



GWA

Training and Development

University of Nottingham

Resource Book

Day 2

Institute of Leadership and Management
Certificate in Team Leading

Delivered by GWA Training and Development on behalf of
Professional Development, University of Nottingham



University of Nottingham ILM Level 2 Certificate in Team Leading Resource Book – Day 2

Welcome to the second taught day of the Level 2 Certificate in Team Leading Programme. This Resource Book provides everything you need to know about the programme and the Certificate. Please make sure that you keep a copy of this handy for reference throughout the course.

Contents

	Page
Leadership and Management	
• Leadership and Management	3
Leadership Styles	
• Authorative/Consultative Leadership	6
• Situational Leadership	7
• Action Centred/Functional Leadership	10
Getting the Best out of the Team (Performance)	
• Improving Performance	11
• Performance Management Cycle	11
• Setting Performance Standards	12
Getting the Best out of the Team (Motivation)	
• Defining Motivation	14
• Motivational Theories	15



Leadership and Management

'Leadership: the ability to influence the motivation or competence of other individuals in a group.'

Charles Handy

Managers are the guardians of the organisation's aims; the process and the means of achieving them'

'Leadership is influencing people to follow in the achievement of a common goal.' **Kootz and O'Donnell**

'The process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation.' **Hersey and Blanchard**

'Leadership and learning are indispensable to each other.' **John F. Kennedy**

Managers are normally cautious, seeking to preserve and strengthen the status quo

Leaders have a responsibility to question what exists, consider alternatives, break new ground

Managers are involved in fundamental processes such as planning and budgeting, organising and controlling

Leaders are involved in the articulation of a mission and the means to achieve it

Leaders are responsible for creating a vision, the best strategy to achieve the vision and the ideal environment ... which ultimately leads to the achievement of the vision

Managers allocate the organisation's resources to achieve its aims

'Effective leadership is putting first things first. Effect management is discipline, carrying it out.' **Steven Covey**

'Leadership is the activity of influencing people to strive willingly for group objectives.' **George R Terry**

'Management is doing things right; leadership is doing the right things.' **Peter Drucker**

'Leadership is about taking responsibility not making excuses' **Mitt Romney**

'The key to successful leadership today is influence, not authority.' **Kenneth Blanchard**

'As we look ahead into the next century, leaders will be those who empower others.' **Bill Gates**

The conventional definition of management is getting work done through people, but real management is developing people through work." **Agha Hasan Abedi**



Charles Handy

Charles Handy was born in Kildare, Ireland, in 1932 and was educated in England and in the United States. He **graduated** from Oriel College, Oxford, with **first-class honours** in 'Greats', a study of **classics**, history and philosophy. After college, Handy worked for Shell International in South-East Asia and London and then **entered** the Sloan School of Management at the Massachusetts Institute of Technology. Here Handy met Warren Bennis, Chris Argyris, Ed Schein and Mason Haire, and became interested in organizations and how they work. He returned to England in 1967 to manage the Sloan Programme at Britain's first Graduate Business School in London. In 1972, Handy became a full Professor at the School, specializing in managerial psychology.



Bibliography:

'*Understanding Organizations*', London 1976 Penguin
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'*The Making of Managers*', London 1988 Longman
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'*The Empty Raincoat*', London 1994 Hutchinson
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Kootz and O'Donnell

<http://nraomtr.blogspot.co.uk/2011/12/principles-o-principles-of-management.html>

Hersey and Blanchard

Paul Hersey:

Paul is a behavioural scientist and entrepreneur. He is best known for conceiving Situational Leadership. Paul Hersey and Ken Blanchard published *Management of Organization Behaviour*- now in its ninth edition



Ken Blanchard

Kenneth Hartley Blanchard is an American author and management expert. His book *The One Minute Manager* has sold over 13 million copies and has been translated into 37 languages



John F. Kennedy

John Fitzgerald "Jack" Kennedy, often referred to by his initials JFK, was the 35th President of the United States, serving from 1961 until his assassination in 1963





Steven Covey

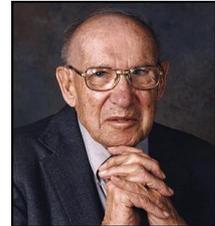
Stephen Richards Covey was an American educator, author, businessman, and keynote speaker. His most popular book was *The Seven Habits of Highly Effective People*

<https://www.stephencovey.com/>



Peter Drucker

Peter Ferdinand Drucker was an Austrian-born American management consultant, educator, and author, whose writings contributed to the philosophical and practical foundations of the modern business corporation



