consistency to the given situation. In contrast, 'leaders value flexibility, transformation, change, innovation, adaptation' (Yukl, 2013: 22: Kotter, 1990). Their personalities are ones of interpersonal engagement, fostering commitment in others towards longer term strategies and goals.

This contrast suggests that managers place their focus on '*how*' things get done and seek to get people to improve their 'compliant' outputs whilst leaders place their focus on '*why*' things need to be done, helping people to see meaning to 'commit' to what they need to do. This difference is supported by Bennis (1989: 139) who proposes that the skill sets of leadership and management are entirely different with leaders being the original and managers being the copy. This can be drawn together as follows:

Management Focus on 'How'	Leadership Focus on 'Why'
Coping with <i>complexity</i> by producing order and predictability to a situation	Learning to cope with the <i>uncertainties</i> of rapid change
Planning & Budgeting - Establish agendas - Set timetables - Allocate resources	Visioning & Setting Direction - Create vision - Clarify big picture - Set strategies
Organising & Staffing - Provide structure - Make job placements - Establish rules and procedures	Aligning People - Communicate goals - Seek commitment - Build teams and coalitions
Controlling & Problem Solving - Develop incentives - Generate creative solutions - Take corrective actions	Motivating & Inspiring - Inspire and energise - Empower people - Satisfy unmet needs

Figure 2.1: Source: Adapted from Kotter, 1990

These differences illustrated in this table can be usefully summarised as '*managers do things right whilst leaders do the right thing*' (Bennis & Nanus 1985: 2). This suggests that whilst management and leadership are two different functions it seems that both have a place in an organisation. Perhaps what is important is that there is a 'balance' between the two (whether or not they exist in the same person) and if this balance is not evident with an overemphasis on management then the status quo will be maintained and there will be no engagement with people, a risk aversion, and an inability to adapt and flex to change. An over emphasis on leadership could mean that change is made for

change sake with an unnecessary disruption of creating an impractical change process.

Activity

2.3 Personal leadership and management audit

(about 15 minutes)

The questions below form a leadership-management audit. Answer each one by circling a number from 1 to 5 in the appropriate column, where 1 = never and 5 = always. Then add up both columns and deduct Total B from Total A (A minus B) to give you a final figure.

(See below)

		A	B
1	Standing up for those in the team when challenged by others	1 2 3 4 5	
2	Showing interest in people	1 2 3 4 5	
3	Setting goals and targets for others		1 2 3 4 5
4	Facilitating people to achieve things	1 2 3 4 5	
5	Delegating team planning to others	1 2 3 4 5	
6	Harnessing others towards change	1 2 3 4 5	
7	Giving direction to ensure achievement of the goals		1 2 3 4 5
8	Asking others for their ideas, then acting upon them	1 2 3 4 5	
9	Being aware of others' workloads and the effect on the people	1 2 3 4 5	
10	Being accessible to others	1 2 3 4 5	
11	Controlling conflict		1 2 3 4 5
12	Receiving feedback	1 2 3 4 5	
13	Mentoring individual's work		1 2 3 4 5
14	Following through to understand who made the mistake		1 2 3 4 5
15	Being open to ideas and questions	1 2 3 4 5	
16	Sharing the vision and intentions freely	1 2 3 4 5	
17	Deciding on the necessary changes and telling everyone clearly		1 2 3 4 5
18	Being approachable	1 2 3 4 5	
19	Giving positive feedback	1 2 3 4 5	
20	Supporting the resolution of conflict	1 2 3 4 5	
21	Focusing on the task		1 2 3 4 5
22	Helping others address their developments needs	1 2 3 4 5	
23	Encouraging risk taking	1 2 3 4 5	
24	Being honest and trustworthy	1 2 3 4 5	
25	Planning how team and individual goals will be met		1 2 3 4 5
26	Agreeing goals and targets with others	1 2 3 4 5	
27	Being consistent	1 2 3 4 5	
28	Representing the team to other departments		1 2 3 4 5
29	Following through to understand why a mistake occurred	1 2 3 4 5	
30	Engaging in social discussions with all members of the	1 2 3 4 5	

	team		
31	Being aware of the development needs of others	1 2 3 4 5	
32	Challenging each issue quickly as it arises		1 2 3 4 5
33	Praising people even when things have gone wrong	1 2 3 4 5	
34	Offering help and support	1 2 3 4 5	
Totals for both columns			
Grand total (A minus B)			

This need for balance suggests that the manager has to have effective leadership skills and the leader to have effective management skills. Rost (1991) argues that the success of this approach for the manager is their ability to 'influence' in their interactions in the same way that leaders have this 'influence relationship' (Yukl, 2013) with their followers. At this point it will be useful for you to consider the extent to which you are managing or leading.

Feedback

The scoring range possible from this audit is between minus 26 and 110.

If your score was in the range 65 to 110, you are probably using your leadership skills more than your management skills.

If your score was in the range 18 to 64, you are probably using a nicely balanced approach. This could be good, but equally it might mean that you are not excelling at either.

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If your score was in the range minus 26 to 19, you are probably using more of a managerial approach than a leadership approach. This will be good for task achievement, and you probably have good, workable and closely monitored plans. Areas to watch here are that you are sufficiently in tune with the people who are working with you so that you know their development and personal needs. Leadership skills and approaches are what are needed to fully engage and empower the staff. You might wish to consider moving your approach slightly more towards the leadership end of the spectrum to enable this.

One of the limitations of an audit like the one above is that much will depend on your interpretation of the questions and the context or circumstances that were in your mind as you scored each of them. The key point is that the balance between leadership and management is not a static one and needs to be considered and flexed according to the needs of the people and task involved. Look back at the responses that you entered for each question to see where you marked yourself low in column A or high in column B. These are the areas that you probably need to pay most attention to.

However, what is apparent is that the relationship between managers and leaders is strong and whilst there are differences, there is an area of overlap that involves influencing people towards the achievement of goals. As such it is essential that managers

and leaders attend to both the managing and leading function attributes (see earlier) to galvanise and empower people to achieve their tasks.

The impact of management and leadership styles on individuals & teams

Both management and leadership are beyond the 'manager' or 'leader' themselves placing a focus on the interaction between them and their followers. So, which kind of leadership is more effective: one where a clear direction is given, or one where people are empowered to make the decisions themselves?

To find an answer to this question, we start with the 'Behavioural Style' of leadership where the leader places their focus on either the task or people.

This approach is characterised by the Blake & Mouton (1994) Leadership Grid that plots the degree of task-centeredness versus person-centeredness and identifies five combinations as distinct leadership styles (See Figure 2.2) where the 'pinnacle' of effective leadership is 'team leadership' with the leader placing equal emphasis on the needs of people and task.

The Leadership Grid

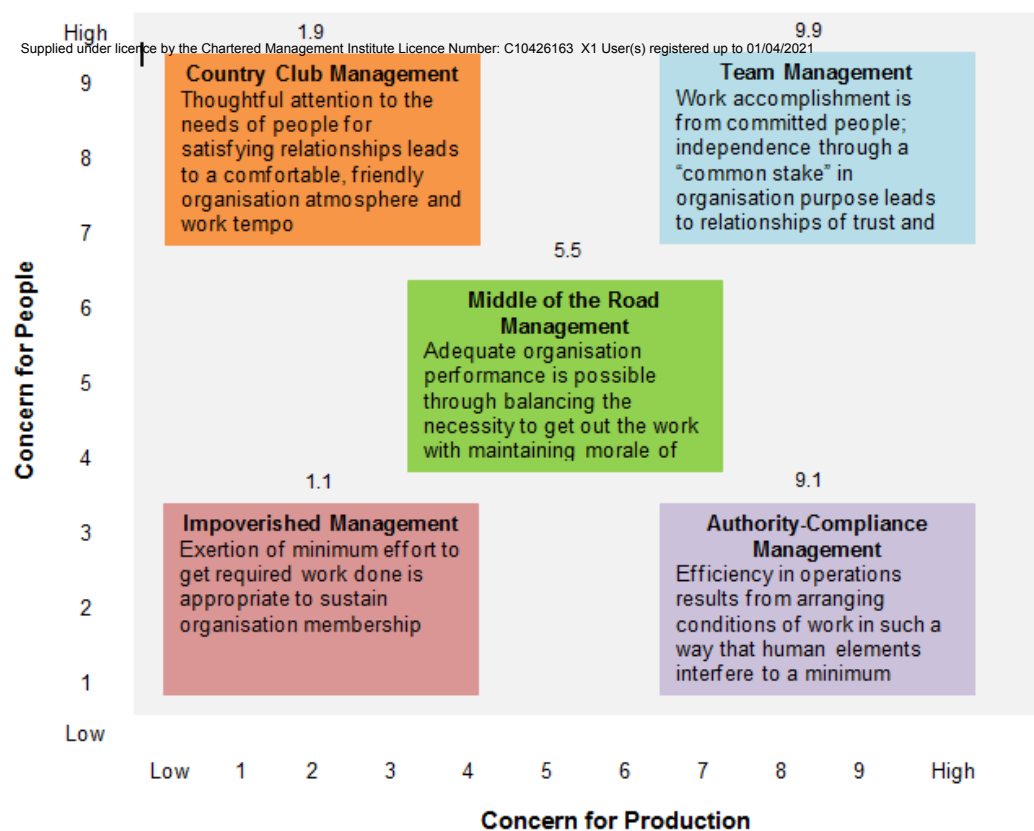
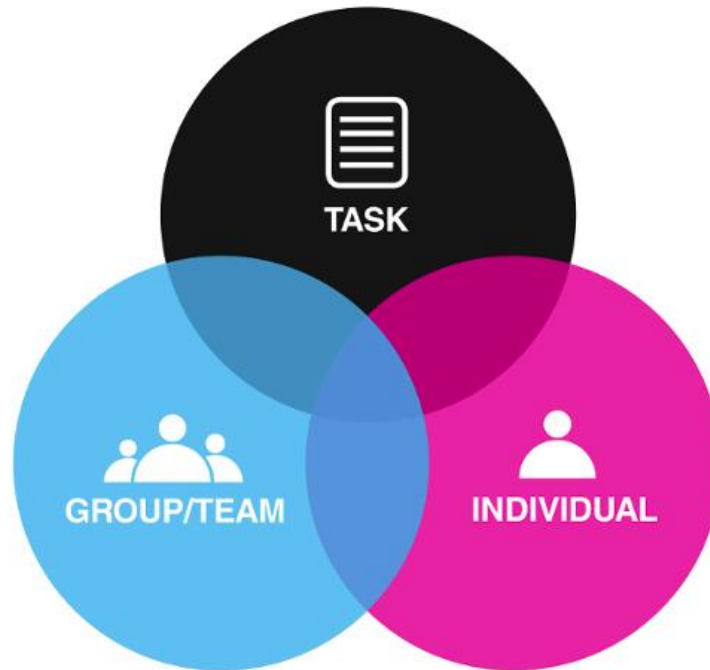


Figure 2.2: The Leadership Grid, Blake & Mouton (1994)

Being aware of the various elements of this model is the first step in understanding and improving how well you perform as a leader.

Another perspective on the Behavioural approach was Action Centred Leadership (Adair, 1973) that is depicted by three inter-related circles where to be effective the leader needs to balance all three (see Figure 2.3 below).



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Figure 2.3: CMI Model: John Adair's Action Centred Leadership Model

This effectiveness of the leader as determined by this model is reinforced by Roe (2017: 65) who uses the metaphor of a circus juggler balancing three spinning plates where they attend to each plate to keep them all spinning at the same time and their inattention to one can result in them all falling and ruining their act.

