Leadership and
Strategic Management
for TB Control Managers

World Health Organization

Regional Office for South-East Asia

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Module 2 | **Managerial Styles**

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Introduction

As a Tuberculosis Control Programme Manager you influence your staff and colleagues with whom you interact. Your role is not only to solve future problems and to help others, but also to have an impact on their ability to solve future problems. Good managers achieve programme objectives with and through their staff. You can develop your staff by building their capacity to face challenges and resolve problems. Your way of providing guidance and interacting with your staff or colleagues is called your managerial style.

This module addresses the managerial styles, including problem-solving and interpersonal skills required to guide staff to work together towards achieving programme objectives.

Learning objectives

After completion of this module you should be able to:

1. describe various managerial styles in relation to programme effectiveness
2. identify your own managerial style and effectiveness
3. identify key actions you could take to improve your managerial style

Summary of exercises

This module has two exercises. Plenary or small group discussions will follow each exercise.

1. Individual Written exercise: Understand your managerial style
2. Individual written exercise followed by a group discussion: Improve your managerial style

2

Managerial styles

A programme manager has certain basic responsibilities such as setting goals and objectives, planning, resource mobilization, supervision and monitoring. We refer to this as "programme management." However as a programme manager you also have a very important responsibility of motivating and developing your staff. This is "people management". As programme manager, you do this by interacting with staff. The way you interact with and provide guidance to your staff and colleagues is called your managerial style. Managerial style is about behaviour that can be observed and described. If you are aware of your own managerial style and alternative ways of managing situations, you can make better judgements about which style or behaviour is most appropriate in a given work situation.

There are different managerial styles and different managers have different ways of interacting with their staff. Different situations may also require the use of a variety of managerial styles.

STOP

Now do Exercise 1, Part 1

When you have reached this point in the module, you are ready to do Part 1 of Exercise 1. Tell your facilitator when you have reached this point. While you are waiting, read the instructions for Exercise 1 beginning on the next page of this module.

Individual written exercise: Understanding your managerial style

The purpose of this exercise is to help you to know more about how you interact with others, an important part of your organizational role. There are no right or wrong answers. You will learn more about yourself if you respond to each item as frankly as possible, in your current managerial position.

This exercise makes use of a tool to help you recognize your own managerial style. The exercise is broken into two parts. In **Part 1** you are asked to respond to 36 statements. The various managerial styles are then explained and classified.

Part 2 of the exercise which follows, asks you to score your responses to determine your own managerial style.

Exercise 1: Part 1 – Respond to 36 statements.

Read each of the following statements.

Using the key given below, grade your responses to each statement on a scale of 1 to 5.

Enter your grading for each statement in the Answer Sheet given to you, against that statement number.

Key

Write 1   if you rarely or never behave this way.

Write 2   if you occasionally behave this way.

Write 3   if you sometimes behave this way.

Write 4   if you often behave this way.

Write 5   if you almost always behave this way.

(1)   I assure my staff of my availability to them.

(2)   I delay doing things that I do not like.

(3)   I raise questions with staff about what should or should not be done. (I discuss with staff about what should or should not be done).

(4)   I communicate my strong feelings and resentment to my colleagues/seniors without caring whether this will affect my relationship with them.

(5)   I collect all the information that is needed to solve various problems.

(6)   I discuss new ideas with my staff without working out the details of these ideas.

(7)   I respect and follow organizational traditions that seem to give the organization its identity. (I respect and follow certain norms of the organization that seem to give the organization its identity).

(8)   I provide my people with solutions to their problems.

(9)   I take up the case of my department/staff and fight for them.

(10) I pull up my staff for not acting according to my instructions. (I discipline/criticize my staff for not acting according to my instructions)

(11) I think of new and creative solutions.

(12) I collect information and data, even when these are not immediately needed or used.

(13) I help my people to become aware of some of their own strengths.

