

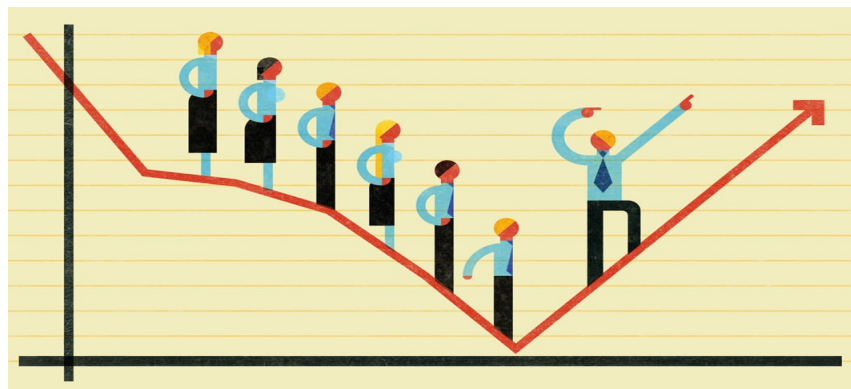


LEADERSHIP DEVELOPMENT PROGRAMME

5TH October to 4TH DECEMBER 2020

MANAGING PEOPLE

WORKBOOK 1



WEEK 1

WEBINAR 1 - 13th OCTOBER 2020



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INTRODUCTION

Welcome to the One Health Leadership Development Programme.

This workbook provides a structured framework that enables programme participants to ensure Learning Objectives can be met within the context of the One Health, HORN Regional Network. This workbook can be accessed before, during and after the Managing People Webinar.

HOW TO USE THIS WORKBOOK

Learning to manage and lead is a journey of self-discovery that should be constant and is intrinsically rewarding. There are many models that can help us to understand our approach and our choices as a manager. No one approach fits every situation and no one model has all the answers. Within each workbook you will find some key models and activities that will help you on your journey of self discovery.

The content reflects much of what will be covered within the webinar and therefore will add to your experience and understanding if you are able to use this as prework in the first instance. Please bring each workbook along to the relevant session.



Throughout the workbook you will see the following four visuals to guide your learning:



- *Key Point*



- *Make Notes in Workbooks*



- *Complete an Activity*



- *Short section to read*

LEARNING OBJECTIVES

By the end of this webinar you will be able to;

- Describe the role of People Manager within a research environment.
- Understand the key functions carried out by managers
- Be aware of your own management style and potential actions for improvement.



YOUR ROLE AS RESEARCH TEAM LEADER



ACTIVITY ONE

Please consider your current role as People Manager within Research.



What do you do in terms of people management behaviours and activity that other members of your team do not do?



What are the particular challenges that you face within your role associated with being a Research Team Leader?





There are many different configurations of research teams in academia and boundaries can be 'fuzzy'. They may comprise co-investigators, fractional or pooled staff, technical and clerical staff and postgraduate research students. There may also be inter- and intra-institutional dimensions and increasingly international ones; some team members' contributions may well be largely virtual, via email, phone or videoconference. Also, team members may have different disciplinary backgrounds, different motivations and aspirations, and different cultural backgrounds. Common to all research teams is the need to be led and managed effectively, in a way that enhances the potential abilities of each team member towards a common goal. This does not require an inherent ability born within some people, but a range of skills that must be nurtured and developed over time.

All research managers must learn how to lead others rather than do the work themselves, to win trust and respect, to motivate, and to strike the right balance between delegation and control. New managers must reframe their understanding of their roles and responsibilities, re learn how to build effective work relationships, how and when to use individual and organizational resources, and how to cope with the inevitable stresses of the transformation. The transition from individual contributor to manager is a profound psychological adjustment--a transformation; The process of becoming a manager is primarily one of learning from experience; Through trial and error, observation and interpretation, new managers can learn what it takes to become effective business leaders.

YOUR MANAGEMENT STYLE

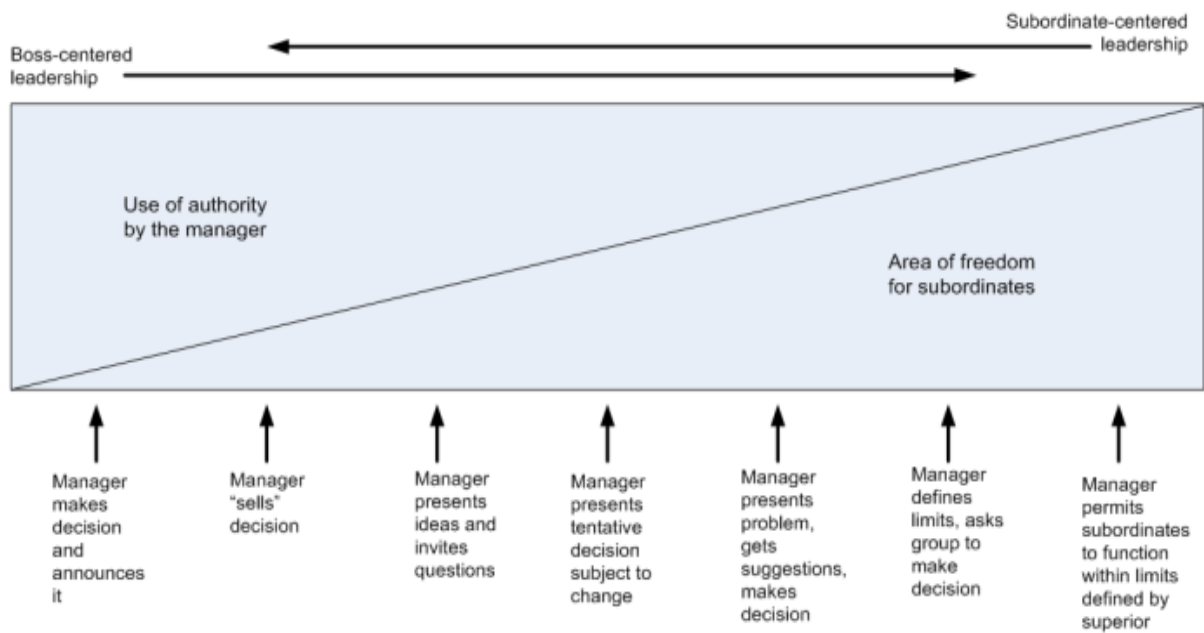


ACTIVITY TWO

Management style is the manner in which managers exercise their authority in the workplace and ensure that their objectives are achieved. It covers how managers plan and organise work in their area of responsibility and in particular how they relate to, and deal with their colleagues and team members. The key components of management style includes attitudes and behaviours, what a manager says; how they say it; the example they set; their body language and their general conduct and demeanour. To explore how you manage we must think about your style.

Managers approach their role with different levels of authority and afford different levels of freedom to their team members. This approach is a choice. The choice may be based on preference, learned behaviours or the needs of the team. Also the approach may differ for different individuals within your team. Review the model below and consider where you operate on the scale. Please make notes based on the questions posed.





Where would you like to be on this scale and why ?

What would you see as appropriate for managing within a Research environment?



FUNCTIONAL LEADERSHIP



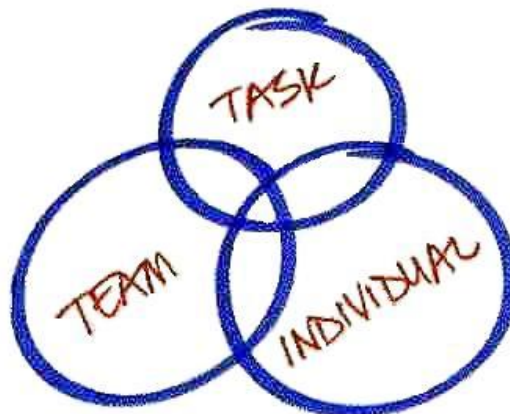
ACTIVITY THREE



Professor John Adair's Functional Leadership Model is a classic model in management theory. It proposes that to be effective the leader needs to balance the three elements of Task, Team and Individual. The model doesn't assume we need to spend 33% of our time on each element but that we need to give them equal weighting in terms of their importance to our effectiveness over time.

It is only a model and there are times when as busy team leaders/managers we do have to drive hard and simply achieve tasks. However, this has adverse consequences for us if we cannot be creative and organise ourselves to make opportunities to build the team and develop Individuals.

At the end of the day a team leader/manager alone can only do so much. It is the harnessing of the team's will, talents and motivation, which allows us to create the synergy of teams.



TASK

Functions which are directed towards task needs, including the setting of objectives, planning tasks, allocation of responsibilities and setting standards of performance

TEAM

Maintenance functions which are directed towards group needs, including activities such as developing the team, motivation, communication, managing performance and acting as team representative to others outside the boundaries of the group

INDIVIDUAL

Similar to the above but directed towards the needs of the individuals and on a one to one basis



The task, team and individual needs are fulfilled in the context of the situation – the circumstances of each situation affect the priority that attaches to each area of need. An effective manager is one who is aware of these priorities and who can act in accordance with them.

Consider the statements below and ✓ the ones which best describe what you currently do. Leave blank any that do not describe you. There are no right or wrong answers, just an opportunity to increase your own self awareness.



1	Allocates time sensibly
2	Encourages a fun atmosphere
3	Approaches tasks with enthusiasm
4	Praises when due
5	Clarifies objectives
6	Prepared to “muck-in” with team
7	Is sensitive to individual’s problems outside of work
8	Trusts people to do tasks in their own way
9	Prepares forward detailed plans
10	Keeps team informed of new developments
11	Establishes clear performance standards
12	Meets the project deadlines
13	Will always see team members at the earliest opportunity
14	Appraises staff regularly
15	Sees people as individuals and treats them fairly
16	Monitors progress of work at intervals
17	Involves team in planning work
18	Causes team to reflect upon successes and failures
19	Encourages team members to use initiative
20	Is interested in individual performance
21	Arrange work priorities
22	Arranges regular team meetings
23	Delegates work with clear objectives & agreed review times
24	Is interested in individuals lives out of work
25	Gets all the facts before making a decision
26	Finds out about strengths and weaknesses of team
27	Encourages suggestions from team
28	Writes clear and concise letters and memos
29	Keeps individuals informed about matters affecting them
30	Briefs team clearly on exactly what they have to do
31	Passes information to those needing it
32	Defines problems carefully before solving them
33	Prepared to talk over individual problems



34	Discusses decisions with team
35	All decisions affecting team are made democratically by voting
36	Gives credit to work of team members
37	Shows interest in training and development
38	Is careful to choose the right task for the right person
39	Listens to individual views when making decisions
40	Spends time with individuals on a 1:1 basis
41	Keeps team informed about matters affecting them
42	Encourages team members to discuss issues with each other
43	Delegates work to stretch an individual
44	Draws areas of poor performance to team member's attentions
45	Encourages individuals to identify career aspirations



Scoring and Interpreting the Functional Leadership Questionnaire

The questionnaire is scored by awarding one point for each ticked item. Simply indicate on the lists below which items were ticked by circling the appropriate question number.

1	2	4
5	3	7
9	6	8
11	10	13
12	17	14
16	18	15
21	19	20
23	22	24
25	26	29
28	27	33
30	34	37
31	35	39
32	36	40
38	41	43
	42	44
		45
Task	Team	Individual

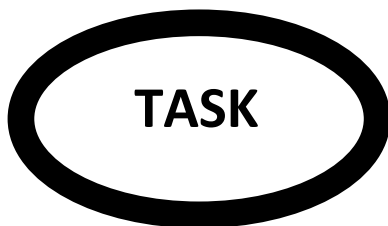




Identify how your preference shows itself within your work behaviour and activities. Consider how this impacts, both positive and negatively on your team.



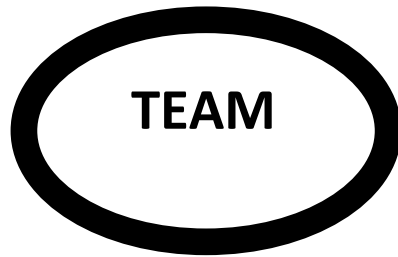
If the circles are out of balance permanently or for a very long period of time, then for that manager there will be adverse consequences.....



The risks for a **TASK** orientated team leader:

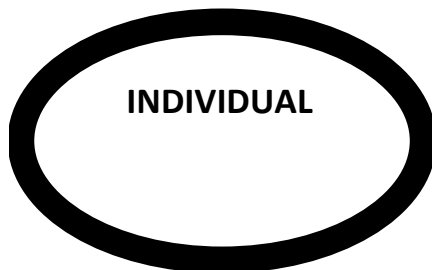
- Loses support of their team members
- Makes the team members feel they don't matter (low morale)
- Make the team members feel manipulated and therefore resentful
- Make the team members feel their skills are not utilised or recognised
- Reduces communication amongst team members
- Gives little feedback
- Makes team members resent making special efforts
- Creates an atmosphere where team members leave whenever possible





The **TEAM** orientated team leader may create:

- An easy-going atmosphere
- Many meetings
- Few decisions
- Little criticism
- Discussions which are about problems, not solutions
- Excessive socialising
- Targets, which are not achieved: no one gets blamed and there is always an excuse
- Talented individuals who are frustrated because it takes so long to get action
- An atmosphere where new ideas are slow to emerge because they need everyone's Agreement.
- A likelihood that talented people will move on



The **INDIVIDUAL** orientated team leader may create:

- Favourites
- Particular individuals who are blamed for everything
- Backbiting amongst their team members.
- Office politics
- Poor co-operation amongst team members
- Poor communication
- Poor utilisation of talent
- Turnover of the people they 'do not favour'
- Sometimes, promotion of unsuitable favourites





Getting the balance requires a wide range of activities over a period of time.

ACHIEVES THE TASK	BUILDS THE TEAM	DEVELOPS THE INDIVIDUAL
<p>Prepares forward detailed plans Meets the project deadlines Writes clear and concise letters and memos Arrange work priorities Passes information to those needing it Is careful to choose the right task for the right person Clarifies objectives Allocates time sensibly Briefs team clearly on exactly what they have to do Defines problems carefully before solving them Monitors progress of work at intervals Delegates work with clear objectives & agreed review times Establishes clear performance standards</p>	<p>Approaches tasks with enthusiasm Encourages team members to use initiative Encourages suggestions from team Arranges regular team meetings Encourages team members to discuss issues with each other Prepared to “muck-in” with team Involves team in planning work Discusses decisions with team Causes team to reflect upon successes and failures Keeps team informed about matters affecting them Gives credit to work of team members Encourages a fun atmosphere Keeps team informed of new developments All decisions affecting team are made democratically by voting Finds out about strengths and weaknesses of team Speaks up for team</p>	<p>Prepared to talk over individual problems Is sensitive to individual’s problems outside of work Encourages individuals to identify career aspirations Is interested in individuals lives out of work Listens to individual views when making decisions Draws areas of poor performance to team member’s attentions Sees people as individuals and treats them fairly Spends time with individuals on a 1:1 basis Will always see team members at the earliest opportunity Delegates work to stretch an individual Is interested in individual performance Shows interest in training and development Praises when due Keeps individuals informed about matters affecting them Appraises staff regularly Trusts people to do tasks in their own way</p>



WITHIN CONTEXT



ACTIVITY FOUR.



How does your identified preference reflect the current needs of the team?



Where do you need to invest more energy over the next 3-6 months and how will you go about that?



ACTION PLANNING.



ACTIVITY 5

Reflecting on your findings from this module consider the following questions in respect to you and your research team?

What should I START doing? (or do more of...?)

What should I STOP doing? (or do less of...?)

What should I do DIFFERENTLY?

What should I CHANGE to make it better?

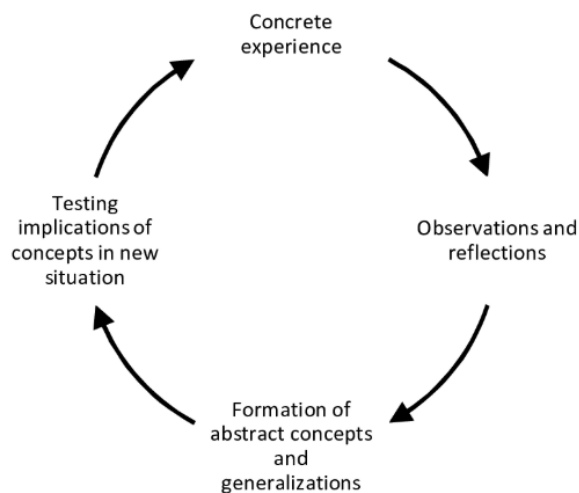


REFLECTION AND ACTION.

ALWAYS REMEMBER KOLB'S EXPERIENTIAL LEARNING CYCLE



Kolb's Experiential Learning Cycle shows the value of further reflection in order to apply the learning within real situations and therefore encourages continuous improvement. This concept can be used to help assimilate your learning for each theme and concept.



Concrete experience: define

Observations and reflections: define

Formation of abstract concepts and generalizations: define

Testing implications of concepts in new situations: define



REFLECTION AND ACTION PLANNING



Using Kolb's Experiential Learning Cycle use the boxes below to describe your experience of completing the Effective Teamwork module:

Concrete experience:

Observation and reflections:

Formulation of abstract concepts and generalisations:

Testing implications of concepts in new situations:

Having taken this step you will be able to reflect on the new experience and the cycle continues.

THANK YOU.



REFERENCES/FURTHER READING

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