Contents

Please note, this book is currently under review and content is subject to change

Unit 500

Understanding leadership and management in adult care

GLH 30

About this unit

Effective team performance requires the development of a positive and supportive culture in an organisation. Only in this way can you expect staff to be supportive of a shared vision to meet the agreed objectives for an adult care setting. The most important person in your team will be the service user or client and they need to be central to any teamworking.

The unit will introduce you to the roles of the manager and leader of teams in the adult care sector and the models of management and leadership which are relevant to this type of work. You will be encouraged to examine strategies of leading and managing teams in order to identify your own strengths, responsibilities and learning needs, and to reflect on best practice within the care context.

Your understanding of this unit should help you to develop your skills in leadership and management, your vision for the service you manage, and how to involve others in driving forward a strategy that will be successful for all those you care for and support in your setting.

The unit will help you to develop an understanding of the importance of leadership and management in ensuring the implementation of required policies and procedures, the development of existing and new strategies in service design and delivery, the management of quality outcomes, and ways to support and develop your teams in creating a shared vision for all.

As part of this unit, you will critically evaluate your own effectiveness as leader and manager, be aware of your strengths and areas for further development and learn how to adapt and apply your skill sets to varying needs, situations and circumstances within your role.

Underpinned by theories and models of leadership and management practice, you will explore how these apply in your practice to include some of the barriers and challenges faced in a leadership and management role in adult care settings.

Learning outcomes

By the end of this unit you will:

1 Understand leadership management theories and styles.
2 Understand how coaching and mentoring can be used to complement leadership style.
3 Understand leadership and management in adult care services/settings.

Getting started

Before you study the unit, think about the following:

- How do leaders and managers differ in their practice?
- What do you consider to be the required qualities of a good leader and how could you justify whether you/others fulfil these qualities?
- What are the challenges to effective leadership and management?

LO1 Understand leadership management theories and styles

AC 1.1 Analyse the differences between leadership and management

Here, you will be required to define the terms leadership and management and analyse how they differ. You will also look at theories and styles of leadership.

The terms 'leadership' and 'management' are often used interchangeably but they are slightly different. Management is concerned with process and developing systems that relate to organisational aims and objectives and communicating those systems across the organisation. Leadership is about the behaviour and personal style of the person leading and their ability to influence others towards goals (Stewart, 1997).

In this section you will gain an understanding about the differences in leadership and management by looking at important terms related to the way in which organisations operate and add value to their purpose.

In trying to understand the differences between a leader and a manager it is useful first to address the vision and purpose of a setting.

Reflect on it

1.1 Identify vision and purpose

What is the purpose of the organisation for which you work? Think about what it does, how it operates and where it is going.

Having identified these things, think about who it was that delivered the vision. Who was it that said, for example, 'we are going to be the best adult care provider in the county?' Was it one person or a group of senior people who made that decision? Perhaps it was a team member? For the organisation to develop that vision to become a reality it will require the skills of both leaders and managers.

As you read through this book you will note that the terms 'leader' and 'manager' are used interchangeably; this is because it is quite hard to determine where one role ends and the other begins.

> *Leadership is more about change, inspiration, setting the purpose and direction, and building the enthusiasm, unity and 'staying-power' for the journey ahead. Management is less about change, and more about stability and making the best use of resources to get things done ... But here is the key point: leadership and management are not separate. And they are not necessarily done by different people. It's not a case of, 'You are either a manager or a leader'. Leadership and management overlap.*

Source: Scouller, 2011

The following headings show some of the areas in which leadership and/or management is required to ensure a care provision is the best it can be.

Vision/direction

Leaders display an ability to influence and motivate their staff to contribute toward the success of the organisation. They have vision with respect to the mission and purpose of the organisation and this is translated into operational strategy which seeks to influence and inspire others.

Motivation of self and others

A transformational leader will motivate and inspire staff, gaining their loyalty by building confidence and ensuring that they buy in to the vision. This is achieved by developing a solid operational strategy.

Operational strategy

Operational strategy involves the development of strategic initiatives and operational and resource plans. Leaders develop these plans by translating the vision into goals and values that inform processes, systems and people. Managers are tasked with delivering these measurable goals and processes.

Cascading the organisation's vision and its shared values is a crucial step to ensuring employees buy-in to organisational strategy. This is known as organisational alignment and is sometimes referred to as a '**golden thread**'.

KEY TERM

Golden thread: A description of how an organisation's goals, vision and values link together to inform its processes.