(14) I avoid meeting people if I have not been able to fulfil their expectations.

(15) I help my people to see the ethical dimensions of some of their actions. (I help my people to see the moral aspects of some of their actions).

(16) I champion my people's cause, even at the cost of organizational effectiveness.

(17) I think out many alternative solutions to problems before adopting one for action.

(18) I overwhelm my colleagues with new ideas. (I keep putting forward many new ideas to my colleagues).

(19) I accept others' suggestions, which appeal to me.

(20) I instruct my people in detail about work problems and their solutions. (I instruct my people in detail regarding their work).

(21) I argue my point of view passionately at organizational meetings. (I argue my point of view with great conviction and emotion at organizational meetings).

(22) I give clear instructions to my people about what should or should not be done.

(23) I try out new things.

(24) I go into all the details of the specific work to be performed by others.

(25) I reassure my people of my continued help.

(26) I do not express my negative feelings during unpleasant meetings but continue to be bothered by them.

(27) I help my people to examine the appropriateness of proposed actions.

(28) I express my resentment to my seniors or colleagues about things that have not been done as promised.

(29) I search for various resources from which needed information can be obtained in order to work out solutions to problems.

(30) I try out new ideas or methods without waiting to strengthen the earlier ones.

(31) I accept and acknowledge help from others.

(32) I encourage my people to come to me frequently for my advice and help.

(33) I express my feelings and reactions frankly at my meetings with seniors and colleagues.

(34) I clearly prescribe standards of behaviour to be followed in my work unit.

(35) I enjoy trying out new ways and see a problem as a challenge. (I see a problem as a challenge and enjoy trying out new ways to deal with it). I work on tasks, sometimes being insensitive or inattentive to people's feelings.

Answer sheet

Statement	Response (1 -5)	Statement	Response (1 -5)	Statement	Response (1 -5)	Total
1		13		25		
2		14		26		
3		15		27		
4		16		28		
5		17		29		
6		18		30		
7		19		31		
8		20		32		
9		21		32		
10		22		34		
11		23		35		
12		24		36		

Let your facilitator know when you have finished this exercise.

The way you interact with your staff depends on the state of your ego. An "ego state" reflects a collection of feelings and experiences that are related to a pattern of behaviour. Everybody's personality is made up of three "ego states": the Parent, the Child and the Adult. Everything that we experience, as we go through life, is consciously or unconsciously recorded in our brains as on an audio-or video-tape. Just as with an audio-or video-tape, this record can be and is, accessed and replayed. However, unlike an audio-or video-tape, the previous recordings in our brains cannot be totally erased. All these experiences and the emotions associated with them provide the sources for our current behaviour and affect our ways of reacting to people and circumstances.

From the time we are born, we experience the attitudes and behaviour of our parents/authority figures. These experiences and their associated emotions are stored in our "Parent Ego" state.

As children, we also have our own experiences and associated emotions like curiosity, fun, mischief, innovation and tantrums, etc. As we grow up, we are also made aware that certain behaviours are acceptable while some are not. We learn to adapt or react accordingly.

All these experiences and their associated emotions are stored in our "Child Ego" state.

As adults, we learn to think, reason out, gather information, evaluate and make decisions. This learnt behaviour is stored in our "Adult Ego" state. Each of us functions through these three "Ego states".

The Parent Ego state is further divided into two sub-states:

- The Critical or Regulating Parent state, which deals with ideas of what is right and what is wrong, what should be done and what should not be done, namely laying down rules and limits.

- The Nurturing Parent state, which deals with caring, loving and protecting.

The Child Ego state is further divided into three sub-states:

- The Creative Child state, which deals with curiosity, exploration, fun and trying out new things, etc.

- The Adaptive Child state, which recognizes that though life can be fun, some things are acceptable and some are not, and so, adapts to certain behaviours and situations.

- The Reactive Child state, which deals with the rebellious, confrontational, sulking, tantrum-throwing aspects of a child.

