

Effective management

by:

Vasilica Toma

11/11/2022

Contents Page

1.0 Roles and skills of a manager	p. 3
1.1 Leadership.....	p. 4
1.2 Team	p. 4
1.3 Motivation.....	p. 5
2.0 Issues faced by managers.....	p. 6
2.1 Equality and diversity	p. 6
2.2 Training	p.7
2.3 Flexi working	p.7
3.0 Performance management.....	p.8
4.0 Conclusion.....	p. 9
5.0 Recommendations.....	p. 9
6.0 References.....	pp. 10, 11, 12

EXECUTIVE SUMMARY

The current report outlines the roles managers are required to perform and the skills they need to effectively support efficient people management. The report also refers to several theories and models that managers can implement. These include effective leadership, efficient teamwork, what motivates employers, flexible work hours, and how organisations can establish a successful performance management approach that allows managers and workers to strive for greatness in their work.

1.0 ROLES AND SKILLS OF A MANAGER

According to Morgan (2017), a manager should fulfil the following roles and skills: Firstly, a leader in a hierarchical position would be expected to have significant institutional knowledge. Secondly, loyalty to the group: a leader who demonstrates loyalty to the group will gain the group's esteem, and 'followership' will become simpler to anticipate and influence the group. Moreover, a leader must communicate in a way and use language that is appropriate for the team.

Correspondingly, Smith (2021) claims that influential leaders should be proficient in all modes of communication, including written, verbal, and listening abilities. A team manager will communicate with a wide range of individuals, from entry-level staff to department heads and CEOs, using various methods, including social media and email, phone calls, presentations, meetings, and one-to-ones.

Additionally, Stobierski (2019) highlights that respect is also essential to many interactions, including those between managers and their employees. According to a survey of 20,000 working professionals, workers rated the capacity to display respect as essential leadership behaviour. Those who claimed they were respected by leadership were 55% more involved than those who did not feel respected.

Therefore, Sternberg (2007) suggests a simple acronym to highlight the skills required by managers: WIC (Wisdom, Intelligence in a practical sense, and Creativity) is adequate, even though these three terms include a broader range of abilities. For example, wisdom includes personal beliefs, natural management skills, and picking the right skills at the right time. Intelligence is the capacity to provide solutions by applying existing knowledge and

experience. Moreover, Wasim and Imran (2010) claim that effective leaders provide clear guidance to their workers, inspire them to commit to their roles, and work together to accomplish the organisation's objectives and goals. Also, Smith (2007) highlighted studies indicating that leaders must be passionate and determined, inspired by the desire to lead others; sincere and trustworthy; competent in organising; intelligent and verbally skilled; confident and interpersonally effective, and financially proficient.

1.1 LEADERSHIP

Ganta and Manukonda (2014) claim that leadership is a form of influence in which one person can modify or transform another's values, ideas, behaviours, and attitudes. The significant role of management is to provide organisations with structure and stability, while the primary role of leadership is to create change and movement (Northouse, 2013). According to Datta and Gupta (2015), the most frequent indicator of a leader's success is the degree to which the performance of the team or organisational unit is strengthened, and goal accomplishment is facilitated.

Notably, Chron Contributor (2021) indicates that initially, leadership theories mainly focused on traits and actions of leaders. However, as time passed, ideas evolved to concentrate more on a leader's followers and the contextual aspect of leadership. For instance, early ideas like the "great man theory" and the "characteristic theory" were based on the idea that leaders are born with certain qualities. The second phase, which included behaviourist theory, situational leadership theory, and contingency theory, switched the emphasis to what leaders do rather than what attributes they possess. The third level comprises transformational and transactional theories, which address the interaction between the leader and his followers.

1.2 TEAM

According to ASQ (2022), the concept of a team refers to a group of individuals who collaborate on a series of related projects to achieve specified objectives or tasks.

Workgroups, sometimes known as "natural teams," are responsible for a particular process (e.g., a sector, a product line, or a part of a business process) and collaborate in an open environment. The team's autonomy and authority might vary from minimal to total self-management. The participatory method is founded on the premise that giving workers greater responsibility for their jobs would increase their productivity. Correspondingly, implementing work teams is widely recognised as one of the most successful strategies for increasing

organisational performance, according to Khawam, Didona and Hernández (2017). Moreover, research conducted by Manzoor, Ullah, Hussain, and Ahman (2011) shows that teamwork collaboration is the most important independent variable strongly linked to employee performance. Their research found that when effectively applied, cooperation has considerable advantages in terms of product quality and quantity, competitive advantage, greater productivity, and efficiency.

