**Assignment 4: Leadership & Management**

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Leadership & Management.

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Introduction

The management of health and safety in the working environment is a corporate responsibility and many organizations have qualified staff to deal with it. But it is also very much the concern of individual managers who have to ensure that there is a healthy and safe system of work in their areas and that the people in their departments adhere to the organization’s health and safety policies and procedures. Health and safety policies and procedures are concerned with protecting employees – and other people affected by what the company produces and does – against the hazards arising from their employment or their links with the company.

The essential elements for this presentation is focused on managing health and safety, Self-development and effective persuasion. The limitations of this research are based on: what is the importance of health and safety in the work place? How does preparation and even healthy management of hazards help in management of an organization? How does stress management become an ingredient in health and safety management of an organization? What the process of self-development stands for and how employees achieve this so that they can climb up the ladder of responsibilities? What are the self-management strategies in health and safety management? What are self-management strategies in health and safety management? And, what are the ten rules of effective persuasion? Two types of the analytical techniques are used: (1) Definition- setting down the precise of a word or phrase and showing why the distinctions implied the definition are necessary by expanding on particular elements that may be sources of confusion or misunderstanding. In addition, (2) Explanation – clarifying by the use of explanation, model and example.

# What is the importance of health and safety in the work place?

Safety programmes deal with the prevention of accidents and with minimizing the resulting loss and damage to persons and property. They relate more to systems of work than the working environment, but both health and safety programmes are concerned with protection against hazards, and their aims and methods are clearly interlinked.

It cannot be emphasized too strongly that the prevention of accidents and elimination of health and safety hazards is a prime responsibility of management and managers in order to minimize suffering and loss. Managing health and safety at work is a matter of:

* Developing health and safety policies;
* Conducting risk assessments that identify hazards and assess the risks attached to them;
* Carrying out health and safety audits and inspections;
* Preventing accidents;
* Implementing occupational health programmes;
* Managing stress;
* Determining the responsibility for health and safety.

# How does preparation and even healthy management of hazards help in management of an organization?

Most accidents are caused by a few key activities. Risk assessments should concentrate initially on those that could cause serious harm. Operations such as roof work, maintenance and transport movement cause far more deaths and injuries each year than many mainstream activities.

When carrying out a risk assessment it is also necessary to consider who might be harmed, e.g. employees or visitors (including cleaners and contractors and the public when calling in to buy products or enlist services). When the hazards have been identified, it is necessary to assess how high the risks are.

The prevention of accidents is achieved by:

* Identifying the causes of accidents and the conditions under which they are most likely to occur;
* Taking account of safety factors at the design stage – building safety into the system;
* Designing safety equipment and protective devices and providing protective clothing;
* Carrying out regular risk assessments, audits, inspections and checks and taking action to eliminate risks;
* Investigating all accidents resulting in damage to establish the cause and to initiate corrective action;
* Maintaining good records and statistics in order to identify problem areas and unsatisfactory trends;
* Conducting a continuous program of education and training on safe working habits and methods of avoiding accidents.

# How does stress management become an ingredient in health and safety management of an organization?

There are four main reasons why organizations should take account of stress and do something about it: first, because they have a social responsibility to provide a good quality of working life. Second, because excessive stress causes illness. Third, because it can result in inability to cope with the demands of the job, which creates more stress; and finally, because excessive stress can reduce employee effectiveness and therefore organizational performance.

The ways in which stress can be managed by an organization include:

* Job design – clarifying roles, reducing the danger of role ambiguity and conflict, and giving people more autonomy within a defined structure to manage their responsibilities;
* Targets and performance standards – setting reasonable and achievable targets that may stretch people but do not place impossible burdens on them;
* Placement – taking care to place people in jobs that are within their capabilities;
* Career development – planning careers and promoting staff in accordance with their capabilities, taking care not to over- or under-promote;
* Performance management processes, which allow a dialogue to take place between managers and individuals about the latter’s work problems and ambitions;
* Counselling – giving individuals the opportunity to talk about their problems with a member of the HR department, or through an employee assistance program;
* Anti-bullying campaigns – bullying at work is a major cause of stress;
* Management training in what managers can do to alleviate their own stress and reduce it in others.

