

The Leadership / Management Mix



Facilitator's Guide

Written by: Larry Reynolds

S U P E R N O V A



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The Leadership / Management Mix

© 2008, Supernova Learning Solutions Ltd.

4 Cambridge Grove

Hove, BN3 3ED

Tel: +44 (0) 1273 323311

email: service@supernovalearning.com

www.supernovalearning.com

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Introduction to the pack

What makes a good manager? What makes a good leader? Is leadership just a fashionable name for management or are the skills of leadership distinctly different? If leadership is different, what's the best mix of management and leadership for any given job?

These are the questions explored in this video-based training package.

The Leadership / Management Mix is designed to help people:

- Understand the key skills of a manager and a leader, and the difference between them
- Understand the mix of management and leadership skills appropriate to a given role
- Apply these ideas to their own situation and identify their development needs as a manager and leader.

What it contains

The Leadership / Management Mix contains a video, a **Self Study Guide**, and this **Facilitator's Guide**.

Video: The video **The Leadership / Management Mix** (18 mins) shows two candidates being interviewed for the post of manager of an organisation's new contact centre. The video is designed to promote discussion about the differing approaches to management and leadership exemplified by the two candidates. For this reason the final decision on who should get the job is left open for the audience to decide – although we do provide lots of guidance to help structure these discussions in as productive a way as possible. The DVD is organised in 'chapters' to allow you to easily revisit key learning points.

Facilitator's guide: This guide is designed to enable you to run group training sessions. It contains everything you need to run a lively and thought provoking half day session on leadership and management. Training notes, presentation materials and course handouts are all included. Please see the Copyright Notice at the front of this guide regarding copyright.

The accompanying **Self Study Guide** can also be used as supplementary material in a group training session. Additional copies of the guide are available from Supernova – see the end page for details.

Self Study Guide: This pack also contains a **Self Study Guide** to help you use the video and work through the materials on your own.

Who it is for

The **Leadership / Management Mix** will be helpful to anyone who has a management role in an organisation – from the newly appointed team leader to an experienced chief executive. It will also be useful to anyone who aspires to a leadership role.

The half day session described in this **Facilitator's Guide** can be used as a stand alone session. Alternatively it can be used as an introductory module on a larger management development programme.

The session can be used with a group of any size, although the timings will work best with a group of between 6 – 12 participants.

How it can help

Everyone agrees that organisations need to be well managed and well led. But few people truly understand what either good management or good leadership looks like. Fewer still understand the right combination of management and leadership that's appropriate to a particular job role. This resource helps people to gain a better appreciation of what they need to do to be more successful as managers and leaders in the workplace.

How to use it

This **Facilitator's Guide** is designed to enable you to run a lively and informative training session on management and leadership. There are detailed trainer's notes for a half day session, and also suggestions for longer and shorter sessions.

The topic of management and leadership is wide ranging, and we don't mean to suggest that it can all be covered in half a day, or even a full day. Although there is enough material in the video to generate at least a week's worth of discussion and learning, we recognise that trainers often have only very short time slots in which to tackle some very big and important topics.

With this in mind, we give detailed notes for a half day introductory session on management and leadership. The session includes:

- Activities to enable participants to reflect on their own experience of management and leadership
- Video based activities to allow participants to learn from the experiences of others
- Activities designed to help participants to put their learning into practice once the formal training session is over.

Planning a workshop

– preparation

Preview the pack

First watch the 18 minute video from start to finish and note the DVD chapter structure. Work through this guide on your own, to familiarise yourself with the material.

Pre course preparation

There are some things you need to know about the participants before the session, such as:

- What kind of management roles are they currently in?
- Have they chosen to attend this session or have they been sent?
- Do they already know each other, and if so how well?
- How does this particular training session fit in with any other management/leadership training they may be doing?

If you are unfamiliar with the topics of management and leadership discussed in this pack, you may find it useful to read the article in **Appendix 2: From management to leadership**, or refer to some of the books listed in **Appendix 3: Further reading**.

Participants are not required to do any particular pre course preparation. However, it may be useful to send them a short note welcoming them to the session, explaining its purpose, and giving them practical details – start and finish times, venue, etc.

Plan your session

In the Facilitator's Notes below, you will find all the information you need to run a half day training session on the topic of management and leadership. You can adapt this suggested session plan to fit the needs of your particular group of participants.

You will need:

- A DVD player and TV, or a PC with a DVD drive linked to a data projector and speakers
- A flipchart, paper and pens
- An OHP or data projector to show the slides
- Handouts for the participants. You can either photocopy the handouts in **Appendix 1: Presentation materials**, or give each participant a copy of the **Self Study Guide**. To order more copies of the **Self Study Guide** see the end page
- To make any pre-prepared flipcharts
- To check that your venue is comfortable with access to water and other refreshments.

Running longer or shorter sessions

The facilitator's notes are for a session which lasts three and a half hours. It's recommended that you take a short refreshment break half way through, so effectively it's a half day session. If the group is large, or the participants particularly talkative, the session may take a little longer; with a small, quiet group it may be a few minutes shorter.