Organisation and co-ordination

The smooth running of any organisation is dependent upon the ability of a manager to ensure that all employees perform the work for which an organisation exists. They co-ordinate the processes required to ensure that the leaders' vision, mission and purpose is organised into tasks designed to meet the goals outlined in the operational plans.

Service representation

Working directly with service users also provides useful feedback as to how the setting is working. Managers and leaders need to take this part of the work seriously, resolving complaints, answering questions and offering assistance.

Resource planning

Planning resources and staffing are part of the operations of an organisation, and this is largely a manager's responsibility. Drawing up a resource plan will ensure resources are used in the most effective way, and in adult social care this will mean looking at material and staff resources. It is essential to allocate appropriate resources to provide facilities for individuals using the service. Financial planning and the ability to create and manage budgets is therefore a crucial part of the role of manager. As well as the materials to do the job, you also need to ensure sufficient and qualified staff are part of your resource planning.

Improvement, innovation and change

Adult social care constantly changes as care services and public health goals evolve. Leaders need to scan the horizon for such changes and plan for them. Strategic decisions in response to a range of changing priorities must be made, as leaders steer organisations though daily challenges.

Such changes may require you to make improvements to the services offered and you can encourage your team to consider how to make processes better. This might be the opportunity to really make a difference to what you offer and to be creative about the way your setting is heading. Innovation is about looking at processes and rethinking them where possible.

Some organisations shy away from innovation as they deem it too risky or because it can lead to conflict with staff, but this might also be the difference between your setting gaining a reputation as 'the best in the county' because of its innovative approach to care or simply a slightly shinier version of what has happened before. Innovation is forward looking and requires leaders to ensure that staff are invested in changes that may initially seem challenging.

Decision making and accountability

Decisions must be made as to how an organisation is going to move forward to embrace changes or simply to make the minimal required changes to keep the organisation afloat. Managers may implement the changes, but it will be the leader who is **accountable** for any risks in taking the organisation forward.

> ### KEY TERM
>
> **Accountability**: Taking responsibility and being liable or answerable for something.

Contingency planning

When taking decisions that involve risk, drawing up a contingency plan allows for an alternative plan of action if needed. Identifying and managing threats to the organisation and taking steps to reduce the impact of incidents will enable you to minimise those risks.

Having a contingency plan in place will help to protect your organisation's reputation if things go wrong, as you can quickly take positive action to reduce the impact of any negative consequences. Day-to-day operations can continue with little or no impact on service users.

Conflict resolution

Change in organisations can lead to resistance and conflict. Often, this arises out of misunderstandings and poor communication. The leader must understand this and adapt their communication methods accordingly.

Asking your team to contribute ideas to effect a change in the setting or to give you an update on something may be viewed by some as an opportunity to share their knowledge and skills, but others may interpret this as a problem with their performance.

Dealing with this sort of conflict requires effective communication. You should take time to think about how the staff will receive your message and how they will interpret the language you are using. What may seem a neutral or positive statement may be interpreted negatively by others.

Taking time to communicate clearly and to listen properly will avoid a change opportunity that would be great for your setting spiralling into a conflict situation and becoming a fight with staff. Ensuring your team are on board with your ideas may require patience and reassurance.

Conflict can be positive, however. If a debate ensues about what is changing, enabling your team to provide different points of view can lead to innovative solutions and new ideas. As a manager, it is important to support debate and not to stifle communication. Manage the debate as a positive force and an opportunity to learn.

Managing conflicting values and addressing difficulties

There are two types of conflicts that are most common in a work setting:

- those that relate to disagreements in approaches to work
- those that stem from differences in personal values and beliefs.

Badly managed conflict leads to ineffective teamwork. People start to avoid each other, and rifts develop.

This inevitably leads to ineffectual or poor care practice of individuals who use the service.

Reflect on it

1.1 Nature versus nurture?

Are leaders born or made? Having studied the requirements of running and managing an organisation, try to identify those things you do in your role as a manager and/or leader.

Evidence opportunity

1.1 Leadership and management skills

List all of the things you deem to be a leadership skill or a management skill. Then, investigate and analyse how they differ.

Leadership

Leadership is a trait that can be developed, and the view that leaders are born not made is fast losing its credibility. The Melbourne Business School's research in this area contends that everyone has leadership qualities that can be brought to the fore to make them a great leader and these are usually from aspects of an individual's experience, personality and skills. By being aware of personal blind spots when it comes to managing staff and developing knowledge of what is holding us back, you can start to develop skills and attributes that good leaders possess. There is no single way to be a good leader; it will depend on the people with whom you work and how you interact and lead them. It is about knowing yourself and recognising your own skills and qualities.

