Unit 27:	**Understanding Professional Management and Leadership in Care Settings**

Unit reference number: A/616/7406

Level: 5

Unit type: Optional

Credit value: 6

Guided learning hours: 50

Unit summary

Professional management and leadership is vital in the efficacy and success of care settings and requires an understanding of a variety of skills. These skills range from enhancing performance in staff and team members to meeting agreed objectives that satisfy the needs of practitioners and individuals within those settings. The professional manager promotes best practice and creates an environment where collaboration and potential are actively supported.

This unit will support your learning of the relationships between leadership and management. You will explore management processes and systems related to meeting organisational aims and objectives. You will learn how to recognise your personal style and preferred model in leading a team. You will compare methods on how to address conflict in a team. Conflict is not uncommon, but when resolved effectively can result in the team becoming stronger and more productive as they work towards the same goals. You will learn how to use your skills to become an effective manager and an effective leader.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand theories of management and leadership and their application to care settings	1.1 Research theories of management and leadership
	1.2 Analyse how theoretical models of management and leadership can be applied to a range of situations in a care work setting
	1.3 Analyse how the values and cultural context of an organisation influence the application of management and leadership models
2 Understand the relationship between professional management and leadership	2.1 Evaluate the interdependencies between leadership and management
	2.2 Analyse the conflicts between the application of management and leadership models
	2.3 Evaluate how conflicts between management and leadership models can be addressed
3 Understand the skills of professional management and leadership in care settings	3.1 Analyse the skills required to be both an effective manager and leader
	3.2 Explain why managers in care settings need both management and leadership skills
	3.3 Analyse how leadership skills can influence the values of an organisation
	3.4 Explain why leadership styles may need to be adapted to manage different situations
4 Understand the impact of policy drivers on professional management and leadership in care services	4.1 Discuss factors that influence policy drivers
	4.2 Analyse emerging themes and trends that impact on the management and leadership of care services

Content

What needs to be learned
Learning outcome 1: Understand theories of management and leadership and their application to care settings

Defining leadership

- No subordinates.
- Attracts followers.
- Influences others.
- Radical thinkers.
- Gives control.
- Motivates others, communicates vision.
- Often comfortable with risk.
- Inspiring individuals and teams.

Defining management

- Position of authority.
- Sets objectives.
- Incremental thinkers.
- Takes control
- Subordinates carry out instructions.
- Likely to be risk-averse.
- Co-ordinates.
- Controls.
- Differences between management and leadership in terms of behaviours

Theoretical definitions of forms of leadership

- Transformational leadership, to include Burns, Bass.
- Transactional leadership, to include Weber, Bass.
- Charismatic leadership, to include Conger and Kanungo, Shamire, House and Arthur.
- Contingency theory, to include Fiedler.
- Emotional leadership styles, e.g. Goleman et al's six styles (visionary, coaching, affiliative, democratic, pacesetting, commanding).
- Commonly used models, e.g. Adair's action-centred leadership, Fielder's contingency model, Vroom and Yetton's contingency model.

Management theories and concepts

- Management theorists, e.g. Mintzberg.
- Management roles:
  - Fayolism
  - scientific management
  - Mintzberg's 10 management roles.

What needs to be learned

- Concepts:
  - contingency theory
  - Theory X and Y
  - systems theory
  - chaos theory
  - implemented to increase organisational productivity and service
  - can be combined
  - traditionalist views, e.g. autocratic, bureaucratic, democratic, laissez faire models
  - Tannenbaum and Schmidt leadership continuum.

Organisational or corporate culture

- Theoretical concepts of organisational culture, e.g. Needle, Goodall, Schein.
- Systems of shared assumptions, values, beliefs, behaviours built over time.
- Concepts of organisational culture:
  - power culture
  - role culture
  - task culture
  - person culture.
- Cultural norms and symbols.
- View of organisational culture as civilisation in workplace.
- Way organisation conducts business.
- Development of organisational culture.
- Cultural issues, including team culture development.

Learning outcome 2: Understand the relationship between professional management and leadership

Links between leadership and management

- Knowledge of when to lead and when to manage.
- Levels of communication.
- Roles/responsibilities.
- Influence.
- Delegation.
- Motivation.
- Competence.
- Knowledge.

Potential conflict situations

- Demotivated team members.
- Frequent absenteeism.
- Discrimination issues.
- Performance review.
- Conflict with individual users of services, families and carers.
- Personality.
- Management and leadership style conflicting with team culture.

