Principles of Management and Leadership in an Organisational Context

Lesson 4

Study Information and Tips

This Study Text replicates the video content for the lesson

Supplementary knowledge can also be found in the information sheets and text boxes that accompany the videos, as well as in the resources in the Insights section

Activities to help you consolidate your knowledge are deliberately delivered through practice questions and exercises found in the Test and Apply sections on the VLE. These help you to further build on your knowledge and apply the learning in a way that supports your assessment

You can use this Study Text to test your understanding of the learning content at the end of each lesson. It may also be helpful to refer to it when preparing for your assessments

We recommend that you also produce your own notes in addition to the Study Text. Research has shown that handwritten notes can be very effective for learning retention

If you decide to print this Study Text, set the layout to print 4 or 6 slides per page to save on paper and ink

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The Relationship between Management and Leadership and the Impact of Management and Leadership Styles

The relationship between management and leadership

Management and leadership styles

The effect these can have on individuals and teams

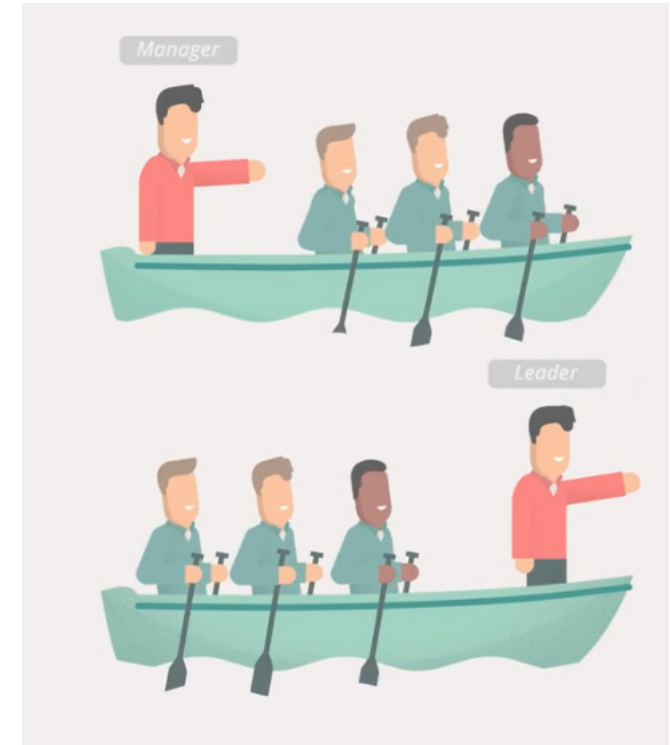# The Relationship between Management and Leadership

We're now going to think about the relationship between management and leadership. This is important because different contexts may require you to strike a different balance between them. However, before we explore how managers and leaders adapt to context, we need to focus more closely on how – and why – management and leadership might coexist.

At the very beginning of the unit, we considered the traditional distinction that has been made between management and leadership, but that – more importantly – organisations need both.

Finding the Balance

Indeed, many of you will know first hand that, in practice, people often have to undertake both management and leadership activities, and demonstrate management and leadership behaviours.
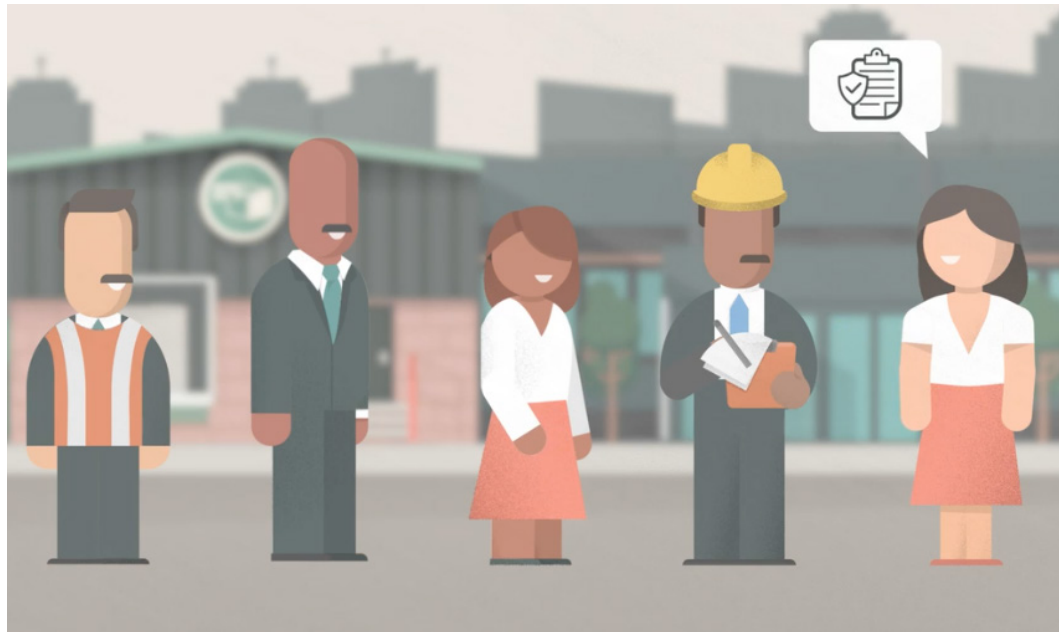
We can also think more deeply on this issue by evaluating how and where the balance between management and leadership needs to be struck, both at the micro level within a role, and the macro level within an organisation. For instance, in your own role, you'll need to act as both a manager and a leader.