Since all the three ego states exist in each one of us, each of us can and do, act from any of the three states.

As managers, we have specific functions, each function being associated with a corresponding ego state. We are required to:

- Develop the capacity of staff/colleagues (nurturing function) – nurturing parent.

- Develop values and standards of behaviour (regulating function) - regulating parent.

- Work towards achieving a task (task management) - adult.

- Try out new ways of doing things (creative function) – creative child.

- Adjust to situations (adaptive function) – adaptive child.

- Fight for one's own department and staff (reactive function) - reactive child.

These functions are further described below as part of the 12 managerial styles.

In addition to ego states, our behaviour is also influenced by our "life positions". The position or stand we take with regards to ourselves and others. This once again is greatly influenced by what we learnt in childhood and while growing up.

"Life Positions" can be broadly described as "I'm OK" or "I'm not OK" and "you are OK" or "you are not OK". A combination of these four results in the four "life positions":

I'm not OK, - You are not OK.

I'm not OK, - You are OK.

I'm OK, - You are not OK.

I'm OK, - You are OK.

As with ego states, though we as people tend to adopt a certain position most often, we can change from one position to another at different times and situations. The ideal position is: "I'm OK - You are OK". Seeing others as "OK" even if they have some defects or problems helps in "managing" them.

As a manager you can either help your staff to grow and become self-sufficient and capable of solving problems or make them dependent by continuing to solve their problems yourself. As a manager, you either regard your staff as capable of taking care of themselves - "OK", or not so—"Not OK". In the "OK" position, a manager has confidence in his/her staff regarding one or more of the following aspects: understanding instructions, meeting deadlines, solving problems, asserting themselves and coming up with new ideas etc. In a "Not OK" position, a manager thinks that staff lack one or more of the above or similar capabilities. The combinations of the position one takes, "OK" or "Not OK", with regard to the above six managerial functions describes the managerial style. As a result, the following 12 managerial styles can emerge:

Figure 1: Twelve Managerial Styles		
Managerial Functions	Managerial styles in two positions	
	"OK" Position (capable staff)	"Not OK" Position (less capable staff)
Nurturing	Supportive	Rescuing
Regulating	Normative	Prescriptive
Task Management	Problem-solving	Task-obsessive
Creative	Innovative	Bohemian
Adaptive	Resilient	Sulking
Reactive	Assertive	Aggressive

(1) **Supportive style:** Managers act as "supportive coaches" providing support when required. They not only encourage their staff to do things by themselves, but also let their staff know that they are available if help is needed. They cheer their staff on, and facilitate their continuous improvement. Managers with this style *motivate* their employees.

(2) **Rescuing style:** Here the manager sees staff as being incapable of solving problems on their own, and instead thinks they need to be "rescued". In return, the manager often expects the staff to comply unquestioningly with instructions. The general attitude is of superiority of the manager. Managers with this style *encourage dependence* and this does not help people to become independent or to take initiatives and act on their own.

(3) **Normative style:** Managers with this style are interested in developing appropriate standards or norms of behaviour for their staff and consider that some are more important than others. They may also raise questions about the appropriateness of some aspects of conduct at work. The normative style encourages staff to develop certain standards of *work behaviour*.

(4) **Prescriptive style**: People with this style are critical of others' behaviour, and develop rules and regulations, and impose them on others. Managers with this style make quick judgements, and insist that their staff should also follow their own standards. This style uses *control* and does not encourage independent thinking or action.

(5) **Problem-solving style:** Here, a manager is concerned about solving problems by looking at them from various dimensions or angles since most often the problem is not merely confined to a specific task. The manager deals with and *finds solutions to problems by involving staff or* other appropriate people.

(6) **Task-obsessive style:** Managers adopting this style are most *concerned with tasks*. Matters not directly related to the task are ignored. They are not concerned with feelings, and in fact, fail to recognize them, since they do not see them as being related to the task. They are insensitive to the emotional needs and personal problems of staff.