Coaching and mentoring

Another role of a leader and manager is that of coaching and mentoring and this is covered later in this unit in learning outcome 2.

AC 1.2 Analyse key theories of leadership and management relevant to own role

In this section, you will be required to analyse theories and models of management and leadership, including the ones covered here.

Urwick's ten principles of management

Lyndall Urwick (1943) compiled a list of ten general principles for being an effective manager. These are detailed below.

- **Objective or the overall purpose of an organisation**: As a manager your objectives will reflect those of the organisation, and you will have to ensure

that your team is working to meet them. This requires the team to be invested in what the organisation wants to achieve so your leadership to that end is crucial.

- **Specialisation**: This means one group having one function. Understanding the strengths and weaknesses of each member of staff means you can choose the right person for a situation or task. For example, more senior members of staff may be best to undertake training of newer members of staff.

- **Co-ordination**: This refers to organising the team to facilitate 'unity of effort'. Every effort in a team project needs to be co-ordinated and as a manager you must be able to organise this. Tasks and jobs will be done only if there is a clear co-ordinated plan of action, and all are aware of it.

- **Authority**: There should be a clear line of authority in every organised group. Although you have overall authority within the team, there are times when you may delegate this to a group member in order to get a job done. For example, you may delegate the training of staff to one member of the group who has the authority to book and organise training.

- **Responsibility**: Somebody must be accountable for the actions of subordinates. All team members are accountable for the jobs they do and the actions they take in the course of their duty. As a manager you need to make it clear that this is expected of staff and to explain clearly what that means in practice.

- **Definition**: All roles, jobs and relationships must be clearly defined. As a manager you should ensure that all job descriptions are up to date and clear.

- **Correspondence**: This demands that every position, responsibility and authority correspond with one another. Teamwork demands that every member is aware of what others do. This enables people to know how their role affects the work of others. For example, a care assistant may be responsible for stocking shelves with equipment and ensuring that supplies are available. If this is not carried out, then it has a direct effect on those who need the supplies and equipment and can make their job more difficult. Your managerial role is to see that all members of the team are aware of that effect.

- **Span of control**: No person should supervise more than 5–6 **line reports** whose work is **interlinked**. As a manager you should ensure that no staff member is overwhelmed by the duties they must perform or the number of staff they are responsible for.

- **Balance**: This is the requirement to maintain the units of an organisation in balance. Each part of the organisation can run well only when there is balance. If one team is not functioning well this will have a detrimental effect on others. For example, in residential care staff are often called upon to cover

different roles. Shortages of domestic or catering staff may mean that care assistants are required to undertake these roles alongside other duties.

● **Continuity**: This ensures that reorganisation is a continuous process and provision is made for it. As a manager you should ensure that when things are not working well and continuity in the service is disrupted for whatever reason, there is a contingency plan that can be put into place.

Source: Adapted from the OpenLearn 'Discovering Management' course

KEY TERMS

Line reports: Members of staff who report to you.

Interlinked work: Work that is connected and has similar objectives.

Reflect on it

1.2 Urwick's ten principles

How do Urwick's ten principles fit with your experience of being a manager? Do they still work for you today or are they outdated? Undertake a professional discussion with your assessor covering the following points.

You may recognise some of the principles as being part of your role, so it is useful for you to take a critical look at what you do in each instance. For example, when analysing this theory you might ask why such principles are useful, if they are, and give examples from your own practice to demonstrate your understanding.

How can you demonstrate balance in your own workplace? What about co-ordination and authority? How do you ensure that this is a part of the team function and how useful is it?

Write a short piece giving examples of your experience.

Trait theory

While Urwick's ten principles were developed for managers, Gordon Allport's trait theory (Allport and Odbert, 1936) is a leadership model which describes characteristics of good leaders. The idea that 'leaders are born rather than made' asserts that by identifying those characteristics in a person, it is possible to identify who might be an effective leader. On the other hand, behavioural theory suggests that leadership can be learnt, and that people may be taught to display the appropriate behaviours. This theory assumes that 'leaders are made, not born. Some theorists argue that by learning to behave in a manner which makes you a 'good' leader, it is possible to become a good leader.

What do you think about trait theory? You might criticise it for being too general and subjective. For example, the belief that a person is born with certain traits and remains the same means that people are either born to leadership or not. If you do not have the traits identified in Allport's theory, this implies you will not be a good leader. Behavioural theory suggests the opposite – that we are able to learn how to lead and can develop the characteristics needed.