Finding the Balance - Example

Let's consider Kamilah, a newly appointed manager in an engineering firm.

Kamilah notices that even though her job title is "manager", she spends a lot of time leading her team. She motivates them and coaches individuals, to help them deliver the tasks and activities required to meet their objectives.
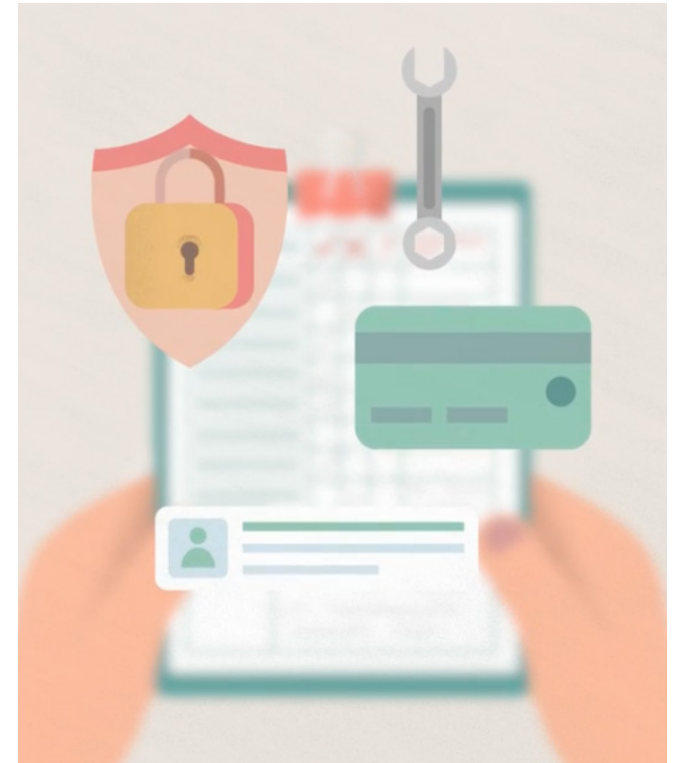
Finding the Balance - Example (cont.)

However, she also puts a lot of work into traditional management, such as ensuring the right resources are available to team members, and that they coordinate their tasks.

But she's careful not to push too hard on oversight, as she wants her team to stay motivated, rather than disillusioned by too close a focus on processes and checklists.
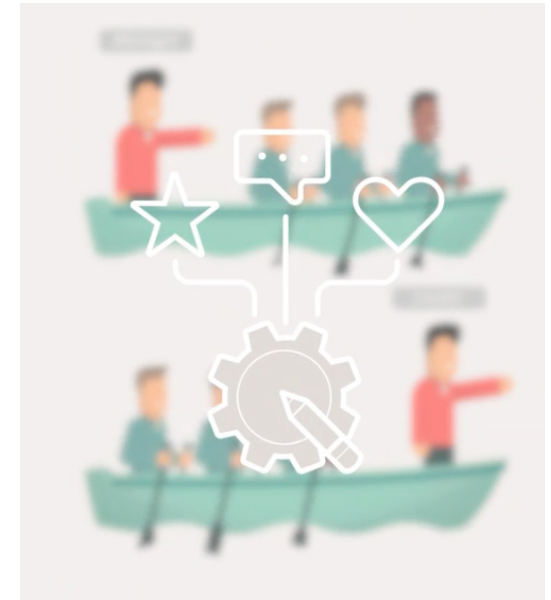
We can also evaluate the balance between management and leadership at a macro level, by assessing the extent to which managerial and leadership duties are being carried out across the organisation.