In their Continuum of Leadership Styles Tannenbaum & Schmidt (1958) focus on the interaction between the leader and their team, with this being a trade off between the control exercised by the leader and the control exercised by the team to achieve the goals of the organisation (see Figure 2.4 below).

The diagonal line does not fit corner to corner as no-one ever has 100 per cent control, because even if a leader gives a direct order, the team members retain control over, for example, how enthusiastically they obey the order.

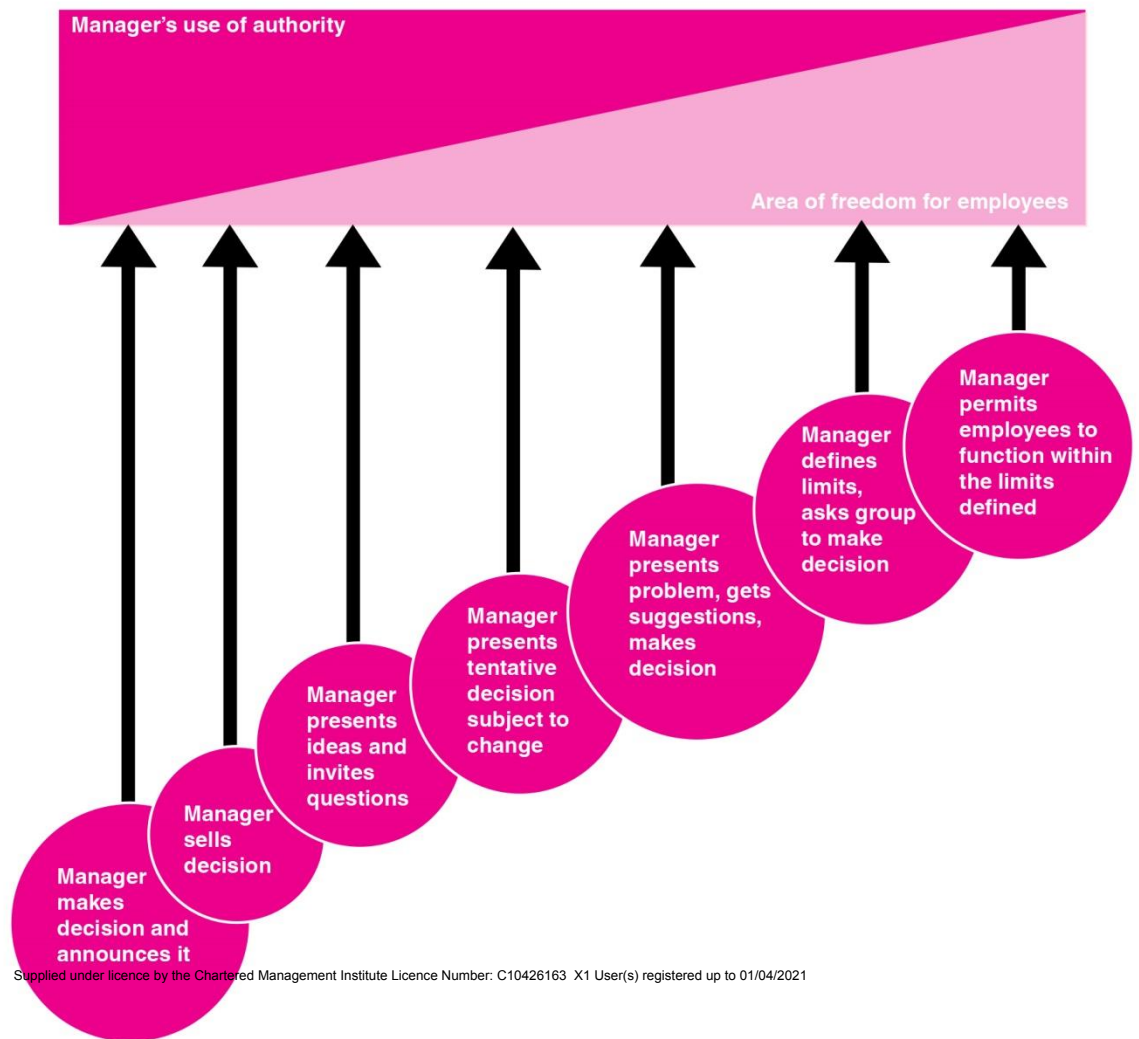


Figure 2.4: CMI Model: Tannenbaum & Schmidt Continuum of Leadership Styles

Roe (2017) describes how the leader has a choice in deciding the usefulness of each approach based on three key forces:

1. Those within themselves (their value system, level of confidence in their follower, their own leadership preference and attitude to risk).
2. Those within the follower relative to their expectations of the leader (their need for independence, responsibility, boundaries, competence, experience, motivation and follower expectations).
3. Those within the situation (the organisation type, structure and culture, the coherence of the team, the complexity of the task and the time available).

It seems that the style of the leader can have a significant impact on the team and the individual. This idea was developed by Hersey & Blanchard (1988) in their Situational theory of leadership where the style used by the leader is dependent on the competence and commitment of the follower. See Figure 2.5 next.

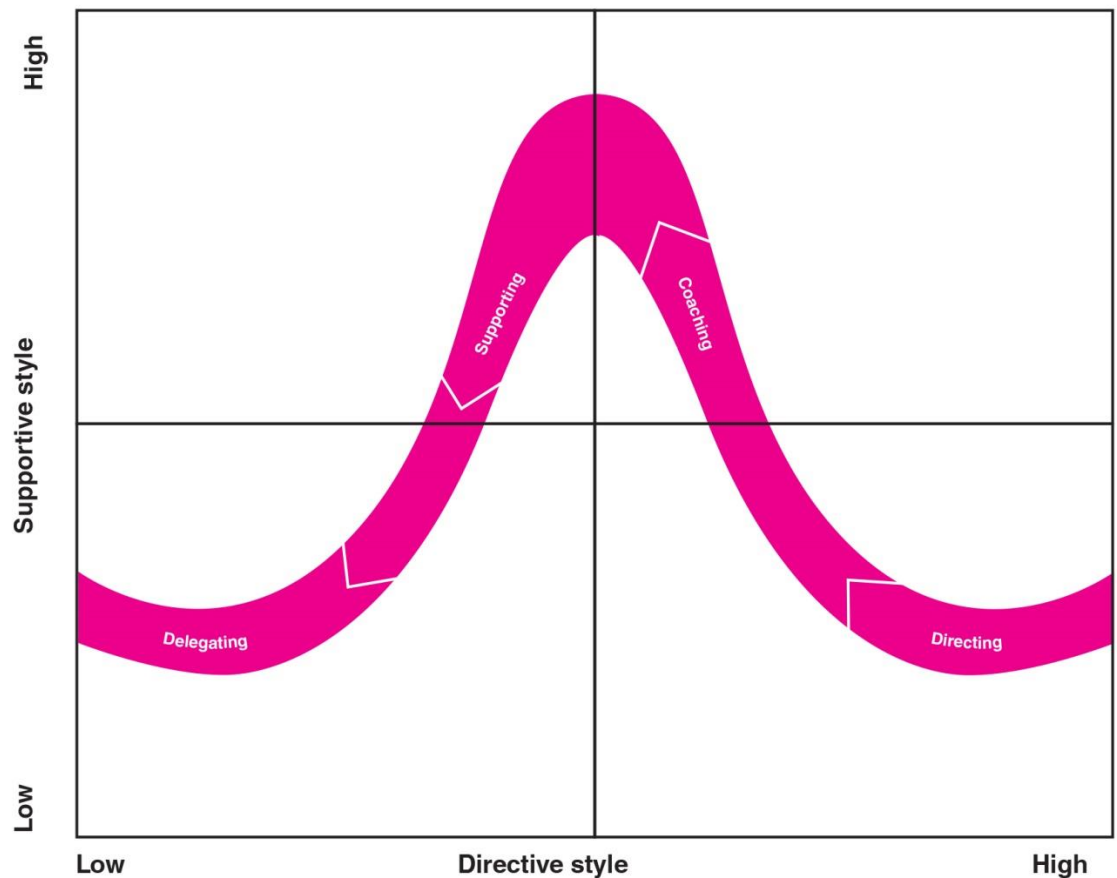


Figure 2.5: CMI Model: Hersey & Blanchard Situational Leadership
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In this approach, the leader is able to use four styles relative to the needs of the follower that range from:

1. Directing (*S1*) to the follower's low competence and high commitment (*D1*).
2. Coaching (*S2*) to the follower's low to some competence and low commitment (*D2*).
3. Supporting (*S3*) relative to the follower's moderate to high competence and variable commitment (*D3*).
4. Delegating (*S4*) relative to the follower's high competence and high commitment.

Hence, leadership is considered most effective when the leader is able to accurately determine the development level of the follower and then adjust their style to meet that development need (Hersey *et al*, 2012). The challenge for the leader is that they need to be able to 'flex' between the whole range of the available styles according to the needs and maturity of their followers.

This idea of differing leadership styles is also evident from the work of Goleman *et al* (2003) who suggest that the most effective leaders are, through their emotional intelligence, able to 'flex' their approach between six different styles dependent on the situation.

The first four styles encourage team harmony and inclusion to boost performance:

- *Democratic* - where the leader creates 'buy-in' building consensus by involving and valuing people
- *Affiliative* - where the leader builds relationships and teams
- *Visionary* - where the leader moves people towards shared dreams, creates a sense of direction and encourages change
- *Coaching* - where the leader helps people to improve their performance and aligns individual and organisational goals.

The remaining two styles are:

- *Commanding* - gives direction when needed for example where there is a problem or crisis situation
- *Pace-setting* - setting challenges for high performance; being more directional placing a focus on the setting of expectations - should be used with caution for specific circumstance.

Goleman *et al* (2003) also describe the likely impact that all six styles are likely to have on the organisational climate and the people within it. These are all summarised in Figure 2.6.

GOLEMAN'S LEADERSHIP STYLES Adapted from "Leadership That Gets Results" Goleman, D..	Democratic 	Affiliative 	Visionary 	Coaching 	Commanding 	Pacesetting 
The style in a phrase	Let's decide what to do together	Let's do what's best for everyone	Do what will help us reach our goals	How can I help you do it better?	Do what I tell you	Do as I do
The leader's way of working	Creates consensus through participation	Creates harmony and builds emotional bonds	Mobilises people towards a vision	Develops people for the future	Demands immediate compliance	Sets high standards of performance
Underlying emotional intelligence competencies	Collaboration Team leadership Communication	Empathy Building relationships Communication	Self-confidence Empathy Change catalyst	Developing others Empathy Self-awareness	Achievement Initiative Self-control	Conscientiousness Achievement Initiative
When the style works best	To gain acceptance or consensus To get input from valued team members	To manage splits in a team Motivation during stressful circumstances	When changes require a new vision When clear direction is needed	To help someone improve performance To develop long team strategies	In a crisis. To start a new project. With problem staff member.	To get quick results from a highly motivated competent team
Overall impact on organisational climate	Positive	Positive	Strongly Positive	Strongly Positive	Negative	Positive

Figure 2.6: Goleman *et al* (2003) six leadership styles
Source: www.psych-pcs.co.uk

Each of these models places considerable importance on the relationship between the leader and follower, reinforcing the need for the leader to 'know their followers' and use their 'emotional intelligence' to be able to determine the most appropriate leadership style to maximize their performance.

This importance of the relationship between the leader and the 'follower' was further developed in transactional theories (Burns, 1978).

Transactional leadership is based on contractual exchange processes between the leader and the follower where the leader uses something of value to gain compliance from their followers. For example, a typical transaction would be to offer promotion in return for achieving targets. These leaders tend to accept the goals, structure and culture of the existing organisation so this approach can result in mediocre performance as people perform to minimum levels, seeking to maximize the rewards for completing additional work.