Behavioural theory

You will now look at four different behavioural leadership theories that were developed between the 1930s and 1970s:

● Kurt Lewin's leadership styles
● Ohio State University leadership studies
● University of Michigan leadership studies
● Blake and Mouton's managerial grid.

Lewin's leadership styles

In 1939, Kurt Lewin described leadership styles and, although somewhat dated, they remain relevant to team leadership and management today. He identified three very different leadership styles (Lewin et al., 1939). You may be familiar with the terms **authoritarian**, **democratic** and **laissez faire** applied to styles of leadership. The traits of these styles and their advantages and disadvantages are as follows:

Autocratic/authoritarian or 'I want you to ...'

● The leader/manager makes decisions on their own without consulting the team. They expect the team to follow the decision exactly.
● The task is to be accomplished in the least amount of time possible.
● Instructions must be clear and concise.
● Team members may become dissatisfied when they have ideas but are unable to voice them.
● Team members are not consulted on decisions being made. This can make them feel less involved and their commitment to the task is likely to be lukewarm.
● This type of leadership is good in situations requiring immediate or emergency action – for example, in an emergency department or crisis situation when decisions have to be made quickly.

Democratic/participative or 'Let's work together to solve this'

● Involving the team in the decision-making process leads to team members feeling they have ownership of the task.

- This style is democratic and is the most popular style of leadership.
- A drawback is that teams are made up of individuals with vastly different opinions and decision making can therefore be a lengthy process. The leader must be prepared to make the final decision in a collaborative way.

▲ **Figure 1** A collaborative leader values participation from employees

Laissez faire or 'You two take care of the problem while I go'

- Team members are enabled to make their own decisions and get on with tasks.
- This works well when people are capable and motivated to make their own decisions.
- A problem with this style is the tendency for people to go off task, with the result that the outcome is never achieved. It may lead to the team becoming impatient with the amount of time it takes to make a decision.

> **KEY TERMS**
>
> **Authoritarian**: Having total authority and control over decision making; keeping everything under close scrutiny.
>
> **Democratic**: Sharing type of leadership in which employees' participation in the decision making is favoured.
>
> **Laissez faire**: Leadership style that favours leaving things to take their own course, without interference.

Ohio State University leadership studies

Lewin's trait theory was still dominant in the 1940s when researchers at Ohio State University started to look at leadership behaviours and how they affected leadership performance. Two categories emerged:

- Initiating structure are leadership behaviours which aim to create clarity and structure for an organisation. When there are high levels of initiating-structure behaviour, employees have their roles, tasks and expectations clearly defined with little uncertainty about what needs to be done. The leader takes all

decisions and punishes poor performance. This type of leadership is results driven.
- Consideration behaviour focuses on relationships and the welfare of people. A high consideration behaviour engenders an ethos of trust and interest in staff and a willingness to create warm relationships within the team. A leader with high consideration behaviour is an active listener who understands the strengths and weaknesses of each team member.

Further research suggested the most effective leaders display high consideration behaviour and a high initiating structure at the same time and that leadership can be learnt.

University of Michigan leadership studies

In the 1950s, the University of Michigan leadership studies identified behaviours common to the most effective leaders, which would lead to increased job satisfaction among workers and improved productivity. They found two categories of leadership behaviours: task-oriented and employee-oriented. Although both could deliver excellent performance, the behaviours are mutually exclusive, and a leader cannot display both types of behaviours.

The studies suggested that leaders who are employee-oriented and provide general supervision of workers are more likely to obtain favourable results than leaders who are production-oriented and who opt for direct supervision of workers. However, a criticism of the approach is that the studies did not consider all situations and types of organisations, leaders and employees.

Blake and Mouton managerial grid

The Blake and Mouton managerial grid is a behavioural leadership model developed in the 1960s by Robert Blake and Jane Mouton. The grid is a visual aid enabling leaders to assess which leadership style they use, according to their levels of concern for people versus production.

Five management styles are plotted on a graph, where the y-axis shows the leader's level of Concern for People, and the x-axis shows the leader's Concern for Results.

The management styles are as follows:

- **Impoverished management**: There is little concern for production and little concern for people. This manager only does the minimum required to avoid being fired and this results in a disorganised team that is often unhappy.
- **Country club management**: The manager shows excellent concern for people but low concern for production, so staff are happy but they do not do much work.
- **Produce-or-perish management**: Also known as authority-compliance or authority-obedience,

this type of management is high on production and low on concern for people. This leader gives orders and directs people but does little to care for them, believing that performance is what matters. This style leads to a toxic environment with unhappy people resulting in a high turnover of staff.