Finding the Balance - Example (cont.)

For instance, Kamilah gets the feeling that her senior leadership team could be doing a lot more "management". The CEO frequently tells employees about his vision by communicating through various different media and slick presentations. But Kamilah feels he's overlooked how his vision is to become reality – no additional resources have been made available, and there's been no indication of the timescales envisaged.

At a project meeting Kamilah mentions her feelings to her line manager, who thinks that their whole organisation could benefit from thinking about their leadership and management needs. He discusses this with the HR director, who raises it with the board. This results in an organisation-wide review of senior leadership skills, with the aim of better supporting the implementation of strategy.

Management and Leadership Styles

All managers and leaders are different individuals, with different ways of doing things. Moreover, we are all faced with different environments, organisational cultures, team members and challenges. For these reasons, management theorists have explored the idea of varying 'management and leadership styles', including what characterises different types and why these types might develop.
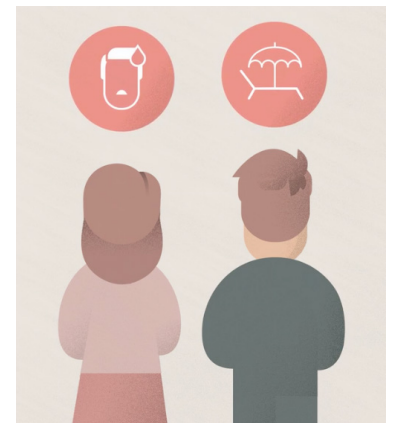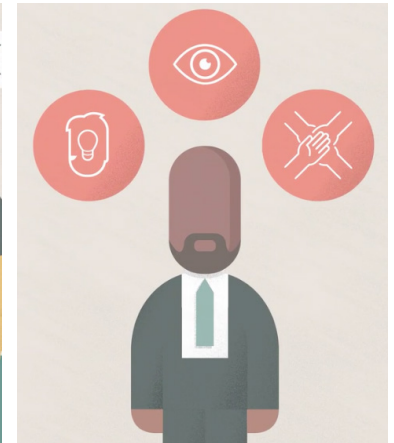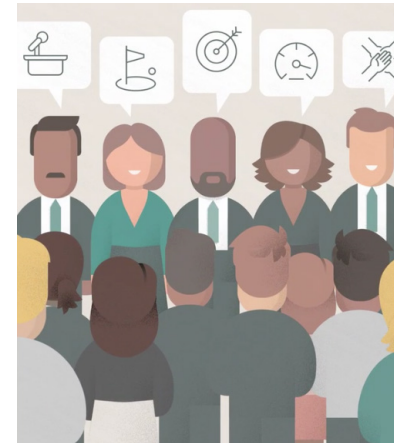
We'll go on to look at how management style is affected by some of the aspects of organisational context that we've already covered in this unit. For example, values and governance frameworks, and organisational structure, all shape organisational culture – a topic we'll come onto in lesson 5 – which, in turn, can affect management and leadership styles.

Management and Leadership Styles (cont.)

The CMI defines management style as 'the general manner, outlook, attitude and behaviour of a manager in his or her dealings with subordinates'. Leadership style relates to the same features in leaders.

Management and leadership styles matter because, regardless of how effective a manager might be at carrying out tasks, a central aspect of their role is to manage and lead others. The style a manager employs affects the individuals and teams they manage.
The right management style can boost innovation, engagement and collaboration. The wrong style might lead, at one extreme, to anxious employees being under great pressure or, at the other extreme, to team members feeling too relaxed, and reducing their efforts.

Management and Leadership Styles (cont.)

That said, the 'right' style can mean different things at different times. Some individuals and teams, and some circumstances, may be better suited to certain management styles than others.