In contrast, *transformational leadership* (Burns, 1978; Bass, 1985) places its focus on the connections formed between leaders and followers. The leader seeks to create high levels of motivation and commitment in their followers by generating and communicating a vision, focusing on long-term goals and 'transforming' their followers for a 'greater good' of their organisations and society.

According to Burns (1978), the difference between *transactional* and *transformational leadership* is what leaders and followers offer one another. The latter being based on the cultural assumption that people are trustworthy and purposeful and that everyone has a unique contribution to make and that complex problems are handled at the lowest possible level (Bass & Avolio, 1994).

Bass (1985) provides the exit point from our discussion on these two approaches to leadership in suggesting that the most successful leaders are able to effectively combine the strengths of each of these styles.

Building on this idea of the connection between the leader and the follower as is evident within transformational leadership, is authentic leadership. This approach is rooted in the commonly heard phrase '*to thine own self be true*' (Gardner *et al*, 2005: 343). There is undoubtedly a 'values based' connection between transformational and authentic leadership as leaders may be considered as authentic or inauthentic transformational leaders.

Activity

2.4 Consider your own leadership approach

(about 10 minutes)

Looking at one or more of these approaches:

What is your current approach?

What is the reason for you using this approach?

What do you think might be the benefits of using a different approach?

Make some notes below:

Feedback

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There is no right answer to these questions as your choice of leadership approach will be dependent upon a range of contextual issues and the extent to which you are comfortable, experienced and proficient in the use of approaches. Selecting a leadership approach can often be automatic and natural when you are practiced in it. In your ongoing development as a leader you need to develop a wide range of approaches that you can flex between dependent on the situation and person that you are engaged with at that time and remain able to change / adjust it as the situation changes drawing on the different approaches to be as effective as you can be.

It is evident that there is a wide range of leadership approaches and the key to success is the ability of the leader to use an appropriate style to be effective in their engagement with the complex dynamics of their relationship with their followers (Kouzes & Posner, 2003).

The influence of culture and values on management and leadership styles

It can be argued that styles of management and leadership cannot be solely defined in terms of the use of tools, techniques, models and theories. In defining our leadership style, as is recognised by Johnson *et al* (2011) there is also the influence of individual, group and organisational experience that has become the 'taken for granted' routines within the organisation on the 'real world' application of leadership theories, models, tools and techniques.

Johnson *et al* (2011) explain that this organisational culture is a deep set of unconscious unwritten assumptions, shared throughout an organisation that are handed down over time and serve to sustain its identity (Schein, 1988: 6). These assumptions are often called the *paradigm* and determine the personality and character of the organisation (CMI, 2015). Simply put this 'culture' can be defined as: '*the way we do things around here*' (Deal & Kennedy, 2000: 4).

Activity

2.5 Organisational culture

(about 10 minutes)

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

Make some notes below:

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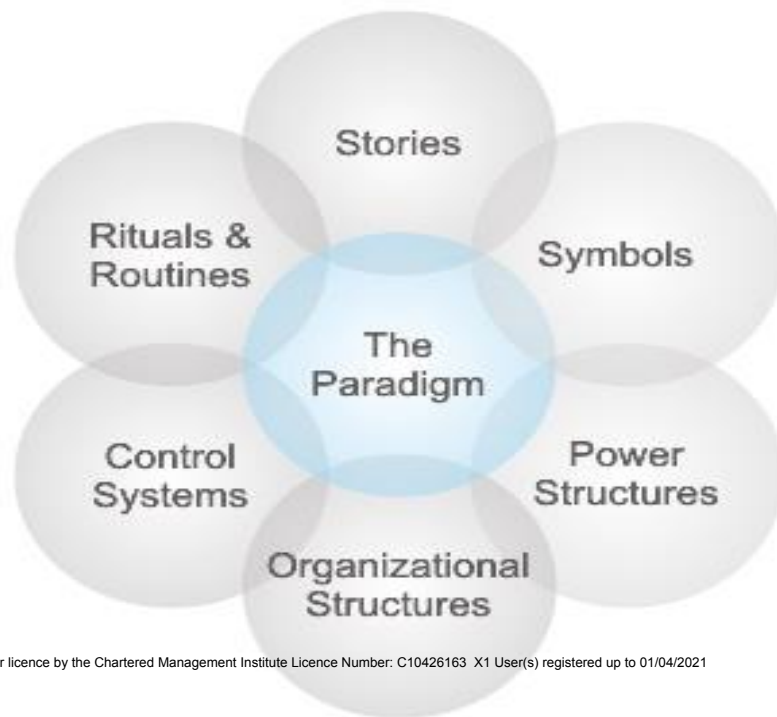
Feedback

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 feelings 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').

This culture of an organisation is often difficult to understand as it is not written down and is so taken for granted that it only becomes evident in how the people behave within the organisation. In your management and leadership role it is important to understand this taken for 'granted-ness' so that you are able to identify the paradigm at work within your organisation. In the cultural web, Johnson *et al* (2011), illustrate these taken for granted assumptions or *paradigm* and how they display themselves within the organisation. See Figure 2.7 below:



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Figure 2.7: The cultural web (Johnson et al, 2011: 176)

The key elements of the cultural web are:

- The *stories* of past and present events that are told by members of the organisation that often highlight what is seen as important within it.
- The *symbols* are the objects, events, acts or people that convey, and maintain meaning within the organisation e.g. slogans, logos, cars, job titles, offices etc.
- The *power structures* are about its distribution of power within the organisation and is related to the ability of individuals or groups to persuade, induce or coerce others into following certain courses of action.
- The *organisational structures* are likely to be reflected in the organisation's allocation of roles and responsibilities and reporting relationships. This could be the structures that are written and defined by the 'organisational chart' or the unwritten lines of informal power and influence that will often indicate whose contributions are most valued.
- The *control systems* are the formal and informal ways that people are monitored and supported throughout the

organisation. They tend to place their emphasis on what is seen as important within the organisation e.g. financial systems, performance systems, objective achievement and bonus & reward systems.

- The *rituals* of life within the organisation such as particular activities or special events that highlight what is important within its culture.
- The *routines* are 'the way that we do things around here' on a day to day basis.

Johnson *et al*, 2011 provide a case study to help us get the picture of the 'culture' of an organisation. This is reproduced in Figure 2.8 below.

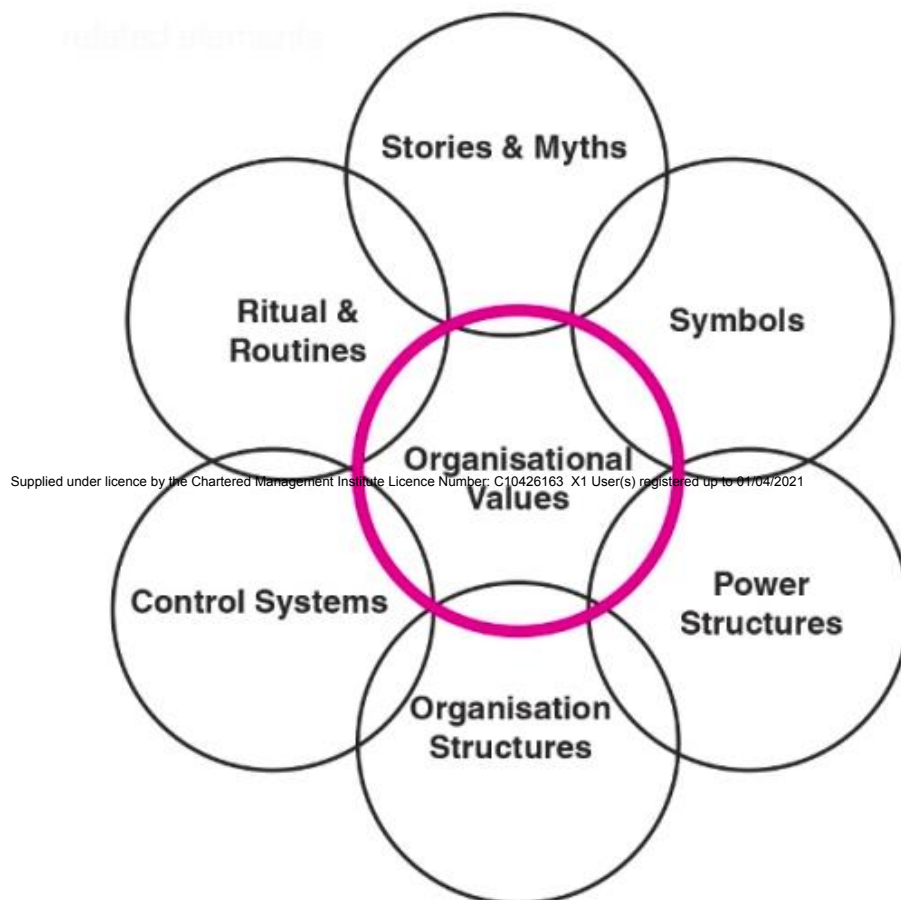


Figure 2.8 CMI Model: Johnson & Scholes' Cultural web.

This cultural web helps to make the organisational culture become more visible and tangible and will assist you to get a better understanding as to how it is influencing your management and leadership approach and how your management and leadership may influence the future or required paradigm.

Another approach that can provide a valuable insight into organisational culture is the work of Charles Handy (1993) who identified four types of cultures that typically exist in organisations. These are illustrated metaphorically through ancient Greek Gods to enhance understanding of their key characteristics.



Role Culture: This is personified as Apollo, the God of Order and Rules, represented by a Greek temple. Such organisations are based on the assumptions that people are rational; and that roles can be defined and discharged with clearly defined procedures.

They display stability, certainty and have great strength in situations marked by continuity; they often display weakness in adapting to, or generating, change.



Power Culture: This is represented (metaphorically) by Zeus, the strong leader who has, likes and uses power, and graphically by a spider's web.

All lines of communication lead, formally or informally, to the leader. Such organisations display strength in speed of decision making, their potential weakness lying in the calibre of the "one man bands" running them.



Task Culture: This is likened to Athena, the Goddess of Knowledge and is found in organisations where management is concerned with solving a series of problems.

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The structure is represented by a net, resources being drawn from all parts of the organisation to meet the needs of current problems. Working parties, sub-committees, task forces and study groups are formed on an ad-hoc basis to deal with problems. This type of culture is seen to advantage when flexibility is required.



Person Culture: This is represented by Dionysus, the God of Wine and Song. Organisations characterised by these cultures are those where the organisation exists to serve the individual and where individuals are not servants of the organisation. They consist of groups of professionals, for example doctors or lawyers, with no "boss". Co-ordination may be provided by a committee of peers. Such structures are becoming more common as more conventional organisations increasingly contract out work to professionals and specialists whose services are used only as and when required.

Source: CMI Thinker 010 - Charles Handy: Understanding the Changing Organisation

Within Handy's model all the 'Gods' co-exist and are generally equal in value although their distribution may be different across the organisation. This model can be used to help the leader build their self-awareness to better understand the different elements and to help determine appropriate leadership interventions.

Hofstede (2010) outlines the challenges of leading within a cross-cultural environment and proposes that cultural differences can often be a barrier to communication and establishing effective inter-

personal relationships that could adversely impact the many leaders' ability to empower and motivate their people. His model of six cultural dimensions (See Figure 2.9) assists the understanding of these differences.