Mitt Romney

Willard Mitt Romney is an American businessman and the Republican Party's nominee for President of the United States in the 2012 election. From 2003 to 2007, he served as the 70th Governor of Massachusetts



Bill Gates

William Henry "Bill" Gates III is an American business magnate and philanthropist. Gates is the former chief executive and current chairman of Microsoft, the world's largest personal-computer software company, which he co-founded with Paul Allen



Agha Hasan Abedi

Agha Hasan Abedi also known as Agha Sahab was a banker and philanthropist who founded the Bank of Credit and Commerce International in 1972





Leadership Styles

Authoritarian –v- Consultative

Authoritarian style	Consultative style
<ul style="list-style-type: none"> • Management • Objective: Control • Relies on order-giving • Rank • Knows all the answers • Limits and defines • Issues orders • Imposes discipline • Hierarchy • Demands 'respect' • Performance review • Military archetype • Keeps people on their toes • Punishment • Reach up/down • Here's what we are going to do • Bottom line • Closed: information = power • Drill sergeant • Command and control • Little time for people • Rigid • At the top • Impersonal/objective 	<ul style="list-style-type: none"> • Leadership • Objective: change • Facilitating/teaching • Connections • Asks the right questions • Empowers • Acts as a role model • Values creativity • Networking • Wants people to speak up • Mutual contract for specific results • Teaching archetype • Nourishing environment for growth • Reward • Reach out • How can I support you/bring out the best in you? • Vision • Openness • Master motivator • Empower • Infinite time for people • Flexible • In the centre • Personal

Summary

Authoritarian/ Dictatorial:

Little or no consultation with team members; leader makes decisions; orders 'issued' rather than discussed; remoteness/distancing from team members other than for discipline purposes; 'dictatorial'.

Consultative:

Leader presents problems gets suggestions then makes decision; leader supportive; encourages questions; shares information; listens to team; is approachable.



Situational Leadership – Hersey and Blanchard

Anyone appointed a manager or supervisor has to lead the team and individuals within it towards effective completion of their tasks. This does not mean that you have to be like an old fashioned scout leader, leading from the front with your troop behind you. What you have to do is make sure that each person in the team knows where they are going and have the skills, motivation and confidence to get there.

Nor do you have to do everything yourself. There may be others in the team who have some leadership skills in some situations. However, it is still your responsibility to make sure that leadership happens.

There are various styles of leadership; all of them good styles when used in the right situation. An effective leader is able to use a range of styles and is able to analyse a situation so that the right style is used.

Any leadership style has a mix of **directive** and **supportive** behaviours.

Directive (task) behaviours include:

1. Setting goals or objectives
2. Planning work in advance for others
3. Making clear a team member's role in a task
4. Organising resources
5. Showing someone how to do something
6. Telling someone how to do something
7. Setting deadlines
8. Checking work
9. Setting priorities for others

Supportive (relationship) behaviours include:

1. Giving information about the whole operation
2. Asking for suggestions
3. Open questioning
4. Helping others to solve problems
5. Listening to problems
6. Encouraging
7. Reassuring
8. Disclosing information about yourself

Hersey and Blanchard's Model of Situational Leadership

In simple terms, a situational leader is one who can adopt different leadership styles depending on the situation. Most of us do this anyway in our dealings with other people: we try not to get angry with a nervous colleague on their first day, we chase up tasks with some people more than others because we know they'll forget otherwise.

Ken Blanchard, the management guru best known for the "One Minute Manager" series, and Paul Hersey created a model for Situational Leadership in the late 1960's that allows you to analyse the needs of the situation you're dealing with, and then adopt the most appropriate leadership style. It's proved popular with managers over the years because it passes the two basic tests of such models:



it's simple to understand, and it works in most environments for most people. The model doesn't just apply to people in leadership or management positions: we all lead others at work and at home.

The dimensions of this model are:

For the leader:

- Amount of direction given (task focus)
- Amount of support given (relationship focus)

For the follower:

- Amount of competence
- Amount of commitment

Although we tend to have a preferred style, effective leaders are versatile in being able to move around the grid according to the situation. There is no one right style. We need to gauge the 'right style' by judging the readiness of the followers.

Leadership styles

<p>(S3) – Supporting: Low on Direction High on Support</p>	<p>(S2) – Coaching: High on Direction High on Support</p>
<p>(S4) – Delegating: Low on Direction Low on Support</p>	<p>(S1) – Directing: High on Direction Low on Support</p>

(S1) Style One - Directing: High on Directive, Low on Supportive

Leaders define the roles and tasks of the 'follower', and supervise them closely. Decisions are made by the leader and announced, so communication is largely one-way. The leader takes a highly directive role, telling them what to do and without a great deal of concern for the relationship.