Being aware of the concept of management style can make you more sensitive to the way you manage.
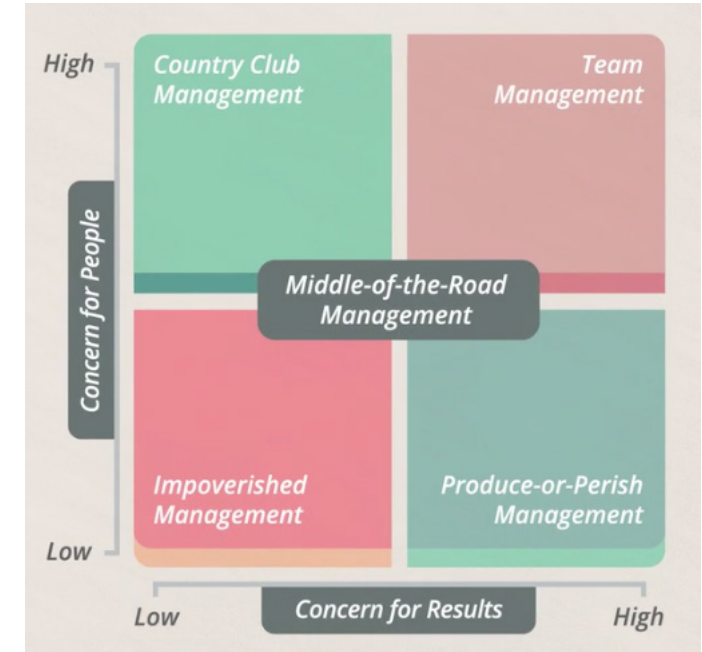
Management and Leadership Styles (cont.)

A number of models have been developed to help explain management and leadership styles, which can help you, as a manager, think about your own approach.

Some models look at how management and leadership styles develop, whilst others focus on the characteristics that make up a particular management style, and some do both. As we learn about the different styles that have been identified, we'll consider the impact they might have on individuals and teams.

The Managerial Grid

Our first model was originally developed in the 1960s by academics Blake and Mouton. Their 'managerial grid' was designed to explain how management style can develop.
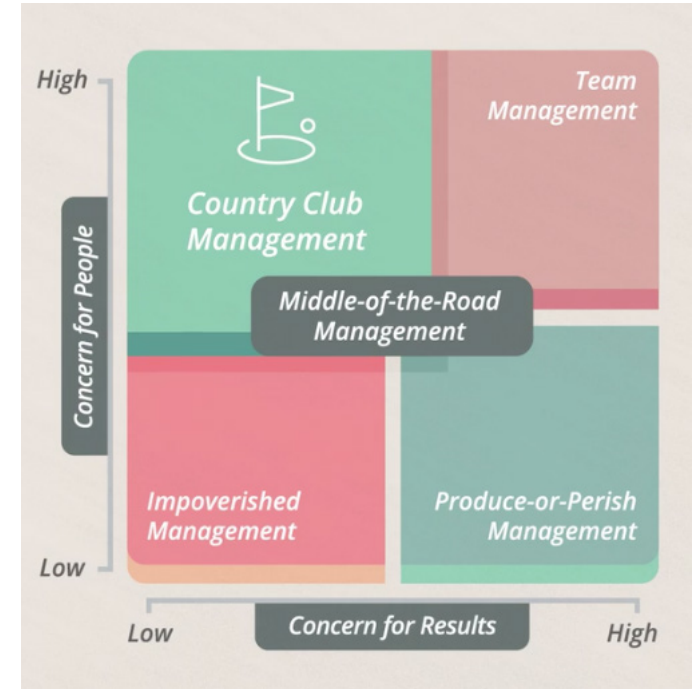
The grid consists of two axes – a Y axis to represent the extent of a manager's 'concern for people', and an X axis to illustrate the manager's 'concern for results'. Combining the different relative positions on these axes results in five possible managerial styles.

