

People Leadership

Vasanthi Srinivasan

Associate Professor

Some key themes

- Each of us see solutions uniquely
- There are very rarely wrong answers; it is only right and more right
- Difficulty arises in convincing others about the more right
- You have to ask and some one has to offer to explain

Managerial work

- Pace and quantity of work is high
- Tend to work at an unrelenting pace
- Activity is characterized by brevity, variety and fragmentation
- Preference for live action; gravitate towards current, specific, immediate , well defined and non routine
- Spend a lot of time in oral communication – meetings, telecon

Table 2.1 Important Managerial Roles

Category	Role	Example
Interpersonal	Figurehead	Attend employee retirement ceremony
	Leader	Encourage workers to increase productivity
	Liaison	Coordinate activities of two committees
Informational	Monitor	Scan <i>Business Week</i> for information about competition
	Disseminator	Send out memos outlining new policies
	Spokesperson	Hold press conference to announce new plant
Decision-making	Entrepreneur	Develop idea for new product and convince others of its merits
	Disturbance handler	Resolve dispute
	Resource allocator	Allocate budget requests
	Negotiator	Settle new labor contract

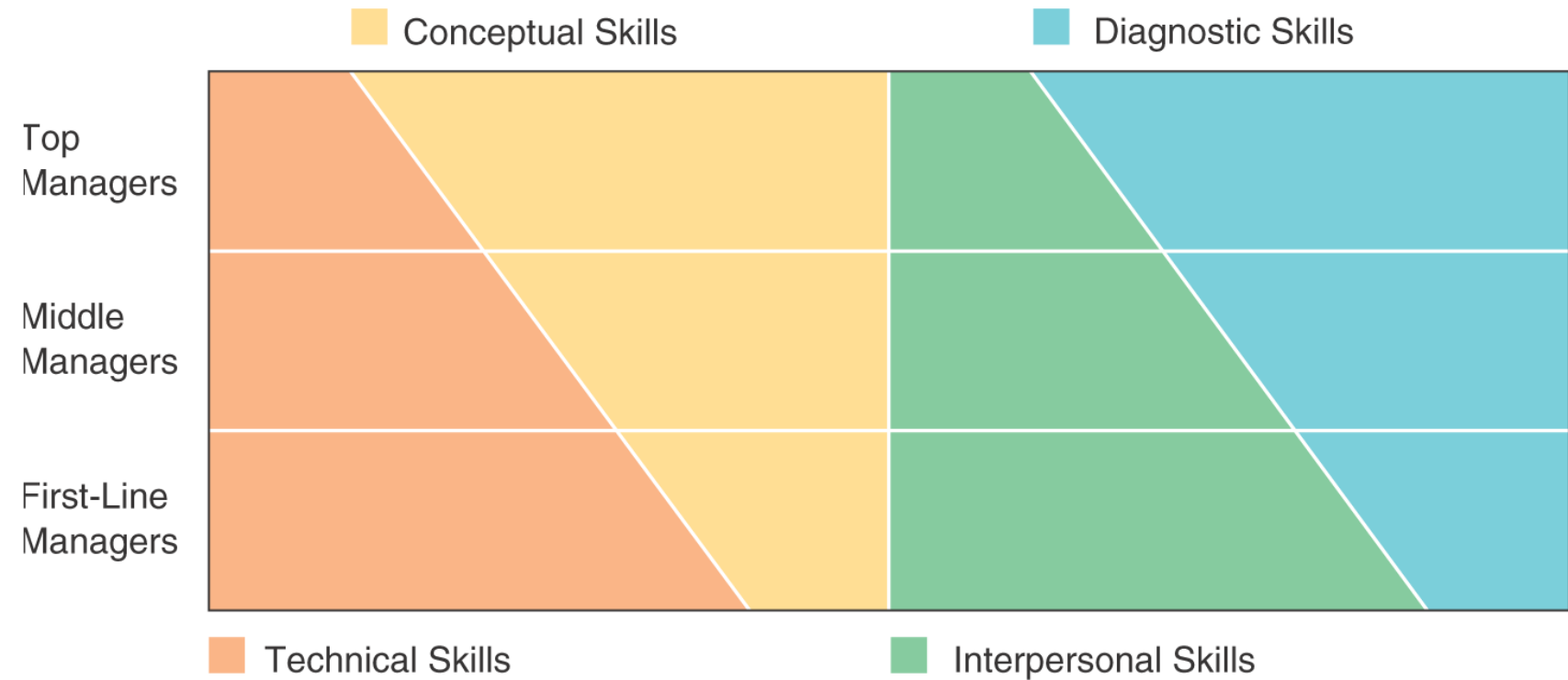
Critical Managerial Skills

- Technical Skills
 - Those skills necessary to accomplish specific tasks within the organization.
- Interpersonal Skills
 - Equip a manager with the ability to communicate with, understand, and motivate individuals and groups.

Critical Managerial Skills [continued]

- Conceptual Skills
 - Involve a manager's ability to think in the abstract. A manager with strong conceptual skills is able to see the “big picture.”
- Diagnostic Skills
 - Allow managers to better understand cause-and-effect relationships and recognize the optimal solution to problems.

Figure 2.2 Managerial Skills at Different Organizational Levels



What do we do as a manager?

- Planning
- Organizing
- Structuring
- Budgeting
- Forecasting
- Implementing
- Setting standards
- Controlling/monitoring
- Leading
- Motivating
- Evaluating
- Directing
- Communicating
- Co-ordinating
- Empowering
- Delegating/coaching

Jobs

- Tasks and activities of a position
- Focus on current performance
- Tangible, quantifiable and observable
- Focus on outputs
- “what is done”
- Professional skills

Roles

- Expected behaviours of a position
- Focus on future potential
- Intangible, measurable, inferred
- Focus on outcomes
- “how it is done”
- Life skills

Understanding career growth

Enterprise manager

Group manager

Business manager

Functional manager

Managing managers

Managing others

Managing self

(The leadership Pipeline,
Ramcharan)

Career transitions

- Behavioural transitions; not linear extrapolations; unlearning
- Transitions are vulnerable to career plateauting
- Individual responsibility much higher to managing transition – personal development
- Transition requires competence and values

Managing self

- Completely assigned work in given time frames
- Meeting objectives
- Broadening personal skills
- Planning, punctuality, content, quality and reliability
- **Self management**

Exercise– Individual & group

- Manager's manager
 - What are the key differences between first time manager transition and manager's manager?
- First time managers
 - What were your key pain points in the transition? What does it take to be a first time manager?