If you are fortunate to be able to spend longer on the topic of management and leadership, here is a suggestion for a full day programme:

Full day session

Use the facilitator's notes as suggested up to the end of *Management in action (2)*. Then use the rest of the morning session for further work on the three management skills areas of setting targets, reviewing progress and motivating and developing. You could do some work on SMART objectives and other approaches to target setting; something on performance management and performance review; and lead a group discussion on what motivates people.

Begin the afternoon session with the suggested training session from *Leadership skills to The Leadership / Management Mix*.

Then explore in more detail the three leadership skill areas: articulating a vision, winning commitment and challenging the status quo. You could discuss your company's vision (if it has one) and ask participants if they have a vision for their team or department. You could discuss what makes a leader truly inspirational and ask participants to look for real examples of challenging the status quo in the workplace.

Finally conclude the day with a session on *Putting your learning into practice*.

If you are running an even longer training programme you may find it useful to use the video and accompanying activities at various points throughout the course.

On the other hand, if you have only an hour, here's how to structure a powerful learning experience in just 60 minutes:

One hour session

- Show video chapters one to three
- Group discussion – who's the best candidate?
- Show video chapters four to six
- Group discussion – who's the best candidate now?
- In pairs to discuss and feed back – what are the implications for you and your job role?

FOR PREVIEW ONLY

– synopsis of the video

CHAPTER ONE – MANAGEMENT SKILLS

Scenes 1 – 2

Anna, Bruce and Gordon are interviewing for the post of contact centre manager. They have shortlisted two candidates: Helen and Nisha. Anna has asked Ben, an external consultant, to join them for their final session.

What are the panel looking for in our two candidates? Ben suggests that to begin with, they should be looking for a good people manager – someone who can set targets, review progress, motivate and develop.

Key points

People management is an important part of the overall management role and crucial to achieving performance.

Key people management skills include:

- setting targets
- reviewing progress
- motivating and developing.

CHAPTER TWO – MANAGEMENT IN ACTION (1)

Scenes 3 – 5

Helen is reviewing the progress of team member Denise. Denise has been arriving to work late, and missing some of her targets. Denise alludes to some personal problems with her boyfriend Ricky. Interview panel member Bruce is impressed with Helen's tough approach.

Key points

It's good that Helen tackles the performance issue, but her approach may demotivate in the long term.

Scenes 6 – 7

Nisha also has some performance issues to deal with in her team. Tony appears to be overwhelmed by his workload, and has been missing deadlines. Nisha offers to do some of Tony's work for him.

Key points

Nisha's approach to dealing with this performance issue is more motivational, but at the cost of an increased workload for herself and other team members.

CHAPTER THREE – MANAGEMENT IN ACTION (2)

Scene 8

Panel member Gordon likes Nisha's approach in contrast to Bruce.

Key points

Both Helen and Nisha have strengths and weaknesses as a manager.

Scene 9

Denise asks Helen if she can do some further training. Helen turns down Denise's request – at least for now.

Key points

Helen's focus is on the short term. This may demotivate Denise and hamper both her and the team's long term development.

Scene 10

Nisha tells Tony to take a week off work. She also suggests that he takes on responsibility for the department's budget application. Tony is flattered but cautious – it seems a big challenge for him. Nisha offers to help with some training and coaching.

Key points

Nisha's focus is on the long term. She is keen for her staff to develop extra capabilities for the long term but doesn't think through the more immediate implications.

...synopsis of the video continued

CHAPTER FOUR – LEADERSHIP SKILLS

Scene 11

The panel weighs up the pros and cons of the candidates from what they've seen so far. Helen certainly gets results, despite upsetting team member Denise. Nisha's softer approach with Tony seems to have paid off now that he's taken on the budgeting role. So far it's a draw. In which case, Anna suggests, they should go with Helen's experience.

Ben proposes that they want more than just a manager; they want a leader – someone who can articulate a vision, inspire commitment and challenge the status quo.

Key points

Both candidates have strengths and weaknesses as a people manager – someone who can produce results through people in the short term.

But the panel is also looking for someone who can deliver results over the long term – a leader.

Key leadership skills include:

- articulating a vision
- inspiring commitment
- challenging the status quo.

CHAPTER FIVE – LEADERSHIP IN ACTION

Scenes 12 – 13

Helen is discussing a new database with IT manager Zafar. Despite enthusiasm from her own team members, Helen is more concerned about the workload implications of having to rework her schedules so that her people can learn the new system.

Scenes 14 – 15

Nisha, on the other hand, is very positive about Zafar's proposal, despite some reservations from team member Jackie. She reminds the team of the wider context and the need to look at things differently. She negotiates with Zafar to pay half the training costs of the new system.

Key points

Helen's focus is firmly on her team's demanding short term performance targets.

Key points

Nisha is looking at the longer term benefits of the new system. She is happy for other people in her team to take the lead. She also demonstrates that she can work successfully with other departments.

