



Develop Your Own Resources

■ *Scope*

This unit explores the manager's responsibility for keeping himself/herself focused on continuous development in tune with the changing nature of the job, the organisation and its operating environment.

This unit has two elements:

- C2.1** Develop Yourself to Improve Your Performance
- C2.2** Manage Your Own Time and Resources to Meet Your Objectives

Point to Ponder

There is ongoing debate about whether managers are born or made; the answer to that question is that it is a combination of both. There are certain innate qualities which make a potentially good manager, and these natural attributes have to be nurtured and developed through proper guidance, education and training and well planned experience. The nature of management is variable; it relates to all activities of the organisation and is undertaken at all levels of the organisation. Naylor (1999) defines management as,

'The process of achieving organisational objectives, within a changing environment, by balancing efficiency, effectiveness and equity, obtaining the most from limited resources, and working with and through other people.'

The writers of the classical theory talk about analysing the nature of management with a view to identifying common themes or functions relevant to managers from all organisations. Henri Fayol puts these into six groups:

- **Technical**
- **Commercial**
- **Financial**
- **Security**
- **Accounting**
- **Managerial (administration)**

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He divides the managerial activity into five elements:

- **Planning (studying the future and developing an action plan)**
- **Organising**
- **Command (getting the most out of people)**
- **Co-ordination**
- **Control**

Fayol goes on to suggest fourteen principles of management which are flexible and adaptable to changing circumstances:

- **Division of work**
- **Authority and responsibility**
- **Discipline**
- **Unity of command (an employee should receive commands from one superior only)**
- **Unity of direction (one head and one plan for each group)**
- **Subordination of individual interest to general interest**
- **Remuneration of personnel**
- **Centralisation**
- **Scalar chain (order of authority)**
- **Order**
- **Equity**
- **Stability of tenure of personnel**
- **Initiative**
- ***Esprit de corps* (harmony and unity among workers)**



However, modern writers believe that while Fayol's theory is still relevant in the 21st century, there needs to be a new set of elements to guide the manager through the daily activities of the modern day. Brech (1975) highlights four main elements:

- **Planning**
- **Control**
- **Co-ordination**
- **Motivation**

Peter Drucker (1977) asserts five basic operations in the work of a manager:

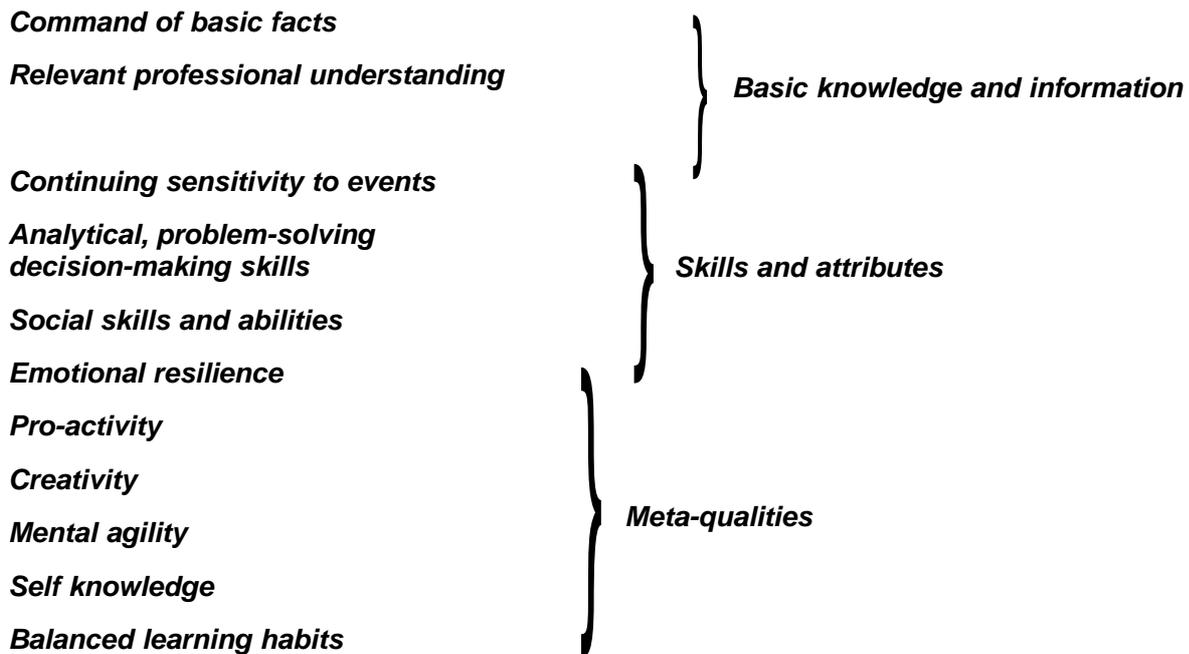
- **Sets objectives**
- **Organises**
- **Motivates and communicates**
- **Measures**
- **Develops people**