Managing others

- Defining and assigning work for others
- Enabling direct reports to do work by monitoring, coaching, feedback , providing resources, communicating and problem solving
- Building social networks of relationships with a direct reports, bosses and other groups in the organization
 - **Skills:** planning, selection, rewards,
 - **Time application:** budgets, priorities, reviews, communication
 - **Values:** getting results through others, enjoy success of direct reports, visible integrity, managerial discipline

ENJOY managerial work rather than tolerate it

Manager's manager

- Often ignored in organizations
- Not a part of strategy formulation, but should own and implement strategy
- Selecting the right individual contributors, aligning people and tasks, holding first time managers accountable , deploying resources among units, managing boundaries across sub units
- Strong functional grounding yet appreciation of strategy and cross functions

“seen as management”

Functional manager

- Ability to look at the function from multiple perspectives
- Handling multifunctional concerns
- Peer team play
- Navigating competition for resources based on the business needs
- Functional strategists – long term thinking
- Ability to make trade-offs within the function
- Being state of art, willing to live with the fact that you may not know it all

“Strategic mindset; wholistic approach”

Business manager

- Leadership shock
- Business strategic thinking
- Managing complexity
- Learning to value all functions
- Being highly visible
- Skilled at working with diverse people
- Communicate in groups

“Balancing short term and long term interests”

Group manager

- Let down transition – similar to first time manager transition
 - Succeed indirectly
 - Groom and manage business managers
 - Connecting individual business to the enterprise
- “managing the uncovered/invisible”**

Enterprise manager

- Delivering consistent predictable top and bottom line results
- Setting direction for enterprises
- Shaping the soft side of enterprises
- Maintaining an edge in execution
- Re-invent self concept – value success of others
- Astute in assessing core capabilities to win

“letting go”

Developing Managers

- Research based: 4 studies McCall, Lombardo & Morrison
- 191 interviews over 7 years from six companies
- When you think about your career as a manager, certain events or episodes probably stand out in your mind – things that led to a lasting change in you as a manager. Please identify at least three key events in your career, things that made a difference in the way you manage now.
 - What happened
 - What did you learn from it (for better or worse)

Lessons learnt

- Setting and implementing agenda
 - Technical/professional skills
 - All about the business one is in
 - Strategic thinking
 - Shouldering full responsibility
 - Building and using structure and control systems
 - Innovative problem solving methods

Lessons learnt (continued..)

- Handling relationships
 - Handling political situations
 - Getting people to implement solutions
 - What executives are like
 - How to work with executives
 - Strategies of negotiation
 - Dealing with people over whom you have no authority
 - Understanding other perspectives
 - Dealing with conflict
 - Developing others
 - Directing and motivating subordinates
 - Confronting subordinates over performance
 - Managing former bosses and peers

Lessons learnt (continued..)

- Basic Values
 - You can't manage everything alone
 - Sensitivity to the human side of management
- Executive temperament
 - Being tough when necessary
 - Self confidence
 - Coping with situations beyond your control
 - Persevering through adversity
 - Coping with ambiguous situations
 - Use and abuse of power

Lessons learnt (continued..)

- Personal awareness
 - The balance between work and personal life
 - Knowing what really excites you about work
 - Personal limits and blind spots
 - Taking charge of your career
 - Recognizing and seeking opportunities

How did they learn?

- Trial by fire: learning from job assignments
 - Starting up
 - Unstructured assignment
 - Challenging assignments
 - Crisis
 - Turnaround
 - First supervisory job
 - Project/task forces
 - Line to staff switch
 - Leading on line
 - Leaps in scope

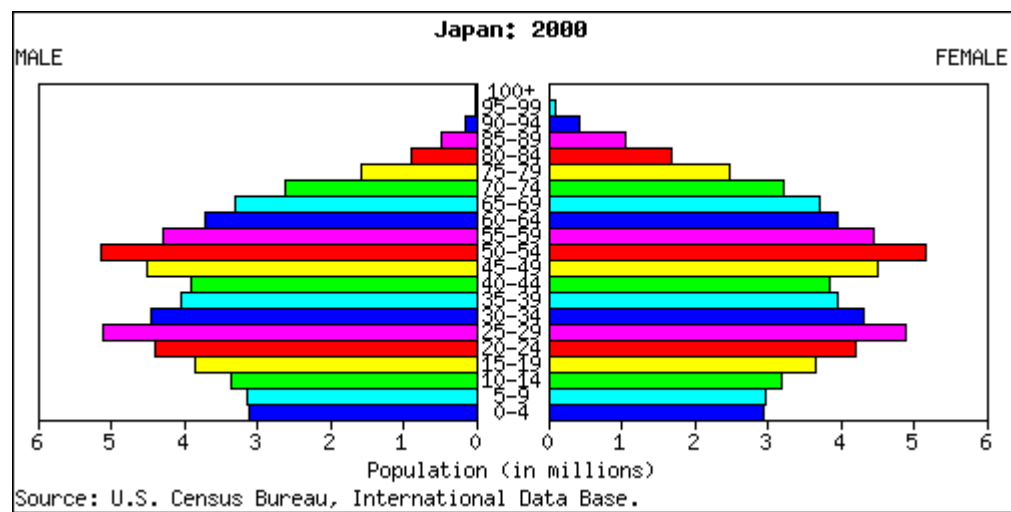
How did they learn?