CHAPTER SIX – THE LEADERSHIP / MANAGEMENT MIX

Scene 16

The interview panel is faced with a decision: Who should be offered the new post as the new contact centre manager – Helen or Nisha? Ben introduces the idea that most management roles require a mixture of both management and leadership. He agrees with Anna that this requires a flexible approach to the management role. The panel has to decide.

Key points

This role requires both management and leadership – but not necessarily in equal proportions. The best person for the job will depend on the leadership/ management mix needed for the role.

The successful candidate will also have to adapt her management style to the circumstances.

– training session overview

TOPIC	RESOURCES	TIMING
1. Introduction	<p>Slide 1: Session objectives</p> <p>Slide 2: Session overview</p> <p>Slide 3: Personal introductions</p> <p>Video: The Leadership / Management Mix</p>	30 mins
2. Management skills	<p>Video Chapter 1: Management skills</p>	20 mins
3. Management in action (1)	<p>Video Chapter 2: Management in action – 1</p> <p>Handout 1: Strengths and weaknesses as managers – 1</p>	20 mins
4. Management in action (2)	<p>Video Chapter 3: Management in action – 2</p> <p>Handout 2: Strengths and weaknesses as managers – 2</p>	20 mins
5. Leadership skills	<p>Video Chapter 4: Leadership skills</p> <p>Handout 3: Management and leadership</p>	20 mins
6. Leadership in action	<p>Video Chapter 5: Leadership in action</p> <p>Handout 4: Strengths and weaknesses as leaders</p>	20 mins
7. The Leadership / Management Mix	<p>Slide 4: The Leadership / management mix</p> <p>Video Chapter 6: The Leadership / management mix</p>	20 mins
8. Putting your learning into practice	<p>Handout 5: Leadership / management mix</p> <p>Handout 6: Leadership and management questionnaire</p> <p>Slide 5: Managers and leaders</p> <p>Video: The Leadership / Management Mix</p> <p>Handout 7: Action plan</p> <p>Slide 6: Closing comments</p>	60 mins



Total session time: 3 hrs 30 mins

Running a workshop

1. Introduction (30 mins)

Welcome the participants to the session and introduce yourself.



Explain the purpose of the session using **Slide 1: Session objectives**

- Understand the key skills of a manager and a leader, and the differences between them
- Understand the mix of leadership and management skills appropriate to a given role
- Apply these ideas to your own situation and identify your own development needs as a manager and leader.



Give an overview of the session content using **Slide 2: Session overview**

- We'll spend about an hour looking at management
- We'll spend about an hour looking at leadership
- We'll spend the remaining 40 minutes or so relating these ideas to the participants' own situations.

Tell the participants that there will be a mixture of video, discussion and practical activities.

Cover the practicalities of the training session – what time you will be having any breaks and what time the session will be finishing. You might also want to tell people to turn off their mobile phones.



If you feel it is appropriate to do some personal introductions, for a group that is new to you and to each other, use the questions on **Slide 3: Personal introductions**

- Your name
- Your current job role
- One thing you enjoy about your current role
- One thing you would like to change about your current job role
- One thing you would like to learn more about in this training session.



Finally show the **Video: The Leadership / Management Mix** in its entirety. Explain to the participants that they will be viewing it again in smaller chunks to extract the learning from it: for now they should simply sit back and enjoy the story as it unfolds.

At the end of the video the viewers are asked to choose one of the candidates. While participants should note their initial responses, save detailed discussion about the pros and cons of each candidate for later in the session.

2. Management skills (20 mins)

Explain that managers do lots of things – manage budgets, manage information, manage resources of all kinds. They also manage people. For this short exercise you want the participants to focus on the people part of being a manager.

Ask participants to work in pairs. Give each pair just 2 minutes to think about the behaviours associated with a good people manager. To put it another way, if you followed a few good people managers around for a few days, what would you see them doing which demonstrated that they were good people managers?

When the two minutes is up ask each pair in turn to share their ideas on what makes a good people manager.

As each pair responds, write their ideas on a flipchart you have prepared earlier by dividing the page into three equal sections. At this stage don't label the three sections. If their responses are broadly about setting goals and targets, write it in the first section, if their responses are broadly about reviewing performance, write it in the second section, if their responses are broadly about motivating and developing staff write it in the third section. Don't worry too much if you are not sure in which category a particular contribution should be placed – just write it up in whatever category seems to make sense to you.