(7) **Innovative style:** Innovative managers are enthusiastic about new approaches, and carry others along with them. They *stick to and nurture an idea* so that it results in concrete action, and is integrated into the system.

(8) **Bohemian style:** Such managers have many ideas and are impatient with current practices. They are mainly *concerned with the ideas themselves* and less with how well they may work. They do not allow an idea or a practice enough time to become established before going on to another.

(9) **Resilient style:** Resilient managers show *creative adaptability*, learning from others, accepting ideas that appeal to them, and changing their approach where and when such changes are needed.

(10) **Sulking style:** This style describes managers who keep negative feelings to themselves, find it difficult to share them, and avoid people if they have been unable to fulfil their part of an agreement. Instead of confronting problems, they avoid them; they feel bad about the situation, but *do not express themselves*.

(11) **Assertive style:** Assertive managers are concerned with exploring a problem, often confronting the organization to get things done for their staff. Perseverance is the main characteristic. People with this style are more concerned about *confronting problems* rather than confronting persons for the sake of confrontation. Such people are frank and open, but are equally perceptive, sensitive and respectful of others.

(12) **Aggressive style:** Managers with this style fight for their staff or their ideas by *showing aggression* towards others. They hope that this will help them achieve their results. Their aggressiveness, however, makes people ignore them, and not take them seriously.

2.1 Understand your managerial style

As a manager you may use all the styles mentioned above. However, you may use one style more often than others. This is called your **dominant style**. The style you use the most other than your dominant style is called your **back-up style.**

STOP | Now do Exercise 1, Part 2

When you have reached this point in the module, you are ready to do Part 2 of Exercise 1. Tell your facilitator when you have reached this point. While you are waiting, read the instructions for Part 2 of Exercise 1 beginning on the next page of this module.

Individual written exercise: Recognize your managerial style

Exercise 1: Part 2 — Recognize your managerial style by scoring your responses to the 36 statements.

In Part 2 of the exercise you will score your responses to the 36 statements by following the steps given below. Use the Score Sheet on Page12 for scoring. At the end of the exercise you will have determined your effectiveness level for each managerial function as well as your dominant and back-up managerial styles.

(1)   Go back to the Answer Sheet for Part 1 of this Exercise. Add the graded responses for each of the three items in each row of the Answer Sheet and write the total of each row on the first blank space at the end of the row, in the column "Total". For example, if your graded response to statement 1 was 3, statement 13 was 4, and statement 25 was 2, then the total in the first row will be 9. Thus there will be twelve totals (for the twelve rows).

(2)   Transfer the results in the "Total" column on the Answer sheet to the "Total" column in Appendix 1. Please ensure that you transfer the scores correctly according to the numbers, as the horizontal lines are not in the same sequence on the Answer Sheet and the Appendix 1. The totals on the twelve rows represent the total scores for the twelve managerial styles.

(3)   Against "Dominant style" write the name of the style that has the highest score from among the twelve rows. If more than one style have the same score, write "no specific style".

(4)   Against "Back-up style" write the name of the style, which has the next highest score.

(5)   Now go to Appendix 2, "Consolidated Score". Transfer the scores from the "Total" column on Appendix 1 to the corresponding column on Appendix 2. Add each pair of scores in the column "Total Score from Appendix 1" and record in the column "Added Total Score" (a and b; c and d; e and f; g and h; i and j; k and l).

(6)   Now refer to Appendix 3 "OEQ matrix". For each pair of totals, determine the Operating Effectiveness Quotient (OEQ) by drawing coordinates from your totals. For example if your total for supportive style is 12, and your rescuing style is 8, draw coordinates from 12 on the OK scores and 8 on the Not OK scores and see where they meet. In the OEQ matrix, these two lines meet at 64. Enter this score in the next column "Your effective score". Continue in this manner until this column is completed.