There are many other definitions of management, but generally, managerial activities can be seen as **planning, organising, directing** and **controlling**. Managers are not judged on their own performance alone but on the results achieved by subordinates. Therefore the definition that, 'management is getting work done through the efforts of others' is simple and focuses on what is essentially the very core of management. Katz (1974) says that in order to carry out managerial tasks, he or she requires a combination of **technical competence, social and human skills and conceptual ability**. Based on the study of five chief executives Mintzberg (1973) writes of the activities which constitute the managerial function:

- **Interpersonal roles** – figurehead role, leader role, liaison role
- **Informational roles** – monitor role, disseminator role, spokesperson role
- **Decisional roles** – entrepreneurial role, disturbance handler role, resource allocator role, negotiator role

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A more detailed list of attributes is provided by Pedler, Burgoyne and Boydell (1994); they identify eleven qualities which are possessed by a successful manager.



Investigate

1. Consider your career progression to date and write a reflective report on what the qualities and skill are that led you to getting to where you are now; then go on to identify the skill gaps you might have either currently or for further progression and design an action plan with SMART objectives. Explore how you will carry out the development plan. (You really need to be extremely honest here: remember this is a self analysis and you know your strengths and weaknesses better than anyone if you are honest.)

An important part of the process of improving the performance of managers is self development. This means that managers must be able to clearly highlight their skill gaps; their development needs and goals, to take responsibility to reach those goals and recognise opportunities for learning. All people, including managers, have certain enduring characteristics that influence how they think, feel and behave both on and off the job.



These characteristics are personality traits, particular tendencies to feel, think and act in certain ways that can be used to describe the personalities of all individuals – tendencies, for example, to be enthusiastic and flamboyant or low-key, demanding or easygoing, excited or mellow, nervous or relaxed, risk seeking or risk-averse, outgoing or shy. It is important that you understand your own personality because your personality influences your behaviour and your approach to management. In general, an individual's personality is said to be composed of five traits:

- **Extroversion** is the tendency to experience positive emotions and moods and to feel good about oneself and the rest of the world. Managers who are high on extroversion tend to be sociable, affectionate, outgoing and friendly
- **Negative affectivity** is the tendency to experience negative emotions and moods, feel distressed and be critical of oneself and others' lack of progress. On the positive side this type of manager could end up pushing themselves and others around them to improve their performance as a result of their critical approach. Nevertheless working with such a manager is not an easy or pleasurable activity!
- **Agreeableness** is the tendency to get along well with others; managers who are high on this trait tend to be likable, affectionate and care about others. Those who are low on this are likely to be distrustful of others, unsympathetic, uncooperative and often antagonistic
- **Conscientiousness** is the trait that makes certain people careful, scrupulous and persevering. They tend to be organised and selfdisciplined
- **Openness to experience** is the trait that makes people original, open to a variety of stimuli and have a broad range of interests. They are by nature daring and take risks. Their innovation and creativity in planning and decision-making lead them to be entrepreneurial. Anita Roddick of the Body Shop and Bill Gates of Microsoft are likely to have the openness to experience trait.

Other personality traits include **self esteem**, **need for achievement**, **affiliation** (the desire for establishing good interpersonal relationships with others) and **power**. It would be worthwhile for managers to identify the dominant traits in their own personalities and adjust these to work situations; but as mentioned elsewhere, becoming self-aware and recognising one's own strengths and weaknesses can be a painful process; but with the right support this will prove to be the pathway to self-development and progression.

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Perhaps we all think that the decisions managers make in organisations and the actions they take are the result of a particular 'objective' approach to the issues involved; but in actual fact, each manager's interpretation of a situation is precisely that – an interpretation. Perception, the process through which managers select, organise and interpret sensory input to draw meaning and order around them, is essentially 'subjective'. A manager's personality, values, attitudes, knowledge and life experience all have the potential to influence his or her perceptions; inaccurate or coloured perceptions will bar a manager from making good decisions. Successful managers will, as part of their development recognise and practice:

- **To be open to views and perspectives different from their own**
- **To seek out the views of others who have had different experiences from their own**
- **Not to be afraid to change their views about issues or situations; not afraid to say 'sorry, I made a mistake'**
- **Not to hesitate to acknowledge that their perceptions have been indeed faulty when they have made a bad decision or judgement**

Managers not only have to manage their own careers but also have to ensure that effective career management and development exists right through the organisation. This means making sure that there are qualified staff at all levels of the organisation who are well motivated and can assume more responsibilities if needed and cope with changes brought about by the external environment. Essential features of effective career management are commitment to ethical practices and accommodation of the workers' multi-dimensional lives.