After you have written in a few suggestions, the flipchart will look something like this:





Once you have got enough ideas say to the participants:

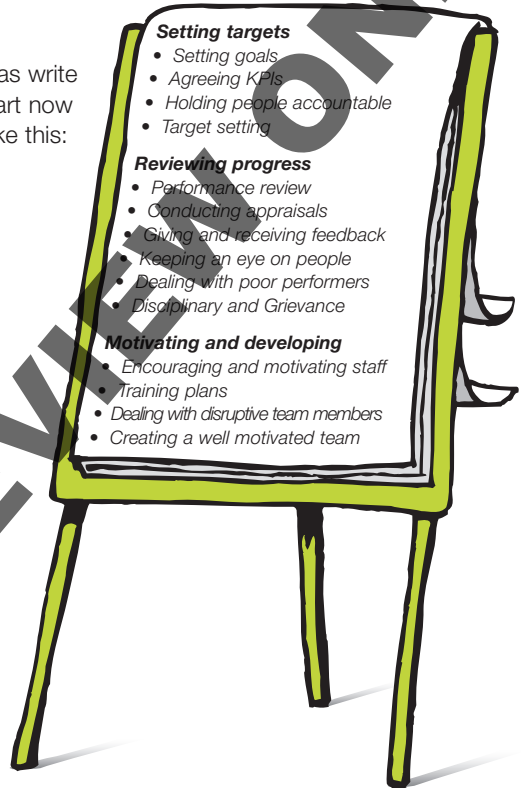
You'll be wondering why I've written up your responses in this way. There are lots of management models around, but when it comes to managing people, they seem to boil down to three key areas of responsibility – setting targets, reviewing progress and motivating and developing.

As you announce these three key areas write them on the flipchart, so that your flipchart now looks something like this:



Show **Video: Chapter 1: Management skills.**

Explain to the participants that they are now about to see some managers in action, and will have the opportunity to comment on their strengths and weaknesses.



3. Management in action (1) (20 mins)



Set the scene for the participants as follows:

I'm now going to show you more of the video, featuring Helen and Nisha in action. As you watch make notes on each candidate's strengths and weaknesses as a manager.



Refer the participants to **Handout 1: Strengths and weaknesses as managers – 1**.



Play **Video Chapter 2: Management in action (1)**.

Discuss the participants' comments on the two candidates. Key learning points to bring out are as follows:



Helen

Strengths

- Tackles performance issues
- Gives direct feedback – positive and negative
- Has specific examples of underperformance
- Ends on a (slightly!) positive note.

Weaknesses

- Not interested in Denise's point of view
- Not willing to make allowances for personal issues
- Tone of voice a little patronising at times?



Nisha

Strengths

- Tackles performance issues
- Good at listening to Tony's point of view
- Willing to renegotiate workload
- Gives practical help with Tony's workload.

Weaknesses

- Took on Tony's work herself
- Failed to set clear performance standards for the future
- Raising sensitive issues with Tony in an open plan office?

4. Management in action (2) (20 mins)



We've looked at Helen and Nisha's management capabilities with the focus on the first two of our key management areas – setting targets and reviewing progress. But what about motivating and developing people? As I show you more of the video, make further notes on Helen and Nisha's strengths and weaknesses as a manager.



Refer the participants to **Handout 2: Strengths and weaknesses as managers – 2**.



Play **Video Chapter 3: Management in action (2)**.

Discuss the participants' comments on the two candidates. Key learning points to bring out this time are as follows:



Helen

Strengths

- Gives positive feedback
- Promises to review future training if current timekeeping improves

Weaknesses

- Gives the message that development is much less important than current performance
- Demotivates Denise.



Nisha

Strengths

- Gives specific positive feedback
- Identifies specific development opportunity for Tony
- Offers training and coaching to help Tony develop.

Weaknesses

- Increases workload on herself and rest of team by giving Tony time off
- Time off may not solve Tony's problems.



Finally, ask the participants this question:

From what you know so far, which of the two candidates – Helen or Nisha – should be appointed to the new role as contact centre manager?



You can simply encourage participants to take part in a short discussion on this question. Alternatively, you can try this approach – ‘taking a stand’. Ask the participants to stand up and move to a position in the training room which indicates their support for one candidate or another. For example, you might say: *If you think Helen should get the job, stand at the front of the room. If you think Nisha should get the job, stand at the back. If you are undecided at this point, stand somewhere in the middle.*

Once participants have made their stand, ask them why they have chosen to support one candidate or another.

5. Leadership skills (20 mins)



So far we’ve very much focused on Helen’s and Nisha’s abilities as managers. But do they also need to be leaders? Is leadership different from management? Before we return to the interviews, let’s take a few minutes to consider what we mean by leadership, as opposed to management.



In pairs or small groups, have participants discuss for 5 minutes what they consider to be the key differences between leadership and management. Refer them to **Handout 3: Management and leadership** and ask them to jot some notes.

Have them feed back their responses. Write them up on a flipchart. As you summarise the group responses, you can point out that there are three key differences between management and leadership, as follows:

MANAGEMENT	LEADERSHIP
<p>Focus on short term results Management is about delivering good short term results – today, this week, this quarter. . .</p>	<p>Articulating a vision Leaders think about the long term. They have a very clear idea of where the organisation needs to be next year, in five, even ten years down the line.</p>
<p>Compliance Manager’s authority ultimately rests on their position within the organisation. They don’t need to win hearts and minds – they can simply say ‘I’m the boss, just do it’.</p>	<p>Inspiring commitment Leaders know that to get the best out of people you need to inspire them and win their commitment.</p>
<p>Work within existing procedures Managers work within the existing processes and procedures.</p>	<p>Challenging the status quo The leader’s job is to challenge the way things are – to ask the question ‘Is there a better way to do this?’</p>



Play **Video Chapter 4: Leadership skills.**

6. Leadership in action (20 mins)

As we've seen, it's by no means clear cut whether Helen or Nisha is the better manager; now we must consider their leadership skills. Let's see how the interview panel deals with this issue. As you watch the next section of the video, make some notes on Helen's and Nisha's strengths and weaknesses as leaders.



