

Managing and Leading People

Purpose

The underpinning purpose for Managing and Leading People is that it compels students to consider, evaluate, analyse and apply a set of principles, values and approaches to people leadership and management that (a) minimise and/or eliminate the barriers that typically inhibit performance, and (b) mobilise the energies of people in ways that enable them to maximise their added-value contribution to both their own development and corporate goals.

Using the infrastructure/differentiator framework, therefore, Managing and Leading People seeks to address each of these elements:

- An evidence-based assessment of the criteria for and the characteristics of successful organisational cultures, together with the causes/symptoms of organisational decline.
- Analysis of the strategic and business-related benefits to be gained from the design and implementation of aligned and integrated programmes intended to create (or sustain) organisational success through a psychologically-engaged workforce – including, where appropriate, the employees of outsourcing suppliers and subcontractor organisations contractually committed to the client's values.
- Dispassionate evaluation of possible ways in which the performance and commitment of people in organisations can be optimised, and the obstacles to employee engagement minimised or removed.
- The deployment of appropriate and defensible methodologies in order to construct specific mechanisms to resolve any performance issues involving people within their own organisation and to develop authoritative proposals for increased levels of people involvement, engagement and contribution.

- The contingent application of analytical tools as a diagnostic route to constructing plans for remedial action, performance improvement, transformational change and corporate excellence.

Philosophically, the Managing and Leading People domain is founded on the belief – itself based on authoritative evidence – that despite the competitive, technological and other pressures applied to UK organisations over recent decades:

- many employees in many organisations remain massively under-utilised and under-developed
- 'in the majority of organisations people are not viewed by top managers as their most important assets' (Guest et al. (2000) *Effective People Management*. CIPD.)
- people productivity in the UK economy remains lower than that achieved in many other comparable societies.

By themselves the core Leadership and Management Standards cannot reverse or influence this state of affairs, but Managing and Leading People acknowledges the situation and as a result focuses on practical routes to improvement. As a recent CIPD publication expresses it, 'People management represents the catalytic condition – the essential "X-factor" – that combines other factors into a formula for high performance.' (*Raising UK Productivity: why people management matters*. (2001) CIPD.)

The content outlined below incorporates three separate elements:

The framework

This element sets the context – past, present and future – to the world of work and organisations. It explores the attitudes and beliefs, players and influences that exist and the extent to which these help or hinder people and their organisations as they strive to achieve success.

The performance infrastructure

This element is included to ensure completeness, and also because a basic knowledge and understanding of the systems, processes, and routines that underpin people leadership and management is essential as a springboard for differentiator applications. Candidates already familiar with the basics of people resourcing, learning and development and performance management may be able to progress quickly through this element.

The performance differentiators

This element, the biggest of the three, examines and analyses the characteristics of successful organisations and of high performance people. Having established what these are, it is crucial to evaluate how and to what degree they may be emulated, and the extent to which such emulation is desirable. The element incorporates evidence from

research and published corporate case studies over a range and representative of a cross-section of business sectors. Benchmarking, comparative analysis and aspirational role-modelling are considered as further stimulants for continuous improvement and transformations within units/functions/organisations as a whole.

As a general guideline, candidates should devote their study time across these elements in the proportions 20:20:60 respectively, a recommendation that reflects the importance attached to assessment and evaluation of the strategic, managerial and organisational ‘differentiators’ that can unleash impressive levels of people engagement in their own development and in their commitment to corporate purposes.

