

Module: Leadership and management, theory and practice.

Student name: Sevie Asanova

Module code: LCBB6003

Student ID: 1917330

Tutor's name: Anita Nan

Table of Contents

Introduction.....	4
1. Tasks	4
i. Company Background.....	4
ii. Review of leadership and management theories and models.....	4
a. Trait theory of leadership.....	4
b. Transformational Theory.....	5
c. Laizzes-Faire leadership style	5
d. Kolb's reflective cycle	5
2. Reflection	7
i. Application of Models and Theories	7
ii. Own leadership experience and developmental areas	7
Areas of own development	9
3. Conclusion	9
References:.....	11
Appendices.....	13



Introduction

In addition to highlighting the potential for personal development and outlining a course of action, this report focuses on the author's own leadership experience. I'll use leadership concepts and theories to analyse and evaluate my own professional experience as a shift leader in a business. Leadership is characterised as a process or combination of actions prioritising in connection to the organisation's goals. It is frequently recognised as a behavioural pattern with distinct objectives (McCall, 2010).

1. Tasks

This report's assessment of my leadership skills is mostly based on how successfully I led in my previous role. Self-reflection may be used to evaluate one's performance and identify strengths and weaknesses. I find it interesting to evaluate my leadership-related skills and knowledge since it helps me locate potential for personal improvement. This report might be seen as a study of leadership in action, especially how I handled the shift leader position at Café Nero.

i. Company Background

Caffè Nero Group PLC is one of the top three proprietors of espresso bars in the UK, after Starbucks Corporation and Costa Coffee. From Glasgow, Scotland, to Brighton, England, there are more than 150 Caffè Nero establishments spread over more than 50 British cities and towns. Although the firm wants to give the chain a recognisable, consistent identity, it also tries to tailor each store to the characteristics of each location (NERRO, 2022). Caffè Nero aims to considerably increase the number of its outlets by adding new ones in both important urban centres and smaller rural ones. The company also intends to expand throughout all of continental Europe.

ii. Review of leadership and management theories and models.

a. Trait theory of leadership

The search for the characteristics or traits of an effective leader has centred on the study of leadership. The premise of this study is that a person's ability for leadership is influenced by their characteristics. Trait theory research shows that there is a substantial positive relationship between personality traits and effective leadership, including intelligence, effective leadership and extroversion, self-efficacy, conscientiousness, and openness to experiences (Nawaz and

Khan, 2016). These findings also show that leaders emerge in a variety of settings and professions.

The idea of trait leadership holds that effective leaders have several character qualities that support their abilities to motivate people to work towards a shared aim. This trait includes traits of personality and motivation, competencies and skill sets, and social interaction behaviour. Both inbred and learned characteristics are considered when explaining good leadership (Wyatt and Silvester, 2018). To discern between leaders and followers, this tactic has been adopted. When organisations are aware of how important these traits are, they can choose, develop, and train leaders more efficiently.

b. Transformational Theory

A recent method of the leader known as Transformational leadership focus on how the leader might influence her followers to change the organisation for the better. Though, this theory is highly used when the companies are being researched. James MacGregor Burns initially presented the idea of transformational leadership while examining political leaders. It has been distinguished among the transformative and transactional leadership philosophies (Korejan and Shahbazi, 2016).

c. Laizzes-Faire leadership style

Laissez-faire leadership, sometimes stated as delegative leadership, is a style of management where the boss takes a backseat and lets the team decide how to proceed on its own. According to studies, under this leadership style, group members frequently produce the least (Yang, 2015).