A manager's role is often subjected to a great deal of **stress**. They experience stress as they face important opportunities or threats (constant factors in today's business) and are uncertain about their ability to handle them. The two common sources of managerial stress are **role conflict** and **role overload**. Stress causes **physiological, psychological** and **behavioural problems**. People manage stress in two basic ways. **Problem-focused** coping strategies include effective time management and getting help and feedback from a mentor. **Emotion-focused** strategies include exercise, meditation and social support. **Emotional intelligence** – the ability to understand and manage one's own moods and emotions and those of other people – enables managers to cope with stress and perform their roles efficiently.

Investigate

2. Write short reflective statements on the following:

- *Your dominant personality trait and why. Can you support your statement by any feedback you have had from others? How does this help or hinder your work situations?*
- *Develop a set of guidelines for yourself to ensure that your perceptions are as accurate as possible and your career management is ethical.*
- *What are the sources of stress you are currently experiencing, how do you cope with them?*

It is an accepted fact that in every organisation some individuals can rightly boast of a greater **ability to influence the people around them successfully** than others. So, **power** is definitely **not** distributed equally in organisations.

Position power – Power that comes with the office or the power that comes with the formal position in the organisation. There are four different bases of position power:

- **Legitimate power** – the power base derived from the hierarchical position or accepted authority within the organisation
- **Reward power** – the individual power base associated with the authority to award valuable rewards to others
- **Coercive power** – the power derived from the capacity to administer punishment to others
- **Information power** – the power available to people on the basis of their unique position in accessing data and other information. As the saying goes 'knowledge is power', such information usually not available to others contributes to the power of people in many jobs. Technology has made it easier today to have more information available to more people than ever before thus reducing the existence of information power

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Personal power is the power that some individuals are able to command because of their unique personal qualities or characteristics. There are four sources of such power:

- **Rational persuasion** – the ability to use logical arguments and factual evidence to influence others to accept an idea
- **Expert power** – the power that comes with an individual's recognised superior skills, knowledge and expertise in a specific field
- **Referent power** – the degree of power that comes with personable likableness, good reputation and high social skills. Their junior staff might wish to emulate them
- **Charisma** – an engaging magnetic personality; an attitude of optimism, enthusiasm that is contagious and an aura of leadership

Although different forms of power tend to be used to influence subordinates, it appears from extensive research that expert power is the one most likely to influence peers and managers above. It is easier to persuade and get others to go along with you if you can justify your arguments on the basis of your expertise and knowledge. Coercive power tends to be frowned upon. Influencing superiors is rather tricky because of their **counter-power**. But, it needs to be borne in mind that one dimension of higher power can be dealt with by another dimension of higher power.

Today, a growing number of organisations are allowing power to shift out of the offices of managers into the hands of employees themselves – **empowerment**; they are given increasing degrees of autonomy and discretion in connection with their work. Where this happens, it becomes increasingly difficult for supervisors to be 'bosses,' to use coercive power and are more likely to function as 'teachers' or 'facilitators' who lead their teams using their knowledge and experience – expert power. Whereas traditional managers tell their staff what to do, how to do and when to do a piece of work, supervisors of empowered staff ask questions to stimulate them to identify and solve problems and make decisions on their own. However, as most managers are afraid of relinquishing power, empowered employees are still in a minority; but where organisations have got this somewhat right, they have managed to reduce turnover and absenteeism as well as increasing productivity.

Investigate

3. Do you hold power in your organisation, and if so what is its basis? How do you exert power over others? Would you consider changing your current ways? Why?