Country Club

A high degree of concern for people, coupled with low concern for results creates the 'country club' style, also called the 'accommodating' style.
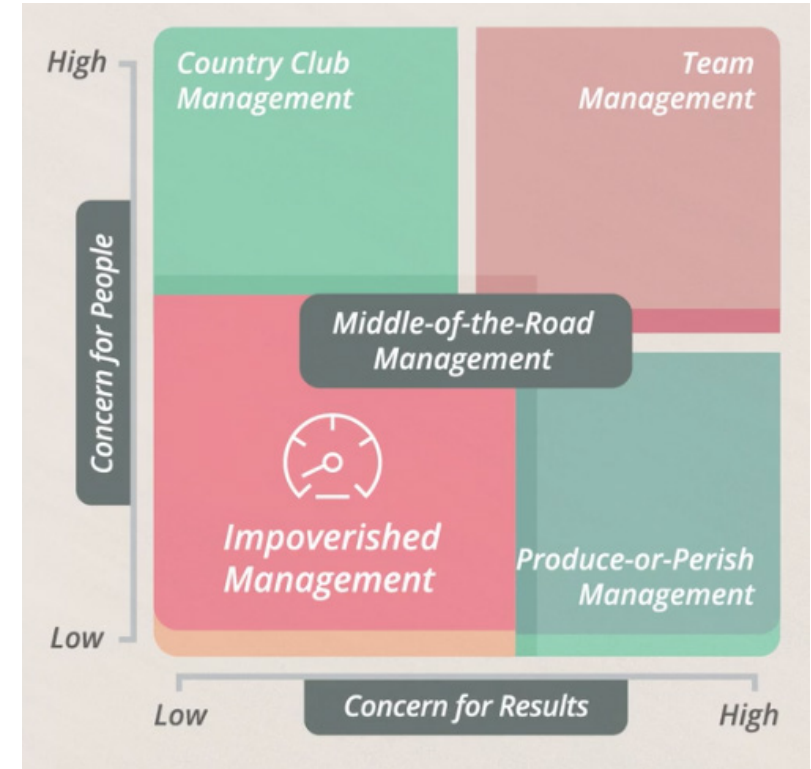
This produces a relaxed, friendly and considerate atmosphere. But this can be detrimental, as team members may relax too much and even become bored.

Impoverished

At the other extreme, 'impoverished', or indifferent, management is the result of a low concern for people and a low concern for results.
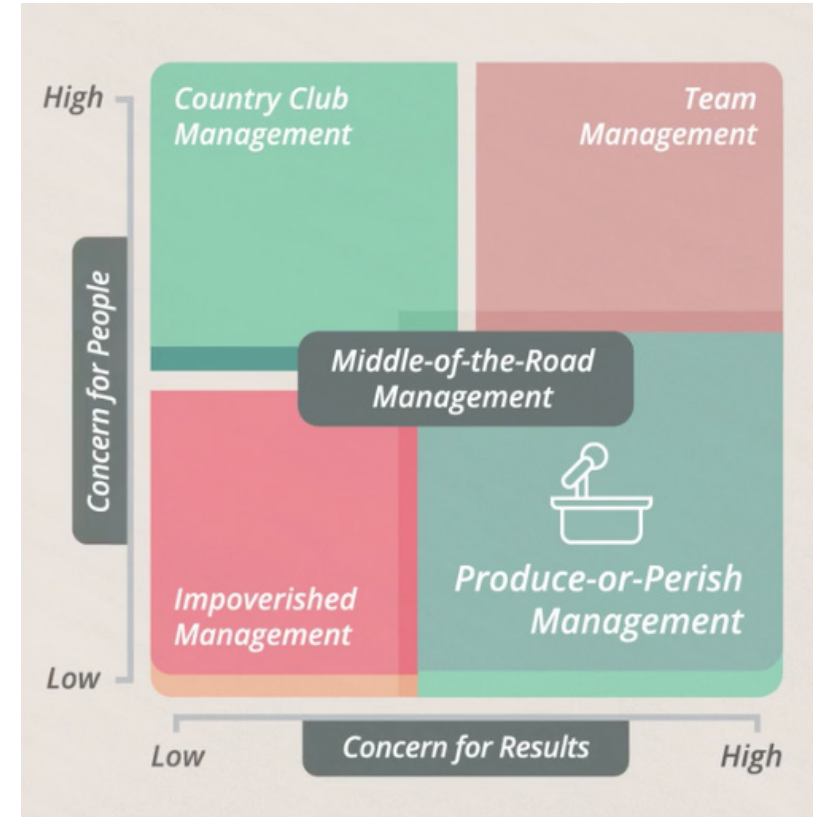
These managers don't wish to take risks and are instead really only concerned with preserving their position. This style can lead to team members being disengaged, perhaps even resentful at the manager's lack of interest in achieving anything.

Produce or Perish

The 'produce or perish' or 'dictatorial' style has – as the name suggests – little to recommend itself.

This style develops where managers have low concern for people, but a high concern for results. Securing objectives is the only priority, regardless of the human cost. But team performance may actually be damaged, if the pressure from the manager causes high levels of anxiety and stress.

Middle-of-the-Road

Intuitively, we might think that moderation could be key, and that mid levels of concern for both results and people would be our best bet.

But Blake and Mouton maintained this 'middle-of-the-road management' approach was merely satisfactory, rather than an effective compromise. Managers adopting this approach would not do either aspect of their role well enough.

