

Sample Candidate Support Pack:

SVQ in Leadership and Management

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1. Manage Your Own Resources

1.1 Introduction

Welcome to an extract of the candidate support pack for Unit DR64 04: *Manage Your Own Resources*. This is one of the mandatory Units of the SVQ Team Leading SCQF level 5.

The **SVQ Team Leading SCQF level 5** is aimed at those in their first managerial role who are likely to have a limited span of control and responsibility for a small team of people. This qualification is nationally recognised and jointly awarded with the Chartered Management Institute (CMI). Candidates who are registered for this SVQ are able to take advantage of [12 months free studying membership of CMI](#).

1.2 Information about this Unit

This Unit is about managing your personal resources (particularly knowledge, understanding, skills and time) to undertake your work role and reviewing your performance against agreed objectives. It also covers identifying and agreeing a development plan to address any identified gaps in your current knowledge, understanding and skills.

1.3 Why managing your resources is important

In your role as a team leader, there are likely to be many demands on you, your time and your ability to effectively manage your resources such as your knowledge, understanding and skills which will impact on how you perform in your roles as team leader. This section will focus first on thinking about how you manage your time, and then on managing your knowledge and skills.

Activity 1(a)

Before you start this section, complete a detailed time log for a typical week at work. You should record each activity you do and how long you take to do it. The important thing is that you keep accurate notes of the amount of time you spend on different tasks and total them correctly.

1.3.1 Managing your time

Managing time effectively is an essential skill for a team leader and something you will need to be confident about. If you have ever thought about the commodity that is in shortest supply in the workplace, apart from money, it is probably time. We recognise the value of team meetings, but often these are dropped when we are working towards deadlines. We often drop 'the essential' in place of 'the urgent'.

As a team leader you need to look carefully at how you plan your processes so that you can streamline them and have sufficient time to be able to keep doing the 'essential' as well as the 'urgent' things.

Think about the following activities. They are thought to be some of the main timewasters in the workplace:

- ◆ unnecessary meetings
- ◆ e-mails
- ◆ lack of priority-setting
- ◆ poor delegation
- ◆ poor handling of paperwork, etc

Your own situation will be specific to your organisation. For instance, one company may have regular prolonged meetings, while others would save precious time by having various teams getting together to discuss a consistent approach to a joint problem.

Computers should save us time, but we are now barraged with e-mails; all need to be read, and many need to be answered. If your computer is set up to notify you immediately an incoming email arrives, think about disabling this so that you are in control of your time.

Turn off the pop-up or noise which notifies you that you have mail and establish a new habit of checking your email at certain times in the day, for example, first thing in the morning, after lunch, an hour before you leave etc. We can easily be distracted when we should be working on other things. All these issues can erode time, so it may be a good use of time to look at how much of it we spend on each activity during a typical working day.

Setting priorities is also an important aspect of managing your time. Do you take time to set priorities? Or do you:

- ◆ give priority to the person who shouts the loudest;
- ◆ do the job on the top of your pile of work;
- ◆ do the work that you can finish fastest; or
- ◆ do the work you like doing best?

Making wise choices when you set priorities will help you to manage your time well.

Being able to delegate is a skill which is essential for managers/team leaders and will help you to manage your time wisely. Delegation does not always come naturally and when we are busy, we often think it would be quicker to do something ourselves rather than take the time to train someone. Training someone can obviously be time consuming in the short term, but in the longer term is likely to benefit both you and your organisation.

Delegation is about sharing workload and passing on a certain amount of responsibility to others. To delegate successfully you need to be able to understand your staff. You need to take the time to know their strengths and weaknesses and abilities, so you understand their capabilities, and how they can support the work being undertaken. But when you delegate, remember you as the team leader/manager still have overall accountability for the work being produced.

Another time management tip is to reduce the number of times you switch between types of tasks as this often results in time wasting. For example, rather than process one or two invoices a day, it might be more efficient to do it once or twice a week but still within your customer service level agreements.

Activity 1(b)

Below is a set of questions to help you reflect on your current ability to manage your time. They relate to some common symptoms of poor time management.

- ◆ Do your meetings start on time, or do you waste time waiting for team members to arrive?
- ◆ Are meetings effectively managed? How long does each meeting last? Is there any wasted time?
- ◆ Do you stop what you are doing to read and respond to incoming emails?
- ◆ Do unpleasant tasks get left? Would it be more satisfying to clear unpleasant jobs in order to look forward the more satisfying tasks?
- ◆ Do you need to hold all the meetings that you do? What would be the result if they didn't happen?
- ◆ Do you prioritise tasks?
- ◆ Are there tasks that could more appropriately be undertaken by other members of staff?
- ◆ Do you do work at home that is not necessary?