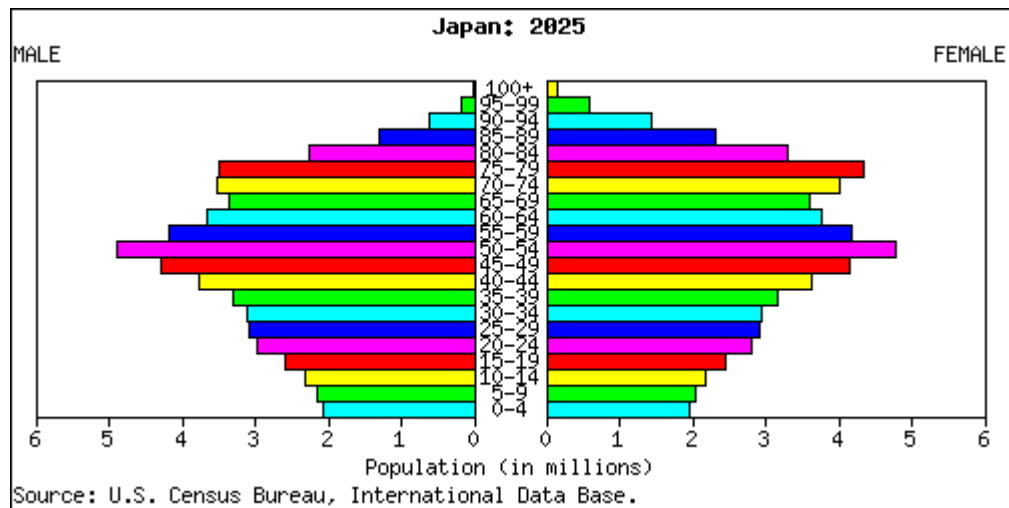
- From others:
 - Learning from bosses
 - Management values
 - Human values
 - What executives are like
 - politics

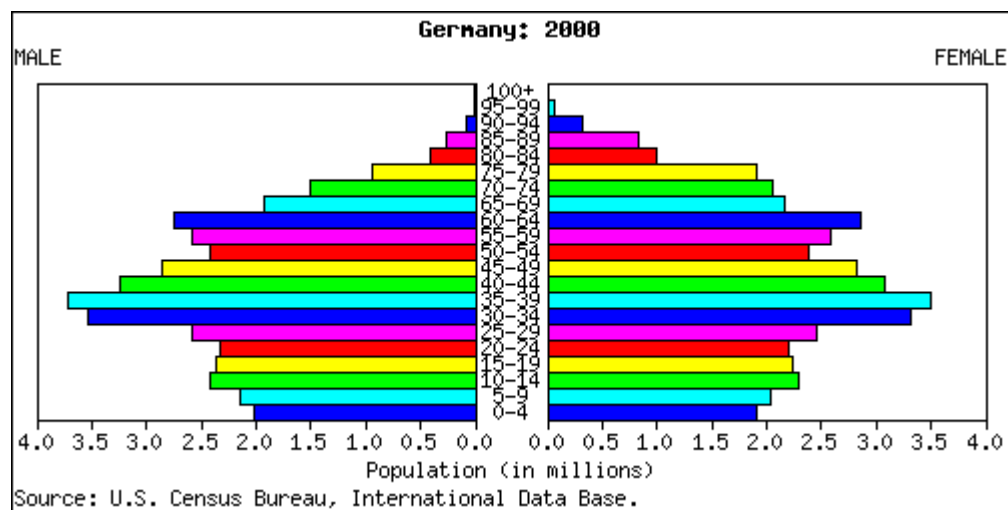
How do managers learn?

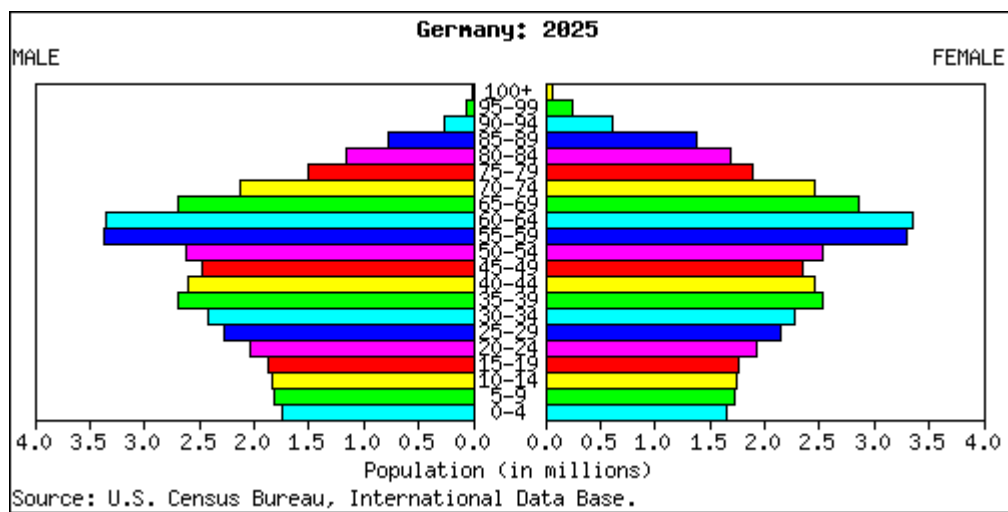
- Hardships:
 - Personal trauma
 - Career set back
 - Changing jobs
 - Business mistakes
 - Subordinate personal problem