# Explain the process of self-development and how employees achieve this so that they can climb up the ladder of responsibilities.

The best way to get on is to rely on yourself while seeking and benefiting from any support you can get from your manager or the organization. As Drucker (1967): ‘People grow according to the demands they make on themselves’. Self-development takes place through self-managed or self-directed learning. This means that you take responsibility for satisfying your own learning needs to develop skills, improve performance and progress your career. It is based on processes that enable you to identify what you need to learn by reflecting on your experience and analyzing what you need to know and be able to do to increase your effectiveness now and in the future.

***Self-managed learning:*** Self-managed learning is about self-development and this will be furthered by self-assessment (evaluating the impact of your own performance), which leads to better self-understanding. Pedler and his co-writers (1986) recommend the following four-stage approach:

* Self-assessment based on analysis by individuals of their work and life situation.
* Diagnosis derived from the analysis of learning needs and priorities.
* Action planning to identify objectives, helps and hindrances, resources required (including people) and timescales.
* Monitoring and review to assess progress in achieving action plans.

**Identifying learning and development needs:** You can identify learning and development needs by ensuring that you understand what you are expected to do and the knowledge and skills you need to carry out your job effectively. Performance management processes can be used to identify self-development needs on your own or in discussion with your manager.

**Defining the means of satisfying learning and development needs:** When deciding how to satisfy learning and development needs you should remember that it is not just about selecting suitable training courses. These may form part of your development plan, but probably only a minor part; other learning activities are much more important.

**Personal development plans:** Personal development planning aims to promote learning and to provide you with the knowledge and portfolio of transferable skills that will help to progress your career.

**Other methods of management development:** The other methods of management development discussed in the following section are coaching, mentoring and action learning. These can be used to complement and support self-development.

**Mentoring:** Mentoring is the process of using specially selected and trained individuals to provide guidance and advice that will help to develop the careers of the people allocated to them. Mentoring is aimed at complementing learning on the job, which must always be the best way of acquiring the particular skills and knowledge the job holder needs. Mentoring also complements formal training by providing those who benefit from it with individual guidance from experienced managers who are ‘wise in the ways of the organization’.

**Action learning:** Action learning, as developed by Revans (1989), is a method of helping managers develop their talents by exposing them to real problems. They are required to analyze the problems, formulate recommendations, and then take action. It accords with the belief that managers learn best by doing rather than being taught.

Revans produced the following formula to describe his concept: L (learning) = P (programmed learning) + Q (questioning, insight)

A typical action learning program brings together a ‘set’ or group of four or five managers to solve a real problem. They help and learn from each other, but an external consultant, or ‘set advisor’, sits in with them regularly.

# Explain the self-management strategies in health and safety management?

Self-management strategies should be based on self-assessment, which means assessing your own performance and identifying how you can improve. To assess your own performance you need to:

1. Ensure that you are clear about what your job entails in terms of the main tasks or key result areas. If in doubt, ask your manager for clarification.
2. Find out what you are expected to achieve for each of the key result areas. Expectations should be definable as objectives in the form of quantified targets or standards of performance (qualitative statements of what constitutes effective performance). Ideally they should have been discussed and agreed as part of the performance appraisal/management process, but if this has not happened, ask your manager to spell out what they expect you to achieve.
3. Refer to the organization’s competency framework. Discuss with your manager how they interpret this as far as you are concerned.
4. At regular intervals, say once a month; review your progress by reference to the objectives, standards and competency headings. Take note of your achievements and, if they exist, your failures. Ask yourself why you were successful or unsuccessful and what you can do to build on success or overcome failure. You may identify actions you can take or specific changes in behaviour you can try to achieve. Alternatively, you may identify a need for further coaching, training or experience.
5. At the end of the review period and prior to the appraisal discussion with your manager, look back at each of your interim reviews and the actions you decided to take. Consider what more needs to be done in any specific area or generally. You will then be in a position to answer the following questions that might be posed by your manager before or during the appraisal discussion:
   1. How do you feel you have done?
   2. What are you best at doing?
   3. Are there any parts of your job that you find difficult?
   4. Are there any aspects of your work in which you would benefit from better guidance or further training?

# What are self-management strategies in health and safety management?

Self-management strategies can be derived from this assessment, which should identify specific areas for development or improvement. The strategies can be based on the following 10 steps, which you can take to develop yourself:

1. Create a development log – record your plans and action.
2. State your objectives – the career path you want to follow and the skills you will need to proceed along that path.
3. Develop a personal profile – what sort of person you are, your likes and dislikes about work, your aspirations.
4. List your strengths and weaknesses – what you are good and not so good at doing.
5. List your achievements – what you have done well so far and why you believe these were worthwhile achievements.
6. List significant learning experiences – recall events where you have learnt something worthwhile (this can help you to understand your learning style).
7. Ask other people about your strengths and weaknesses and what you should do to develop yourself.
8. Focus on the present – what is happening to you now: your job, your current skills, your short-term development needs.
9. Focus on the future – where you want to be in the longer term and how you are going to get there (including a list of the skills and abilities you need to develop).
10. Plan your self-development strategy – how you are going to achieve your ambitions.

# What are the ten rules of effective persuasion?

Exerting influence and persuading others to do things are important parts of the role manager’s play. They may be given power and authority but this will not necessarily ensure that they will be able to get things done the way they want them done, especially when it involves their own managers and their colleagues. And although managers are in a position of authority over their own staff, the extent to which that authority will force people to do something may be limited. They, like other people in the organization, may only move in the direction they want to if they are effective persuaders.

The 10 rules for effective persuasion are:

1. Define the problem. Determine whether the problem is a misunderstanding (a failure to understand each other accurately) or a true disagreement (a failure to agree even when both parties understand one another). It is not necessarily possible to resolve a true disagreement by understanding each other better. People generally believe that an argument is a battle to understand who is correct. More often, it is a battle to decide who is more stubborn.
2. Define your objective and get the facts. Decide what you want to achieve and why. Assemble all the facts you need to support your case. Eliminate emotional arguments so that you and others can judge the proposition on the facts alone.
3. Find out what the other party wants. The key to all persuasion is to see your proposition from the other person’s point of view. Find out how they look at things. Establish what they need and want.
4. Accentuate the benefits. Present your case in a way that highlights the benefit to the other party or at least reduces any objections or fears.
5. Predict the other person’s response. Everything you say should be focused on that likely response. Anticipate objections by asking yourself how the other party might react negatively to your proposition and thinking up ways of responding to them.
6. Create the other person’s next move. It is not a question of deciding what you want to do but what you want the other person to do. Your goal is to get results.
7. Convince people by reference to their own perceptions. People decide what to do based on their own perceptions, not yours.
8. Prepare a simple and attractive proposition. Make it as straightforward as possible. Present the case ‘sunny side up’, emphasizing its benefits. Break the problem into manageable pieces and deal with them one step at a time.
9. Make the person a party to your ideas. Get them to contribute. Find some common ground so that you can start with agreement. Do not try to defeat them in an argument – you will only antagonize them.
10. Clinch and take action. Choose the right moment to clinch the proposal – do not prolong the discussion and risk losing it. However, follow up promptly.

# Conclusion

Organizational policies may be expressed formally in manuals, and it is clearly necessary for managers to familiarize themselves with relevant policies and how they should be interpreted (however carefully expressed, policies almost always leave room for interpretation). Policies may also be informal, have grown by custom, and practice over the years. Not knowing what is expected of them in the areas covered by such policies can make the life of managers more difficult. It is up to more senior managers to communicate policies if they have not been set out in writing. However, it is the job of all managers to find out what policies do impinge on their work, even when they are not recorded in a manual, and act accordingly.

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