Refer the participants to **Handout 4: Strengths and weaknesses as leaders.**



Play **Video Chapter 5: Leadership in action.**

Discuss the participants' comments on the two candidates as leaders. Key learning points to bring out are as follows:



Helen

Strengths

- Took a strong position on the budget
- Clear priorities – considered implications for meeting team's objectives

Weaknesses

- Focused on the short term only
- Didn't inspire her team
- Didn't see need for change



Nisha

Strengths

- Understood need for change
- Communicated reasons for change to her team
- Actively involved her team in the new system
- Able to influence another department – Zafar in IT

Weaknesses

- Has she really thought through implications of new system on current team performance?



You can summarise the participants' discussion about Helen and Nisha as follows: *So it would appear to us that Nisha shows more leadership potential than Helen. Is this going to influence our selection panel? Let's see.*

7. The Leadership / management mix (20 mins)



Play **Video Chapter 6: The Leadership / management mix.**

In a few minutes I'm going to ask you again who you would appoint to the job... but first let's explore Ben's leadership/management mix.



Show **Slide 4: The Leadership / management mix** and explain it:

Everyone with any kind of management responsibility needs both management skills and leadership skills. But the proportion varies – first line managers/team leaders probably need a big dose of management with just a touch of leadership. The further up the organisational hierarchy you go, the more important the leadership side of things becomes. Even the Chief Executive needs a bit of good management, but most of the CEO's attention is on leadership issues – having a clear vision for where the organisation is going, inspiring and engaging people in this vision, and challenging the organisation to do things differently in order to achieve the vision.

This diagram can only give you a rough and ready idea of what the proportions are – a lot depends on the specific job role and the kind of organisation. Start-up companies, and organisations in rapidly changing environments, will probably need more leadership. More mature organisations in stable environments may require more management.

As Anna points out in the video, a flexible approach is needed. Anyone in a management role needs to know when to act more like a manager and when to act more like a leader.

At this point ask the participants, for the last time, whom they would appoint as head of the contact centre. You can do this simply by inviting comments, or by a show of hands, or by repeating the physical movement exercise 'taking a stand' from Session 4.



Participants may well ask you for your opinion on who should get the job. One response to this question is:

you don't really have enough information to say; on the face of it Nisha appears to have more leadership potential, but is that what the new role really requires? The contact centre manager clearly needs both management skills and leadership skills, but what's the proportion? At what point in the leadership/management mix diagram should the role of contact centre manager be placed?

8. Putting your learning into practice (60 mins)

Explain to the participants that the purpose of everything so far wasn't to reach a consensus on whether Helen or Nisha was the best candidate for a given job; the purpose was to provoke some thinking about management and leadership. In this final session you will be encouraging participants to apply this learning to their own job situation.



Refer participants to **Handout 5: The Leadership / management mix**.

Ask participants to work in pairs, to tell their partner where in the leadership / management mix diagram they would place their own job. What do they see as the proportions of management and leadership required to fulfil their job role? Give them 5 minutes to do this and then debrief as a group for 5 minutes.



Then ask the participants to rate themselves using **Handout 6: Leadership and management questionnaire**. Introduce this activity by saying:



In a moment I'm going to ask you to make a self assessment of your own skills as a manager and leader. Imagine that a trusted colleague has been following you around at work for a few weeks to observe your behaviour. How often would this trusted colleague see you demonstrating the skills listed on the questionnaire? If they'd never see you using this skill, you score 0. Rarely scores 1, every now and then scores 2, often is a 3 and very frequently or all the time gets you a maximum of 4. Please complete the questionnaire now, as you think this trusted colleague would.



When most people seem to have finished, explain the scoring system and ask them to consider the 'thoughts to ponder'. Have them discuss their responses in pairs once again. Allow around 20 minutes in all to complete the questionnaires and discuss in pairs. Display **Slide 5: Managers and leaders** while they are completing the activity.

You can also encourage participants to invite real colleagues to give feedback using the questionnaire when they return to work.



Introduce the final activity by saying:

I hope you've found the last few hours interesting and enlightening. But the real test of any training event isn't what you thought of it at the time – it's what you do with the learning afterwards. I'm going to ask you to do one final activity by reflecting on what you are going to do as a result of what you've learnt today. But just before we do that, let's take one last look at Helen, Nisha and the selection panel.



Show the full **Video: The Leadership / Management Mix** for one last time.



Invite any further comments. Refer participants to **Handout 7: Action plan** and answer any questions they may have about completing it. Give them ten minutes to fill it in as honestly as possible.

Encourage participants to discuss the questionnaire and the action plan with their line managers when they return to work.



Finally close the session by asking each participant in turn to say three things about this training event, **Slide 6: Closing comments**.