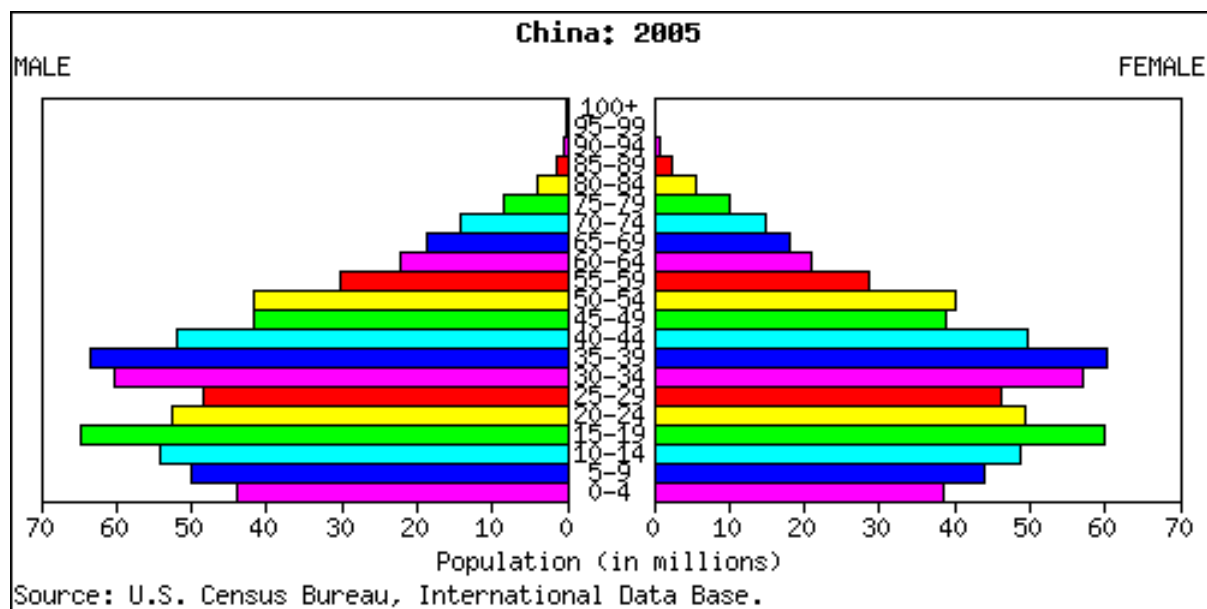
Viewing People as an Asset

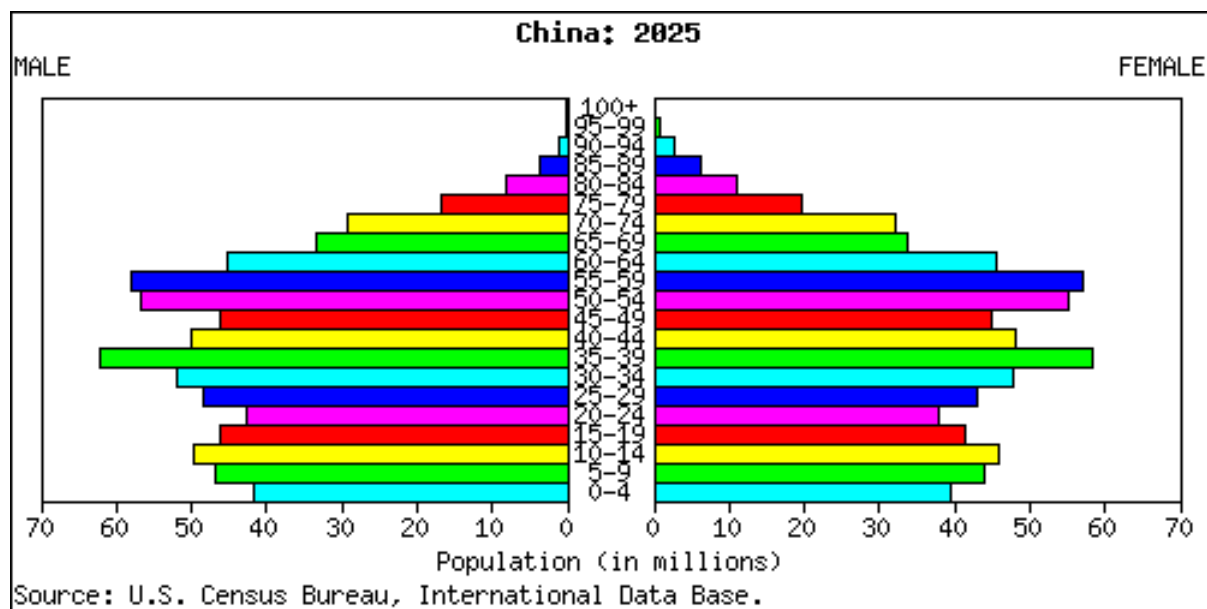


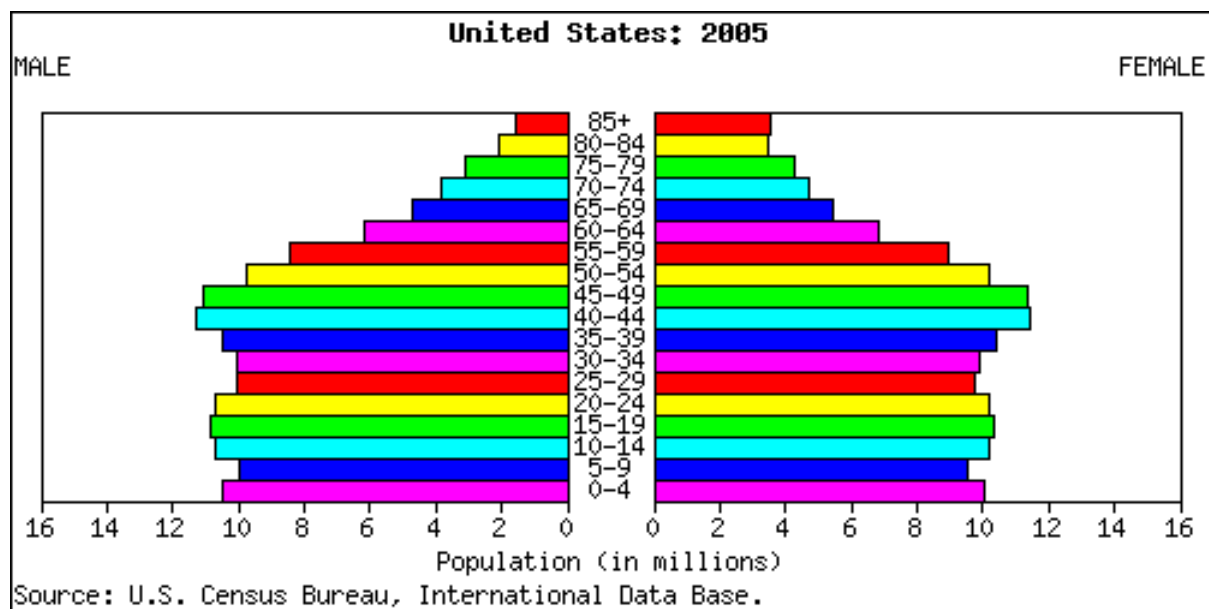