(S2) Style Two - Coaching: High on Directive, High on Supportive

Leaders still define roles and tasks, but seeks ideas and suggestions from the follower. Decisions remain the leader's prerogative, but communication is much more two-way.

(S3) Style Three - Supporting: Low on Directive, High on Supportive

Leaders pass day-to-day decisions, such as task allocation and processes, to the follower. The leader facilitates and takes part in decisions, but control is with the follower.

(S4) Style Four - Delegating: Low on Directive, Low on Supportive

Leaders are still involved in decisions and problem-solving, but control is with the follower. The follower decides when and how the leader will be involved.



Readiness of followers

Clearly the right leadership style will depend very much on the person being led - the follower. Blanchard and Hersey extended their model to include the development level of the follower. They said that the leader's style should be driven by the competence and commitment of the follower, and came up with four levels:

(D3) High Competence Variable Commitment	(D2) Some Competence Low Commitment
(D4) High Competence High Commitment	(D1) Low Competence Low Commitment

(D1) Low Competence, Low Commitment

Generally lacking the specific skills required for the job in hand, and lacks any confidence and / or motivation to tackle it. The lower maturity of the person also is assumed to lead to an attitude that does not respond well to a relationship-based approach.

(D2) Some Competence, Low Commitment

May have some relevant skills, but won't be able to do the job without help. The task or the situation may be new to them. They may need support and praise to build their self-esteem, and involvement in decision-making to restore their commitment.

(D3) High Competence, Variable Commitment

Experienced and capable, but may lack the confidence to go it alone, or the motivation to do it well / quickly

(D4) High Competence, High Commitment

Experienced at the job, and comfortable with their own ability to do it well. They are able and willing to work on a project by themselves with little supervision or support and may even be more skilled than the leader.

Matching the style to the needs of the follower

Hersey and Blanchard said that the leadership style (S1 – S4) must correspond to the development level (D1 – D4) of the follower and that it is the leader who should adapt.

By adapting the right style to suit the follower's developmental level, work gets done, relationships are built and the followers developmental level rises, to everyone's benefit.

Summary

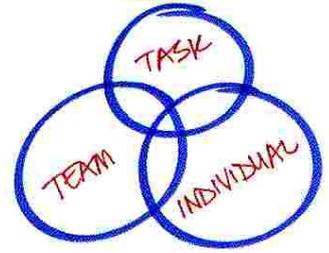
Development Levels are also situational. A team member might be generally skilled, confident and motivated in their job, but would still drop into Level D1 when faced, say, with a task requiring skills they don't possess. For example, lots of managers are D4 when dealing with the day-to-day running of their department, but move to D1 or D2 when dealing with a sensitive employee issue.



Adair's Action-Centred Leadership/Functional Leadership

Adair's model indicated the need for managers to balance the three circles. The three parts are:

1. **achieving the task**
2. **managing the team or group**
3. **managing individuals**



Your responsibilities as a manager for achieving the TASK are:

- identify aims and vision for the group, purpose, and direction define the activity (the task)
- identify resources, people, processes, systems and tools (inc. financials, communications, IT)
- create the plan to achieve the task - deliverables, measures, timescales, strategy and tactics
- establish responsibilities, objectives, accountabilities and measures, by agreement and delegation
- set standards, quality, time and reporting parameters
- control and maintain activities against parameters
- monitor and maintain overall performance against plan
- report on progress towards the group's aim
- review, re-assess, adjust plan, methods and targets as necessary

Your responsibilities as a manager for the GROUP are:

- establish, agree and communicate standards of performance and behaviour
- establish style, culture, approach of the group - soft skill elements
- monitor and maintain discipline, ethics, integrity and focus on objectives
- anticipate and resolve group conflict, struggles or disagreements
- assess and change as necessary the balance and composition of the group
- develop team-working, cooperation, morale and team-spirit
- develop the collective maturity and capability of the group - progressively increase group freedom and authority
- encourage the team towards objectives and aims - motivate the group and provide a collective sense of purpose
- identify, develop and agree team- and project-leadership roles within group
- enable, facilitate and ensure effective internal and external group communications
- identify and meet group training needs
- give feedback to the group on overall progress; consult with, and seek feedback and input from the group