Performance indicators

1 The framework

Operational indicators

Practitioners must be able to:

- 1 Analyse the significance of current and predicted changes in the external environment, so far as the attitudinal, behavioural, and skill requirements associated with employees are concerned.
- 2 Assess the nature and extent of the people-related factors that inhibit the achievement of organisational success, within their own organisations and others.
- 3 Challenge, authenticate and apply the infrastructure/differentiator model to specific personal/team/function and corporate scenarios.
- 3 The changing requirements for people; flexibility, responsiveness, entrepreneurialism, diversity, portfolio working, new patterns of core competencies, employability.
- 4 Common characteristics of poor-performing organisations; culture, leadership, strategic clarity, approaches to people management, underlying values, performance criteria, stakeholder priorities.
- 5 Factors that inhibit organisational concerns for high-output people management and leadership applied to specific organisations and sectors.
- 6 Evidence of what is needed to 'do things right' and deliver acceptable levels of people behaviour and legal/ethical compliance; adherence to process and its problematical relationship with high-performance outcomes.
- 7 Evidence of what is needed to 'do the right things' and deliver genuine people involvement, commitment, engagement, discretionary behaviour and added-value contribution. The human capital perspective and its translation into organisational practice.
- 8 Analysis of the infrastructure/differentiator model's application with 'successful, less successful and unsuccessful' organisations. Links to alternative approaches for identifying the features of successful organisations (eg high-performance working).

Knowledge indicators

Practitioners must be able to understand, explain and critically evaluate:

- 1 The principal factors in the external environment (both current and predicted) and their impact on the deployment of people across the world of work as a whole.
- 2 The elements which typically prevent or determine the design, installation and delivery of strategies, leadership behaviours, processes and practices that lead to high performing people and organisations.
- 3 The principles behind, the logic and the practical implications of the performance infrastructure and performance differentiators framework.

Indicative content

- 1 The changing environment for organisations; globalisation, technology, societal values, work ethic.
- 2 The changing requirements for organisations; product/service differentiation, 'customer'/'consumer' dynamics, continuous improvement and change, cost reduction, stakeholder influences.

2 The performance infrastructure

Operational indicators

Practitioners must be able to:

- 1 Evaluate the existence of system/process efficiencies, including legal/ethical compliance, throughout those routines that support effective people leadership and management in organisations generally and within their own organisation in particular.
- 2 Assess the degree to which such routines exemplify acceptable levels of efficiency, against appropriate performance criteria, in their own organisations (and in others), and to recommend/implement remedial action where necessary.

Knowledge indicators

Practitioners must be able to understand, explain and critically evaluate:

- 1 The rationale for system/process efficiencies, including legal/ethical compliance, throughout the routines that support effective people leadership and management in organisations.

Indicative content

- 1 The fundamentals of people resourcing; a critical overview of systematic recruitment and selection, including the methods deployed, the relevance of psychometric and other diagnostic tools, and the validation of recruitment/selection procedures.
- 2 Learning and development; a critical overview of learning and development strategies/practices in organisations, including approaches to the identification of learning needs for both individuals and organisations, and methods for evaluating the cost-effectiveness of corporately-funded learning activities.
- 3 People performance; a critical overview of systematic strategies for reviewing, rewarding and recognising employee effort and achievement at work; systematic techniques for addressing performance issues and other people-related problems, such as absence.

3 The performance differentiators

Operational indicators

Practitioners must be able to:

- 1 Establish suitable, defensible and widely credible criteria for defining and measuring organisational 'success'.
- 2 Evaluate the reliability and validity of the available research evidence about those factors, which facilitate organisational 'success'.
- 3 Apply the principles of 'successful' organisations to any given unit/function/corporate scenario in order to develop recommendations and/or action plans to sustain or stimulate a high-performance culture.
- 4 Consider and evaluate their own work-related attitudes and behaviour against the thinking performer paradigm and, if necessary, construct personal goals and action plans designed to address both remedial and continuous improvement issues.
- 5 Create business-like proposals and action plans for advancing high performance strategic, managerial and operational practices within any given organisational scenario.
- 6 Analyse the correlation between people leadership and organisational success, its actual and potential impact in any unit/function and corporate setting, and construct reasoned recommendations for improvement/transformation where required.
- 7 Develop recruitment, selection and performance management programmes that lead to the acquisition of high-performance people and encourage the retention of corporate contributors who will be motivated through positive job design, empowerment and role ownership.
- 8 Facilitate learning and development programmes, producing outcomes that will add value to the organisation and promote self-belief and self-esteem.