● **Middle-of-the-road management**: Also known as organisation management, this shows a balance of concern for people and production. It results in less than maximum output, but better situations for the staff.

● **Team management**: This type of management shows great concern for both people and production and is the most effective leadership style of the Blake and Mouton Managerial Grid Theory. The concern for people results in a great team climate, with committed, engaged and empowered staff.
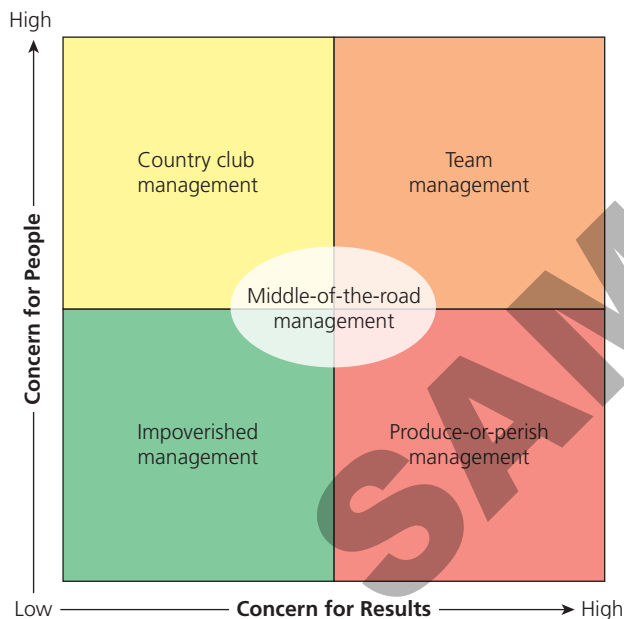
▲ **Figure 2** Blake and Mouton's managerial grid

Goleman's leadership styles and emotional intelligence (EI)

Daniel Goleman (1995) stated that emotional intelligence is:

> *the capacity for recognising our own feelings and those of others for motivating ourselves, for managing emotions well in ourselves as well as others.*

Source: Goleman, 1995, p.137

For Goleman, self-awareness is about knowing our own emotions and recognising those feelings as they happen. So, you may feel angry at something somebody has said, but as a manager and leader, showing that anger inappropriately will have a negative effect on relationships.

Social awareness refers to the empathy and concern you have for others' feelings and the acknowledgement that people under threat in an organisation may show aggression and anger. Decisions affecting people's jobs may have to be made and a manager who sees only the task at hand is failing to acknowledge the effect this is having on those at risk and those who have to continue to work in such a climate of change.

Relationship management is the ability to handle relationships competently in order to best deal with conflict, and to develop collaboration in the workforce.

Finally, Goleman refers to motivation, particularly your own motivation, to enable the workforce to meet an organisation's goals.

In a management situation your awareness of the impact of your actions and responses can go a long way towards defusing situations that might be potentially threatening. You may not be feeling very happy or friendly towards the other person but being in a position of authority demands that you have an awareness of the feelings of others. A good manager has a level of **emotional intelligence** (EI).

EI as a theory has been criticised for being unscientific; some writers question how we can accurately measure the traits of 'emotional stability', 'agreeableness', 'extraversion' and 'conscientiousness', which are often referred to in the theory. Self-report personality-based questionnaires can be falsified (were you truly honest the last time you completed a questionnaire in a magazine?) so the measurement is potentially flawed.

KEY TERM

Emotional intelligence: Being aware of and having the ability to control your emotions in order to manage interpersonal relationships empathetically (i.e. thinking about and understanding how others are feeling and seeing things from their point of view).

However, Goleman's research did show that leaders with EI performed better than those who did not have this ability. He also suggested that EI in leaders was more useful than just having technical expertise or a high IQ.

Maslow's Hierarchy of needs

Abraham Maslow's (1908–70) work has been influential in many disciplines and you may be aware of his hierarchy of needs theory, which outlined the things that contribute to a person's wellbeing (see Figure 3). According to this theory, we are motivated by unsatisfied needs. For example, our physiological need for food and water, once satisfied, is no longer a motivator and leaves us free to pursue the next level in the hierarchy, that of safety and security, and so on. The theory has been used in social

care settings, when managers have recognised the impact that motivation has on workplace success. The biggest and most expensive resource in any organisation is its employees and therefore motivation theory has become a valuable tool for managers.

Criticisms of Maslow's theory (and other theories of motivation) include the lack of empirical research to support its conclusions, the assumption that all employees are alike and will therefore respond in similar ways, and that all situations are alike. Another criticism is the assumption that the lower needs must be satisfied before a person can reach self-actualisation. For example, there are cultures in which large numbers of people live in poverty, but they may still be capable of higher order needs such as love and belongingness. Also, history tells us of many creative people, such as authors and artists, who manage to reach their potential despite living an impoverished life.