Take some time to look at your time log and reflect honestly on where you are now.

Use the points above to review your time management skills and identify and note down areas where you feel you could improve.

2. Provide Leadership for your team

2.1 Introduction

Welcome to an extract of the candidate support pack for Unit FM4J 04: Provide Leadership for Your Team. This is one of the mandatory Units of the SVQ Management at SCQF level 7. It is also an optional Unit in the SVQ Team Leading at SCQF level 5. The **SVQ Management SCQF level 7** is aimed at those working as first line managers, section managers, assistant managers, trainee managers, senior supervisors, and those working in a range of other management positions.

2.2 Information about this Unit

This Unit is about your leadership responsibilities to direct, motivate and support your colleagues to achieve both team and personal work objectives. It also includes difficulties and challenges, as well as creativity and innovation within teams.

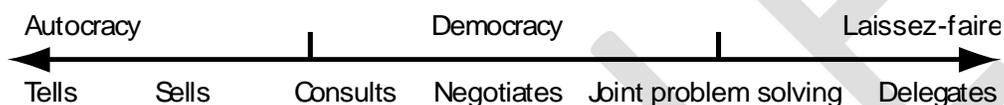
In working through this Unit, you will develop skills in:

- ◆ Communicating
- ◆ Planning
- ◆ Team-building
- ◆ Leading by example
- ◆ Providing feedback
- ◆ Setting objectives
- ◆ Motivating team members
- ◆ Consulting
- ◆ Problem solving
- ◆ Valuing and supporting others
- ◆ Monitoring
- ◆ Managing conflict
- ◆ Decision making
- ◆ Following

2.3 Know and understand that different styles of leadership exist

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. There are several different styles of leadership that a team leader can adopt. And when exploring different styles of leadership, you may find that some are also referred to as styles of management. But for this section we are focusing on the idea of styles of leadership.

The behaviours of leaders have been widely researched. Lewin, K., Lippit, R., & White, R. (1939) identified three types of leadership styles: **autocratic**, **democratic** and **laissez-faire**. Then in 1973, in Tannenbaum and Schmidt's view, management style could be viewed as a continuum (see diagram below) with autocratic management at the left-hand end and democratic management at the right-hand end as shown on the upper part of the diagram.



An **autocratic management style** is where the manager takes full authority and tells team members or subordinates what to do, whereas a **democratic manager** allows full freedom to subordinates. Between these two extremes lie a number of alternative approaches and behaviours that a leader/manager could use. These are given in the lower part of the diagram and are discussed in Section 1 of this pack.

Although these definitions and models have been around for a long time, they are still valid and relevant as outlined in *Leadership Expert* (April 2011) 'Different Leadership Styles':

There are many different ways to be a good leader and studies have identified several distinct styles of leadership. These can be categorised in a variety of ways, each using different methods, techniques and tools to achieve the same result of providing direction, implementing plans and motivating a group.

The article then provides more information on leadership styles divided up into three as mentioned earlier.

2.3.1 Authoritarian or autocratic (I want both of you to...)

Those using this style have total authority over any decision-making and basically tell their followers what needs to be done and how the task should be completed. This style does have its place and uses. For example, it can be particularly effective when time is limited, such as in a medical emergency when it is vital for someone to take charge and prevent any chaos and confusion; it also is appropriate for groups that require close supervision such as inexperienced employees.

This style can also work well in a workplace setting where the employees are already well-bonded and well-motivated and have trust in the leader. But it is not generally recommended to use this style all the time as this can lead to loss of motivation from team members as resentment can build. This can be particularly true when dealing with

creative employees and team players who may be keen to participate in the decision-making process.

2.3.2 Participative or democratic (Let's work together to solve this...)

This style prioritises team participation. All members are allowed to contribute their own ideas and therefore feel that their input is welcomed and considered seriously. This can lead to increased employee satisfaction and ownership. The democratic leader listens to the team's ideas and gives them fair consideration — although the ultimate decision will still rest with the leader.

This style is often used in the workplace when the leader has only some of the information needed but the employees/team members have the rest — and a better decision can be taken when everyone's input has been considered. This can be particularly effective with skilled and knowledgeable employees. However, you have to remember that one drawback with this style is that it can be difficult to make quick decisions when there is limited time or an immediate, urgent problem.