Your responsibilities as a manager for each INDIVIDUAL are:

- understand the team members as individuals - personality, skills, strengths, needs, aims and fears
- assist and support individuals - plans, problems, challenges, highs and lows
- identify and agree appropriate individual responsibilities and objectives
- give recognition and praise to individuals - acknowledge effort and good work
- where appropriate reward individuals with extra responsibility, advancement and status
- identify, develop and utilise each individual's capabilities and strengths
- train and develop individual team members
- develop individual freedom and authority



Getting the Best out of the Team (Performance)

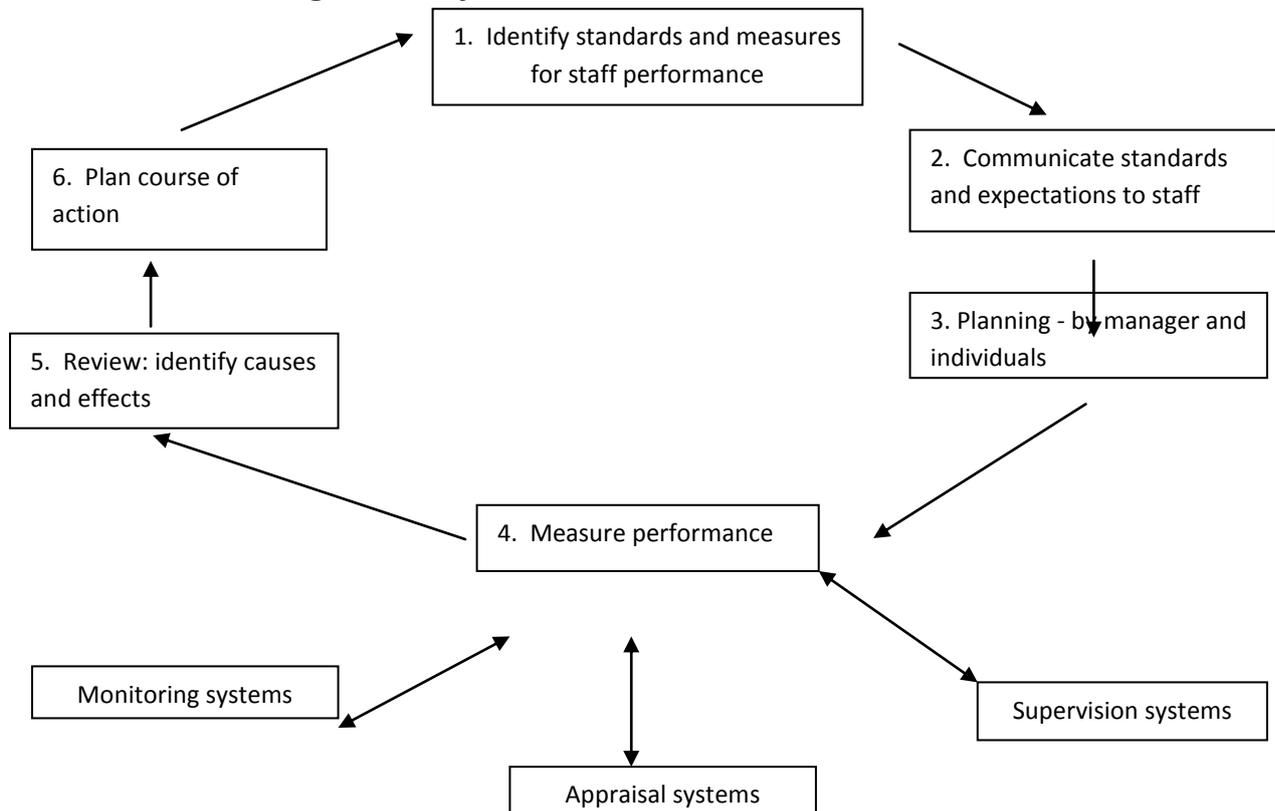
Improving Performance

There are a number of ways of improving not only the performance of your team, but also your own performance.

In order to improve performance, it is important to recognise the possible reasons for either poor or non-performance.

Why?	Individual may not know <i>why</i> they are supposed to be doing something. Manager may not be communicating strategic vision or specific objectives.
What?	Individual may not know what to do. Poor team communication, usually stemming from manager. They are not clear what standard they have to achieve.
How?	They don't know how to do the task. Require training, coaching, better instruction - management responsibility.
Can't	They cannot do the task as they don't have or cannot acquire the necessary skills. This is a recruitment problem, or delegation problem and the member of staff is usually not responsible.
Prevented	They are prevented from completing tasks by organisational constraints: resources, poor communication, poor management.
Won't	They refuse and won't do the task. This is a discipline issue but only after the questions above, have been asked.

