

Managerial and Leadership Development

Developing managerial and leadership skills in the students is one of the objectives of university education. Let me outline the processes that we have embedded in our course curriculum for managerial and leadership skill development.

To differentiate between leader and manager, let me illustrate with an example. I have taken up planning and establishing a Techno Centre for the University - I have a goal to achieve. First of all let me tell you what a Techno Centre is? It will basically have diverse teams and each team comprising of highly creative and motivated dynamic graduate members. The Techno Centre that I have envisioned will have Technology Consulting, Technology Product Design, Technology Product Development, Technology Product Incubation and Technology Product Commercialisation and Evaluation teams. These teams are expected to efficiently make use of the resources that are available in the University for its successful and sustainable operation of the Techno Centre. The Techno Centre is expected to provide efficient technology solutions to the MSME (Micro, Small and Medium Enterprise), solve complex and challenging technology problems posed by advanced technology industries, identify new technology product opportunities, develop new product designs and design and develop commercialisable products and incubate enterprises. This will do a lot of good to the communities interacting with the university. This needs development of strategies, building of technical, administrative, marketing, supporting teams and networking with the communities, industries, businesses, government, university faculties, university students, expert consultants and financial institutions. **Leadership** is to create this system and continuously keep developing strategies for the sustenance and growth of the organisation and the leader has a bigger role to play and owns the project. To manage the Techno Centre, I created a number of distinct functional groups, each group headed by a manger with well-defined functionalities. Thus, manager is the head of a unit, takes instructions and manages team members. Thus a manager has a limited role to play, has a reporting structure and may not take responsibilities. This example will help you to differentiate the role of a leader from a manger.

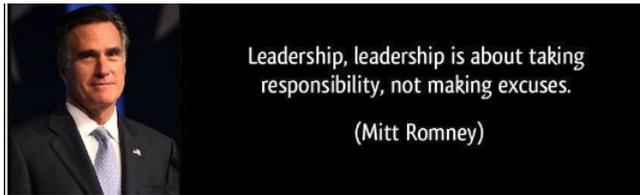
Thus

- Leadership is setting a new direction or vision for a group that they follow, i.e.,: a leader is the spearhead for that new direction
- Management controls or directs people/resources in a group according to principles or values that have been established

The attached presentation should be able to give an insight to the student on managerial and leadership development. Leadership

In the University, what opportunities that we create to develop managers and leaders. At M.S. Ramaiah University of Applied Sciences, students are mandatorily required to: execute group projects; participate in global competitions and exhibitions; undergo internship/training in industry or abroad; participate in sports and cultural activities, participate in group seminars and social services activities. Each group is given a task, mentored by the faculty members to perform and the performance is evaluated. Every subject or module at the University have been embedded with Knowledge and Understanding; Cognitive Skills comprising Critical and Analytical Skills; Practical Skills and Transferrable Skills that include Oral and Written Communication, Presentation, Team Work, Behavioural, Time Management and Information Management Skills which are necessary for leadership development.

The *leadership is all about*



“Be a perfect follower or be a leader!”

Prof. S.R. Shankapal

Leadership Skills



Jon Boyes

Employability and Graduate Development

Session objectives

- **What is leadership?**
- **Identify the traits and skills of an effective leader**
- **Key leadership theories**
- **Examine the role, duties and responsibilities of a Team Leader in the workplace**
- **Understand the limits of authority in a Team Leader role**
- **Develop a plan to develop your own leadership potential**

Understanding Leadership

- **What is leadership?**
- **Why is leadership important – why do we need leaders?**
- **Leaders – born or bred?**

*"Leadership is a function of knowing yourself, having a **vision** that is well communicated, **building trust** among colleagues, and **taking effective action** to realize your own leadership potential."*

Prof. Warren Bennis

Exercise In pairs

- Discuss examples you have come across of strong and weak leadership
- You can use examples from employment, academic studies or participation in sports clubs and societies (keep anonymous)

Leadership Theory

Early Theories:

Great Man Theories

- Leaders are exceptional people, born with innate qualities, destined to lead
- Term 'man' was intentional - concept was primarily male, military and Western

Trait Theories

- Research on traits or qualities associated with leadership are numerous
- Traits are hard to measure. For example, how do we measure honesty or integrity?

Leadership Traits

Group Exercise:

- Choose leaders YOU admire
- What personality traits and skills do they have?

Leadership Traits and Skills

Traits

- Adaptable to situations
- Alert to social environment
- Ambitious and achievement orientated
- Assertive
- Cooperative
- Decisive
- Dependable
- Dominant (desire to influence others)
- Energetic (high activity level)
- Persistent
- Self-confident
- Tolerant of stress
- Willing to assume responsibility

Skills

- Clever (intelligent)
- Conceptually skilled
- Creative
- Diplomatic and tactful
- Fluent in speaking
- Knowledgeable about group task
- Organised (administrative ability)
- Persuasive
- Socially skilled

Stogdill, 1974

Leaders will also use:

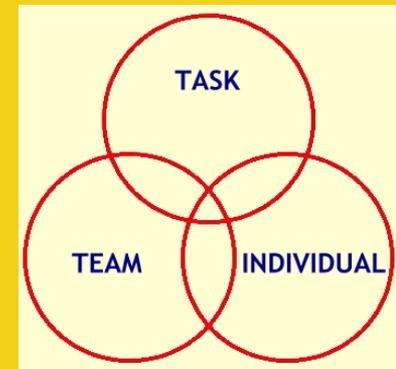
Integrity, Honesty, Compassion,
Humility