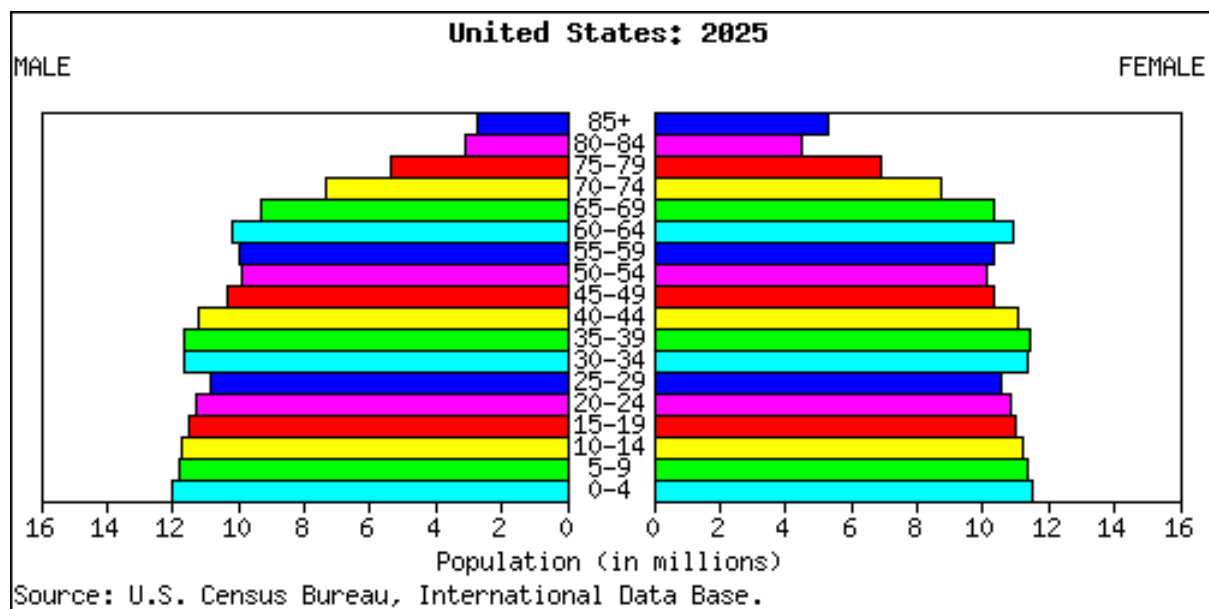


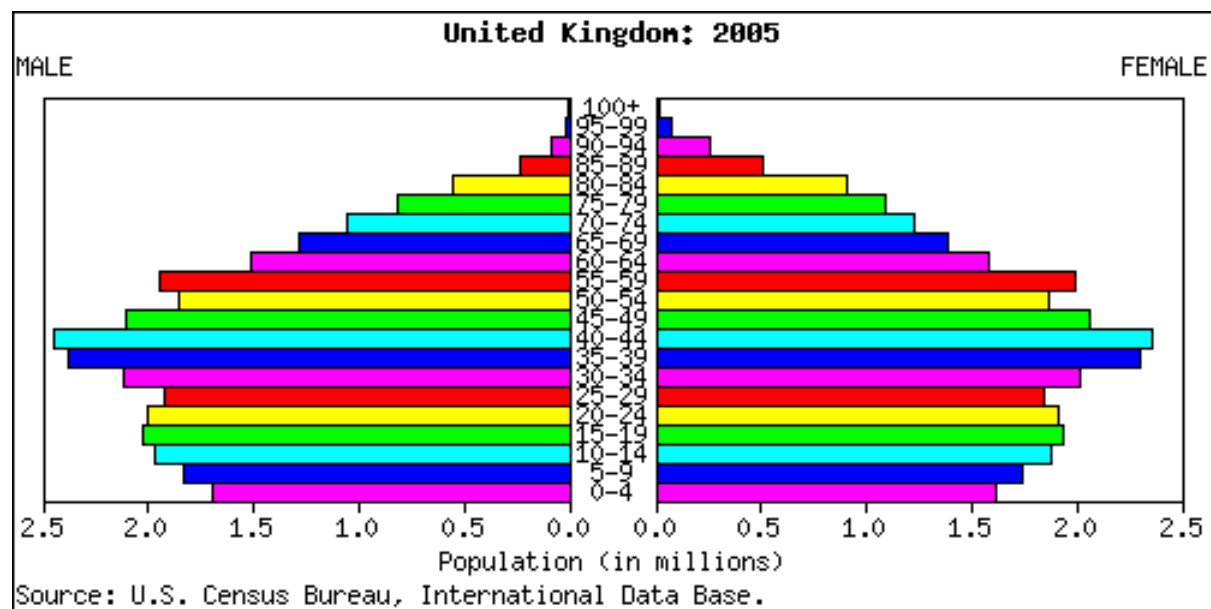


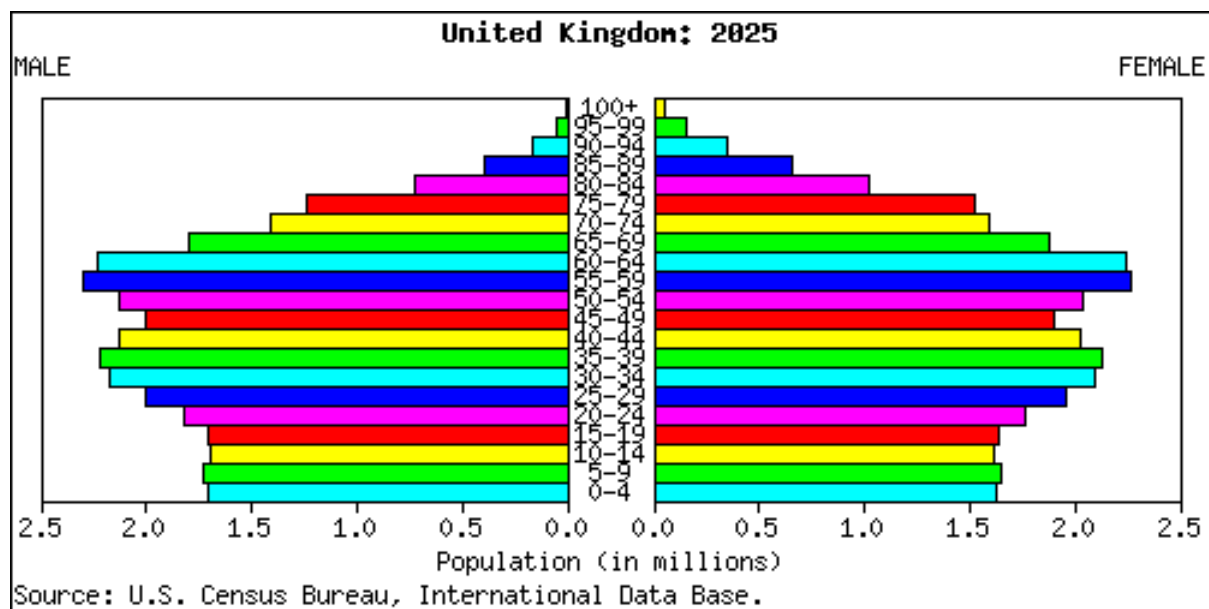


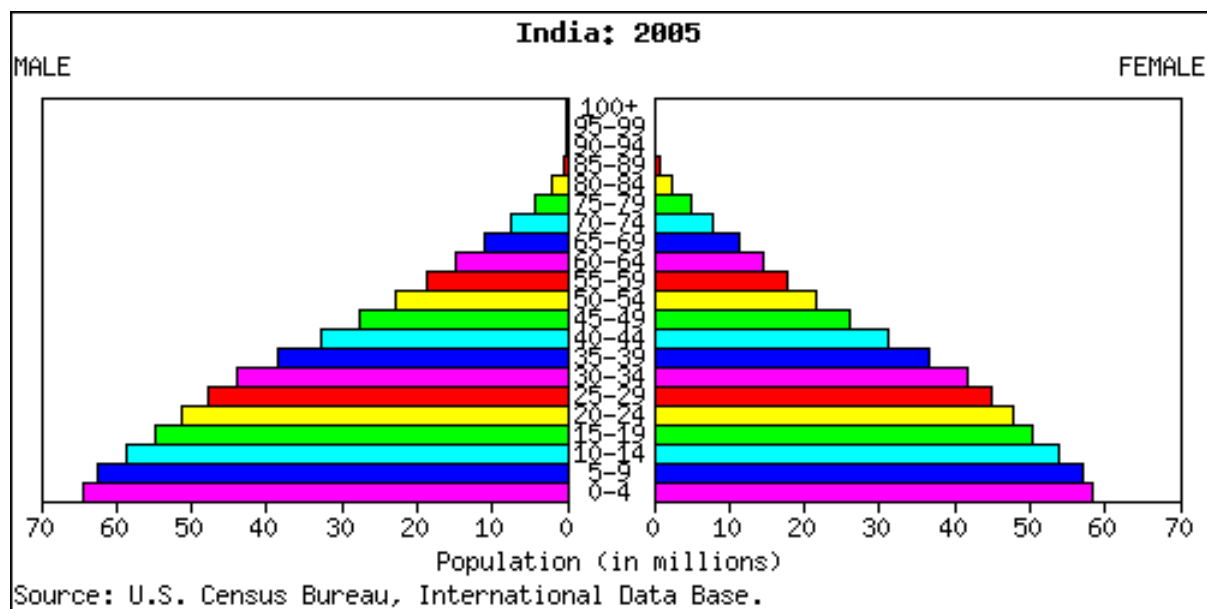