Performance Management Cycle





Setting Performance Standards

To be meaningful, standards need to be expressed very clearly and should preferably be measurable.

Below are some examples:

Objective	Measure
The workplace should be accident free	Accident rate
The level of impurities in the chemical produced should be less than 0.001%	Quality or purity
Supervisors should meet formally with students at least once every fortnight	Frequency of meetings

Often a subjective comparison has to be made, in other words the standard is inside somebody's head and perhaps cannot be adequately defined in words let alone numbers. So someone has to make a judgement and one person's judgement of a particular performance or situation rarely coincides with another's

Wherever possible, performance standards should be **well defined and expressly stated**.

For example, simply saying 'the work area should be left clean and tidy' is open to different interpretation as someone would think leaving the equipment in a neat pile on the work surface is 'clean and tidy'.

However, what was actually required was the equipment to be washed and put away in the correct cupboards and the work surface to be completely clear and wiped down. It might seem like stating the obvious, but problems will arise if you don't specify **exactly** what needs to be done. Failing this, standards must be set by example which may involve training in a certain technique or showing what the end result should look like.

Collecting data

This is part of the monitoring process. There may be many ways of collecting data from your team or individuals e.g. through one to one or team meetings, emails, reports, research seminars, away-days, appraisal etc.

One of the most common, and best, methods of keeping up with what is going on is known as 'management by wandering around'.

The manager who walks round the work area several times a day and maintains continuous contact with events builds up a great deal of useful information about the performance of the team. By doing this you can:

- Give guidance based on your greater knowledge and experience;
- Learn about problems and new ideas;
- Find out how the team's plans are progressing;
- Perhaps make minor adjustments and corrections to the plans so as to keep them on course.



This day by day, hour by hour interaction with the team is a normal and necessary part of supervision.

Comparing results with standards and objectives

The process of comparison should be straightforward provided that:

- Work objectives are well defined;
- Performance standards are clear and precise;
- Measurement of results is accurate.

How often should standards and objectives be checked? This will vary according to local circumstances. Two key points to be borne in mind are:

- Everything you do takes up time, so you don't want to check anything unnecessarily frequently
- You need to assess performance well before it becomes too late to take corrective action

It may be your job to check machines are in good working order, so hourly or daily checks would be appropriate so potential problems are spotted early and dealt with.

For checking materials shortages, daily checks would be appropriate, and delegated responsibility for checking saves time, e.g. a sign on a cupboard door stating that when the last bottle of chemical is opened this must be reported to you so you can re-order.

Work area cleanliness – a daily check would suffice so that corrective action can be taken if standards start to fall.

What you need to remember is that:

- The cost and effort of monitoring has to be balanced against the improvements in control that it can bring
- Comparing performance against standards too frequently involves unnecessary expense and work for no real return.
- Too infrequent comparisons can mean that danger signals are missed, which may result in losses in productivity and output.



Getting the Best out of the Team (Motivation)

Definition of Motivation

Motivation is the process by which the behaviour of an individual is influenced towards a desired outcome

A previous ILM group gave this good definition:

“Motivation is empowering and supporting a person to complete a task, feel in control, trust in others and be happy in their work life.

Motivating factors

- job satisfaction / interesting job
- responsibility
- autonomy
- achievement
- self-esteem
- status
- career opportunities/advancement
- being trained/coached/developed (opportunity to gain new skills)
- feedback on performance
- involvement in decision making / regular team briefings / meetings
- praise/credit where deserved
- social activities
- building team identity
- sound communication
- harmonious working environment
- good working conditions
- promotion / pay rise

De-motivating factors

- lack of job satisfaction
- poor pay
- lack of development opportunities
- no recognition
- no career progression opportunities
- lack of achievement
- little responsibility
- insecurity
- feeling undervalued
- unclear targets or objectives
- poor communication
- lack of experience
- poor leadership/supervision



- unclear role and responsibilities
- lack of resources
- turned down for promotion
- conflict/tension within team
- excessive workload
- in the wrong job/team/department
- unfairness/favouritism
- lack of information
- not seen as an individual

Are people all motivated by the same factors?

No – people are motivated by different factors e.g. more responsibility may be very motivating for one person but very de-motivating for another. The skills of the team leader lies in knowing the team members well enough to know what motivates each one.