1.3 MOTIVATION

According to CAEL (2016), motivation is an inner drive—a desire to attain a particular objective. Motivated people take the initiative, work hard to achieve their objectives, and maintain interest throughout the process. When workers exhibit these traits, they are often more efficient and happier. Moreover, workplace motivation is an essential aspect of individual and organisational success. What motivates individuals to act and why they keep doing it over time are the two main concerns that many social psychology theories on workplace motivation aim to address. Thus, need, values, attitudes, rewards, goals, and expectations are essential ideas in these theories, according to Dolea and Adams (2005).

Correspondingly, Armstrong (2013) suggests that individuals' motivation will increase if they feel respected and supported. This means that the manager should invest money in their success, be willing to trust them and give them power, let them have a say in things that matter to them, keep them thoroughly informed, and treat the staff equally. Correspondingly, according to Stobierski (2019), effective communication is one of the most effective strategies for managers to enhance the motivation of their fellow employees.

Otherwise, Kumar and Shilpa (2013) claim that everyone is driven by their needs. Maslow's theory, called the "Hierarchy of Needs," shows how people get motivated at different levels. The hierarchy of needs has five levels: basic physiological/survival, security, self-esteem, affiliation, and self-actualization. For example, workers secure these needs via stable employment after their salaries are adequate to provide minimal survival necessities (food, housing, and clothing). Once job stability is attained, there is a need for social belonging, which may be met via work—for example, belonging to the same community of practise or profession. Workers will seek self-esteem and appreciation from their co-workers, managers, and customers as they move up the needs pyramid. This can help with self-confidence and create ways to achieve self-fulfilment and personal progress throughout the profession, according to Dolea and Adams (2005).



(National Highway Institute, 2022)

2.0 ISSUES FACED BY MANAGERS

2.1. EQUALITY AND DIVERSITY

Furthermore, ACAS (2021) claims that a workplace that promotes equality, diversity, and inclusion may be beneficial in the following ways: it may improve its chances of success and maintain high morale and contentment among staff members. To provide superior service to a wide variety of consumers while minimising the risk of primary or legally actionable problems, such as bullying, harassment, and discrimination. Enhance creative thinking and problem-solving abilities; recruit and retain qualified personnel. Moreover, equality at work means everyone has the same chances of getting a job and is treated the same way.

According to GOV.UK (2015), the Equality Act 2010 was implemented to provide individuals with a legal defence against social and employment inequality. Furthermore, the Equality Act 2010 replaces several anti-discrimination laws with a single act. The main objective is to simplify, consolidate, and strengthen protection under specified conditions of equality law.

Further, it explains how mistreating someone at work or in other circumstances is unethical. At all stages of employment, the Equality Act 2010 safeguards workers against discriminatory practices. This includes hiring, employment policies and conditions, education, and training, pay and benefits, possibilities for advancement and transfer, and dismissal or redundancy (GOV.UK, 2015).

2.2 TRAINING

Employee development and training include any action that assists workers in acquiring new or improving skills or knowledge. *Training* is a methodical process through which talent development professionals help employees improve their work efficiency. Development refers to acquiring knowledge, skills, or attitudes that prepare people for new pathways or responsibilities. Training, coaching, mentoring, self-directed learning, informal learning, and experiential learning are all examples of employee development (Towler, 2019).

According to Katcher and Snyder (2003), the actual organisational emphasis on the employee's improvement as a person or contributor is a significant part of growing workers' skills and capacities. Moreover, employees that get frequent, structured feedback, including training, in conjunction with a rise in expectations, do more and better work.

Notably, Van Nuys (2021) claims that employee training and development may help recruit and retention since many individuals see a lack of growth opportunities at work as a significant factor for leaving. According to Van Nuys (2021), 93 percent of workers would stay with an organisation for longer if it invested in their careers. Also, employees are more engaged in their jobs if they have opportunities for training and growth.

2.3 FLEXI WORKING

Flexible working is a form of working that meets an employee's demands, such as having flexible start and end hours or working from home. Moreover, all workers, not only parents and caregivers, have the legal right to seek flexible working hours, according to GOV.UK (2012).

Policies to improve the quality of part-time employment are common across Europe. The 1997 EU Directive on Part-Time Work, which expressly extends the scope of antidiscrimination rights to part-time employees, both men, and women, is a driving factor behind these policies. This directive's goal was to eradicate discrimination against part-time employees and enhance the quality of part-time work (Christensen and Schneider, 2015).

Correspondingly, according to studies by Baptiste (2008) and Tracey (2012), the benefits of flexible working experience for workers have favourable repercussions for businesses. In other words, managers' initiatives that enhance employee well-being also boost organisational performance.