2.3.3 Delegative or free reign (You two take care of the problem, while I go and...)

This style is also known as 'laissez-faire' leadership, meaning that team members are effectively given a free reign to make decisions and can do what they think is appropriate. There is no continuous supervision or feedback to the team from the leader. Although this may sound a bit risky, this leadership style can work if the team members are highly experienced and require little supervision to achieve the expected outcome. Also, it can be useful in situations where the leader is not able to do everything and often has to delegate certain tasks. This style of leadership therefore can work well where the leader is able to totally trust and have confidence in the abilities of the team members. But you need to be aware that this style doesn't mean 'anything goes' — that is known as abdication management or being a 'lazy' leader' who fails to supervise or manage team members and essentially doesn't lead at all! This can result in a lack of control and a loss of productivity, as well as higher production costs, bad service or a failure to meet deadlines.

2.3.4 Leadership styles in real life...

In reality, however, most good leaders will use a combination of these main three types of leadership styles as appropriate and relevant to the specific situation to achieve the best results. Naturally, one style may be more dominant or used more often than others due to the leader's personality and personal skills, but often the situation and the environment also dictate the most suitable style.

Also, there are some cases where all three styles can be used simultaneously. For example, a leader informing the team that a current procedure is no longer acceptable and that a new one needs to be established (autocratic); then the leader asks for ideas from the team members to

create a new procedure (democratic); before finally delegating certain tasks to different team members for the new procedures to be implemented (delegative).

The culture of the organisation can also influence the style of leadership adopted by team leaders. For example, a large manufacturing organisation may find that autocratic leadership styles will be effective, as quick decision-making is often needed. However, organisations in the care sector often expect democratic leadership, where the focus is likely to be on the needs of the individual, rather than the quality of the product.

It may be that you had an autocratic leadership style as a team leader in a previous organisation but this is not appropriate with your new organisation. Or perhaps your leadership style has had to change in line with developments within your industry sector?

2.3.4 Forces that can influence leadership styles

It may also help in your understanding of different styles of leadership if you are aware of the forces that can influence the style to be used. These forces include:

- ◆ How much time is available?
- ◆ How well do you know the task?
- ◆ What type of task is it — simple, complicated, structured, etc?
- ◆ Are there any internal conflicts or stress levels?
- ◆ What is the relationship between you and your team members based on, ie is it based on respect and trust?
- ◆ Who has the information — you, your team members, or both?
- ◆ How well trained and skilled are your team members?

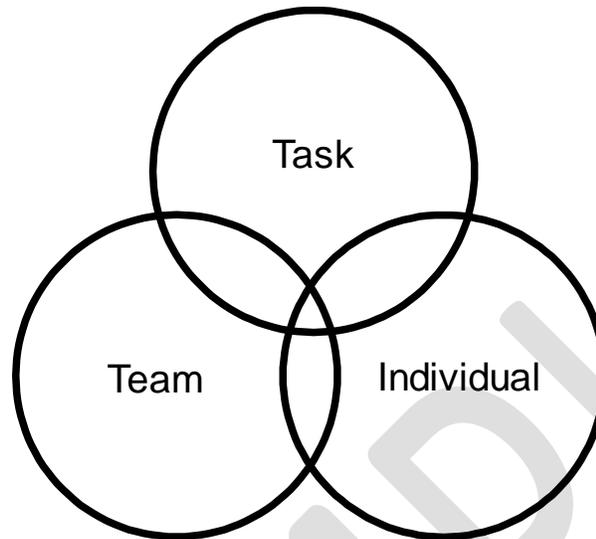
In line with the specification for this Unit, we have concentrated on some **styles** of leadership in this section but there are other **approaches** to leadership that you may wish to be aware of. These include:

2.3.5 Functional approach

In *The Skills of Leadership* (1984), John Adair suggests that skills of leadership are based on the needs of three elements within working groups:

- ◆ task needs
- ◆ team needs
- ◆ individual needs

And that meeting the needs of one element must affect the other two. Adair demonstrates this approach with the use of a three-circle diagram as shown below. He places high emphasis on training and development and points out that achieving the common task is clearly a process of management.



2.3.6 Situational approach

This looks at the situation that leaders are in. Writers such as Mouton & Blake and Tannenbaum & Schmidt indicate that the situation itself produces an effective leader. According to Fiedler's Favourability of Leadership Situation, effective leadership depends on three main factors:

- ◆ the relationship of the leader with the group
- ◆ how defined the structure of the task is
- ◆ how much power the leader holds

2.3.7 Transformational leadership

While leaders, in general, are seen to have 'followers' who will carry out tasks, and be rewarded in the normal way, transformational leadership seeks to change this by creating positive changes in their followers thus enhancing motivation, morale and performance. In *Leadership and Performance beyond Expectations* (1985), Bass argues that 'such leaders and managers motivate staff to do more than originally expected', by:

- ◆ making staff much more aware of the purpose of the organisation and task outcomes
- ◆ persuading them to put team or organisational interests before their own
- ◆ convincing teams and individuals to consider their higher-level needs, ie growth, recognition and achievement

Activity 2

Please outline situations where you, as a team leader, would use a combination of the three commonly accepted main styles of leadership. Please use specific examples and give reasons for your response.