Team Management

Instead, Blake and Mouton advocated what they called 'team or sound management' – comprising a high concern for people and a high concern for results. Managers adopting this style would emphasise the way team members could produce results, and encourage team work and commitment.

Blake and Mouton's model sought to understand managerial style by understanding the manager's perspective and priorities.

The Situational Management Leadership Model

Our next theory, Hersey and Blanchard's Situational Leadership model, is driven by the characteristics of the employees being managed.

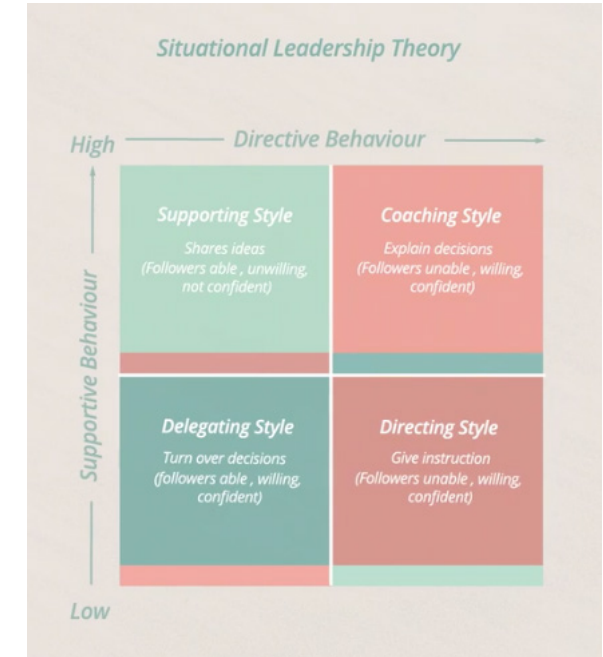This model was developed in the late 1960s and refined in the 1970s. It focuses on the management style that different types of individuals actually need, and suggests that managers should adapt their style in response to the different characteristics of their direct reports. Specifically, managers should adjust the degree to which they 'support' or 'direct' staff, in line with the levels of competence and commitment that individuals exhibit.

Situational Leadership Theory

High — Directive Behaviour →

Supportive Behaviour

Supporting Style
Shares ideas
(Followers able, unwilling, not confident)

Coaching Style
Explain decisions
(Followers unable, willing, confident)

Delegating Style
Turn over decisions
(followers able, willing, confident)

Directing Style
Give instruction
(Followers unable, willing, confident)

Low

The Situational Management Leadership Model (cont.)

Supportive behaviour would include giving team members encouragement, demonstrating understanding and engaging in two-way communication.

Directive behaviour includes setting out what needs to be done, who should be involved, and how they might approach it.

Directing Style

Where employees exhibit low competence, but high commitment, Hersey and Blanchard recommend a **'directing style'**, which is high in direction and lower in supporting behaviour.

The focus here is on clearly communicating what needs to be achieved. Encouragement is given, but as commitment levels are already high, supportive behaviour is not the priority. Instead, the focus is on providing the necessary detail to overcome competence issues. Regular checks and follow-ups are also wise.

Coaching and Supporting Styles

Where low competence is accompanied by low commitment, a '**coaching**' style is required. High levels of direction should be accompanied by high levels of support, characterised by frequent encouragement, emotional support and two-way communication.