Moreover, Pripp, Lundgren and Kallio (2018) claim that employees with flexible work schedules choose when and where they work independently. Therefore, workers in organisations with a great deal of time and location flexibility engage in self-management. The flexibility of time and location allows workers to customize their work. However, it must also align with the company's goals to foster a sense of unity and affinity. The position of a leader who interacts with self-managed personnel may help in developing and supporting such abilities as goal formulation, self-administration, and self-evaluation. Leaders in highly time- and place-flexible organisations should provide autonomy, participation in decision-making, and assistance in achieving personal objectives (Pripp, Lundgren and Kallio, 2018).

3.0 PERFORMANCE MANAGEMENT

Performance management is a systematic strategy to enhance organisational effectiveness by improving individual and team performance within an agreed-upon framework of specified goals, standards, and competence requirements. The primary objective of performance management is to foster a high-performance culture in which individuals and teams assume responsibility for the continual growth of business processes and their skills and contributions within the context of effective leadership. In view of this, individual aspirations must be aligned with organisational aims, and people must preserve the company's fundamental values. Notably, performance management ensures that individuals can access the assistance and direction they need to grow and improve, according to Armstrong (2006).

In 1968, Edwin Locke created the theory of goal setting. This theory holds that the individual objectives defined by an employee play a significant role in encouraging him to achieve outstanding performance. This is because workers adhere to their objectives. If these objectives are not met, they will either improve their performance or revise the objectives to make them more accessible. If performance improves, the performance management system's objectives will be met, which include ensuring that individuals have access to the assistance and direction they need to grow and improve, according to Salaman (2006).

Towler (2019) claims that some different criteria may be used to measure a successful performance management system. For example, instead of conducting a single yearly

performance evaluation, it is essential to have continuous dialogue with workers throughout the year. Moreover, when managers actively participate in conversations, workers are more prepared for performance feedback. They are more likely to take criticism since they have discussed their ongoing progress with their leader. Notably, organizations like Google have adjusted their performance assessment method by eliminating yearly performance reviews and concentrating only on employee conversations, according to Towler (2019).

4.0 CONCLUSION

In conclusion, according to University of Wolverhampton (2021), a strong leader will lead a productive, motivated, and joyful team. In other terms, successful managers are essential to propelling a firm forward by motivating new and existing employees to be driven and retaining and finding exceptional talent. Moreover, a good leader creates an exciting vision for employees, inspires a great work atmosphere, and encourages teamwork by taking chances and thinking long-term. They form interpersonal ties and concentrate on their team members, learning about their strengths and limitations, praising when appropriate, and supporting when necessary. Moreover, according to Kozlowski (2012), an effective performance management system guarantees a continual process of performance development by creating individual and team objectives connected with the organization's strategic goals. This includes examining and evaluating performance and guaranteeing the training and development of information, abilities, and skills.

5.0 RECOMMENDATIONS

Pulakos *et al.* (2015) claim that a good performance management system goes beyond an annual review to improve employee performance through the integration of coaching, feedback, and management assistance. Moreover, a good performance management system ensures that team and individual goals coincide with organisational objectives, resulting in increased performance at all levels—individual, team, and organisational—through the effective use of human resource management strategies. Furthermore, the best systems concentrate on four essential factors and go beyond formal ratings: facilitating the talent development of personnel, improving the communication of information between management and staff, individual efforts with the organization's objectives, and enabling people to work in groups and on their terms.

6.0 References:

- ACAS (2021). *Improving equality, Diversity, and Inclusion in Your Workplace*. Available at: <https://www.acas.org.uk/improving-equality-diversity-and-inclusion>. (Accessed: 24 October 2022).
- Armstrong, M. (2006) *Performance management: key strategies and practical guidelines*. 3rd ed. London: Kogan Page.
- ASQ (2022). *What is a Team? Types of Teams & Processes*. Available at: <https://asq.org/quality-resources/teams>. (Accessed: 23 October 2022).
- Baptiste, N. R. (2008), Tightening the Link Between Employee Wellbeing at Work and Performance: A New Dimension for HRM, *Management Decision*, 46(2): 284–309.
- CAEL (2016) *Motivating the Workforce*. Available at: <https://www.cael.org/news-and-resources/motivating-the-workforce#:~:text=A%20motivated%20workforce%20is%20more>. (Accessed: 20 October 2022).
- Christensen, K. and Schneider, B. (2015). *Workplace Flexibility*. New York: Cornell University Press.
- Chron Contributor (2021). *Leadership Through People Skills*. Available at: <https://smallbusiness.chron.com/leadership-through-people-skills-2981.html>. (Accessed: 24 October 2022).
- Datta, B. and Gupta, V. (2015). ‘Assessing the effectiveness of authentic leadership’. *International Journal of Leadership Studies*, 9(1). Available at: <https://www.regent.edu/wp-content/uploads/2020/12/2-IJLS.pdf>. (Accessed: 19 October 2022).
- Dolea, C. and Adams, O. (2005) ‘Motivation of health care workers-review of theories and empirical evidence’. *Cahiers de Sociologie et Demographie Medicale*, 45(1): 135-61.
- Ganta, V. C. and Manukonda, J. K. (2014). Leadership During Change and Uncertainty in Organizations. *International Journal of Organizational Behaviour & Management Perspectives*, 3(3), 1183.
- GOV.UK (2012). *Flexible working*. Available at: <https://www.gov.uk/flexible-working>. (Accessed: 20 October 2022).