DIMENSION	CHARACTERISTICS ↑ HIGH ↑	CHARACTERISTICS ↓ LOW ↓
POWER DISTANCE: degree to which an unequal distribution of power is expected and accepted.	Centralised and hierarchical organisational structures. Respect for authority.	Flatter organisational structures. Consultation is more likely to be expected.
INDIVIDUALISM: level of emphasis on individualism and independence as opposed to belonging to a group.	Respect for individual freedom and privacy. Initiative more likely to be expected.	High levels of loyalty and commitment to the group. Greater sense of obligation between employer and employees.
MASCULINITY: degree to which 'masculine' values such as assertiveness or 'feminine' values such as relationship building are valued	Clearly cut distinctions between male and female roles. Strong focus on competition and success.	Women expected to be confident and assertive and take leadership roles. More stress on relationships, soft skills and the need to compromise.
UNCERTAINTY AVOIDANCE: extent to which individuals accept uncertainty and risk or seek to avoid them.	High levels of control and structure. Emphasis on rules and regulations.	More informal approaches to business. Higher levels of tolerance for ambiguity or differing opinions.
LONG TERM ORIENTATION: degree to which people focus on the long or short term.	Respect for hard work and perseverance.	High levels of creativity and innovation.

Figure 2.9: CMI Model: Hofstede's Cultural Dimensions

This model provides a useful analytical tool that can help you to understand cultural differences and adjust your leadership behaviour to avoid or minimise misunderstandings and conflict, so maximising the empowerment and motivation of your many different people.

Having explored the influence of culture as the unwritten construct that influences our management and leadership we now turn our attention to values. These often come together in the same sentence as culture because they are often influenced by the

paradigm. Albeit, values are different because they are usually written down in some shape or form and in themselves can play a key role in influencing the organisational culture.

A pragmatic interpretation of values would be as 'the 'energetic drivers of our aspirations and intentions' (www.valuescentre.com, 2018). They generally describe in a single word or phrase e.g. respect, fun, ethics, honesty, integrity, openness, human rights, or longer term perspective, what is important to a person or a collective such as an organisation, community or even a country. At this point it may be useful for you to consider your own values.

Activity

2.6 Values exercise

(about 10 minutes)

What are your values?

Make some notes below:

You may wish to access www.valuescentre.com/pva that provides a free personal values assessment.

Feedback

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Your answer will be personal to you and in those that you have identified there is often about six to eight 'core' values that really define who and what you are. These personal values also reflect what is important to you and are a short hand way (one word or short phrase) of describing what is important to you. They are also strongly connected to your leadership and management approach together with your decisions.

Source: www.valuescentre.com/pva (2018)

As suggested by Lee (2006) values need to form the base of leadership and be encompassed in all the leaders' behaviours, decisions and actions so they 'lead out of personal values that are desirable and beneficial to themselves, their teams and their communities' (Peregrym & Wolff, 2013: 5).

Activity

2.7 Consolidating the impact of culture and values on management and leadership

(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

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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.

Your own organisation: Your response will be specific to your individual context, but you might like to consider the extent to which your own leadership style is affected by the organisational culture, and how much by your own personal style preferences.

Culture and values significantly influence the style of leaders and managers and there is also a need for them to use their influence to ensure that there is coherence between the underlying assumptions, the espoused beliefs, and values of the organisation. Thus, the role of the effective leader is to create the environment, help and support to enable this essential coherence (Schein, 2010).

Adapting leadership & management styles to different situations

So far in this workbook we have explored a wide range of ideas about leadership style and you will probably have realised that no single style is always appropriate in every context. Have a go at this next activity to further consolidate your learning in this regard.

Activity

2.8 Adapting your leadership style

(about 15 minutes)

What might influence the style that you select in any given situation?

Make some notes here:

Feedback

You may have considered your own:

1. *natural style and personal skills, characteristics, personal preferences, experience and confidence in using a range of styles effectively*

Then you might consider the team and / or other people involved for example:

2. *their numbers (size of team), skills and attributes, needs, levels, characteristics, preparedness to follow your lead and perceptions of the what's going on / direction of the organisation*

Then you might consider the whole or aspects of the situation that might include such examples as:

3. *its potential positive or negative outcomes or intentions, the existing levels of formality, the complexity, location, importance, timeframes and urgency of the issue*
4. *any customer wants and needs, relationships, necessary or required involvement, communication requirements or cross-cultural dimensions*
5. *the nature of the task in terms of its complexity, risk, to health and safety of the people involved and their experience / knowledge of such (or similar) tasks together with available resources*
6. *its context, legal, procedural, regulatory, safeguarding, security, innovation, business growth, change and business survival.*

It is evident that there is a lot to consider in any situation or aspects of it and how this might necessitate an adaptation of your leadership style using one or more or a combination of the models, tools or theories that we have explored in this Section.

Given the environmental context of contemporary leadership it is worth exploring in more detail one of the elements mentioned in the feedback that relates to legal or regulatory considerations. There are many regulations and legislative requirements that are relative

to organisations and the safety of people in employment and impacted on by the work of the organisation.

Activity

2.9 Adapting your leadership style (the legal context -1)

(about 10 minutes)

Consider which legislative / procedural frameworks covered are likely to affect organisations? It might help you to think about this in terms of organisational task, culture and employing staff or working for an organisation.

Make some notes here:

Feedback

You probably included some of the following areas:

- *Finance - tax, accounts reporting, national insurance, salaries, pensions.*
- *Equality & Diversity - gender, ethnicity, religion, age, disability, social, payment.*
- *Employment (HR processes) - contracts, recruitment, conditions of service, working time, holiday entitlements, parental leave, sickness and absence, part-time working, remote and home working, employment of immigrants and offenders, Professional Standards & Codes of Ethics.*
- *Health, safety & welfare - chemical substances, machinery, processes, environment, personal protective equipment, lone working, physical and mental well-being.*
- *Security and privacy - data protection, freedom of information, personal identity, immigration, commercial confidentiality, safeguarding / PREVENT strategy.*

This is not an exhaustive list.

This feedback provides a good insight into the many legal requirements that could require an adaptation of your management or leadership style.

As outlined in the feedback one of the key emerging aspects is the safeguarding / PREVENT responsibilities of the leader. This places a focus on their ability to respond to the ideological challenge of terrorism and the threat faced from those that promote it. The leader also has a role to play in preventing people from being drawn

into terrorism and provide them with appropriate advice and support.

Within this legal context it is appropriate for leaders to consider three main aspects:

1. Identifying what the actual laws are in the country in which they are operating, and the implications for their organisation
2. Designing systems and processes and leading people to ensure compliance
3. Assessing how these legal issues can result in pressure on them, which may affect their personal and organisational leadership style.

From our journey through this section it becomes evident that selecting a leadership style can often be automatic and natural when you are practiced in it. Generally, this means that leaders do what they have always done, and as such never develop a wider range of styles. This can result in using a style that is not necessarily the best for that situation. Until you have developed the full range of styles in situations where success is critical, there can be some advantage in using a structured approach to enable you to identify the most appropriate style(s) to be used.

Activity

2.10 Adapting your leadership style (the legal context - 2)

(about 10 minutes)

Look back at the earlier activities that you have completed regarding adapting your leadership style and consider what might some of the key steps in selecting a leadership style for any given situation be?

Make some notes here:

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Feedback

Below is a detailed flow diagram of the steps you might take. If you drew a diagram, yours may not be as detailed as this one but is likely to show a similar approach.

Be **clear** about:

- the issue you are addressing
- why it's important
- what you hope to achieve



For the **people** involved identify their:

- position within the issue
- likely approach (positive or negative)
- existing relationship with you – its strengths and weaknesses
- personal styles and approaches to life
- needs, both generally, and in this particular context
- likely desired outcomes from the situation



Identify the **context** (as in previous activities)
Identify the **resources** availability and restrictions



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Identify **tensions** and **conflict** potential within or between:

- yourself and others
- other individuals or groups of people
- resource requirements and resource availability
- organisational culture and perceived normal style expected, and people's preferred styles and approaches
- organisational structure, power relationships and levels of authority needed and available



Identify your **own**:

- intentions, needs, requirements from the issue
- natural and preferred styles and approaches
- interests and requirements in the situation
- skills and abilities in using a wide range of styles
- reflections on what worked and didn't work in previous similar situations, especially how others felt about how you handled things
- feedback received from others as a result of previous use of leadership style

The actual flow itself is not critical, but what is important is that you have considered each of the key aspects in your decision making process.

In concluding this section, it is important to say that it is usually beneficial to use a range of leadership styles effectively. The specific leadership behaviours explored will hopefully leave you in no doubt as to the importance of leadership styles, and that choosing the right style for the situation is the key art of successful leadership.

Supporting resources

CMI Checklist 232: Understanding Organisational Culture

CMI Checklist 256: Understanding management and leadership styles

CMI Checklist 262: Corporate values

Adair, J.E. (1973) *Action-Centred Leadership*. London, McGraw-Hill

Adair, J. E. (1987) *Not Bosses but Leaders, How to Lead the Way to Success*, London, Kogan Page

Bass, B.M. (1985) *Leadership and performance beyond expectations*: New York, Free Press

Bennis, W., and Nanus, B. (1985) *Leaders: The Strategies for Taking Charge*, New York, Harper & Row

Bennis, W. (1989) *On Becoming a Leader*, New York, Addison Wesley

Blake, R.R., and Mouton, J.S. (1994) *The Managerial Grid*, London, Gulf Publishing.

Burns, J.M. (1978) *Leadership*: New York, Harper & Row.

Deal, T.E., and Kennedy, A.A (2000) *Corporate Cultures: The Rights & Rituals of Corporate Life*, New York, Perseus Books Publishing

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Goleman, D., Boyatzis, D., and McKee, A. (2003) *The New Leaders Transforming the Art of Leadership into the Science of Results*, London, Time Warner

Handy, C. (1993) *Understanding Organisations*, Harmondsworth, Penguin Books

Hersey, P., and Blanchard, K.H. (1988) *Organizational Behavior*, New York, Prentice Hall

Hersey, P., Blanchard, K.H., Johnson D.E. (2012) *Management of Organizational Behavior, Leading Human Resources*, New York. Prentice Hall

Hofstede, G., Hofstede, G.J., and Minkov, M. (2010) *Cultures and Organizations, Software of the Mind*, (3rd edn), New York, McGraw-Hill

Home Office, (2011) *Prevent Strategy*, London, HM Stationary Office

Johnson, G., Whittington, R., Scholes, K. (2011) *Exploring Strategy Text & Cases*, Essex, Pearson Education Ltd.

Kotter, J.P. (1990) *A force for change: How leadership differs from management*, New York, Free Press

McMillan, K and Weyers, J. (2014) *How to Write for University, Academic Writing for Success*, Harlow, Pearson Education

Roe, K. (2017) *Leadership, Practice and Perspectives* (2nd edn), Oxford, Oxford University Press

Rost, J.C. (1991) *Leadership for the twenty-first century*. Greenwood, Westport: CT

Schein, E.H. (1988) *Innovative Cultures & Organizations: Management in the 1990's*, USA, Massachusetts Institute of Technology

Schein, E.H. (2010) *Organizational Culture & Leadership* (4th Edn) San Francisco, Jossey Bass

Yukl, G. (2013) *Leadership in Organizations* (8th edn) Essex, Pearson Education

Gardner, W.L., Avolio, B.J., Luthans, F., May, D.R., and Walumba, F.O. (2005) *Can You See the Real Me? A Self-Based Model of Authentic Leader & Follower Development*. The Leadership Quarterly, 16(3) p343-372.

Tannenbaum, R. and Schmidt, W.H. (1958) *How to Choose a Leadership Pattern*, Harvard Business Review, 36 March – April, p95-101.

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Zaleznick, A. (1977) *Managers and leaders: Are they different?* Harvard Business Review, 55 (5), p67-68.