Self-actualisation

Morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts

Esteem

Self-esteem, confidence, achievement, respect for others, respect by others

Love/Belonging

Friendship, family, sexual intimacy

Safety

Security of body, of employment, of resources, of morality, of family, of health, of property

Physiological

Breathing, food, water, sex, sleep, homeostasis, excretion

▲ **Figure 3** Maslow's hierarchy of needs

Case study

1.1 Managing difficult situations

A member of staff has recently undergone a traumatic separation from her husband. She has three small children and is struggling to make ends meet. She finds it difficult to get to work on time and has been late a number of times recently. You know she does not have family to help her get the children to school.

When you ask to see her to try to resolve some of her issues, she is aggressive and quite rude. This has made you feel angry, particularly as you are trying to come up with a solution. However, fighting anger with anger does not work and you need to consider how you might approach this problem in a different manner.

How might you deal with this situation? Perhaps you might empathise with the staff member's plight and ask her how she can see a way forward. It is likely she has been unable to take time out to note the decline in her work or her lateness. You could suggest a change in hours to help her to get to work on time, or a reduction in her hours of work until she can settle her children into a more favourable routine. Perhaps she might work the same number of hours but at times when the children are at school.

The way you deal with this situation will have an effect on the whole workforce.

What do you think are the main issues in this case study? For example, how would you deal with your anger and your staff member's aggression to resolve the situation? How would emotional intelligence help here?

Hersey and Blanchard's Situational leadership theory

Situational leadership theory, devised by Paul Hersey and Ken Blanchard, describes leadership as being led by the situation that is presented to you and adapting the leadership style to that situation. This approach depends upon the leader having the ability to adapt to the task in hand by evaluating the competence and commitment of the workforce to accomplish that task (Northouse, 2018). For example, if during your daily routine an emergency were to arise, situational leadership would require you to adapt to this and you would have to decide at that moment the best course of action. To be a situational leader requires an ability to adjust according to what is happening.

Situational leadership further classifies leadership style into four different behaviours of the leader, which are shown in Figure 4. The leadership behaviours, directing and supporting, can be shown to be high or low.
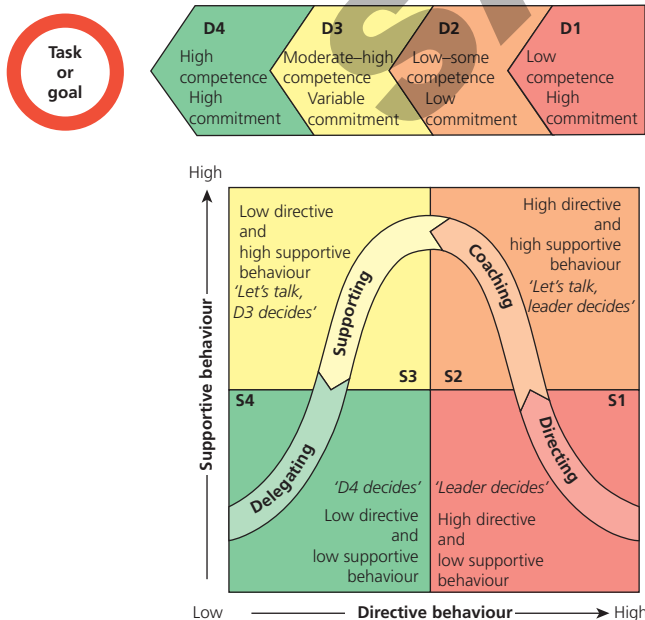
- The team receiving instructions and carrying them out is the High Directive–Low Supportive function (S1).
- The leader handing over control to the workforce but facilitating their development to help them to achieve the goal is the High Supportive–Low Directive approach (S3).

Research it

1.2 Situational theory

Research Hersey and Blanchard's situational theory. Show how the S2 High Directive–High Supportive style and the S4 Low Directive–Low Supportive style of management of tasks might work in your workplace.

Read more about this on the Leadership-central website (Leadership-central.com, n.d.).

Kouzes and Posner – the leadership challenge

Contingency theories put forward the view that situations lend themselves to different styles of leadership and that the team leader's flexibility to adapt in response to those situations is key (Fiedler, 1967; Martin et al., 2010; McKibbon et al., 2008). Successful outcomes in this respect depend on the leader adopting a style based on several variables, including the job in hand, the qualities of those in the team and the context in which the team is working.