- One insight – one thing they have learnt today that's been useful
- One thing they will continue to do as a manager or leader
- One thing they will do differently as a result of this training event.

FOR PREVIEW ONLY

Appendix 1 – Presentation materials

A small square icon with the word "SLIDE" inside.

PowerPoint/OHP slides

1. Session objectives
2. Session overview
3. Introductions
4. Leadership/management mix
5. Managers and leaders
6. Closing comments

A small square icon with the words "HAND OUT" inside.

Handouts for group activities

1. Strengths and weaknesses as managers 1
2. Strengths and weaknesses as managers 2
3. Management and leadership
4. Strengths and weaknesses as leaders
5. Leadership / management mix
6. Leadership and management questionnaire
7. Action plan

SLIDE

Slide 1: Session objectives

- Understand the key skills of a manager and a leader, and the difference between them
- Understand the mix of management and leadership skills appropriate to a given role
- Apply these ideas to your own situation and identify your own development needs as a manager and leader

SLIDE

Slide 2: Session overview

- Introduction – 30 mins
- Management – 1 hour
- Leadership – 1 hour
- Putting your learning into practice – 1 hour



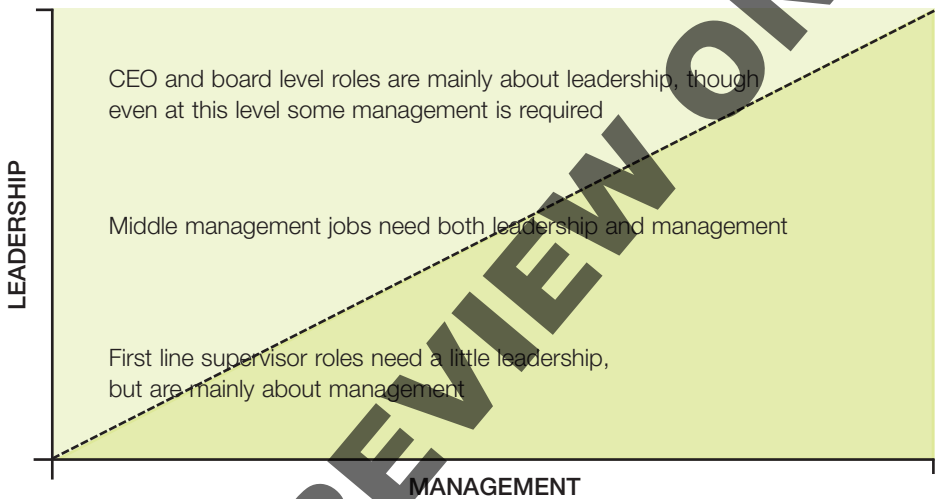
Slide 3: Personal introductions

- Your name
- Your current job role
- One thing you enjoy about your current role
- One thing you would like to change about your current job role
- One thing you would you like to learn more about in this training session

FOR PREVIEW ONLY

SLIDE

Slide 4: The Leadership / management mix



SLIDE

Slide 5: Managers and leaders

Management responsibilities

- Setting objectives
- Reviewing progress
- Motivating and developing

Leadership responsibilities

- Articulating a vision
- Winning commitment
- Challenging the status quo

SLIDE

Slide 6: Closing comments

- One insight – one thing you have learnt today that's been useful
- One thing you will continue to do as a manager or leader
- One thing you will do differently as a result of this training event.



Handout 1: Strengths and weaknesses as managers – 1



Helen

Strengths

Weaknesses



Nisha

Strengths

Weaknesses

FOR PREVIEW ONLY



Handout 2: Strengths and weaknesses as managers – 2



Helen

Strengths

Weaknesses



Nisha

Strengths

Weaknesses

FOR PREVIEW ONLY



Handout 3: Management and leadership

Management

Leadership

FOR PREVIEW ONLY



Handout 4: Strengths and weaknesses as leaders



Helen

Strengths

Weaknesses



Nisha

Strengths

Weaknesses

FOR PREVIEW ONLY



Handout 5: Leadership / management mix

LEADERSHIP

CEO and board level roles are mainly about leadership, though even at this level some management is required

Middle management jobs need both leadership and management

First line supervisor roles need a little leadership, but are mainly about management

MANAGEMENT

FOR PREVIEW ONLY



Handout 6: Leadership and management questionnaire

Imagine that a trusted colleague is asked to follow you around at work for a few weeks and observe your behaviour. How often would he or she see you demonstrating the following skills?