(7) Determine your level by looking at the norms for OEQ as shown in Appendix 4, and write down your level (very high, high, average, low, very low). Now discuss your effectiveness levels in each of the managerial styles with your facilitator in your group.

(8) When you have completed the scores, review your dominant and back-up managerial styles and effectiveness score and refer back to the description of the styles in chapter 2. In the next exercise you will further analyse your results and identify areas for improvement.

Let your facilitator know when you have finished this exercise.

Appendix 1

Score sheet

No	Style	Functions	Statements	Total
1	Supportive	(OK nurturing Parent)	1, 13, 25	
2	Rescuing	(Not-OK nurturing Parent)	8, 20, 32	
3	Normative	(OK regulating Parent)	3, 15, 27	
4	Prescriptive	(Not-OK regulating Parent)	10, 22, 34	
5	Problem-solving	(OK Adult)	5, 17, 29	
6	Task-obsessive	(Not-OK Adult)	12, 24, 36	
7	Innovative	(OK creative Child)	11, 23, 35	
8	Bohemian	(Not-OK creative Child)	6, 18, 30	
9	Resilient	(OK adaptive Child)	7, 19, 31	
10	Sulking	(Not-OK adaptive Child)	2, 14, 26	
11	Assertive	(OK reactive Child)	9, 21, 33	
12	Aggressive	(Not-OK reactive Child)	4, 16, 28	

Consolidated score

	Managerial Functions	Item numbers from answer sheet are given in brackets		Total Score	Your Effectiveness Score	Level
1.	Nurturing	Supportive (OK) Rescuing (Not OK)	(1, 13, 25) (8, 20, 32)			
2.	Regulating	Normative (OK) Prescriptive (Not OK)	(3, 15, 27) (10, 22, 34)			
3.	Work Management	Problem solving(OK) Task-obsessive (Not OK)	(5, 17, 29) (12, 24, 36)			
4.	Creativity	Innovative (OK) Bohemian (Not OK)	(11, 23, 35) (6,18, 30)			
5.	Reactive	Assertive (OK) Aggressive (Not OK)	(9, 21, 33) (4,16, 28)			
6.	Adapting	Resilient (OK) Sulking (Not OK)	(7,19, 31) (2,14, 26)			

Appendix 3

Operating Effectiveness Quotient (OEQ)

		3	4	5	6	7	8	9	10	11	12	13	14	15
							OK scores							
	3	0	100	100	100	100	100	100	100	100	100	100	100	100
	4	0	50	67	75	80	83	85	87	89	90	91	92	92
	5	0	33	50	60	67	71	75	78	80	82	83	85	86
	6	0	25	40	50	57	62	67	70	73	75	77	78	80
Not OK scores	7	0	20	33	43	50	55	60	64	67	69	71	73	75
	8	0	17	28	37	44	50	54	58	61	64	67	69	70
	9	0	14	25	33	40	45	50	54	57	60	62	65	67
	10	0	12	22	30	36	42	46	50	53	56	59	61	63
	11	0	11	20	28	33	38	43	47	49	53	55	58	60
	12	0	10	18	25	31	36	40	44	47	50	53	55	57
	13	0	9	17	23	28	33	37	41	44	47	50	52	54
	14	0	8	15	21	27	31	35	39	42	45	48	50	52
	15	0	8	14	20	25	29	33	37	40	43	45	48	50

Norms of OEQ

Function	Very Low	Low	Average	High	Very High
Nurturing	Below 38	39-45	46-54	55-62	>62
Regulating	Below 35	36-45	46-55	56-65	>65
Managerial	Below 43	44-50	51-55	56-67	>67
Creative	Below 50	51-60	61-67	68-84	>84
Reactive	Below 45	46-55	56-62	63-80	>80
Adaptive	Below 47	48-60	61-68	69-80	>80

3

Improve your managerial style

The Operational Effectiveness Quotient (OEQ) of a function is the level of your effectiveness in that function. It indicates the percentage of the potential that you are using effectively in a particular function. This means that the capacity for effectiveness that you have is in you, but you are using only part of that capacity. You can still tap that capacity and increase your effectiveness. You have a lot of scope for being more effective.