James Kouzes and Barry Posner's (2003) Leadership Challenge model, based on Fred Fiedler's theory, identifies 'Five Practices of Exemplary Leadership':

▲ **Figure 4** The organisation's situational self-leadership model

1 **Modelling the way**: Leaders create incremental objectives so the team can experience win-wins on the way to achieving the larger goal. Standards of excellence are established and the leader models outstanding behaviours.

2 **Inspiring a shared vision**: This enables leaders to create a better future that their teams are also excited about.

3 **Challenging the process**: Innovative ways, experimentation and calculated risk taking become part of the process. This may be uncomfortable as mistakes will happen, but it is part of growth.

4 **Enabling others to act**: Leaders empower their teams and make them feel valued and confident. Building a culture of trust will lead to team cohesion.

5 **Encouraging the heart**: This means celebrating success and recognising the team's input as well as sharing rewards with the team to shows how they are valued.

KEY TERM

Contingency theories: A theory that suggests there is no single best style of leadership; the leader's effectiveness will depend on the situation.

Character traits generally associated with good leaders:

- honest
- inspiring
- forward-looking
- competent
- intelligent
- dominant
- consciousness
- enthusiastic
- sense of humour
- integrity
- courageous
- visionary.

The bottom line is that good leaders and managers are able to generate enthusiasm and commitment in others. They lead by example with consistent values and break down barriers which stand in the way of achievement. Kouzes and Posner (2003, in Tilmouth et al., 2011) argue that a good leader:

- will also inspire a shared vision and enlist the commitment of others
- will promote collaborative working, which builds trust and empowers others
- recognises others' achievements and celebrates accomplishments.

Management by wandering around (MBWA)

In this style of management, the manager sets aside time to walk through their departments to make themselves visible and available to staff. They see the problems staff

Reflect on it

1.2 Unpopular decisions

Some decisions may be unpopular and yet as a manager you are asked to ensure they are followed. How might you do this? What if you believe a decision to be a bad one? How will you motivate staff to undertake the unpopular outcome?

face and have time to listen to concerns. This is the sort of manager who operates an 'open door' policy. This means that you do not have to make an appointment to see the manager; you simply go to them when you need to.

In their book *A Passion for Excellence* (1985), Tom Peters and Nancy Austin stated that as leaders and managers wander about, three things should be going on:

- Managers should be listening to what people are saying.
- They should be using the opportunity to transmit the organisation's values.
- They should be able to give people on-the-spot help.

This theory seems to have much to commend it, but do you have the time to 'wander around'? Some managers may work for care providers that operate outreach services, so staff are employed in the service user's own home. It would require a general rethink of how you use your time to facilitate this way of working.

Power and empowerment

Dimensions and sources of power

In most organisations, there will be people who have more power than others simply because they are in a higher position in a hierarchy. This power can be used in a positive way, but often the concept of power suggests negative connotations of abuse and harassment and this kind of thinking can lead us to distrust anybody who is in a position of power. In this way, power can be perceived as influencing or controlling somebody in a negative way.

If you are the manager in a work setting, you are already in a position of power. You may have recruited the people you manage. You have influence and authority over those people.

Reflecting on power

It is useful to consider the power you hold in your position and to reflect on how you use it. For example, do you get a sense that people in your employ are wary of you? Could this be because of the way they perceive you? Do they think you try to control them? Or perhaps you do not

exercise your power at all and find that maybe the team take you for granted and often fail to deliver on deadlines?

Defining empowerment

Empowerment is 'a process by which people, organisations and communities gain mastery over their affairs' (Rappaport, 1987) and in order to do this, individuals need to have more control over what they are doing and should be encouraged to work autonomously.

Leadership in this instance is not about control and making decisions on behalf of staff but is more about empowering staff to lead on ideas and innovations to make the workplace more efficient. This approach links in with motivation theories (such as Maslow's theory, see page 00) but this is not an easy approach to take.

Essentially, the leader refrains from directing the staff and telling them what to do and how to do it. Rather, they enable the team to do it on their own. They give staff the problem to solve and then enable them to work through solutions without stepping in and giving the answers. Staff should feel more motivated when they work in this way.

Care and control

Empowering staff means relinquishing control of some of your power to some extent in terms of management. Care should be taken to support staff so that they feel safe to carry out the tasks and make decisions, and to seek help if they need it.