USE THIS SCORING SYSTEM:

0 Never 1 Rarely 2 Every now and then 3 Often 4 Very frequently or all the time

1. Ensures each team member has clear, realistic targets to work towards

	0	1	2	3	4
--	---	---	---	---	---
2. Sets an appropriate balance of short, medium and long term targets and goals for team members

	0	1	2	3	4
--	---	---	---	---	---
3. Ensures each team member is fully in agreement with and committed to achieving their targets

	0	1	2	3	4
--	---	---	---	---	---
4. Makes appropriate allowances for team members' level of development and circumstances when setting targets

	0	1	2	3	4
--	---	---	---	---	---
5. Ensures every individual team member contributes towards the achievement of the team's targets

	0	1	2	3	4
--	---	---	---	---	---
6. Sets developmental targets as well as directly work related targets

	0	1	2	3	4
--	---	---	---	---	---
7. Has a clear and accurate idea of how every team member is progressing

	0	1	2	3	4
--	---	---	---	---	---
8. Regularly meets individual team members to review progress

	0	1	2	3	4
--	---	---	---	---	---
9. Gives team members regular feedback on performance

	0	1	2	3	4
--	---	---	---	---	---

10. Gives frequent praise and recognition to team members	0	1	2	3	4
11. Gives negative feedback assertively and sensitively	0	1	2	3	4
12. Tackles underperformance whenever it occurs	0	1	2	3	4
13. Knows team members well enough to know what will motivate them	0	1	2	3	4
14. Asks team members for feedback, as well as giving it	0	1	2	3	4
15. Is an excellent listener	0	1	2	3	4
16. Has a development plan for each team member	0	1	2	3	4
17. Encourages team members to take part in a wide range of training and development activities	0	1	2	3	4
18. Talks to team members before and after attending training and development events to maximise the learning	0	1	2	3	4
19. Communicates a clear vision/big goal/sense of purpose for the team/organisation	0	1	2	3	4
20. Tells stories and anecdotes which relate to the vision/ big goal/sense of purpose	0	1	2	3	4
21. Shares information about progress towards the vision/big goal/sense of purpose	0	1	2	3	4
22. Talks about what things will be like in the business in 1, 2, 3, 5 or 10 years time	0	1	2	3	4
23. Talks about customers and other key stakeholders	0	1	2	3	4
24. Talks about current and possible competition	0	1	2	3	4

25. Walks the talk – practices what he/she preaches	0	1	2	3	4
26. Appears to others to be totally trustworthy	0	1	2	3	4
27. Inspires and motivate others	0	1	2	3	4
28. Communicates well with people one to one	0	1	2	3	4
29. Communicates well with small and large groups	0	1	2	3	4
30. Communicates a sense of passion and excitement	0	1	2	3	4
31. Challenges existing ways of doing things	0	1	2	3	4
32. Encourages team members to come up with innovative ideas	0	1	2	3	4
33. Makes specific suggestions for improving the way the business is run	0	1	2	3	4
34. Creates opportunities for team members to experiment and try things differently	0	1	2	3	4
35. Solves day to day problems in a creative and innovative way	0	1	2	3	4
36. Creates a sense of urgency that things need to be better	0	1	2	3	4

What the scores mean

Add up your total scores for each of the subsections and transfer them to the grid opposite.

QUESTIONS	YOUR SCORE FOR THIS AREA	SKILL AREA	
Total score for Items 1 – 6		Setting objectives	Management
Total score for Items 7 -12		Reviewing progress	
Total score for Items 13 – 18		Motivating and developing	
Total score for Items 19 – 24		Articulating a vision	Leadership
Total score for Items 25 – 30		Winning commitment	
Total score for Items 31 – 36		Challenging the status quo	

Thoughts to ponder

- If this assessment is accurate what are your strengths as a manager and leader?
- Overall, would you say that you are more proficient as a manager or as a leader?
- What are your areas for development as manager and leader?
- Given the nature of your current job role, what would you say is the single most important management or leadership skill for you to develop?



Handout 7: Action plan

1. Given the nature of your current job role, what is the single most important management or leadership skill for you to develop?

2. How would you know that you have become proficient in this skill area – what does success look like?

3. What specifically do you need to do to develop this skill?

4. Who might be able to support you in developing this skill?

5. By when will you have become proficient in this skill?

6. What are the consequences for you of developing this skill?

7. What are the consequences for others of developing this skill?

8. What might prevent you from developing this skill?

9. What else could you do to ensure that you develop this skill?

Appendix 2: From management to leadership

It's sometimes said that managers do things right, but leaders do the right things. This makes a snappy soundbite, but what does it mean? What is the difference between management and leadership?

Managers deliver results through people. They do this by setting targets, by reviewing progress, and by motivating and developing their team.

The first responsibility of any manager must be to make sure that all the team members are clear about what is expected of them – in other words, to make sure that they have clear targets. This isn't as easy as it might seem. As a manager, how can you be sure that these targets are realistic but also challenging? How do you approach target setting with your staff so they are genuinely committed to achieving them? How do you set fair targets knowing that team members have different skills and abilities?

Simply setting targets isn't enough – you have to keep your staff on track to achieve them. That's why reviewing progress is the second key management responsibility. How you do this will depend on your people and the circumstances in which you work. If you work in the same office as your team, it's comparatively easy to know what they're up to. But if they work in a different office – perhaps even in a different country – it's much trickier to know whether they are on course. And even if you know how they're doing, how good are you at giving them feedback? Most employees in most organisations feel they don't get enough praise and recognition. Giving genuine praise is tough enough; giving constructive criticism assertively and sensitively is harder still.