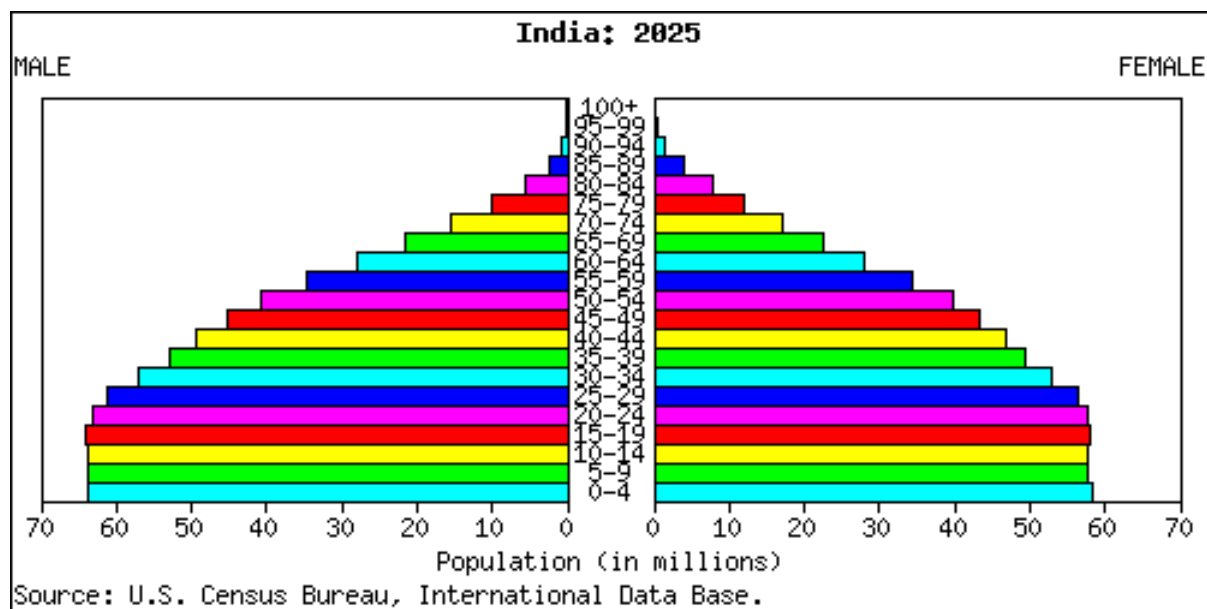












Life Expectancy at Birth, Adult Literacy Rate and Combined Enrolment Ratio of South Asian Countries 1999/2000