Research further one/some of the approaches to leadership mentioned briefly in this section.

Reflective pause

It is strongly recommended that you pause to reflect on what you have covered so far in this Unit. You may also wish to think about the knowledge and skills covered, particularly:

- ◆ communicating with team members
- ◆ setting SMART objectives
- ◆ planning achievement of team objectives — and involving team members in this process
- ◆ showing how personal work objectives contribute to achievement of team objectives
- ◆ different leadership styles/approaches and how these interlink with other management skills

3. Encourage innovation in your area

3.1 Introduction

Welcome to an extract of the candidate support pack for Unit FD3G 04: Encourage innovation in your area of responsibility. This is an optional Unit of the SVQ Management at SCQF level 9. The **SVQ Management SCQF level 9** is aimed at those working as middle managers. This qualification is nationally recognised and jointly awarded with the Chartered Management Institute (CMI). Candidates who are registered for this SVQ are able to take advantage of [12 months free studying membership of CMI](#).

3.2 Information about this Unit

This Unit is about innovation. In other words it is concerned with how you as a manager can actively encourage and implement new ideas in your area of responsibility however large or small that area may be. This innovation will be based on new ideas coming from people who work in your area, including yourself, and will focus on:

- ◆ new products or services
- ◆ improvements to existing products or services
- ◆ improvements to existing practices, procedures, systems and ways of working within your team, within the wider organisation or with people outside the organisation such as customers or suppliers.

3.3 What does innovation involve?

Before considering the specific knowledge and understanding items associated with this Unit, it may be helpful to think for a minute about what innovation involves. To many people innovation suggests something big. The implication also is that it will involve big changes. Many managers too have a feeling that innovation depends on thinking of a big new idea and that these kinds of ideas do not occur to most people.

This is not the case. Some innovation does involve big new ideas and big changes but most innovation is on a much smaller scale. Many new developments in organisations are based on ideas that occur to people working within the organisation itself. Everyone who works in an organisation can contribute to new or better products and services. Here are three **real** examples which illustrate this.

- ◆ A new toiletry product was not selling well despite the best efforts of the design and marketing team. A member of one of the product teams had suggested a relatively minor packaging revamp. This had been supported by the supervisor and department manager. Somewhat reluctantly this was agreed to and sales took off. When asked why this idea had occurred, the member of staff replied 'It's just what would have attracted me'.
- ◆ A well-known Scottish distillery was having problems in the winter months with the water supply to the mashing process freezing in the pipes. This had been reported to Head Office who had asked an Engineering Consultancy firm to investigate and recommend a solution. This was to cost many thousands of pounds. At one of their quarterly technical meetings the production manager mentioned this to the process worker team. One of the team pointed out that he had submitted a much simpler system to solve this problem. This member and the team examined this suggestion and could find no reason why it wouldn't work. The production manager took this to senior management pointing out that if it worked it would at most cost a few hundred pounds. Agreement was given and the team actually installed the new system in a couple of days with a few bits of piping, a couple of valves and connectors being required. It worked perfectly and has for a number of years now.
- ◆ An American marketing executive insists that in his early days as part of a team with responsibility for a specific product he came up with a new idea every day! And so did everyone else on the team, he claimed! Clearly very few of these ideas actually saw the light of day. But that is not really the point.

What the examples suggest is that literally everyone can suggest new ideas which may bring innovative solutions to either long-standing or new problems or indeed products. These new ideas can be described as creative. Boden (1992), for example, emphasises that creativity draws heavily on our ordinary abilities. 'Noticing, remembering, seeing, speaking, hearing, understanding language and recognising analogies; all these talents of Everyman are important', he says.

The examples also illustrate that innovation is an everyday process and that it is something which happens all the time. One way to see this is to compare the work that

you and your team do now with what you did two or three years ago. It is likely that there will be a number of differences and that many of them will be due to innovation. In particular the changes may be due to developments in ICT.

3.3.1 Product and process innovation

The following description of innovation is drawn from the *A–Z of Economic Handbooks* (Wall 2003):

‘Innovation means the development of a new idea so that it can be made into a **new product** or a **new technique**’.