Where commitment levels are variable, and competence moderate to high, managers might adopt a '**supporting**' style. Leaders can be reasonably confident that employees can guide and direct themselves most of the time, but they will still benefit greatly from encouragement. This might be because they underestimate their own abilities.
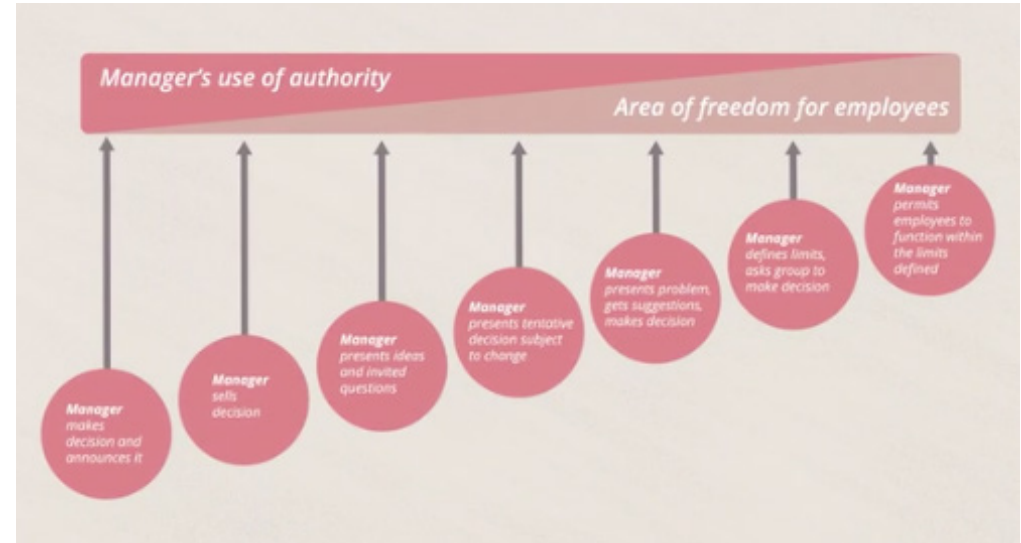
Delegating Style

For those employees who demonstrate high degrees of competence and commitment, managers should adopt a '**delegating**' style.

This is characterised by low direction and low support. Managers can give considerable responsibility to individuals, who will be happy to run with it without requiring emotional support or technical assistance. Indeed, too much involvement might be seen as patronising, or as questioning their capability to carry out the tasks. Praise alone could be sufficient.

Tannenbaum and Schmidt's Leadership Continuum

Our next model operates on just one axis, rather than two. Tannenbaum and Schmidt's Leadership Continuum also illustrates how managers might adapt their management style according to the experience and capabilities of team members.

At the left hand side of the scale, team members are less experienced and competent, so greater levels of managerial authority are required. Workers have little say over what they do and how they do it. The manager simply 'tells' them what to do. This may be the case where an employee is new to a role.

Tannenbaum and Schmidt's Leadership Continuum (cont.)

As employees' talents and judgement grow, so too can the degree of freedom managers afford them. At the midpoint of the continuum, the manager 'consults' employees on what to do. Workers now have the freedom to make suggestions, and the manager gives up some authority in exchange for their input.

In an ideal world, managers and employees move from the left side of the model to the right, during which greater levels of trust develop. The workers then gradually gain more control until, at the right-hand end, they mostly direct their own work. The manager only lightly supervises employees and 'delegates' key tasks. This approach is used with highly skilled and experienced workers.

Tannenbaum and Schmidt's Leadership Continuum (cont.)

However, there is scope for managers to move back towards the left-hand side of the continuum, should circumstances require.

For instance, new technology might be introduced, the external political climate radically shift, or the organisational strategy change. A manager may need to step back in until team members are up to speed and can return to greater self-direction.

Five Practices of Exemplary Leadership

We'll now turn our attention to the styles identified from the late 20th and early 21st centuries, when interest took off in inspirational leadership and the behaviours of the most successful leaders.

Among those attempting to identify these behaviours were leadership researchers James Kouzes and Barry Posner, who advanced five practices of exemplary leadership.

Five Practices of Exemplary Leadership (cont.)

Kouzes and Posner described the first exemplary practice as '**model the way**' – leaders should act as they hope others should act, act as they say they will, and follow their own values.