If your team members are not achieving their targets, despite regular reviews and feedback from you, is it because they're not motivated enough, or is it because they're not skilled enough? In either case, it's your job as manager to do something about it. That's why motivating and developing is the manager's third key area of responsibility. This too is tricky – not everyone is motivated by the same thing and not everyone has an equal share of talent.

So if this is what management is all about, what about leadership? Is leadership just the trendy name for management these days, or does it encompass a different set of responsibilities and skills? According to most experts, leadership is different from management, in three key respects:

Firstly, while the focus of management is inevitably on the short to medium term, the focus of leadership is on the medium to long term. The manager's job is to hit the targets for this week, this month, this quarter. The leader's job is get people thinking about what they want to achieve this year, in five years, perhaps even in ten years. That's why leaders need to be able to articulate a vision. A vision is simply a big, ambitious target.

One of the reasons why Nelson Mandela is one of the few truly great political leaders of recent times is that he had a vision for a genuinely multiracial South Africa. He pursued this vision as a young activist, as a prisoner for 26 years in Robben Island and as President of South Africa. Winston Churchill's vision to eradicate Nazism from the face of the earth similarly sustained him through the dark days of the Second World War. Richard Branson has a very clear vision for companies within the Virgin brand, which is to take on big well established players – whether in music, air travel, railways – and to show that small companies can have fun beating the big ones by providing genuinely better customer service.

Having a vision is useless unless you can win commitment to it, and this brings us to the second key distinction between management and leadership. Ultimately, managers' power stems from their formal position of authority within the organisation. Of course good managers try to win people over, but ultimately they can say to an uncooperative member of staff: I'm the boss and I'm telling you, just do it.

Leaders, in contrast, have to inspire commitment from their people. Indeed some of the most influential leaders in history had no formal positions of authority at all. Florence Nightingale's ability to influence the course of health care for soldiers in the Victorian era did not rely on her formal authority in the medical hierarchy. Leaders inspire people through their commitment to their vision and through their ability to communicate this. If you think of leaders you have encountered in your business life, they may or may not have been in positions of formal authority – but they were certainly able to influence and inspire.

Perhaps the most powerful way to influence and inspire is to demonstrate that you really care about other people – that you have their best interests at heart. This, more than personal charisma, is what makes someone a leader. Somewhat surprisingly, charisma itself is not an essential leadership quality, in business at least. In a 2002 survey of business leaders Henry Tosi and his colleagues at the University of Florida found that charismatic business leaders were no more likely to be successful in business than uncharismatic ones – though they did tend to receive a higher level of financial remuneration than their more anodyne colleagues.

The third distinction between management and leadership is this: managers work with existing systems and procedures, while leaders seek to develop newer and better systems and procedures. Leaders challenge the status quo.

Winston Churchill challenged the status quo throughout his long political career. As the head of the Navy during the First World War, he challenged the established view that the British warships should be coal fired. When he suggested a conversion to oil, which would give the ships an extra few knots of speed, admirals retorted that this was 'completely against the traditions of the Royal Navy'. 'Rum, sodomy and the lash are the traditions of the Royal Navy', Churchill replied, and he got his way with the changes. When Churchill became Prime Minister in 1940, most of his cabinet wanted to make peace with Hitler. If Churchill hadn't challenged this too, the course of history would have run very a very different path.

Challenging the status quo is a driver of progress in business. Herb Kelleher, the man who challenged the idea that air travel was an expensive luxury item, created the first budget airline and made a great deal of money in the process. He's the man we should thank for Easy Jet and Ryan Air. Anita Roddick challenged the idea that health and beauty products had to be tested on animals. In creating the Body Shop, she too made a great deal of money – though in her case she chose to give much of it away.

Which is more important – management or leadership? Both are necessary. Without good leadership the organisation will fail to adapt and change for the future; without good management failure to deliver today's results may mean that the organisation has no future. But the precise balance of management and leadership depends a great deal on the circumstances, and the job role. A first line supervisor, for example, will need a large dose of good management to keep the team delivering day to day results, with perhaps a small helping of leadership to keep things moving forward. With a chief executive, you would expect the proportions to be reversed – a big dollop of leadership, with just a tad of management.

What about you? How much does your job role need you to be a manager and how much does it need you to be a leader? And just how do you shape up in those vital and challenging roles?

Appendix 3: Further reading

- The Leadership Challenge by James Kouzes and Barry Posner
- First Break All the Rules by Marcus Buckingham and Curt Coffman
- Managing for Performance by Pam Jones
- Built to Last by James Collins and Jerry Porras
- Good to Great by Jim Collins

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Appendix 4: About the authors

Larry Reynolds

Larry, of 21st Century Leader, advised on the training content and wrote this Guide. Larry's company develops authentic leaders in a wide range of private and public sector organisations. For more information visit www.21stcenturyleader.co.uk

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4 Cambridge Grove, Hove BN3 3ED

Tel: +44 (0)1273 323311

Fax: +44 (0)1273 326624

email: service@supernovalearning.com

www.supernovalearning.com