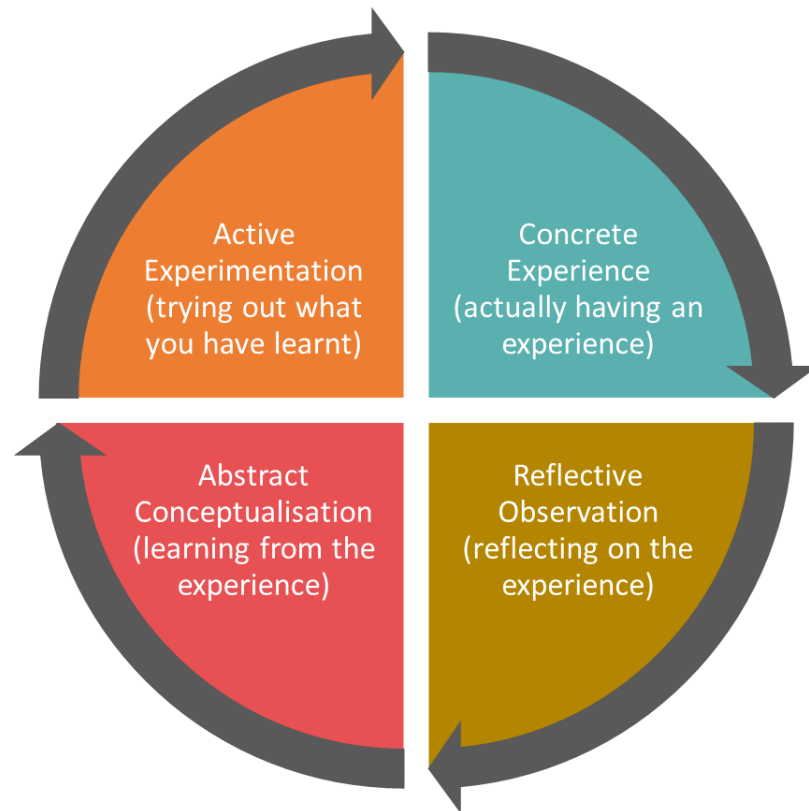
This leadership approach might have advantages as well as disadvantages. Moreover, there are some circumstances and locations where laissez-faire leadership is very appropriate.

Laissez-faire CEOs that often give comments and keep an eye on staff performance will be more successful (Tosunoglu and Ekmekci, 2016). Managers can benefit from knowing when to use this tactic, such as when working with team members who are subject matter experts (Pahi and Hamid, 2016).

d. Kolb's reflective cycle

Kolb's reflective cycle is characterised by experiential learning. Kolb's model is then constructed on the basis of a leader's own experiences and is systematically investigated, evaluated, and

analysed in three parts (Vince, 1998). While the cycle is over, the novel one is built on top of the recent experiences.



Kolb's Learning Cycle (1984)

Fig 1: Kolb's Learning Cycle (Source: Polaris Learning Ltd, <https://polaris-learning.com/>)

1) Concrete Experience

This stage requires experiencing something. When it comes to the writing of a reflection, this stage involves the descriptions of the thoughts and the experience at the same time (Kolb and Fry, 1975).

2) Reflective Observation

This stage requires thinking about the experiences and starting to reflect upon those experiences. The emphasis is on the writer's links to their skills, feelings, prior experiences, and knowledge (Kolb, 1984).

3) Abstract Conceptualism

This stage is all related to the learning experience. It requires the writer to explain and analyse their reflection. Here the leaders focus on the meaning of their reflections and the other possibilities. Here the leaders acknowledge both things which went well and the things that did not go well. Leaders can identify new areas to explore further (McLeod, 2013).

4) Active Experimentation

The final stage is related to putting the writer's learning into practice. It involves translating the explanation and analysis of reflection into actions and plans to move forward. Leaders should ensure their goals are set as measurable, specific, realistic, targeted and realistic (Kolb and Fry, 1975).

2. Reflection

i. Application of Models and Theories

Theories of behaviour and personality: The trait theory is another term for the virtue theory of leadership. It begins with an understanding that a leader must have a particular set of qualities. When examined more closely, it is seen that behavioural theories frequently concentrate on the actions of leaders, arguing that successful leadership is founded on visible and teachable behaviour and that individuals become leaders via training rather than birth (Carroll and Levy, 2010). Trait theory is used in this case to determine the skills, character characteristics, and leadership philosophies that every leader should have.

Given that politics also play a leadership role, critical leadership theories assert that his performance was more like that of a transformative leader (Derue et al., 2011). Teamwork is used in political processes to bolster established sources of power or elevate a leader. The largest source of power is also holding a position of authority at work.