Knowledge indicators

Practitioners must be able to understand, explain and critically evaluate:

- 1 The principal research evidence concerning the factors that promote organisational success through people.
- 2 The evidence concerning the effectiveness of the thinking performer paradigm and its related concepts.
- 3 The people leadership values, behaviours, mechanisms and specific practices, that contribute to the development of successful organisations.
- 4 The strategies for encouraging, rewarding, recognising and celebrating employee attitudes and behaviours that contribute positively to desired organisational outcomes.
- 5 Analytical evaluation of what 'high performance' signifies when applied to people (collectively or individually); such concepts and tools as the thinking performer paradigm, intrapreneurialism and organisational citizenship (discretionary) behaviour, including an assessment of the circumstances in which such attitudes and behaviour can flourish.
- 6 Critical assessment of the evidence concerning the competencies associated with 'employability', the organisational/individual benefits and risks derived from a conscious concern for 'employability', and the elements required when seeking to create a positive psychological contract based on trust and respect. The barriers to high-performance attitudes and behaviours in a work-related context, how they may be overcome or minimised.
- 7 The central concepts associated with effective people leadership in the organisation; the usefulness of leadership theories, vision and values, top-down role-modelling, the importance of strategic alignment and integration ('bundling'), bridging the gap between (corporate) rhetoric and (behavioural) reality.
- 8 The roles of key contributors to effective people leadership in the organisation; the central directorate, the executive team, middle management, first-line supervision, team leaders and other significant stakeholders; the special significance of people-leadership in both centralised and devolved structures.
- 9 The people/position equation and the attitude/skill dilemma; recruiting and selecting people to fit the strategic vision while reaping the benefits of diversity; an assessment of the risks and opportunities associated with cultural conformity.
- 10 Critical appraisal of the evidence concerning job design and employee performance; an evaluative overview of motivation theories, input competencies and output accountabilities, empowerment and other strategies for generating role-ownership. Performance management within a high-performance enterprise; the strategic imperatives, measuring what matters, fostering creativity and challenge in all employees as

Indicative content

- 1 Review and evaluation of research outputs related to organisational 'success', high-performance working and case-study scenarios derived from acknowledged high-performance or 'world-class' organisations, or organisations whose 'success' is measured against other meaningful criteria, in order to identify distinguishing characteristics ('differentiators') to be used as benchmarking instruments.
- 2 Assessment of contingent factors in the achievement of a 'successful' corporate culture; internal and external factors, the influence of stakeholders (owners, regulatory agencies, customers etc), the quality of leadership, the perceived contribution of the personnel/HR function etc. The barriers to generating organisational 'success'; what they are, why they exist, how they may be overcome or minimised.
- 3 Relevant theories and models of motivation at work, leadership styles and job design.
- 4 Mechanisms through which engagement, contribution and commitment can be optimised; recruitment and selection, learning and development, performance management and reward.

part of the embedded culture, resolving the problems associated with the practice of performance review.

- 11 Learning and development; defining, acquiring, imparting and nurturing the attitudes and skills associated with individual/unit/functional contributions towards organisational success, the promotion and care of 'talent', the nature of 'employability' and the benefits/risks linked to employability programmes.
- 12 Reward and recognition; strategies for facilitating the attitudes and behaviours that advance organisational success, including the significance of both financial and non-financial inducements. People participation and contribution; communicating and sharing information about organisational progress, mechanisms for involving people in strategic, managerial and operational decision-making, the effectiveness of cross-functional project teams and other approaches to address remedial and continuous improvement issues.
- 13 Analytical evaluation of examples of (apparently) sustained high-performance organisations in action; examples of cultural transformation (both towards high performance and away from it), the development and use of diagnostic tools for application across a range of corporate scenarios, predicting future performance on the basis of research evidence about, for example, the organisational life cycle, and the benefits, advantages, opportunities and dangers associated with the transfer of organisational learning, especially between business sectors.
- 14 Overcoming the barriers to high performance within the management team, the management/functional groups and the workforce.