Power and influence leadership theory

John French and Bertram Raven's (1959) Power-and-Influence leadership theory shows leaders what type of power is most effective. The theory identifies five types of power:

- Coercive power, the least effective form, is when a leader uses coercion to get employees to do something they do not want to do.
- Reward power is similar to coercive power and is the offer of a reward to undertake the task. Although slightly more palatable, the rewards need to increase over time as the team starts to expect to be rewarded.
- Legitimate power refers to the **obligation** and responsibility a team feels to complete tasks. This common type of power relies on a traditional system of reward and punishment.
- Referent power is reliant on the charismatic quality of the leader who may be hero-worshipped by staff. This becomes a problem if there is a loss of faith in the leader.
- Expert power is the most important form of power. It results from having expertise, ensuring that staff have respect for the leader's seniority. Leaders are seen to

be more effective in directing others as they know what needs to be done, offering advice where needed.

Ultimately, by improving your knowledge, experience and expertise in your work, you will gain the respect and loyalty of a motivated team.

KEY TERMS

Empowerment: Giving someone authority.

Obligation: An action or restraint from action that a person is morally or legally bound to owe to (an)other(s).

Reflect on it

1.2 Reflecting on power

Think about the sorts of power that you may have come across during your work life. Using John French and Bertram Raven's (1959) Power-and-Influence leadership and the five types of power, provide an example of each type from your own experiences. For example, have you ever had to undertake work you were coerced into?

SWOT analysis in leadership and management role

The acronym SWOT stands for strengths, weaknesses, opportunities and threats and involves making lists and using a template to showcase those lists. SWOT analysis is a useful tool to help you to analyse what your setting is doing well, and what areas of the setting are potentially holding you back or might pose a threat to you.

- Strengths are things that your setting does well or that set you apart from your competitors.
- Weaknesses are areas of the organisation that could be improved or practices you should avoid. As the manager, you may have blind spots when it comes to assessing areas of weakness, so it's important to seek **feedback** from others.

KEY TERM

Feedback: An open two-way communication between two or more parties.

- Opportunities are the chances for something positive to happen. They may arise from things happening outside your organisation. They may also be things that will happen in the future, perhaps as a result of a policy or legal change, so being able to anticipate these can make a huge difference to your setting and its ability to compete.

● Threats include negative effects on your setting from the outside. These could include cuts in funding or an increase in spending, or a lack of staff in a decreasing labour market. Anticipating and taking action against threats is crucial to enable you to future proof your organisation.

Strengths	Weaknesses
Motivated staff Expertise Brand reputation	Staff who are nearing retirement Changes to legislation leading to financial downturn
Opportunities	**Threats**
Succession planning and training Promoting staff to senior positions	Further legislation coming online which will affect service Social and economic change affecting staff recruitment

▲ **Figure 5** SWOT analysis

The strengths of SWOT analysis lie in being able to analyse both internal and external factors, as it is easy to see what factors will be within your control and those which might not. Carrying out such an analysis can help you to challenge risks and uncover dangerous blind spots. You may, for example, be aware of the strengths of your setting, but until you record them alongside weaknesses and threats you might not realise how unreliable those strengths are.

Each section in the template asks questions to get you started, such as asking you what you do well (strengths), what might you improve (weaknesses), what opportunities are open to you (opportunities) and what threats might stop you (threats).

Evidence opportunity

1.2 SWOT analysis

Using a template like the one below, prepare a SWOT analysis for your setting.

Strengths	Weaknesses
Opportunities	**Threats**

▲ **Figure 6** SWOT analysis template

AC 1.3 Explain how key theories of leadership can be applied in practice in a range of situations in the leadership role

In this section, you will be required to explain how three theories and/or models of management and leadership (that you learnt about in AC1.2) apply to adult care practice.

You will need to explain how theories and/or models of management and leadership apply to adult care practice. You should explain in your critical evaluation to what extent you agree with the three management styles you discuss. You will need to conduct further research into your chosen management styles, argue 'for' and 'against' the use of each style in your own workplace and provide evidence of how you have used the theory in the workplace.

Defining what makes a great leader and manager

As you saw in AC1.1, leadership and management are different. According to Stewart (1997), 'Management is essentially about people with responsibility for the work of others and what they actually do operationally, whereas leadership is concerned with the ability to influence others towards a goal.'

A leader inspires others to work towards a shared vision for the future and is able to empower and motivate people. A manager, on the other hand, may simply give out tasks and ensure that the day-to-day operations of the organisation are running smoothly. However, good managers also inspire staff to perform and command respect. They show empathy and consideration for the staff and have good communication skills and discipline.

Figure 7 highlights some of the traits of a good leader, including confidence, good interpersonal skills and charisma.

▲ **Figure 7** Some traits of a good leader