Behavioural theory has prioritised leadership behaviour over skills and abilities in a variety of circumstances, a critical analysis indicates. It asserts that a leader's behaviour is the best indicator of that leader's efficacy and, thus, the strongest predictor of staff leadership success.

ii. Own leadership experience and developmental areas

Effective leadership is essential for organisations to achieve their objectives. Leaders often play a significant role in a company's growth since they manage staff members and the work they

accomplish at their places of employment (Bryman, 2013). If people are to perform at the essential levels to support the company in achieving its goals, they must be motivated and supported. In my previous employment as a leader at a retail company, I was also in charge of task delegation as a management strategy for the many responsibilities and accountabilities the business had. At work, I was in charge of setting up meetings to notify my 20-person team of their progress and what was expected of them.

In Kolb's learning model, which demonstrates how acquiring abstract concepts can be used successfully in a variety of circumstances, the cycle of learning is a crucial element (Molee et al., 2011). This theory holds that the emergence of novel ideas has been stimulated by novel experience. In my leadership style, I have stuck to the notion that learning is method by which knowledge is formed via the transformations of experiences. I've attempted to fulfil work-related duties by applying my prior knowledge, learning from new experiences, or coping with peculiar situations. Effective learning is described as the development of a person through a cycle of four key stages, such as having a concrete experience, following it up with observation and reflection, and then developing abstract concepts and generalisations that can be applied to test hypotheses in subsequent leadership situations. Instead of doing it myself, I learned by watching others operate and used my creativity to come up with answers. This has helped me realise how excellent I am at finding original answers to difficult challenges. I have an engaging style that promotes critical thinking through a logical and transparent approach (Alvesson and Spicer, 2012). There were many different sources of knowledge and ideas. I have prioritised the opinions of many individuals at work over one person's opinions to improve my leadership skills. To improve my critical thinking abilities, I have chosen to study leadership case studies and have looked at several analytical frameworks.

My ability to lead has improved as a result of using the leadership process, which consists of five crucial steps: commitment and orientation; examination of the company and firm; formulation of a vision and strategy; start of the change method; and management of business performance (Flores et al., 2012). I encouraged work independence inside the team and organisation while only needing the barest amount of leadership authority (Klenke, 2016). I strengthened my commitment to the organisation thanks to my leadership at work since I felt more responsible for my tasks and had a sense of pride when I performed them. In terms of leader and follower

flexibility, I can also say that the organisation offered me the most liberty and empowerment in my job. To assess the follower's performance in this scenario, the leader is not necessary (Kaddoura, 2010).

I have also looked at how individuals with high degrees of workplace flexibility tend to be held more accountable for their efforts' success or failure and have a higher desire to be happier in their work. This needs similar qualities or abilities for the task. The level of adaptation needed for their job directly relates to my communication skills, and the company may offer assistance for my progress through specialised training and coaching.

[Areas of own development](#)

Based on my experience, for my personal development as a leader, the recommended areas are the delegation of authority and giving tasks to the members of the team, as I am not that effective in the given task. Another area for development is the promotion of decision-making by resolving the issues and by motivating the workforce with the help of a high degree of control over the job and autonomy. This idea led me to the conclusion that the goal of responsibility sharing is to open up development opportunities as well as to free or unburden the numerous leaders. The team's participation in the problem-solving assignment has mostly resulted in the transfer of decision-making responsibilities (Alvesson and Spicer, 2012). The ability to make decisions, however, encourages employees to be more involved in their job.

I have also looked at how individuals with high degrees of workplace flexibility tend to be held more accountable for their efforts' success or failure and have a higher desire to be happier in their work. This needs similar qualities or abilities for the task. The level of adaptation needed for their job directly relates to my communication skills, and the company may offer assistance for my progress through specialised training and coaching.

3. Conclusion

From the analysis above, it has been concluded a leader plays a very important part in the achievement of organisational objectives and the development of team members. The in-depth study is done by the reflection through the discussions of problem-solving, delegation, job directions, and maintenance of the authority of individuals without taking the fellow's side with their issues with interpersonal relationships. I've been able to encourage the creativity and faith of my team members, especially in the field of transformational leadership theory. The specific

transaction was predicated on the link of mutual benefit between leaders and subordinates, according to transactional theory, which had already been formed.

A leader should direct followers to pursue the desired course of action, likewise applicable to the present situation. The scenario aids individuals in determining their areas for improvement. To make the organisation more effective and ensure its sustainability, the leaders should focus their attention on one alignment of their people, the structure, the system, and the organisation's roles with the strategy of an organisation while keeping the team member engaged in the organisation and their job.