Kouzes, J.M & Posner, Z.P. (2003) *The Five Practices of Exemplary Leadership*: Pfeiffer Wiley

Lorinkova, N.M., Pearsall, M.J., and Sims Jr., H.P. (2013). Examining the differential longitudinal performance of directive versus empowering leadership in teams. *Academy of Management Journal*, 56 (2), 573-596

Summary

Now that you have reached the end of this section, you should be able to:

2.1	Evaluate the relationship between management and leadership
2.2	Analyse the impact of management and leadership styles on individuals and teams
2.3	Discuss the influence of culture and values on management and leadership styles
2.4	Examine how management and leadership styles are adapted in different situations

If you can do this, and if you can answer the self-assessment questions below, then you are ready to move on.

Self-assessment questions

Use these questions to check whether you have understood the key issues in this section. If you are not sure, or really don't know the answers, this suggests you might need to work through parts of this section a second time.

1. What is the relationship between leadership and management?
2. What is organisational culture?
3. List six words that could be described as values?
4. Name three situational variables that may affect the leadership style used by the leader?

The next section looks at the knowledge and skills required for the management and leadership role.

Section 3 Understand the knowledge, skills & behaviours to be effective in a management and leadership role

Learning outcomes and assessment criteria (about 1.5 hours)

By the end of this section you will understand the knowledge, skills and behaviours needed to be effective in a management and leadership role. In this section, you will be able to:

3.1	Assess the knowledge and skills required for a management and leadership role
3.2	Evaluate the factors that impact on the selection of communication techniques required to be effective in a management and leadership role
3.3	Analyse the behaviours required to be effective in a management and leadership role
3.4	Develop an approach for building a culture of mutual trust, respect and support with teams and individuals

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The knowledge and skills required for a management and leadership role

Akin to our discussion in the section 'Understand the application of management and leadership theories', management and leadership, knowledge and skills are often synonymous, appearing in the same sentence and being used interchangeably. However, both are quite different with knowledge being the '*what*' we know and are aware of whilst the skills are the '*how*' that knowledge is successfully applied in practice to achieve the desired outcomes (adapted from Buckingham & Coffman, 1999). With this in mind now complete Activity 3.1.

Activity

3.1 Knowledge and skills requirement for leadership

(about 10 minutes)

List ten key areas of knowledge and / or skills that you consider are required for your management and leadership role.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

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Feedback

You probably included some of the following areas:

Problem solving, decision making, planning, delegation, communication (including listening), reflective practice, learning from experience, flexibility, feedback, project management, managing change, technological skills, risk management, time management (including prioritisation), financial management, managing teams, resource management, coaching and mentoring to name but a few. Some we will explore within this workbook whilst others we will provide for via a relevant sign-post to further reading.

This is not a comprehensive list.

Clearly there are many skills and much knowledge required for you to be effective in your management and leadership role. As such, it is your responsibility to ensure that you have the relevant knowledge and are able to apply it to your 'skills' practice.

1. *Reflective practice*

The idea of being reflective as proposed by Kolb (1984), is an essential skill of the leader as their effective learning is achieved

by creating knowledge through the transformation of their experiences (Kolb, 1984: 38) as illustrated in Figure 3.1: below.

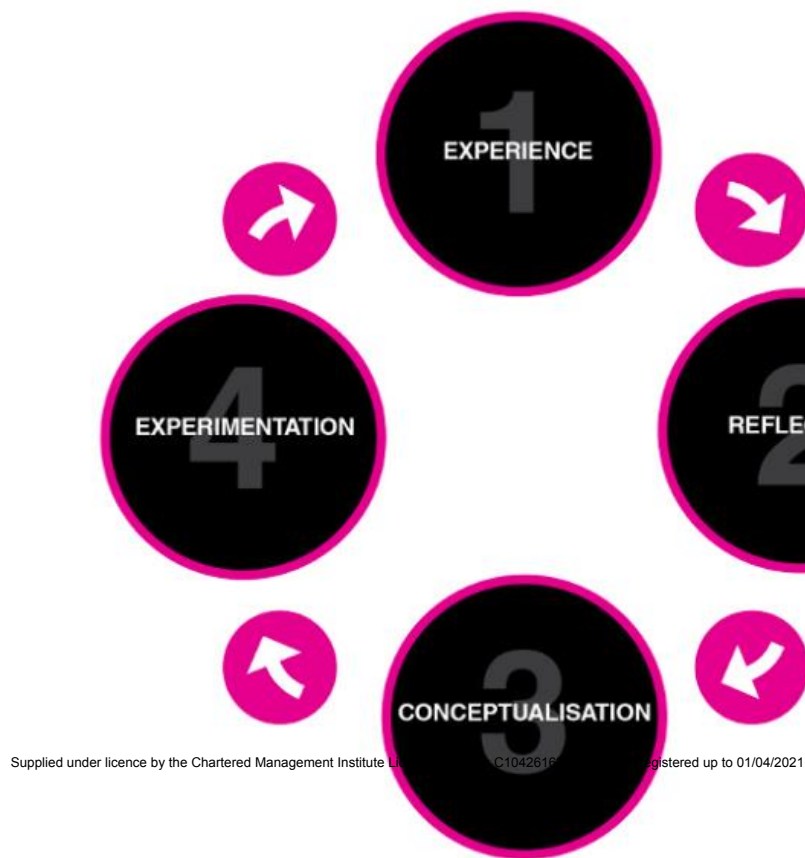


Figure 3.1: Kolb's Learning Cycle (Kolb 1984)

The **learning cycle** can start at any of the four stages although it usually begins by having an 'experience' i.e. doing something. That provides the opportunity for the leader to begin the reflective learning process.

At the '*reflective observation*' stage the leader thinks about what happened or what was done during the experience.

The leader then moves to the 'abstract conceptualisation' stage where they place an 'interpretation' and give some meaning to 'what happened'.

The final stage of the model focuses on 'active experimentation' where the leader is encouraged to 'test' out in practice their new learning gained from moving through the previous three-stages of the model.

2. Strategic thinking

This could be considered as one of the most important skills for leaders and it could be argued that being able to *think strategically*

is a skill that distinguishes leaders from managers. In simple terms, it means focusing on answering four key questions:

- Where am I now?
- Where do I want to be?
- How am I going to get there?
- How will I know when I've got there?

The effective strategic thinker is able to see the big picture and give meaning to 'where they want to be' (often called a vision) to others so that they will come along with the leader. As such, *communication* is a closely associated key leadership skill (see later).

3. *Planning and delivery*

As both a leader and a manager it is important that you are personally organised so *time management* is a key skill of both functions. Whilst this is often easy to know it is often difficult to put into practice. Now complete Activity 3.2.

Activity

3.2 Your relationship with time

(about 10 minutes)

Which of the following best describes the relationship between the amount of work you have to do and the amount of time you have available to do it? (*Tick one box only*)

Generally, I have time on my hands. ☐

There is never enough time to get through everything that needs my attention. ☐

Although I can't say I always have enough time, the gap between work and time makes me feel challenged and stretched. It's OK. ☐

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Feedback

If you chose the first one your current work / time relationship probably leaves you bored. You are likely to feel as though time is passing you by and that you are not achieving your full potential. 😊

If you chose the second, then like many managers, you feel that there is just not enough time. You are likely to be suffering from stress, and you need to look at ways in which you can manage your time more effectively. 😊

If you chose the last one, it probably means that generally, though you feel challenged by the work / time relationship, you are able to work steadily towards your objectives. This means that your workload is under control. You will be under pressure to some extent - but this will be a level of pressure that motivates you and gives you the confidence to continue to work hard towards achieving your objectives. 😊

To be effective in managing your time it is important to understand the difference between 'urgent' tasks that need your immediate attention and 'important' tasks where not doing them may have significant consequences. The use of the *Urgent / Important Matrix* will assist you in prioritising your time. See Figures 3.2 & 3.3 below.

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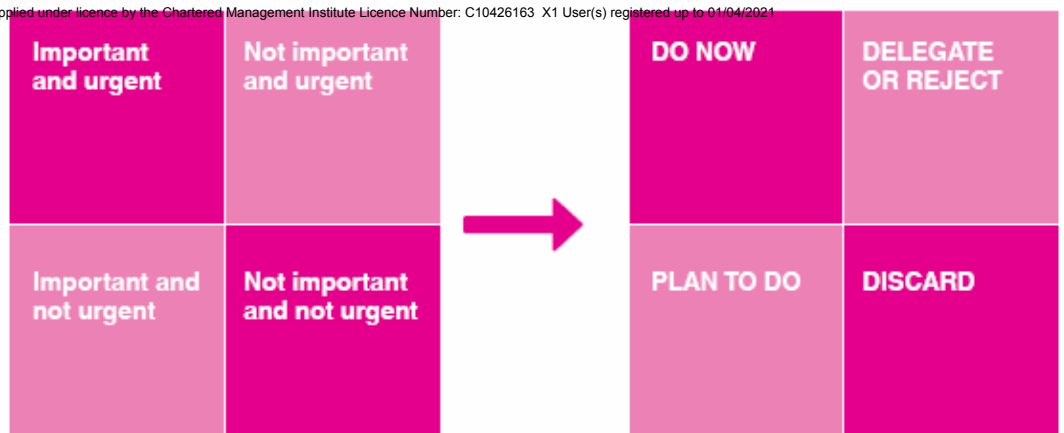
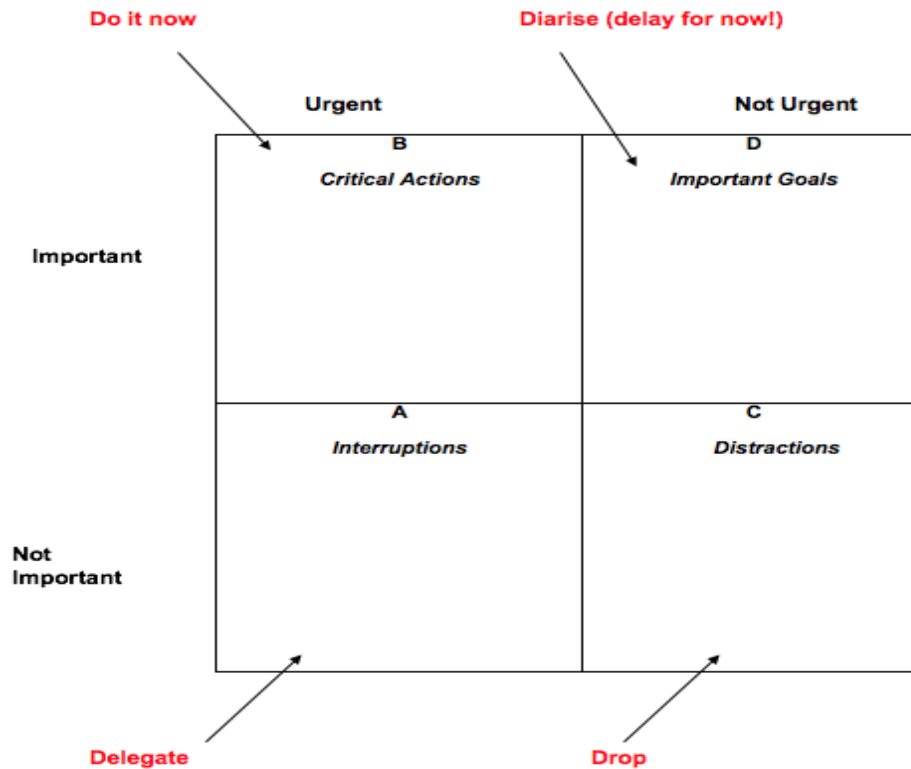


Figure 3.2: CMI Model, Urgent vs Important

Improving Your Time Management - 4D's



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Figure 3.3 Prioritising Time Using the Urgent / Important Matrix

Activity

3.3 Reading

(about 5 minutes)

Read CMI Checklist 016 Managing Your Time Effectively.