Leadership Theory

Functional Theories (John Adair, Action Centred Leadership, 1970)

Leader is concerned with the interaction of 3 areas:

- **Task** – goal setting, methods and process
- **Team** – effective interaction/communication, clarify roles, team morale
- **Individual** – attention to behaviour, feelings, coaching, CPD



Behaviourist Theories (Blake and Mouton, Managerial grid, 1964)

- Leaders behaviour and actions, rather than their traits and skills e.g. production orientated or people orientated
- Different leadership behaviours categorised as 'leadership styles' e.g. autocratic, persuasive, consultative, democratic
- Doesn't provide guide to effective leadership in different situations

Leadership Theory

Situational/contingency Leadership (*Hersey-Blanchard, 1970/80*)

Leadership style changes according to the 'situation' and in response to the individuals being managed – their competency and motivation

Competency	Low competence	Some competence	High competence	High competence
Motivation	Low commitment/ Unable and unwilling or insecure	Variable commitment/ Unable but willing or motivated	Variable commitment/ Able but unwilling or insecure	High commitment/ Able and willing or motivated
Leadership style	DIRECTIVE (Telling)	COACHING (Selling)	SUPPORTIVE (Participating)	DELEGATORY (Observing)

New Leadership Theory

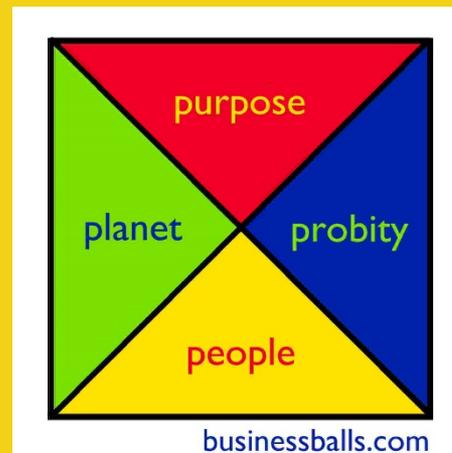
Transformational Theory (Bass and Avolio, 1994)

- Leaders inspire individuals, develop trust, and encourage creativity and personal growth
- Individuals develop a sense of purpose to benefit the group, organisation or society. This goes beyond their own self-interests and an exchange of rewards or recognition for effort or loyalty.

Leadership Philosophies

Ethical Leadership

- CSR, sustainability, equality, humanitarianism
- Four P's - Purpose, People, Planet, Probity



Alan Chapman, 2006

Group Exercise

Examine and discuss the Team Leader Job descriptions

- What are the key responsibilities of the team leader role?

Key Team Leader Responsibilities

- 1. Guide/coordinate team** members – encourage teamwork and motivate individuals
- 2. Provide structure** for team – set mission and purpose, clarify roles and responsibilities, allocate tasks and set objectives
- 3. Clarify working methods,** practises and protocol
- 4. Focus on performance** – anticipate challenges, monitor performance, delegate and provide CPD support

Responsibility Vs Accountability?

What does having authority mean?

Accountability, Responsibility, and Authority

- **Accountability** the state of being accountable, liable, or answerable
- **Responsibility** (for objects, tasks or people) can be delegated but accountability can not – buck stops with you!
- **A good leader accepts ultimate responsibility:**
 - will give credit to others when delegated responsibilities succeed
 - will accept blame when delegated responsibilities fail
- **Accountability can not operate fairly without the leader being given full authority for the responsibilities concerned**
- **Authority is the power to influence or command thought, opinion or behaviour**
- **Cross-functional team – less authority - more difficult to manage**

Group Exercise

When have you experienced an issue as a leader that you did not have the authority to resolve?

How did you know you did not have the authority?

Who did you refer to for help?

Use examples from your own current experience – work, volunteer, club /society

Team Leader Authority

Team Leader authority will vary from role to role dependent on the scope of duties and organisational structure

A Team Leader may refer to line management or other authorities for the following:

- **HR** (staff recruitment and training, performance and discipline, racism or bullying)
- **Policy and procedures** (Health and Safety, changes to working practises)
- **Budget & resources** (allocation and management)
- **Organisational objectives** (strategy, targets)
- **Managing change** (department restructure, office move)
- **Line management** (support and advice, own CPD)

How to improve your leadership skills

- Reflect and identify the skills YOU need to lead effectively and create your action plan to develop them
- Ask for feedback from work colleagues, line managers, tutors, your ‘followers’
- Practise! Take on responsibility (work, volunteering, clubs & Societies) and reflect on your performance
SIFE - www.youtube.com/watch?v=KB2fOF_gYBg
- Find a mentor – learn from positive leadership role-models
- Attend further leadership and management training
- Use the resources on Exeter Leaders Award ELE pages

Review your performance as a Leader

Individual Exercise:

1. Assess yourself as a Leader

- **Conduct a SWOT analysis - Strengths, Weaknesses, Opportunities, Threats**

(Use the Results of Leadership Questionnaire you have been completed prior to attending the session)

2. Develop an Action Plan to improve as a leader

- **list 2 actions you will undertake to address Weaknesses or capitalise on Opportunities identified**
- **Apply SMART targets to your actions – Specific, Measurable, Achievable, Realistic, Time-bound**

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