Why it is important for a team leader to maintain motivation within the team?

To maintain optimum performance from the team towards achieving its objectives

Maslow's Hierarchy of Needs

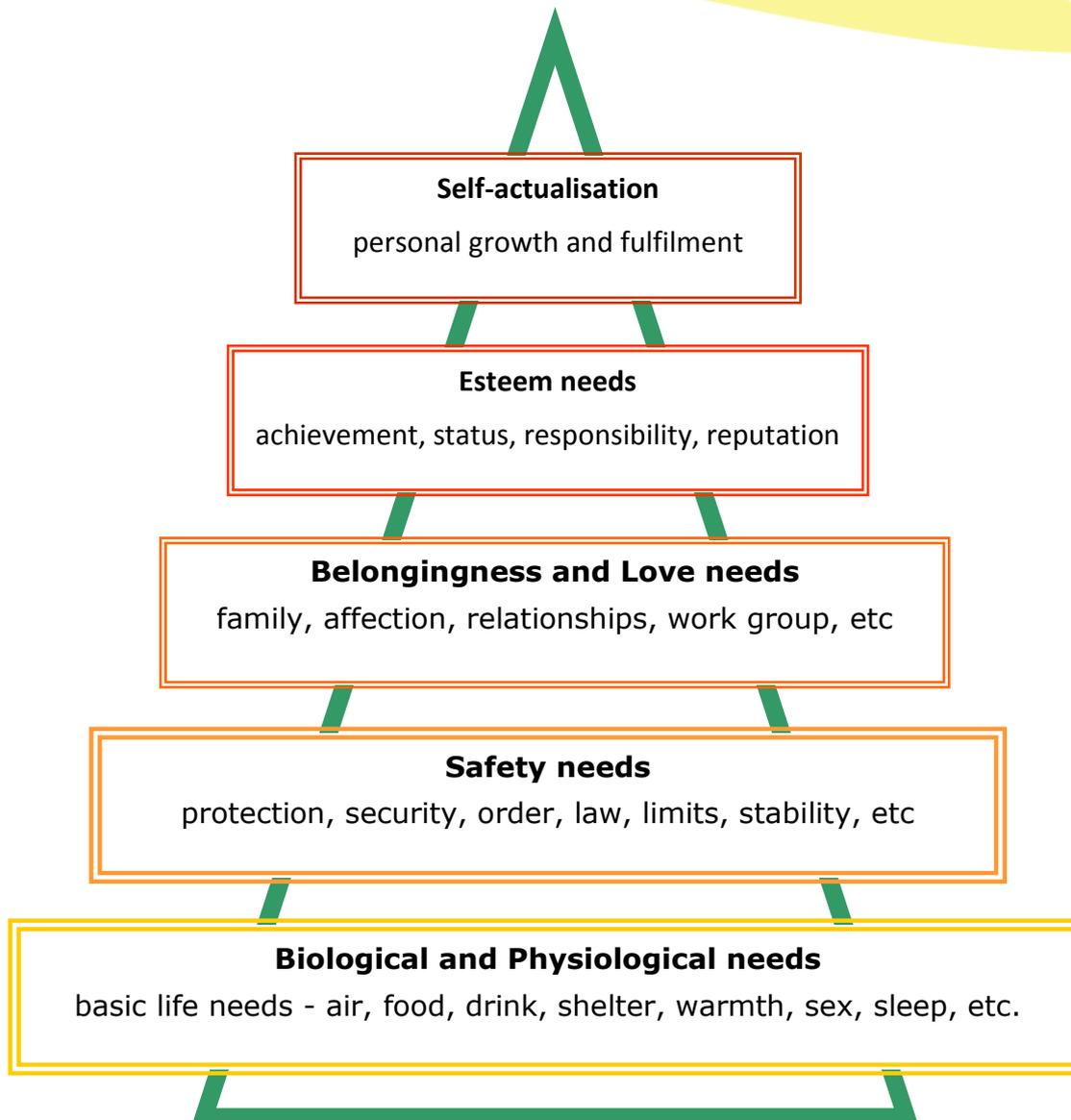


Abraham Harold Maslow was born April 1, 1908 in Brooklyn, New York.

Maslow served as the chair of the psychology department at Brandeis from 1951 to 1969. It was here that he began his crusade for a humanistic psychology -- something ultimately much more important to him than his own theorizing.

He spent his final years in semi-retirement in California, until, on June 8 1970, he died of a heart attack after years of ill health.