What needs to be learned

Conflict resolution
- Boundary management.
- Risk assessment.
- Knowledge of issues.
- Role modelling.
- Positive communication strategies.
- Empowering individuals to take ownership and suggest alternatives.

Learning outcome 3: Understand the skills of professional management and leadership in care settings

Management skills
- Clear communication skills.
- Communicates effectively with people at all levels.
- Organisational qualities.
- Develops and follows systems and procedures.
- Development of team members.
- Takes control, focuses on action.
- Reduces mistakes.

Leadership skills
- Setting direction.
- Influencing others.
- Motivational skills.
- Communicates vision and enthusiasm.
- Anticipates problems.
- Effective communication.
- Listening to others.
- Trust to delegate.
- Encourages problem solving.
- Gives control, learns from mistakes.
- Ability to inspire trust.

Importance of possessing management and leadership skills
- So organisational objectives are met.
- Efficiency of workforce through motivation, inspiration.
- Maximises productivity balanced against employee satisfaction.
- Creation of highly motivated workplace.
- To promote professionalism of organisation.
- To meet specific needs of individuals.
- To provide clear, unambiguous support for individuals, families and carers.

Influence on organisational values including:
- Ambition.
- Competency.
- Individuality.
- Equality.

What needs to be learned

- Service.
- Responsibility.
- Accuracy.
- Respect.
- Diversity.
- Improvement.
- Enjoyment/fun.
- Loyalty.
- Credibility.
- Honesty.
- Teamwork.
- Quality.
- Challenge.
- Influence.
- Learning.
- Compassion.
- Friendliness.
- Discipline/order.
- Generosity.
- Persistency.
- Optimism.
- Dependability.
- Flexibility.

Matching style of leadership to situation

- Clarke and Pratt's leadership styles:
  - champion
  - tank commander
  - housekeeper
  - lemon squeezer.
- Rodrigues' leaders:
  - innovator
  - implementer
  - pacifier.
- Factors to take into account when choosing appropriate style:
  - skill levels of team
  - experience
  - work involved, e.g. routine, innovation
  - organisational environment, e.g. stable, dynamic
  - personal preferred styles
  - levels of motivation, confidence of team
  - culture, e.g. McGregor's national culture, social, economic, political environment affects the relationship that leaders have with teams
  - cross-cultural, integrated approaches.

What needs to be learned
Learning outcome 4: Understand the impact of policy drivers on professional management and leadership in care services

Factors influencing policy drivers

- Recognition of guidance to promote health and wellbeing.
- Significant failings.
- National enquiries.
- Service user complaints.
- Feedback.
- Surveys.
- Health trials.

Current and emerging themes and trends (policy drivers)

- Overarching themes:
    - health and social care finance reform
    - quality of care
    - workforce agenda
    - new models of healthcare delivery
    - older people and complex care
    - social change, social justice.
- Specific areas:
    - empowering people and communities
    - role of national bodies
    - transformation funding
    - The Care Act 2014
    - Mental Health Act 2007
    - dementia care practice
    - building a sustainable workforce
    - funding the Better Health Plan
    - spending review
    - other areas relating to adult care.

Information for tutors

Suggested resources

Books

Adair J – *The Inspirational Leader: How to Motivate, Encourage and Achieve Success* (Kogan Page, 2009) ISBN 9780749454784

Calpin P J et al – *Diploma in Leadership for Health and Social Care Level 5* (Nelson Thornes, 2012) ISBN 9781408518106

Gold G, Thorpe R, Mumford A – *Leadership and Management Development* (Chartered Institute of Personnel and Development, 2010) ISBN 9781843982449

Liraz M – *How to Improve Your Leadership and Management Skills – Effective Strategies for Business Managers* (Liraz Publishing, 2013, Kindle Edition) ASIN B00EA0Q3PW

Mullins L J – *Management and Organisational Behaviour* (FT Publishing International, 2013) ISBN 9780273792642

Websites

www.businessballs.com	Free ethical learning and development resource for people and organisations.
www.leadershipnow.com	Online resource for articles and blogs on leadership challenges.
www.kingsfund.org.uk/sites/default/files /field/field_publication_file/leadership-leadership-development-health-care-feb-2015.pdf	Leadership development information.

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment of all learning outcomes (knowledge) may take place in or outside of a real work environment.