Secondly, they should '**inspire a shared vision**', developing aims that everyone in the organisation can be engaged with and work towards, together.
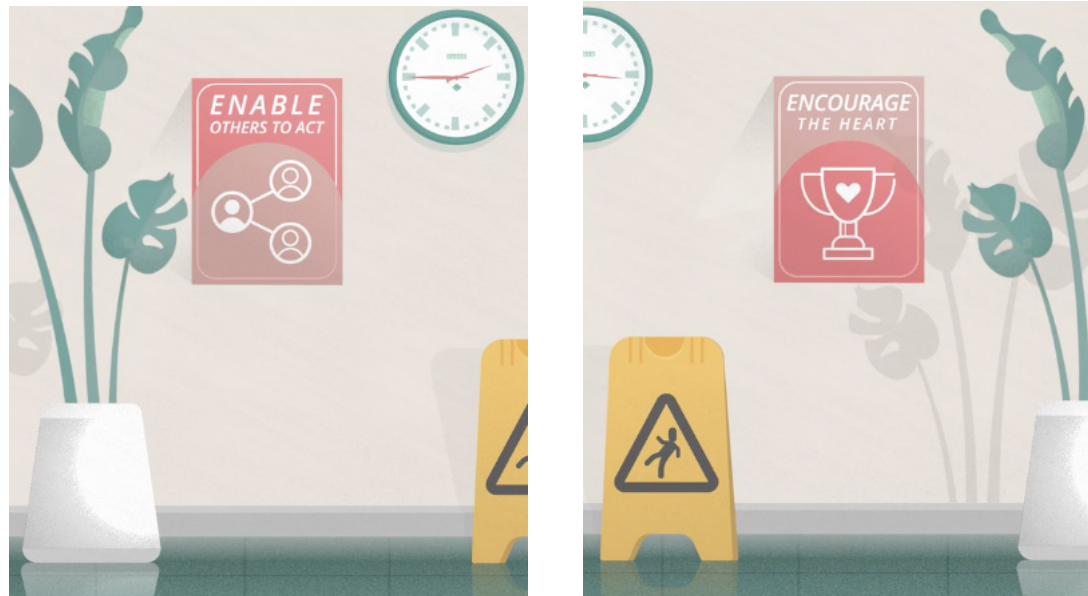
Thirdly, leaders should '**challenge the process**', by questioning the status quo in order to introduce innovative change, where required.

Five Practices of Exemplary Leadership (cont.)

Fourthly, they should '**Enable others to act**', by providing a trusting and supportive environment in which followers are confident to experiment.

The fifth practice requires leaders to '**encourage the heart**' in their team members, by displaying sincerity and concern – for instance, by meaningfully recognising and celebrating employee success.

Authentic Leadership

These five leadership qualities resonate with the work of Warren Bennis, who in 1989 identified integrity, dedication, magnanimity, humility, openness and creativity as key leadership qualities. Similarly, these qualities foreshadowed work made most famous by management scholars Rob Goffee and Gareth Jones on what is known as authentic leadership.

Authentic leadership gained traction in the early 21st century, following perceived leadership failures linked to corporate scandals and the 2008 financial crisis. It requires that leaders demonstrate integrity, but also be true to themselves and magnify their own unique qualities to inspire their followers. The approach is designed to help leaders develop more meaningful human connections, and greater self-awareness of their own imperfections.

Six Leadership Styles

In addition to preferred leadership styles, the 21st century saw work produced that categorised leadership styles through observation in the real world.

The most notable was by Goleman, Boyatziz & McKee who, in the book 'Primal Leadership', published the results of their analysis of existing leadership literature, together with surveys of nearly 4,000 executives. From these they identified six leadership styles, and provided insight on how and when each style could be most effective.

Visionary and Coaching Leaders

We'll now briefly summarise the six styles Goleman and his colleagues identified. As we do so, you may recognise similarities with earlier styles we've discussed in this lesson.

A **visionary** leader strongly believes in a vision, inspires others to follow it and highlights how their efforts support the vision.

The **coaching** leader places a firm focus on developing others – through encouragement and gentle-yet-constructive analysis of areas for improvement, and by increasing responsibility to allow growth.

Affiliative and Democratic Styles

For leaders adopting an **affiliative** style, a key concern is to promote harmony among employees, deftly resolving problems and boosting engagement.

Democratic leadership encourages participation and delegation of responsibility, in order to build a sense of shared purpose and commitment.

Pace-setting and Commanding Styles

The **pace-setting** leader expects high standards and self-direction from team members, and is impatient for results.

A **commanding** leader is micro-managing, intimidating, and certainly not open to discussion or negotiation about how to achieve an objective.

Adapting Leadership Styles

What's different about Goleman and his colleagues' work is that they maintained that, in order for a leadership style to be effective, it needs to 'resonate' with the emotions of their followers at a given time and context.

So, for instance, the affiliative style will work best when team divisions need healing, or stressed teams need motivating. A coaching style will be most effective when competent, motivated employees need help planning their longer-term goals and careers. And even a commanding approach can be effective in a crisis situation.

Adapting Leadership Styles (cont.)

The theory is situational, but the variable in question isn't management perspective or employee capability – it's the followers' emotional state.

In this lesson, we looked at how management and leadership style can, and may need to, adapt. We'll continue this theme in our next lesson, when we explore how such styles need to adapt to different organisational cultures and values.

Recap

In this lesson, you have learned about:

- The relationship between management and leadership
- Management and leadership styles
- The effect these can have on individuals and teams