Country	Life expectancy at birth (yrs) 2000			Adult literacy rate (%)			Combined enrolment ratio (%) ^a 1999		
	T	F	M	T	F	M	T	F	M
Banglade sh	59.4	59.5	59.4	41.3	29.9	52.3	37	33	41
India	63.3	63.8	62.8	57.2	45.4	68.4	55	49	62
Pakistan	60.0	59.8	60.2	43.2	27.9	57.5	40	28	51
Sri Lanka	72.1	75.3	69.5	91.6	89.0	94.4	70	71	68

Notes: ^a Preliminary UNESCO estimates

T = total, F = female, M = male

Source: UNDP Human development report 2002

HPI Constituents Values for South Asia 2000

Country	Probability at birth of not surviving to age 40 (%of cohort) 1995 – 2000 ^a	Adult illiteracy rate (% age 15 and above) 2000	Population not using improved water sources(%) 2000	Underweight children under age 5 (%) 1995 – 2000 ^b
Bangla desh	21.4	58.7	3	48
India	16.7	42.8	12	47
Pakistan	20.1	56.8	12	38
Sri Lanka	5.8	8.4	17	33

Notes: ^a Data refer to the probability at birth of not surviving to age 40, times 100. They are estimates for the period specified.

^b Data refer to the most recent year available during the period specified.

Source: UNDP, Human Development Report, 2002

What are the implications of the slide?

- Viewing people as “strategic”
- Talent and capability building a key requirement for future managerial roles
- People management the key differentiator for career growth
- Managing a multi generation and a multi diverse workforce

Changing work force characteristics

- Inter generational differences in work values
 - Urban, peri-urban and rural India
 - Managers from urban, male, English convent educated, mid thirties
 - Talent strategies in the last decade focussed on tier 2 and tier 3 cities
 - Mindset of urban -- dominating all HR processes in organizations
 - In some sectors where US is the largest trade partner, a large socialization of managers in the US and global

Work values across Generations

- Gen 1: parents in agriculture, first gen in industry
 - Family first ; effort, hardwork and loyalty
- Gen 2: parents in Government/public sector, children in private sector
 - Me and my family; name, fame and shame
- Gen 3: parents in private sector /children in ?? Sector (post 1986 generation)
 - Me , Choice, Change and Rights

Challenges in the organization

- Retention – capability building in the organization – innovation and process improvement
- Learning and development – talent pipeline – ability to take on opportunities
- Performance management – fitment – efficient and adaptive workforce
- Ask “why do people stay with you?” - engagement – extra role behaviours – builds culture

Viewing performance management
from a leadership perspective

PERFORMANCE MANAGEMENT

PLANNING AND GOAL SETTING

- defining performance

- setting criteria and standards

COACHING

- providing periodic feedback

- managing constraints

APPRAISAL

- measuring performance

- linking to development

- communicating performance assessments

What do we know about PM?

- It is controversial since it touches the heart of motivation
- Possible to change behaviours through a good PMS
- It is conflict based and hence requires preparation and discipline on the part of the assessee
- Performance is outcomes and behaviours

- A system is only as good as its managers
- Managers tend to make internal attributions while assesses tend to make external attributions for failures

GOALS

- BUSINESS AS USUAL
- PROCESS
- PERSONAL DEVELOPMENT

HOW TO????

- Pick three or four critical goals only
- look at responsibility within a goal not activity
- recognize at a team level the interdependencies --- factor this in goal setting
- set criteria for measurement on responsibility and activity

HOW TO?

- Responsibility measurements not easy hence get the team to identify measurements
- use multiple levels of measurement
 - self
 - peer
 - internal customers
 - users

Measurements

- Are not static
- need to change otherwise you are not growing
- measurements on processes require consistent observation, collection and documentation across members
- Spend one meeting at the beginning of the year on measurements

How to?

- Review goals, measurements periodically
(personal preference quarterly)

Your operations meeting are the points where you
can do assessment on qualitative dimensions