Wall then goes on to explain that **product innovation** means a new product. She gives as an example a new Micro scooter. Scooters already existed but as she points out new technologies and materials have made today’s scooters lighter, much faster and very much easier to fold up and carry away. She notes that this has meant much greater consumer enthusiasm for this new product.

Wall then turns to **process innovation** which she terms ‘a new way of producing’. She suggests that might just mean doing things differently. This can cover all aspects of a team’s work. It may mean adopting new techniques, doing things in a different order, new job descriptions, or better ways of sharing responsibility.

3.4 How to select and apply different methods for motivating people to generate and develop ideas

Motivating team members and others to generate and develop new ideas is an aspect of motivating team members as a whole. Well-motivated and committed people are more likely to come up with new ideas and be more willing to develop and introduce innovations. There are many theories about motivating people.

Historically there have been four periods of trying to determine what motivated people at work. They are:

- ◆ The late 19th and early 20th centuries. Developing from what was known as the Scientific Management Philosophy it was believed that employees were motivated purely by money.
- ◆ The 1920s and 1930s. The philosophy which developed was known as the Human Relations Approach. This simply meant that a major source of motivation was the need to belong to a group. Literally all the work relating to group dynamics, eg formation of formal and informal groups, stems from this era.
- ◆ In the 1950s attempts were made to apply psychological theories to the workplace. This development became known as the Psychological or Self-actualising Philosophy. Mostly based on Needs theory it suggested that people needed to feel satisfied at work and that this satisfaction could come from a sense of achievement.
- ◆ Finally in the 1970s it was recognised that human beings are complex in their make-up and that they will decide what motivates them. Interestingly the theories which developed this approach are known as Process theories, because they insist that human beings will want to play a part in the process of being encouraged to change. The difficulty for managers is that what is a motivating force for one employee may not be for another!

The latter two stages in the development of motivational thought draw attention to the fact that motivation requires managers to make use of what are usually known as 'soft skills' such as influencing and coaching. Work on teambuilding suggests also that creating and maintaining a common purpose helps to gain commitment of team members.

The above suggests that when selecting suitable methods to motivate people to generate and develop new ideas, managers should pay attention to two main things:

- ◆ the overall environment or climate in which individuals work
- ◆ the particular characteristics of individuals.

Armstrong (2003) suggests a number of steps which can help managers to develop a climate which will encourage people to generate and develop new ideas. In summary these are:

- ◆ Develop a commitment to produce ideas based on joint analysis of issues facing the group or team.
- ◆ Work out a shared vision (developed with all team members) of how to make use of new ideas to achieve changes — this should help build a consensus for new ideas within the team.
- ◆ Establish cohesion of group and support it by suitable policies, structures and systems.

Dubrin (2007) suggests several things that managers can do to encourage individuals to come up with new ideas. They include:

- ◆ providing people with an intellectual challenge — this means giving people work tasks which are challenging but achievable
- ◆ freedom to choose the method — managers establish clear objectives with team members but allow team members to work out the best way to achieve them
- ◆ providing encouragement and support to individuals
- ◆ recognising and rewarding individual contributions — rewards will depend both on what the manager can offer and what the individual perceives as worthwhile.

In a sense we are back with the culture of organisation discussed in Section 3 above. If all those who work for an organisation feel discouraged from suggesting what they see as better ways of doing some tasks or other forms of improvement then the organisation may survive but is unlikely to prosper.

Because culture is important in encouraging and developing innovation, it is worth examining another suggestion for developing an organisational climate which will help organisations and the managers who work in them to encourage people to put forward new ideas.

Deming (1982) argued strongly that there needed to be a management philosophy of:

- ◆ constant purpose to improve products and services
- ◆ commitment on the part of all to seek continual improvements
- ◆ moving from defect detection to prevention

- ◆ building of partnerships, staff sections, departments, etc
- ◆ improvement to supporting services and activities
- ◆ properly directed training
- ◆ supervision being coaching and supporting, not chasing
- ◆ driving out fear — two-way communication
- ◆ removing barriers between departments
- ◆ eliminating unrealistic targets
- ◆ eliminating quotas and numerical targets
- ◆ removing barriers which stop employees taking pride in work
- ◆ encouraging education and self-improvement
- ◆ publishing top management commitment to Total Continuous Improvement (TCI).

Activity 3

Look at Armstrong's steps for creating a climate which would motivate people to generate new ideas. To what extent do you make use of these in your work as a manager? How do they help you to encourage members of your team to generate new ideas?

Look at all the suggestions from Dubrin, Armstrong and Deming. Choose **one** which you think could help you to motivate people to come up with new ideas and/or develop new ideas. *Why exactly do you think it would help you?*

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