Time is a commodity which you as an individual have only so much of 'because they are not making any more of it!' So, you have to confront the reality that the only option you have is to improve your management of this scarce commodity! Time management problems consist of:

- **Long working hours**
- **Insufficient time for planning**
- **Frequent interruptions from people in person**
- **Frequent telephone interruptions**
- **Resolving others' problems, mainly subordinates'**

Some ways to address these problems include:

- **Set goals and priorities**
- **Invest time to plan your time**
- **Delegate**
- **Focus time on key activities**
- **Recognise that procrastination is the theft of time**

If the 80/20 rule, **Pareto's law** is to apply to time, it works like this: 'twenty percent of the time is spent doing things which account for eighty percent of the results and eighty percent of the time is spent doing things which account for twenty percent of the results'. If you study a week of your activities, you will be able to see how you compare with this. The traps that lie in wait for most managers are:

- **The tyranny of urgency**
- **Firefighting**
- **The post adrenalin dip**
- **Fire-fighters get promoted**
- **Comfortable, familiar tasks**
- **Immediate reward**
- **The inability to recognise timewasters**

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Prioritising the work load sensibly is the one single factor that distinguishes between outstandingly successful and the worthy average managers. Top performers are ruthless about their priorities; they are very clear about what they are and give them most of their time. The vast majority of worthy, average and likeable managers spend their time rushing between tasks, coping, solving the same problem over and over and generally getting by. Whilst assessing your own time management skills, consider the following. Are you:

- **A manager who is typically running out of time whilst your staff run out of work?**
- **One who believes you are indispensable? Remember top management will not risk promoting people who are indispensable in their job as they have not trained a successor!**
- **One who spends all your time working on other people's problems thus leaving no time to work on your own? You are not managing but being managed! You are not pro-active but reactive. You are struggling to cope**
- **One who takes care of everything for other people making them totally dependent on you? In such a process their self esteem and confidence is so eroded that you end up doing most of their job making little headway with yours**
- **One who believes that your staff are not ready to take on additional responsibility? Then it is your job to get them ready! Do not see your staff as the problem but as the solution to the problems. The more you get rid of your staff's problems the more time you will have for them, to support and guide them**

Remember the saying, 'When you want to help someone to survive in the jungle you do not feed him with a fish every time he is hungry, but you teach him how to fish'? Management is a bit like that; **'getting things done through others'**. The only way to develop responsibility in other people is to give them responsibility.



Delegation is a fantastic way to develop your staff; this means recognising the abilities of your staff and allocating jobs that they are capable of carrying out, leaving them to explore the best ways of dealing with that task but being there to support them if they need support. Delegation will not work if you assign responsibility without the authority that goes with it; neither can you as the manager relinquish the final accountability. You allocate a task with clear boundaries and allow others to work within it and set up definite follow up mechanisms. Then they will practice self-management which most staff will prefer to boss-management. The ultimate measure of effective management is results – the staff's output resulting from a manager's input. Invest time in coaching and developing your staff as well as developing yourself.

Once you get to grips with time management you start preventing fires rather than firefighting. You start planning things so that you can do the right things the right way the first time instead of having do them again so often.

Investigate

- 4. Develop a full time log for a week; then critically analyse it to see how efficiently you have managed your time. Could your week have been more productive? What were your timewasters? Could you have delegated better?***

The changing role of the manager has its implication for managers. They must become pro-active in the management of their careers. It is our responsibility to maintain, alter or boost our skills, to find the right market for those skills and to sell them to the appropriate buyer. Are our current skills likely to be in demand in ten years' time? How can we acquire new ones? Self development is not easy but it is doable! It requires:

- **A clear idea of ultimate targets, priorities and direction**
- **Honest understanding of one's strengths and weaknesses**
- **An ability to consider the present as an investment for the future**

After all experience is not what happens to you; it is what you do with what happens to you!

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■ *Guidance for Gathering Evidence for this Unit*

All elements call for a personal narrative from you explaining your responsibility for keeping yourself focused on continuous development. You should also clearly indicate where you have provided supplementary work evidence.

Note: Remember this unit is very closely linked with units A4, C5 and D4.1; as such please scrutinise the evidence you have gathered for them and see how much you can cross reference to this unit.

Possible Sources of Supporting Evidence		
Unit C2 - Develop Your Own Resources		
<i>Possible Source of Evidence</i>	<i>Used</i>	<i>Location in Workplace/Portfolio</i>
Documentation from your own appraisal; self assessment forms, action plans, training needs analysis		
Records of bookings for yourself on any training events, CPD logs		
Work schedules, memos to others allocating or prioritising workloads		
Minutes of meetings to discuss workloads and priorities		
Reflective statements on your time and how you manage it, evidence of you rearranging your work to meet targets and priorities within deadlines		
Evidence of you eliminating unnecessary interruptions from others		
Records of delegating work to others and checking progress		
Evidence of gathering information before making decisions		
Candidate's Signature:		
Assessor's Signature:		