document document document document
document

COACHING

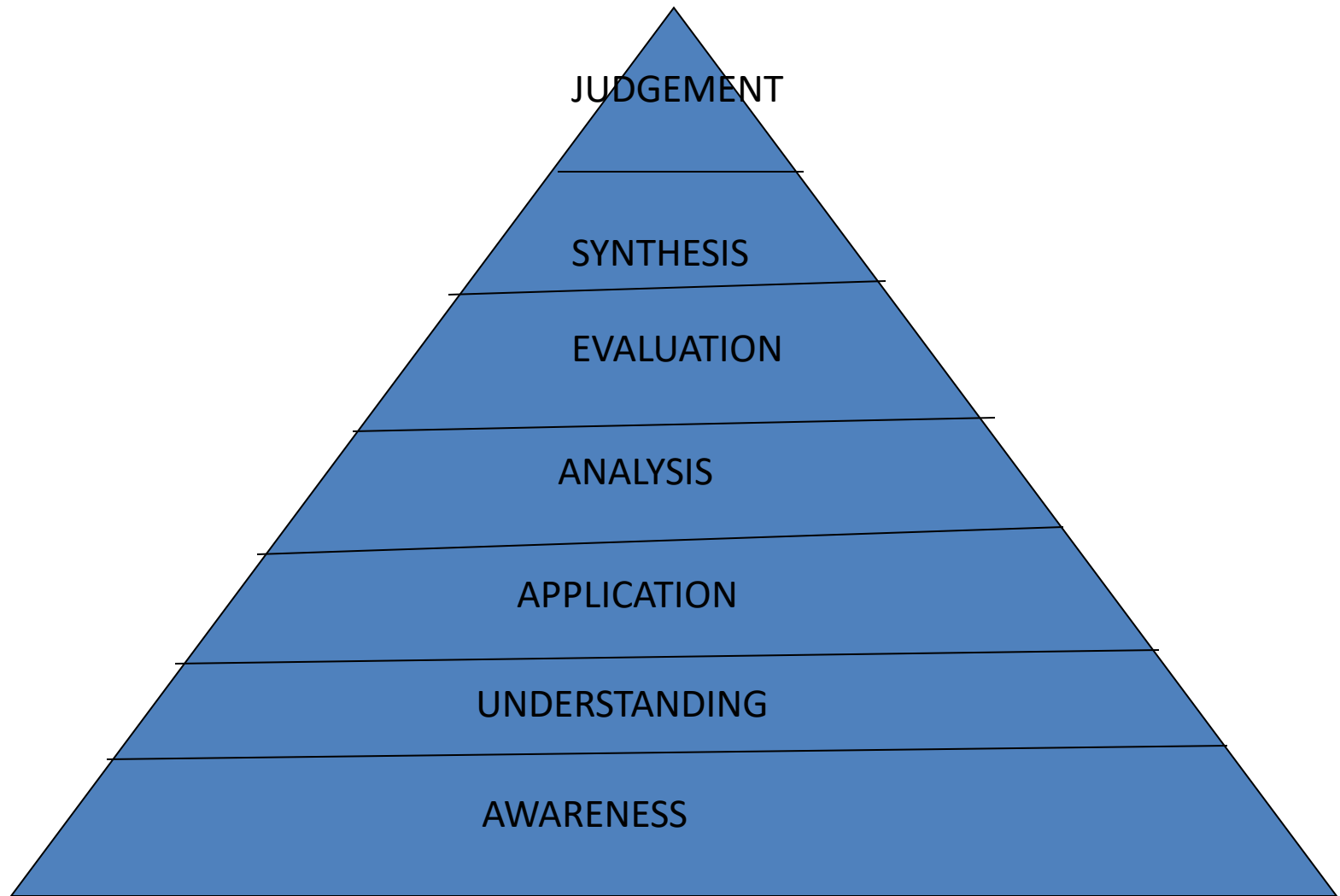
- Need to identify constraints to performance
- what is preventing performance? Do a personal performance improvement analysis
- what is preventing performance? Do an organizational constraints analysis?
- Recommended time --- first 3 months, then six months and then year end

APPRAISAL

- OPPORTUNITY TO CONSOLIDATE THE YEARLY ASSESSMENT
- PREPARE WELL AND LOOK AT MULTIPLE SOURCES OF DATA AND MULTIPLE CRITERIA
- BEGIN WITH A SELF ASSESSMENT ALWAYS

FEEDBACK

- SHOULD BE DESCRIPTIVE, SPECIFIC, FOCUS ON BEHAVIOURS, TAKE RESPONSIBILITY FOR YOUR EMOTIONS AND LINK TO A DEVELOPMENT NEED
- LONGITUDINAL AND CROSS SECTIONAL CONSISTENCY CRITICAL FOR ACCEPTANCE OF A FEEDBACK



Critical skills for leadership

- Life skills
 - Communication
 - Problem solving
 - Conflict resolution
 - Decision making

How can we develop life skills?

- Through reflection and self awareness
 - Understanding consequences of actions – intended and unintended
 - Getting feedback from others
 - Maintaining a learning diary or journal to look at the positives and negatives
 - Spending some quiet time looking at the past few months
 - Review periodically
- Through emulation
 - Role modeling behaviours
 - Seeking feedback for actions
- Through observation
 - Noticing and asking questions
 - Looking at how I would have done it

Reflection questions

- How much time and effort do I spend:
 - Managing Vs. administering
 - Effectiveness vs efficiency
 - Long term vs short term
 - Overseeing vs doing
 - Innovating vs preserving the status quo

Rate yourself on these.....

- Hiring & supervising people
- Business sense
- Carrying out financial calculations
- Dealing with customers who are upset, demanding, or rude
- Working well with customers
- Motivating others
- Problem-solving
- Projecting an image of integrity, enthusiasm, & self-confidence
- Giving clear directions
- Working under pressure in a highly competitive environment
- Enforcing rules & regulations strictly & impartially
- Working with computers
- Working on your feet

Continued....

- Question your development
 - What are my strengths and weaknesses
 - What strengths can be enhanced?
 - What weaknesses should be improved?
 - Hi-pot people in organizations – what are their key attributes?
 - Where did the successful people come from?
 - Am I keeping myself up to date on what is happening around me?
 - What have I learnt in the last one year?
 - How much more do I have to learn in my present job?

Continued...

- Decision making:
 - Make decisions and team accepts
 - Team wants you to make decisions
 - Share information, seek ideas but you decide
 - Joint decision

Continued...

- Who learns most? Who should not do it?
- Who has the necessary skill?
- Does the task require previous experience? Would it be useful to have someone acquire this experience to give team greater depth?
- Could the task be a training exercise for a member?
- What particular personal qualities are required and who has them?
- Is more than one person needed? If so, how will they work together?
- What are the other work loads/priorities of individuals?
- How will I monitor progress of individuals?

What do you need to do?

- World is changing Are You?
- Reading Are you doing enough?
- Do you challenge and ask the right questions?
- Do you listen to your peers and wonder why do they say what they do?
- How diverse a group of friends you have?
- How many different magazines and journals do you read?

What do you need to do?

- Do you know what your interests are?
- What are your strengths and areas of improvement?
- who are your role models?
- What have you done beyond your marks and grades?
- Don't wait for organization projects only... there is a community around you.. There are plenty of problems ... choose any of them.