Feedback

This checklist provides some further insights into how you might be more effective in your management of time.

Some of the other related skills within this broad heading include *organising, action planning, project planning, decision making, problem solving and risk management*. Further information on these skills can be found in ManagementDirect.

4. Managing finance and resources

This is another key skill of both leaders and managers. Quite often, the specialist areas in this broad heading will be the preserve of management yet their broader aspects will form the focus of the leader. Some of the main knowledge and skill areas that sit within the broad heading include such areas as *Financial, Legal and Technology management*.

5. Managing people

As was evident in the section 'Understand the application of management and leadership theories' during our exploration of leadership and management, people engagement is key to achieving long term success. Some of the main areas of knowledge and skills that can help you include *coaching and mentoring, feedback, facilitation, talent management and delegation*.

6. Managing change

Given the constantly changing environment the ability to effectively manage change is now a key skill for both managers and leaders.

CMI (2015) suggest that managing change involves planning and undertaking a series of actions that are intended to achieve a transition from the current position to a more desirable future position. This also involves anticipating, minimising and dealing with any obstacles or problems that occur during the transition to this desirable future position. Some people find change difficult and ~~may resist or try to hinder the process~~. An appropriate leadership / management style (see section 'Understand the application of management and leadership theories') together with a combination of patience and firmness will help you in your management and leadership to handle change programmes effectively, especially where they are seeking to change attitudes and behaviour.

The approach to change will vary dependent on the organisational context, although there are some common principles which can guide the change process. These are picked up by many of the great authors on change i.e. Lewin (1947), Kanter (1992), Kotter (2012) and Senge (2000). Whilst each proposes different models for 'stepping' the change process these models also have many similarities that take the change process through from developing a vision of the future, creating reasons for the change, undoing the old ways of working, communicating the change and the new ways of working, establishing a clear and robust implementation plan, enabling and rewarding new ways of working before 'anchoring' the new ways of working into business as usual.

The comparison of these different models is shown in Figure 3.4 below:

Lewin (1947)	Kanter (1992)	Kotter (2012)	Senge (2000)
Unfreezing ↓	Analyse the organisation & its need for change	Establish a sense of urgency	Initiating Change ↓
	Create shared vision & common directive	Form a guiding coalition	
	Separate from past	Develop a vision	
	Create a sense of urgency		
Moving ↓	Support a strong leader role	Communicate the vision	Sustaining Momentum ↓
	Line up political sponsorship	Empower others to act on the vision	
	Craft an implantation plan	Planning & enabling short term views	
Refreezing ↓	Develop enabling structures	Solidifying change & checking more change	Redesigning & Rethinking ↓
	Communicate, involve people & be honest	Anchoring and institutionalising new approaches	
	Reinforce & institutionalise change		

Figure 3.4: Similarities and Differences of Change Models

Source:

<http://mbatools.co.uk/Change%20Management/changemodels.htm#kanter>

From these models, the CMI (2015) have developed some generic guidance to assist managers and leaders in developing their skills in successful implementation of the change. These are illustrated in the 10 steps to successful change implementation summarised in Figure 3.5 below:

Step No.	Action	Comments
1	Agree the change	Before implementing the change be sure that its needed for the right reasons, be clear about the business case for the change, make sure that its scope is clearly defined and set a clear vision with supporting strategy for the change that includes the cultural change aspect.

2	Agree timeframes	Agree a start date for the change, set a final time span for its implementation. The timetable must be stretching enough to convey urgency, but attainable enough to be motivating and realistic.
3	Draw up detailed implementation plans	Draw up detailed implementation plans involving key people such as heads of department / business areas. Ensure that a 'change team' (see step 4 next) are available to support and guide as appropriate. Decide with senior management how implementation progress will be monitored (see step '10' later).
4	Set up team 'change champions'	The change champion team has a key role to play in benefits realisation of the change and communicating them within their parts of the organisation. The team will ideally include people involved in designing and delivering the change, those affected by it and a board level champion.
5	Establish good programme management practices	Use a project management approach (see earlier) to progress implementation. Keep the objectives in mind, set milestones and monitor progress to keep the change on schedule and on budget. Undertake a risk analysis and make any necessary contingency plans. Keep track of the costs associated with implementing change and ensure that a contingency budget is in place. Establish ground rules for the programme team, particularly with regard to information sharing, decision making and reporting.
6	Communicate clearly	The importance of good communication cannot be underestimated. Good communications should be based on careful stakeholder analysis in order to ensure the right messages get to the right stakeholders (including all staff) through the best channels. Identify your stakeholders, map them carefully, and then communicate with each stakeholder group in a manner that will encourage their positive engagement with the aims of the change programme.
7	Ensure participation & personalise the change	As far as possible encourage participation by all at all levels of the organisation and make sure that all staff understand the reasons for the change and what it means for them e.g. status, pay, work habits, attitudes (customer centre) and behaviour (work practices).
8	Deal effectively with conflict	Change can often bring about conflict of one kind or another, simply because people have different views and react to stressful situations in different ways. Try to bring conflict to the surface rather than allow it to fester, tackle it by examining and analysing it with those involved and seeking ways to resolve the issues. Conflict can often be put to positive use by such as open discussion and clarification that can lead to the resolution of difficulties and introduction of improvements.
9	Motivate and Develop people	Maintain momentum by keeping people motivated through the change process, seek quick wins, remind people of the case for change, and reward and recognise people's behaviour that contribute towards the change process and its ways of working. See the changes as a development opportunity and encourage people to learn new skills both technical and interpersonal that will contribute to the new position being sought by the change.

10	Monitor & Evaluate	Monitor and evaluate the results of the change programme against the goals and milestones established in the original plan (see '1' above). Check that all the measures used are consistent with the organisations visions and goals, and if not, re-design them. Always be open & honest in your assessment of progress.
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Figure 3:5 10 key Change Steps (adapted from CMI, 2015)

Activity

3.4 Watch A Video

(about 5 minutes)

Watch this short video: How to lead Change Management.

<https://www.youtube.com/watch?v=PQ0doKfhecQ>

Feedback

In the video Deanne Aquirre, Senior Partner at Strategy and Business discusses techniques that can help managers and leaders to transform organisations quickly and effectively.

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Evaluating the factors that impact on the selection of communication techniques required to be effective in a management and leadership role

In this part, we once more focus on evaluation. Therefore, it may be useful if you just glance back to the first part of the section 'Understand the application of management and leadership theories' and remind yourself of the importance of this evaluation approach within the context of your management and leadership role.

Clancy & Eldridge (2012) explain that effective communication is essential to the success of organisations as it creates linkages between the vision, mission, strategy and goals of the organisation together with its internal and external stakeholders. As such, it is also a key skill of both managers and leaders within any organisation as it is a means by which they are able to build relationships with these key stakeholders.

The three elements that enable the effectiveness of exchanges of communication are verbal, non-verbal and written communications, albeit these are now in many guises with the advent of new technology. Now complete Activity 3.5 below:

Activity

3.5 Own communication

(about 10 minutes)

Using Kolb's Cycle reflect on your own communication and within these broad headings of written, verbal and non-verbal communications list the five media that you tend to use most and five that you use least in your communication.

- 1.
- 2.
- 3.
- 4.
- 5.

Feedback

The answers to the above will be personal to you and are likely to include reports, emails, letters, memos, presentations, briefings, meetings, posts on social media / networking sites e.g. Facebook, WhatsApp, LinkedIn, web chats, discussion forums, podcasts, seminars, webinars, to name but a few.

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You may wish to consider your reasons for using some more than others. Also, whether this combination maximises your communication effectiveness or by trying out others you could become more effective.

Before we explore these further let's look at some of the basic components of communication and the factors that impact on the communication process. This involves the three basic elements of the *sender*, *receiver* and the *message*. These are influenced by a number of variable factors that can have a significant impact on the effectiveness of the communication outcome. Now complete Activity 3.6.

Activity

3.6 Communication impact factors

(about 10 minutes)

Consider the factors that might impact on your communication within your management and leadership role.

Make some notes here:

**Feedback**

Your answers to the above might include:

Context (position in organisation, engagement, consultation, instructions), perspective (including cultural gender and other relevant diversity components), assumptions, intended audience, number, preparedness to receive message), information type (sensitivity, confidentiality), recipient's state of mind, style (one / two way) to name but a few.

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The basic components together with these variable factors are illustrated in Figure 3.6 below:

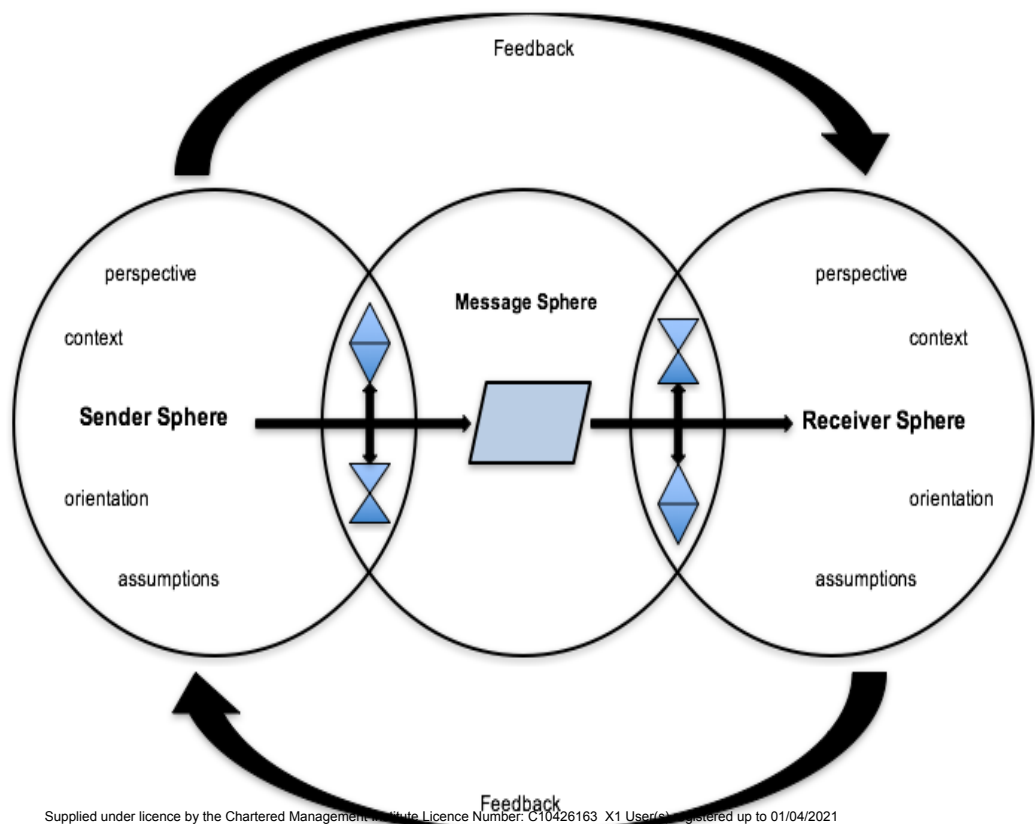


Figure 3.6: The Communication Transaction Process (Adapted from Clancy & Eldridge, 2012)

Let's now look at the interplay between these basic components and the variable factors.

The sender

This is the person who *constructs* and *encodes* and so owns the message to start the transaction with the goal of getting their message, be it written, verbal or non-verbal, to the receiver (see below) in a way that they understand it.

In this way, to a greater or lesser extent, they will always place their own perspective, orientation and assumptions onto the message and so create what we can call 'sender bias'.