One of the many interesting things Maslow noticed while he worked with monkeys early in his career, was that some needs take precedence over others. For example, if you are hungry and thirsty, you will tend to try to take care of the thirst first. After all, you can do without food for weeks, but you can only do without water for a couple of days! Thirst is a “stronger” need than hunger. Likewise, if you are very very thirsty, but someone has put a choke hold on you and you can't breathe, which is more important? The need to breathe, of course. On the other hand, sex is less powerful than any of these. Let's face it, you won't die if you don't get it!



Maslow felt that human needs could be thought of as being in a 'hierarchy' in other words on a number of levels.

Summary

The model states that we start at the bottom of the pyramid and once our needs at any particular level are met, we look to satisfy 'higher needs'. For example if we were starving or deprived of sleep then we would be obsessed with satisfying these fundamental needs. The other levels would have no significance at this time.

Examples of things which organisations provide for employees to meet each of the needs

Physiological: Canteen facilities, drinking fountains

Safety: First aid kits, protective clothing, health screening

Social: Social clubs, chance to work in a group

Self-esteem: Praise for work, recognition, job title

Self-actualization: Interesting work, chance to be creative, chance to develop new skills



Herzberg's Motivators and Hygiene Factors

Frederick Herzberg was considered one of the most influential management consultants and professors of the modern post-war era. Herzberg was probably best known for his challenging thinking on work and motivation.

He completed his undergraduate work at CCNY and received his graduate degrees at the University of Pittsburg. Later, he became professor of management at Case Western Reserve University, where he created the Department of Industrial Mental Health. In 1972 he was asked to join the University of Utah's College of Business, then headed by management guru George Odiorne.

In 1995, the International Press announced that his book *Work and the Nature of Man* was listed as one of the 10 most important books impacting management theory and practice in the 20th century. He was born in Lynn, Massachusetts on April 18, 1923 and died on January 18, 2000 in Salt Lake City

Herzberg saw that hygiene factors caused dissatisfaction by their absence, but did not cause motivation by their increased presence.

Imagine the office was too cold. This will dissatisfy you. However making the office exactly the right temperature will not motivate you positively.

Hygiene factors

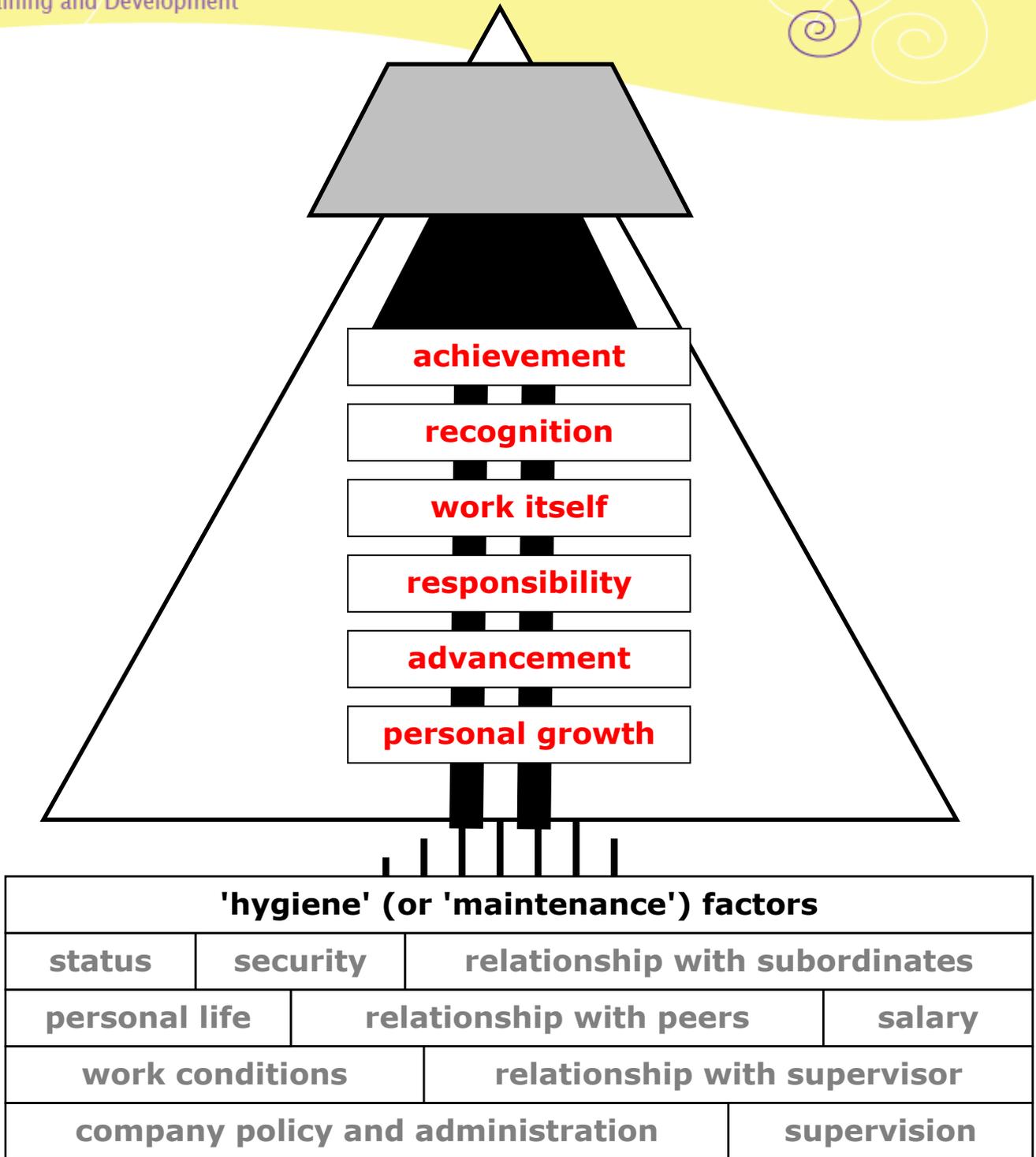
Don't encourage people to work, but when they are adverse, people are discouraged:

- Working conditions
- Policies and administrative practices
- Salary and Benefits
- Supervision
- Status
- Job security
- Fellow workers
- Personal life

Motivators

Encourage people to work harder/more effectively:

- Recognition
- Achievement
- Advancement
- Growth
- Responsibility
- Job challenge



Hygiene factors are merely a launch pad - when damaged or undermined we have no platform, but in themselves they do not motivate.



Vroom's Expectancy Theory

Victor Vroom was born August 9, 1932 in Montreal, Canada. Vroom studied psychology at McGill University, Canada and gained his PhD from the University of Michigan, USA. Vroom is considered an authority on the psychological analysis of behaviour in organisations, particularly on leadership and decision making. He is a Professor of Organisation and Management at Yale.



Vroom's expectancy theory assumes that behaviour results from conscious choices among alternatives whose purpose it is to maximize pleasure and minimize pain. Together with Edward Lawler and Lyman Porter, Victor Vroom suggested that the relationship between people's behaviour at work and their goals was not as simple as was first imagined by other scientists.

Vroom realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and abilities.

The theory suggests that although individuals may have different sets of goals, they can be motivated if they believe that:

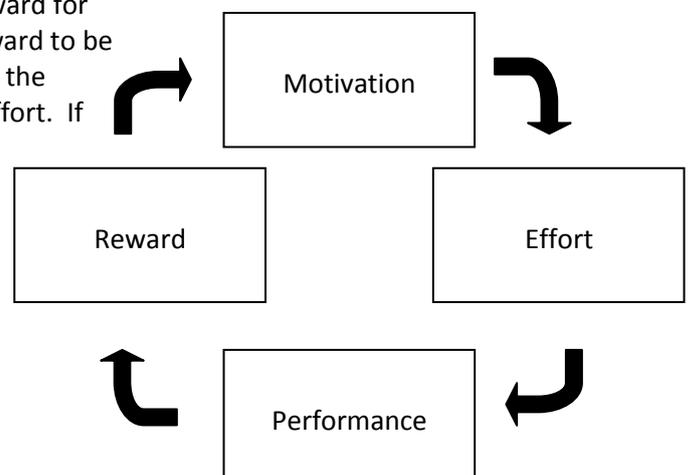
- There is a positive correlation between efforts and performance,
- Favourable performance will result in a desirable reward,
- The reward will satisfy an important need,
- The desire to satisfy the need is strong enough to make the effort worthwhile.

The reason for trying to motivate people at work is because motivated employees are more likely to want to achieve the objectives which managers have set. Another way of saying this is that when **motivation** is high, improved **performance** usually results.

Improved performance only comes about through the **efforts** of the motivated workers.



The expectancy theory is the perceived value of a reward for accomplishing a goal. If the person perceives the reward to be high, then they will give more effort. If they perceive the reward to be low, then they will give forth minimal effort. If the reward seems undesirable, it could be an example of a de-motivator.



Reward is now added to the diagram: