

STUDENT SUMMARY NOTES

chapter 14 leadership and management development

Chapter overview

It has been a long-standing issue in the UK that there are not enough leaders and managers, nor are they of the right quality. There has subsequently been much research interest in considering what leaders and managers do, the meaning of leadership and management, and how those who become leaders and managers should behave.

Chapter objectives:

After studying this chapter, you should be able to:

1. Understand the meanings of leadership, management and leadership and management development (LMD)
2. Assess the requirements for strategic leadership and management development
3. Explain various models of leadership and management for development purposes
4. Explain key approaches to implementing and evaluating LMD
5. Understand how LMD can be used with leaders and managers in small and medium-sized enterprises

Introduction

Everyone has his or her own model of leadership and management, often based on prejudiced experience. In addition, most people who manage or lead learn from experience, especially in organizations such as small and medium-sized enterprises (SMEs).

Meanings of leadership, management and LMD

It is difficult to generalize from titles about what people do as managers and leaders, or to be precise about the number of managers and leaders.

Early theories of organizational leadership - **Taylor**: tried to find 'one best way' to control work and reduce waste; **Fayol**: identified basic functions of planning, organizing, coordinating, commanding and controlling.

The reality of leadership and management at work

While some theories talk at length about leaders and managers, other studies have focused more carefully on what leaders and managers actually do at work. The section examines the work of Rosemary Stewart (1975), John Kotter (1982) and Henry Mintzberg (1973). Mintzberg's work raised the key question of whether leadership is in fact different from management, which, if true, has implications for developing leaders and managers.

Defining leadership and management development

Burgoyne et al. (2004) suggested that it is difficult to generalize about developing leaders and managers because of the variations in context and situations faced. As we have suggested, there are debates about meanings of leadership and management, as well as about the meanings of such terms in different work contexts.

Figure 14.1 (p. 448) shows two definitions of LMD as contrasting poles of a dimension. Within the two identifiable definitions, there are a range of LMD processes.

Strategic LMD

Efforts have been made to show the link between good management practice and performance (Advanced Institute of Management, 2009).

The model developed by Tamkin and Denvir (2006), shown in **Figure 14.2 (p. 449)**, suggests business impact and outcomes are based on:

- Inputs to management capability
- Context
- Management practice
- People capability

There seem to be two possible purposes for LMD strategies (Chartered Institute of Personnel and Development, 2002):

- To sustain the business by developing leaders and managers with the skills to carry out determined roles

- To advance the business by developing new models in fast-moving sectors and turbulent environments.

If there are continuing doubts and difficulties in taking a strategic approach to LMD, perhaps one of the reasons is the lack of evidence to show that LMD can work, especially in terms that meet the expectations of senior managers or even managers who undertake LMD.

Implementing LMD

Evidence shows that investing in LMD can have a positive impact on employees' productivity and an organization's performance.

In implementing LMD, there are some key issues to consider, such as:

- What is understood as leadership and management?
- How can leaders and managers be assessed in terms of their development?
- How do leaders and managers learn?
- What activities can be provided for LMD?
- How can LMD activities add value?

Models of leaders and managers

One distinction that can be made between the many different management models is between those that are meant apply to all leaders and managers in all situations – referred to as generic models – and models that are developed for application in a specific organization – referred to as organization-specific models.

Figure 14.3 (p. 452) shows a framework of management and leadership abilities.

Boyatzis made it clear that competencies alone would not explain performance: it was also necessary to consider the environment and context in which performance took place, as well as the particular requirements of the work (See **Figure 14.4 p. 453**).

Figure 14.5 (p. 454) depicts the functional areas of management and leadership standards.

Assessing the need for LMD

The various models and frameworks of leadership and management can be used to help leaders and managers determine their needs for LMD. This is not,

however, an especially straightforward process since it requires an assessment of behaviour and/or performance, which, as we have seen in Chapter 8, requires judgements to be made.

For leaders and managers, multisource feedback can involve:

- Appraisal by staff – upward appraisal
- Appraisal by fellow managers – peer appraisal
- Appraisal by the person in charge – top-down appraisal
- Appraisal by the manager, and/or staff/peers – 180-degree appraisal
- Appraisal by the manager, staff and peers – 360-degree appraisal
- Appraisal by the manager, staff, peers, customers, suppliers and others who are in an interdependent relationship with the manager – 540-degree appraisal.

Approaches to learning in LMD

We need to consider leaders and managers as adult learners.

Holman (2000) has provided a framework that shows how the approach of the learner is considered in LMD:

- Academic liberalism – the pursuit of objective knowledge as principles and theories, through access to expertise via books, seminars and so on.
- Experiential liberalism – experience is the source of learning that provides ideas for practice, through reflection on practice.
- Experiential vocationalism – profiles of skills and competencies, defined by organizations or an occupational area, which need to be learned for practice.
- Experiential critical – leaders and managers, through a questioning of assumptions that underpin their practice, find a degree of ‘emancipation’ from particular aspects of their lives at work that reflect dominant or powerful forces.

Within the framework, you might be able to identify some of the theories of learning that we considered in Chapter 7.

Providing activities for LMD

Figure 14.6 (p. 458) shows a hybrid configuration of leadership, ranging from the individual as a solo leader to a collective and distributed concept of leadership.

See **Figure 14.7 (p. 459)** for a typology of LMD activities: training and competencies, practice-based learning; groups, teams and community development and participative enquiry.

HRM as I see it

Go to the filmed interview with an HR professional, Lana Kularajah (p. 461), and listen to Lana's views on 'hard' and 'soft' leadership skills as well as other LMD issues.

HRM in Practice 14.1 Evaluating the Modern Leaders Programme at Skipton Building Society
This report (p. 465) examines the relationship between LMD and organizational performance. Do direct students to Chapter 3, which examines the challenges of measuring HRM-performance.

Can LMD activities add value?

Challenges with mechanistic approaches to evaluation are discussed. The section examines an 'holistic' approach. See **Figure 14.8, p. 467**.

Engaging in critical thinking

Chapter case study – The City of Sahali

This case study examines the challenges associated with evaluating training interventions in general and LMD in particular.

Tip to students: This case study requires students to demonstrate their understanding of the challenges associated with evaluating investment in LMD. Review chapter 3 on the challenges of evaluating the HRM-performance relationship. Also read HRM in Practice 14.1.

Reflective question/essay question

'How can evaluation of LMD become more than an 'act of faith'?

Tip to students: This question requires students to demonstrate their understanding of the limits of 'mechanistic' methods of evaluation and to develop a more 'holistic' approach to evaluation investment in LMD. As with the case study, students are advised to review Chapter 3 covering the methodological challenges of quantifying HRM-performance relationship.