The receiver

This is the person(s) who is intended to receive and *decode* the message from the sender, and the less effort that they have to employ to interpret the message then the more effective the message is considered to be.

The variable factors that impact on them receiving the message include those such as their professional or personal perspective (including examples such as culture, gender, emotion, education, social circumstances), context (work role / position / standing / environment), orientation to the message (familiarity and attitude towards it), and their assumptions. Collectively these are 'receiver bias', and need to be considered by the sender when planning or engaging within the communication transaction.

In both cases, the relationship and extent of trust between the sender and receiver are an important factor in the communication.

The message

These variable factors will impact on how the message is constructed, encoded, decoded and so received. In whatever format, be it written, verbal or non-verbal the construction of the message in terms of its clarity, focus, succinctness, structure and understand ability is vitally important.

Feedback

This is a key leadership skill and has an important role to play in the communication process as it enables the sender to know whether or not their message has been received by the receiver. If not, the sender is prompted to further clarify their message. Some tips for giving effective feedback are provided in Figure 3.7.

Three Tips for Giving Effective Feedback	
1.	Ask clarifying questions
2.	Actively listen and summarise to acknowledge understanding
3.	Be aware of the non-verbal feedback that you may already be giving.

Figure 3.7: Tips for Giving Effective Feedback (Adapted from Clancy & Eldridge, 2012)

Stephen Covey (1989) acknowledges the importance of this 'active listening' in one of the habits (Habit 5) of highly effective people. Through practice of this skill the effective leader will be able to minimize their 'sender' or 'receiver' bias to actively listen with empathy. Some tips for active listening are provided in Figure 3.8.

Four Tips for Active Listening	
1.	Talk less: listen for 80% to evaluate the speakers' information; and talk for 20% of the time
2.	Ask sincere (open) questions and summarise to clarify and acknowledge your understanding
3.	Listen to what the sender is 'not saying' verbally but is saying 'non-verbally'. Listen to your intuition
4.	Be present with the speaker giving them your undivided attention.

Figure 8: Tips for Active Listening (Adapted from Clancy & Eldridge, 2012)

Within the workplace communication usually takes place through the three different mediums of written, verbal and non-verbal communication. Their common theme is that they all seek to get the *'right message across to the right people at the right time'*.

Written communication

This includes letters, emails, memorandums, reports, facsimiles, publications, posters and web pages to name but a few. They provide a permanent hard copy of the message that can be an advantage or disadvantage particularly in today's environment when it comes to emails. To maximise their effectiveness, they need to be understandable, easy to read and visualise to inform, educate, interest, guide, motivate and influence the reader.

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Verbal communication

This is primarily used in one-to-one, team, group, organisational interactions between the sender and the receiver(s). As with written communication this needs to be clear, concise and succinct. In addition, timings and the use of voice as it relates to its volume, pitch, intonation, pronouncing of words and language inflection are vitally important as the simplest of messages can be unclear to the receiver if the sender speaks too fast or their focus is unclear (Clancy & Eldridge, 2012).

Non-verbal communication

This approach transcends both written and verbal communication (see above) yet it is also a communication in its own right. Whilst not an exact science and often 'difference limited' the body language, eye contact, posture and facial expressions of the sender can cue the receiver as to the thoughts and feelings of the sender regarding their message.

Given the continuing growth of technology, leaders now have a great choice of the channel or combination of channels through which they can communicate their written, verbal or non-verbal communications. Clancy & Eldridge (2012) suggest that whilst face to face communication offers an inter-personal engagement, the many web-based channels allow for greater agility of communication in terms of both numbers and geographical spread.

The behaviours required to be effective in a management and leadership role

Behaviours are closely linked to knowledge and skills and are those which are observable by others in the workplace and those you practice in your leadership role. Behaviours are influenced by your:

- knowledge
- skills
- values
- beliefs
- culture
- personality (this is shaped by a number of factors including preferences, genetics and environment).

Activity

3.7 Your leadership behaviour

(about 20 minutes)

Having explored management and leadership styles, knowledge, skills and the impact of values and culture on your management and leadership this is now an opportunity for you to look back and review these and think about what behaviours might be key to becoming an effective manager and leader?

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Feedback

From your review, you may have identified some of the following behaviours:

Flexibility, visioning, setting direction, communication, inspiring, empowering, problem solving, coaching and mentoring, decision making, influencing, building relationships, inclusivity, authentic, values difference, gives and receives feedback, active listening, openness and honesty, trustworthy, operates within codes of ethics, delegates, engages with people, demonstrates emotional intelligence, personally and professionally learns and develops by reflecting on own performance to promote self-growth and self-awareness.

This is not an exhaustive list but provides a valuable insight into the many behaviours demonstrated within management and leadership practice.

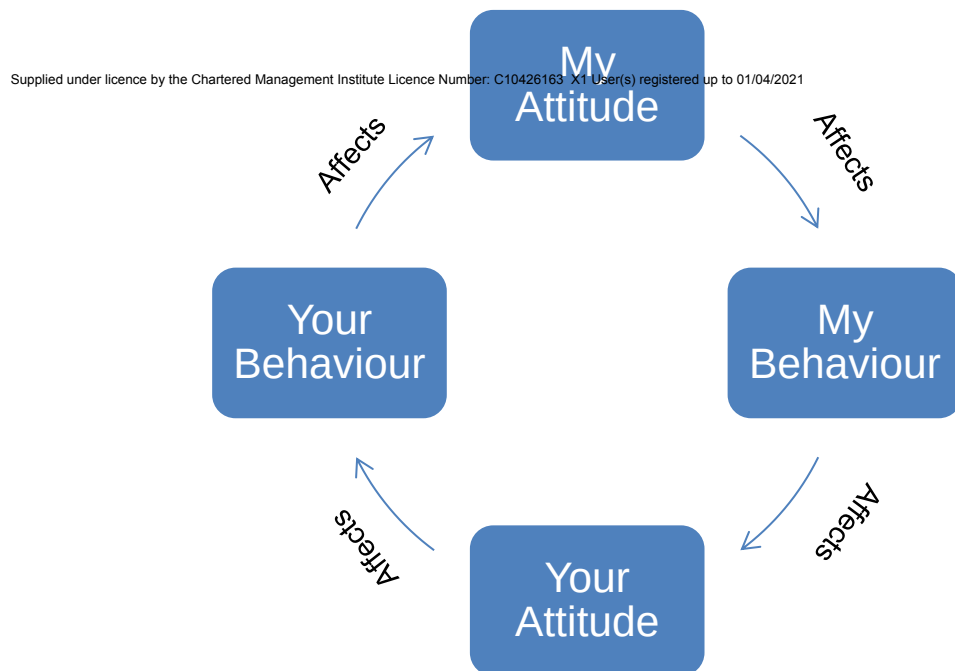
Emerging from this exercise will undoubtedly be a key leadership question that is: if the manager and the leader have to demonstrate all these behaviours which of them will be the most effective?

Given the complex world of leadership and its ever-changing environment there is probably no one answer to this, just the views of many different theorists, some of which we have explored.

However, as your behaviours are the way that you represent yourself to the external world there is a definite need for you to be aware of your behaviour and its impact on others.

As behaviour is something that can be adapted and changed with training then there is a need for the leader to continuously seek to learn new knowledge and then look at how that can best be translated to their leadership practice skills to enhance their leadership behaviour.

Other aspects that will undoubtedly impact on your behaviour are your beliefs, values, attitudes and personality (including your preferences). As we have established, a key aspect of both management and leadership are the interactions that take place between the leader and their followers (including senior people) so their beliefs, values and attitudes will also have an impact on your leadership behaviour. See Figure 3.9 below:



The Betari Box is a useful model to illustrate how your own attitudes and behaviours directly affect the attitudes and behaviours of people around you and their attitudes and behaviour can impact on you. When you're both stuck in a negative cycle, then it's up to you to stop that cycle by changing your attitude. This will positively impact those around you and therefore break the cycle.

We also know that this interaction between the leader and their followers do not occur in isolation and, as we explored in section 'Understand the application of management and leadership theories', organisational culture and values in their different guises are very powerful and will undoubtedly impact on your management and leadership behaviour.

Mirza & Fletcher (2012) suggest that your beliefs and values are a central tenet of your attitudes, assumptions and the conclusions that you make about yourself and other people. As such the more you know about what you believe and value the more that you will understand how these are influencing your leadership practice.

One of the other areas that we mentioned earlier as impacting on your behaviour is your personality that also includes your preferences. Given the uniqueness of your personality this will provide some explanation of the reasons that you behave differently from someone else in a given situation. Gaining a greater insight into your personality will help have a better understanding of it and how it impacts on your leadership behaviour. This exploration is beyond the scope of this workbook although there are many readily available diagnostic tools that can assist you to gain a greater insight into your personality and preference type that will further assist your ongoing leadership development.

Returning to our original leadership question posed at the start of this part of the workbook as to which leadership behaviours are most effective this is perhaps answered by Bass & Avolio (1994), who suggest that the six leadership behaviours that are most likely to lead to success are:

1. Building trust

Ensuring that people look on you with respect by:

- moving beyond your self-interest for the good of the group / organisation; consistently acting in a way that gains the respect of others and demonstrating a sense of shared power and confidence.

2. Acting with integrity

Being seen as a leader who consistently acts with integrity and ethics and purpose by:

- demonstrating the importance of a strong sense of purpose; considering the moral and ethical consequences of your decision; and placing an emphasis on a collective sense of mission.

3. *Inspiring others*

The extent to which you see your leadership as a two-way process and demonstrate a positive view of the future and of what needs to be done by:

- consistently demonstrating abundance and talking optimistically about future achievements; articulating a compelling and meaningful vision of the future and demonstrating confidence that goals will be achieved.

4. *Encouraging innovative thinking*

Challenging your people to be innovative and encouraging their contributions by:

- critically reviewing the 'taken for granted' assumptions to question their appropriateness; seeking different perspectives when problem solving; getting others to look at issues from different angles and suggesting new ways of completing tasks.

5. *Coaching people*

Being seen as someone who focuses on developing the people within your team / organisation by:

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- spending time teaching & coaching to identify and develop people's strengths; treating people with respect according to their differing needs and abilities and aspirations rather than just members of a group.

6. *Rewarding and recognising achievement*

Making sure that you provide appropriate and timely awards for achievements by:

- setting clear expectations of people's responsibilities and required outcomes; rewarding good performance; holding people to account for their performance; providing supportive and also challenging feedback to improve the performance of others and saying 'thank you' when expectations are met.

Source: <https://charterforcompassion.org/leadership-and-business/the-top-six-leadership-behaviors>

Clearly evident within these behaviours is the essence of a leader whose behaviour creates a culture of mutual trust, respect and support for their people. It is to these elements that we now turn our focus to in the final part of the workbook.

Developing an approach for building a culture of mutual trust, respect and support with teams and individuals.

In the section 'Understand the application of management and leadership theories' we spent some time exploring the concept of organisational culture or the paradigm as the 'way things are done around here'. Here, we focus sharply on how the leader can develop their environment so that mutual trust, respect and support are the 'way things are done within their people and teams.'