Review the scores for each style and reflect what you can do to increase the effectiveness level for each function by increasing the "OK" score and decreasing the "Not OK" score. For example: If your effectiveness score for "nurturing" function is between 38 and 45 (Low), the "OK" position for this function is "supportive" (statement Nos. 1, 13, 25). Refer to these statements in Part 1 of the Exercise. If the graded response to any or all of these statements is below 3 (i.e. rarely, occasionally or sometimes), you need to increase this score. That means that you have to increase the frequency of this behaviour and often or almost always behave this way.

The "Not OK" position for this function is Rescuing (statement Nos. 8, 20, 32). If the graded response to any or all of these statements is more than 3 (i.e. often or almost always), you need to decrease this score. That means that you have to reduce the frequency of this behaviour and only rarely, occasionally or sometimes behave this way.

Please note that all odd number statements are related to functional behaviour ("OK" positions) and all even number statements are related to dysfunctional behaviour ("Not OK" positions).

If you have a dominant style, it means that is the style that you use the most. The back-up style is the one you tend to use under stress, emergency or pressure of time. If you have no dominant or back-up style, it is neither good nor bad. It may indicate that you are flexible and can adapt according to the situation, or that you have not yet developed a specific style. But if either one or both (dominant and back-up styles), are from a "Not OK" position, you may have a problem and will need to take stock of your behaviour and try to change.

For example: If your dominant style is "rescuing", it means that you are all the time solving the problems of your staff and making decisions instead of letting them do so. Your staff will feel that you do not trust them and they will not be motivated to take initiatives. They will come to depend on you entirely and will not grow.

You will not be effective as a manager.

If your back-up style is "task obsessed", it means that at times of crisis or emergency you will get totally involved only in the task and will ignore the feelings and emotions of your staff or any personal problems they might be having. While this style will get the work done, the staff is bound to feel hurt and ignored. They might start resenting you and you may not get their full cooperation. You will not be effective as a manager.

The behaviours given in the 36 statements are only representative of the many situations you face while interacting with others. There may be many more similar situations. You have to practice analysing your behaviour from an "OK or "Not OK" position and change accordingly.

STOP

Now do Exercise 2

When you have reached this point in the module, you are ready to do Exercise 2. Tell your facilitator when you have reached this point. While you are waiting, read the instructions for Exercise 2 beginning on the next page of this module.

Individual written exercise followed by a group discussion: Improve your managerial style

In this exercise you will review your own individual management style and effectiveness as a manager. Use the following questions to guide your review.

1. Is there a need to improve your management style?

2. If yes, which styles do you need to improve and why?

3. What actions would you take to improve your style?

4. If answer to A is no, why not?

Let your facilitator know when you have finished the exercise and are ready for the group discussion.

4

Summary of important points

- Managers need to manage the programme as well as the people they work with.
- In managing the people, managers have six managerial functions, namely: nurturing, regulating, task management, creative, adaptive and reactive.
- Each managerial function is associated with an ego state – parent, adult or child.
- Each managerial function also has an "OK" or a "Not OK" position, giving rise to the twelve managerial styles.
- An increase in the use of the "OK" styles increases the level of one's effectiveness in that function.
- A decrease in the use of the "Not OK" styles also increases one's level of effectiveness in that function.
- An analysis of the graded responses to the statements associated with each style gives one a tool to increase the "OK" scores and reduce the "Not OK" scores to make that function more effective.
- Managers need to analyse their day-to-day interactions to see if they are acting from an "OK" or a "Not OK" position and work towards increasing their effectiveness as managers.