References:

- Alvesson, M. and Spicer, A., 2012. Critical leadership studies: The case for critical performativity. *Human Relations*, 65(3), pp.367-390.
- Bryman, A., 2013. *Leadership and organisations* (RLE: Organisations). Routledge.
- Carroll, B., and Levy, L., 2010. Leadership development as identity construction. *Management communication quarterly*, 24(2), pp.211-231.
- Derue, D.S., Nahrgang, J.D., Wellman, N.E.D. and Humphrey, S.E., 2011. Trait and behavioural theories of leadership: An integration and meta-analytic test of their relative validity. *Personnel Psychology*, 64(1), pp.7-52.
- Flores, K.L., Matkin, G.S., Burbach, M.E., Quinn, C.E. and Harding, H., 2012. Deficient critical thinking skills among college graduates: Implications for leadership. *Educational Philosophy and Theory*, 44(2), pp.212-230.
- Kaddoura, M.A., 2010. New graduate nurses' perceptions of the effects of clinical simulation on their critical thinking, learning, and confidence. *The Journal of Continuing Education in Nursing*, 41(11), pp.506-516.
- Klenke, K., 2016. *Qualitative research in the study of leadership*. Emerald Group Publishing Limited.
- Kolb, D. A., and Fry, R., 1975. Toward an applied theory of experiential learning. In C. Cooper (Ed.), *Studies of group process*. New York: Wiley. pp. 33–57.
- Kolb, D.A. 1984. *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Korejan, M.M. and Shahbazi, H., 2016. An analysis of the transformational leadership theory. *Journal of Fundamental and Applied Sciences*, 8(3), pp.452-461.
- McCall, M.W., 2010. Recasting leadership development. *Industrial and Organisational Psychology*, 3(1), pp.3-19.
- McLeod, S. A. 2013. Kolb - Learning Styles. Retrieved from www.simplypsychology.org/learning-kolb.html

- Molee, L.M., Henry, M.E., Sessa, V.I. and McKinney-Prupis, E.R., 2011. Assessing learning in service-learning courses through critical reflection. *Journal of Experiential Education*, 33(3), pp.239-257.
- Nawaz, Z.A.K.D.A. and Khan, I., 2016. Leadership theories and styles: A literature review. *Leadership*, 16(1), pp.1-7.
- NERRO, C., 2022. About us. Available at: <https://caffenero.com/us/>
- Pahi, M.H. and HAMID, K.A., 2016. The magic of destructive leadership: Laissez-faire leadership and commitment to service quality. *International Journal of Economic Perspectives*, 10(4).
- Tosunoglu, H. and Ekmekci, O., 2016. Laissez-Faire leaders and organisations: How does Laissez-Faire leader erode the trust in organisations? *Journal of Economics Finance and Accounting*, 3(1).
- Vince, R., 1998. Behind and beyond Kolb's learning cycle. *Journal of management education*, 22(3), pp.304-319.
- Wyatt, M. and Silvester, J., 2018. Do voters get it right? A test of the ascription-actuality trait theory of leadership with political elites. *The Leadership Quarterly*, 29(5), pp.609-621.
- Yang, I., 2015. Positive effects of laissez-faire leadership: Conceptual exploration. *Journal of Management Development*.

Appendices

Appendix 01: Leadership development plan

Areas of Own Development	Action to development of skills	Required resources	Required time	Measuring Outcomes
Delegation of responsibility skills and authority	The self-assessment showed that I am weak in the delegation of tasks. To improve the capability. The use of assimilation learning style will be used.	Guest lectures Journals Case studies Books	4 months	To analyse improvement, a review of supervisors will be achieved.
Decision-making skills	My decisions will be improved based on the peer reviews	Analysis of the leader's decision in the past to improve skills	2 months	Task performance outcomes and employee behaviour will be analysed
Participation oriented behaviour	Involvement with the team member and provide them the autonomy	Observation of the leaders and their actions	2 months	Employees' behaviour will provide a better understanding of the improvement.
Critical thinking skills	Critical thinking skills can be improved with participation in the challenges.	To develop this skill, the diverging style of learning will be used	1 month	From the colleagues, feedback will be taken.