Activity

3.8 Building a culture of mutual trust, respect and support

(10 minutes)

In your own words describe what is meant by:

(Make some notes under each heading)

1. Mutual trust
2. Mutual respect
3. Mutual support

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Feedback

To a great extent your responses will be personal to yourself, being heavily influenced by your beliefs and values. However, as some general guidelines you might wish to consider the following:

- 1. The common word is 'mutuality' and this draws from our previous discussions relating to the importance of the two-way interaction between the leader and the follower. In this context, there needs to be trust, respect and support from both the leader to the follower and the follower to the leader as without such there will not be this essence of mutuality that is so important in building this required culture.*
- 2. Trust - is about having confidence in the honesty, integrity, and reliability of another person, firmly believing that they will act in accordance with what they say.*
- 3. Respect - is about having a high regard for the other person as to who they are and what they do.*
- 4. Support - is about caring and looking after another.*

What is not clear in this feedback is that trust is often difficult to define as it's based on perceptions, so each of us often has a different idea of what it looks like. To demonstrate this differing perception some would call it the 'glue that holds relationships together' (CMI, 2015) whilst others would call it the 'lubrication that makes it possible for organisations to work' (Bennis, 1989). Whether it is a glue or a lubricant it has a fundamental role in any relationship which in this context is the one that exists between the leader and their follower (s).

Lencioni (2005) suggested that the absence of trust and other key factors within the team leads to it becoming dysfunctional because *trust* sits at the heart of a successful team, and can only happen when team members feel able to be completely vulnerable with each other.

At the foundation is vulnerability-based *trust*. When this is present then *conflict* becomes the enabler to move the team forward to attain *clarity* in its decision making. This results in the achievement of a collaborative *commitment* to have the difficult conversations and be *accountable* within itself. This is mainly because its individual members feel respected, valued, supported and responsible to *attend* to achieving the required results. The role of the manager and leader is to negate these 5 dysfunctions within the team (see Figure 3.10) by dealing with each as part of the integrated whole by: role modelling a genuine vulnerability of trust as to what's required, ~~enabling the conflict and its natural resolution~~ confronting the difficult issues, challenging the group to seek clarity and closure on issues and setting the tone for the focus on results.

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Figure 3.10: CMI Model, Lencioni's Five Dysfunctions of a Team

Supplied under license by the author to the publisher. All rights reserved. In further developing this mutual trust, respect and support Bennis and Nanus (2004) propose four key qualities of 'transformative leadership' that need to be present in the leader. These key qualities are:

- *attention through vision* - all have an agenda, an intense vision and commitment which draws others in. The leaders give much attention to other people
- *provide meaning through communication* - all have an ability to communicate their vision and bring it to life for others, sometimes using drawings or models as well as metaphor and analogy
- *promote trust through positioning* - through establishing the position of trust with a set of actions to implement the vision, and stay the course
- *the deployment of self through unconditional positive self-regard* - they know their worth, trust themselves and recognise their strengths as well as acknowledging but not focusing on their weaknesses. The leaders continually hone their skills.

Perhaps the most notable quality identified by Bennis and Nanus (2004) in enabling the leader to develop this approach of mutual trust, respect and support is their suggested way of responding to failure by seeing it as a learning experience and encouraging people to learn from that experience.

Blanchard (2013) presents the **ABCD Model** as a simple framework to guide the behaviours of the leader so that they can better develop high-trust cultures and relationships with their followers. See Figure 3.11 below:

A ABLE Demonstrate competence	Get quality results. Resolve problems. Develop skills Use skills to assist others.
B BELIEVABLE Act with integrity	Keep confidences. Admit when you are wrong. Be honest and sincere. Be non-judgemental. Show respect.
C CONNECTED Care about others	Listen well. Praise others. Work well with others. Show empathy with others.
D DEPENDABLE Maintain reliability	Do what you say you'll do. Be responsive. Be organised. Be consistent.

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Figure 3.11: The ABCD Trust Model (Blanchard et al, 2013)

In describing the four elements of the model:

Able - **demonstrating leadership competence** through having the appropriate knowledge, skills and credibility that is able to be deployed to achieve the desired results.

Believable - a **believable** leader **acts with integrity** dealing people with honesty, openness, and according to their needs.

Connected - a **connected** leader demonstrates a 'people first' approach being connected to their people by showing **care and concern** for them as individuals, rewarding and recognising their achievements.

Dependable - being **dependable** and **maintaining reliability** is the final element of trust. Leaders 'do as they say' and hold themselves and others accountable for following through on their commitments and responsibilities.

Many managers and leaders think that trust in relationships 'just happens', assume that it's always present and often don't think about it until it's not there anymore. However, creating this

paradigm is something that leaders have to work on and hopefully, these models now provide you with some '*tools of trust*' for you to incorporate into your leadership practice that will enable you to become even more successful in your management and leadership role.

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Supporting resources

CMI Checklist 016: Managing Your Time Effectively
CMI Checklist 031: Delivering Effective Presentations
CMI Checklist 032: Preparing Effective Presentations
CMI Checklist 038: Mapping an Effective Change Programme
CMI Checklist 040: Implementing an Effective Change Programme
CMI Checklist 083: Mentoring in practice
CMI Checklist 089: Coaching for Improved Performance
CMI Checklist 091: Effective Business Writing
CMI Checklist 112: Successful Delegation
CMI Checklist 222: Giving Feedback
CMI Checklist 227: Talent Management
CMI Checklist 243: Developing Trust
CMI Checklist 280: Reflective Practice Skills
CMI Model: ABCD Trust Model
CMI Model: Lencioni's 5 Dysfunctions of a Team
CMI Model: Urgent vs Important
CMI Thinker 018: Stephen R Covey, the seven habits of highly effective people

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CMI Thinker 039 Warren Bennis, Leadership guru:

Bass, B. M. and Avolio, B. J. (1994). *Improving Organizational Effectiveness through Transformational Leadership*. Sage, Thousand Oaks, CA.

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<https://leadingwithtrust.com/2013/11/17/the-abcds-of-leading-with-trust/>

Summary

Now that you have reached the end of this section, you should be able to:

3.1	Assess the knowledge and skills required for a management and leadership role
3.2	Evaluate the factors that impact on the selection of communication techniques required to be effective in a management and leadership role
3.3	Analyse the behaviours required to be effective in a management and leadership role
3.4	Develop an approach for building a culture of mutual trust, respect and support with teams and individuals

If you can do this, and if you can answer the self-assessment questions overleaf, then you are ready to move on.

Self-assessment questions

Use these questions to check whether you have understood the key issues in this section. If you are not sure, or really don't know the answers, this suggests you might need to work through parts of this section a second time.

1. What is the difference between knowledge and skills within the manager / leader role?
2. What are the four key questions of strategic thinking?
3. What are the three basic elements of the communication process?

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Before you move on

Preparing for assessment

You have now completed this workbook Principles of Management and Leadership in an Organisational Context covering Unit 501. If you are studying for the Chartered Management Institute Level 5 - Management and Leadership and are preparing for assessment, you should now be confident of your knowledge and understanding of the required learning outcomes. The table below indicates which sections of the workbook addressed each of the learning outcomes.

Unit 501 Principles of Management and Leadership in an Organisational Context Syllabus coverage		Addressed within section
1.1	Examine the impact of legal status on the governance of an organisation	1
1.2	Analyse the purpose of an organisation's mission and vision statements	1
1.3	Examine the impact of organisational structures on management roles	1
1.4	Discuss the impact of organisational values and ethics on management decision making	1
2.1	Evaluate the relationship between management and leadership	2
2.2	Analyse the impact of management and leadership styles on individuals and teams	2
2.3	Discuss the influence of culture and values on management and leadership styles	2
2.4	Examine how management and leadership styles can be adapted in different situations	2
3.1	Assess the knowledge and skills required for a management and leadership role	3
3.2	Evaluate the factors that impact on the selection of communication techniques required to be effective in a management and leadership role	3
3.3	Analyse the behaviours required to be effective in a management and leadership role	3
3.4	Develop an approach for building a culture of mutual trust, respect and support with teams and individuals	3

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These assessment criteria will be assessed by your approved centre, usually through the use of an approved written assignment. Make sure that you know all the necessary information about assessment procedures by discussing with your centre.

You might like to visit the Qualification Support section for this unit which can be located by visiting the CMI's online management and leadership portal ManagementDirect. Qualification Support can be found by clicking on the Qualification Support tab located within Learning Resources. Here you can find short videos on leadership from senior managers within major organisations, checklists, articles and book reviews.

The Further Resources at the end of this section lists the references to other texts used in this workbook, and can also be used as a source of further reading if required.

Reflecting on progress

At this point it might also be useful for you to stand back from your studies and reflect on your progress through this unit. Ask yourself how you are doing in terms of:

- improvements in management and leadership skills:
 - ☐ Have I applied the workbook activities to my role in my workplace?
 - ☐ Have I identified the aspects of my role which I am not so good at, as well as those I am good at?
 - ☐ Have I identified further personal development needs which I will actually work on?
 - ☐ Have I been noting issues and questions to address in other units?
- learning and study skills:
 - ☐ Have I achieved a balance between work, home and study activities?
 - ☐ Have I developed good time management skills for my studies?
 - ☐ Have I used a range of necessary learning skills?
 - ☐ Have I used all the sources of help available to me?
 - ☐ Have I prepared for assessment as well as possible?

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Don't forget to prepare any action plans that arise from your answers to these questions.

Planning your next steps

In addition to preparing a personal action plan, you might like to consult your personal tutor or co-ordinator of your approved centre to help plan and address:

- your next unit of study
- any issues which arise from your job role or workplace activities
- any study skills support which you have identified
- what you need to do to succeed with your personal action plan.

How this workbook relates to the Standards

In addition to covering Unit 501 for the Chartered Management Institute Level 5 Management and Leadership Qualifications the CMI has designed this Pathway workbook to provide you with activities, tips, and reference material to help you with your studies whilst undertaking the level 5 Operations / Departmental Manager Apprenticeship programme. The content has been developed by subject specialists to aid your understanding of level 5 management techniques.

Relationship with Apprenticeship Standards	
Unit	Unit title
Operational Management	
A6	Data security and management and the effective use of technology in an organisation
Leading People	
D1	Different leadership styles
D6	How to delegate effectively
D8	Communicate organisational vision and goals and how these apply to the department and teams
Managing People	
E9	Delegate and enable delivery through others
Building Relationships	
F5	Build trust, and use effective negotiation and influencing skills
Communication	
G2	Different forms of communication and techniques (verbal, written, non-verbal, digital)
G3	Communicate effectively (verbal, non-verbal, written, digital)
G4	Show flexibility in communication style
G7	Use active listening
Management of Self	
I2	Use of time management and prioritisation techniques and tools
I5	Use time management and prioritisation techniques
Decision Making	
J1	Understand organisational values and ethics and their impact on decision making
Behaviours	
K1	Takes responsibility

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K2	Inclusive
K3	Agile
K4	Professionalism

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Further resources

Available via ManagementDirect

A range of resources have been drawn together in ManagementDirect to support your studies. Login to ManagementDirect and go to Qualifications Support, then click on the Key Resource List for this unit.

Below are some suggestions on further resources.

Edwards, G., and Schedlitzki, D. (2015) Exploring Power Assumptions in the Leadership and Management Debate, *Leadership & Organisation Development Journal* Vol. 36 No 3 pp. 328 - 343.

Garcia, H. F. (2012) Leadership Communications: Planning for the Desired Reaction, *Strategy & Leadership*, Vol 40 No6, pp 42-45.

Northouse P. G. (2016) *Leadership: Theory and Practice* 7th edition, Sage Publications, London, UK.

www.hse.gov.uk/pubns/indg244.pdf - Workplace health, safety and welfare: a short guide for managers

www.hse.gov.uk/pubns/indg293.pdf - Welfare at work: guidance for employers on welfare provisions

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www.hse.gov.uk/pubns/indg430.pdf - How to tackle work-related stress: a guide for employers on making the Management Standards work.

www.rosa.com/occupational-safety/advice-and-information/business-case.aspx - Making the business case for health and safety. Information on occupational health, Royal Society for the Prevention of Accidents (ROSPA).

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