GOV.UK (2015). *Equality Act 2010: guidance*. Available at: <https://www.gov.uk/guidance/equality-act-2010-guidance#:~:text=The%20Equality%20Act%202010%20legally>. (Accessed : 23 October 2022).

Katcher, S. and Snyder, T. (2003). *Organisational commitment*. USA: Atomic Dog

Khawam, A., Didona, T. and Hernández, B. (2017) 'Effectiveness of Teamwork in the Workplace.' *International Journal of Sciences: Basic and Applied Research*, 32(3), pp.267–286.

Kumar, M. and Jain, S. (2013). 'Leadership Management: Principles, Models and Theories' , *Global Journal of Management and Business Studies*, 3(3), pp.309–318. Available at: http://ripublication.com/gjmbs_spl/gjmbsv3n3spl_14.pdf. (Accessed: 25 October 2022).

Morgan, P. (2017) *The business student's guide to study and employability*. London: Sage Publications Inc.

National Highway Institute (2022). *Meeting Learners' Needs | Maslow's Hierarchy of Needs*. [Image] Available at: <https://www.nhi.fhwa.dot.gov/LearnersFirst/maslows-hierarchy-of-needs.htm>. (Accessed: 19 October: 2022).

Northouse, P. G. (2013). *Leadership: theory and practice*. New Delhi: Sage.

Pripp, M., Lundgren, M. and Kallio, T. (2018) *Flex for Success A case study of the role of a leader in highly flexible organisations*. Available at: <https://www.diva-portal.org/smash/get/diva2:1211862/FULLTEXT01.pdf> (Accessed 19 October 2022).

Pulakos, E.D., Mueller-Hanson, R.A., Arad, S., & Moye, N. (2015). 'Performance management can be fixed: An on-the-job experiential learning approach for complex behaviour change'. *Industrial and Organizational Psychology: Perspectives on Science and Practice*.

S.R. Manzoor, H. Ullah, M. Hussain and Z.M. Ahmad (2011) "Effect of teamwork on employee performance". *International Journal of Learning and Development*, vol. 1(1), pp. 110-126. Doi:10.5296/ijld.v1i1.1110.

Salaman, G. (2006) *Strategic human resource management: theory and practice*. Milton Keynes: Open Univ. Business School.

Smith, M. (2007) *The Fundamentals of Management*. Maidenhead: McGraw-Hill.

Sternberg, R. J. (2007) 'A systems model of leadership: WICS', *American Psychologist*, 62(1), 32-4.

Stobierski, T. (2019). *How to Motivate Employees: 5 Data-Backed Tips for Managers*. Available at: <https://www.northeastern.edu/graduate/blog/how-to-motivate-your-employees/>. (Accessed: 25 October 2022).

Towler, A. (2019). *Effective performance management: How successful organizations manage staff*. Available at: <https://www.ckju.net/en/dossier/effective-performance-management-how-successful-organizations-manage-staff>. (Accessed: 24 October 2022).

Tracey, J. B. (2012), 'A Connected, Flexible-based Model of the HR-firm Performance Relationship', *Management Decision*, 50(5): 909–924.

University of Wolverhampton. (2021) *The importance of leadership and people management skills*. Available at: <https://online.wlv.ac.uk/the-importance-of-leadership-and-people-management-skills/>. (Accessed: 26 October 2022).

Van Nuys, A. (2021). *Workplace Learning Report LinkedIn Learning's 5th Annual*. Available at: https://learning.linkedin.com/content/dam/me/business/en-us/amp/learning-solutions/images/wlr21/pdf/LinkedIn-Learning_Workplace-Learning-Report-2021-EN-1.pdf. (Accessed: 20 October 2022).

