

MANAGING IN COMPLEX
ENVIRONMENTS:
STRATEGIES, INSIGHTS AND
SOLUTIONS (LCDB7002)

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I. Executive Summary

Malone Superbuy Ltd. is a retail establishment that has been around for roughly a century. Much has changed since the time of its conception, and thus, there must be suitable changes to the culture and the way that the business itself is run in order to fit in more with the state of the market and the state of competition within the industry. In this paper, two problems are chosen to focus on, which includes the challenge of implementing diversity policies and improving the pipeline of talents into the company. And secondly, with the realistic condition at the company being many managers lacking management and leadership qualifications and skills, a solution must be implemented immediately to rectify the situation and bring management up to standards.

The company, with the nature of its workforce of 4,000 composed mostly of younger workers being part-time students and part-time female workers, can be presumed to include mostly millennials amidst. Millennials are known to be considerably more tolerant toward differing views and perspectives. Therefore, HR managers should capitalise upon this characteristic to aid in the introduction of diversity policies into the workplace. With the talent pipeline in the UK at the moment also composing mostly of millennials college graduates and the state of the shrinking talent pool, it is absolutely crucial that recruitment is focused upon this particular audience to enhance the workforce of the company for the future and leverage the new skill sets and perspectives that these young graduates could bring to the establishment. A set of policies to support all of these findings is created.

Secondly, on the problem of the visible lacking of management leadership qualifications and skills for the management team at the establishment. Based on research, a wheel of managerial functions that listed out all of the quintessential skills of a manager - leader is found and will act as the core of all training and development programmes to be conducted at the establishment. A boilerplate programme is created to support the re-education of the

managers, which includes a screening phase to re-test and eliminate all candidates that do not have the characters needed to do their job in the managerial and leadership position effectively. A technical training period that will provide candidates with the fundamentals of management skills based on the wheel of functionalities. Last but not least, a mentoring programme - which also happens to be the core of the solution - is suggested. More experienced and qualified managers will lead those who are less versed in the position to improve their skills and develop their characters for the future. This method is considerably less expensive, less sophisticated, more efficient, and provide a more significant deal of hand-on training as well as introducing managers to collaborative working than traditional classroom-based training alone. Thus, being the reason why it is capitalised upon by a higher degree than regular technical training, which can be expensive, complicated, and in some cases, ineffective outright depending on the curriculum and instructors involved.

II. Introduction

Malone Superbuy Ltd. is an old and reputable name in the UK retail market. Considering the veteran status of the business in the industry with over 100 years worth of experience since its establishment, the brand's survival itself is quite an achievement because it is not considered part of the '*big league*' of retail. Focusing chiefly on providing quality foodstuffs and food ingredients to "discerning consumers", the core of the company's business revolves around this singular barycentre. But stubborn grasp onto this barycentre might also be the reason for Malone Superbuy Ltd.'s downfall in the very near future when the rapid rate of change in worldwide's industries (Not restraining to the food retail industry alone), heightened globalisation, and an increasingly dynamic and competitive market and business environment: Change is necessary in order for the company to survive in the 21st century.

There are many ways to do this. However, the essay will focus specifically on human resource (HR) aspects unique in this paper. It is a known fact in human resource management (HRM) that effective HR policies can provide numerous benefits on the customer side: Greater loyalty and overall better experience in perusing the service and products are just a few of the positive attributes trickling down (Anastasiou, 2015). In addition to this, on the employee side, it is inevitable that a multitude of other benefits can also be realised, from higher productivity to better innovation skills, no matter personal or group innovation, which are all positive goals and effects that every organisation strives to achieve (Lee *et al.*, 2016). As the third and last point to act as a proponent for HRM as '*the way forward*' for Malone Superbuy Ltd., Schuler and MacMillan (1984) wrote that superior human resource management could be a powerful competitive advantage and differentiator in a market that had already been saturated by fiercely competing for firms. Therefore, the improvement of the state of HRM at the establishment is also a strategic move in the macro sense other than just improving job satisfaction and service quality for customers alone.

There are hurdles along the way; however, the state of the business is such that it is difficult to ensure smooth, simple strategising and straightforward implementation of new HR policies. From the selected list of problems assessed at the business, the paper will discuss two challenges in particular. The first is the problem of introducing diversity into the workforce, considering the application and positive benefits of having a diverse workforce in competitors. The second is the problem revolving around the training and development programmes (Or lack thereof) at the establishment when Human Capital audit revealed the inadequacy of several managers in their ability to properly execute their managerial duties in the business. Specifically, the “lack of Management and Leadership skills and qualifications” is a problem that must be addressed in order to ensure sustainable and efficient operation of the business in the long future.

III. The General State of Workforce

According to the provided brief of the workforce at Malone Superbuy Ltd., there are two distinct major roles within the company’s workforce: Shop-floor employees and management staffs. With shop-floor employees being mostly part-time female labours and casual student workers also acting as part-time workers. The only full-time labour is in the management assigned to the Head Office and put in charge of different outlets and stores owned by the business scattered throughout the British Isles.

The sum of all employees under the brand, as of the time of estimation, is roughly 4,000. The majority of which is of the first category, shop-floor employees. Due to the nature of the workforce itself, the workforce experiences ‘*medium-high*’ turnover rate as most do not consider a career in retail to be the viable course for their personal career development path, especially those who over-qualified candidates (Hart *et al.*, 2007). This does not stop the retail sector from becoming one of the largest sectors in the UK overall economy and the largest in

private economy, however, considering the vitality and importance of its role in the local economy (Finn & Louviere, 1996). The overall picture of retail workers has already been painted, and it is not a picture of positivity. Unfortunately, the workforce of Malone Superbuy Ltd. is a stroke by stroke replica of this image, which will demand in-depth remedies in the long term future in order to change.

The possibility for change is nearly endless, but as said for the paper, there are two problems that the writer wishes to focus centrally upon diversity and the implementation of training and development programmes for management staffs.

IV. Problem Set I: Diversity

Never before, according to Coral (2004), has the corporate environment becomes so diverse as of today. To accumulate as many benefits from its workforce via willing individual contribution and collective contribution via teamwork, diversity is more or less a requirement in the modern-day corporate scenario.

IV.I. Definition

Before we go in-depth into the importance of diversity, the meaning of the term ‘*diversity*’ itself must first be understood. Gomez-Mejia *et al.* (2007) defined diversity as: “human characteristics that make people different from one another” (p.119). It is a range of biological differences such as age, gender, colour, nationality, and in some cases, family and social strata which can be modified through various means (Military services, religion, political standing, working experience, income *e.t.c.*) (Hudson, Jr., 2014). Over the years, numerous academics had, for various good reasons, added to the list of attributes under the umbrella term ‘*Diversity*’, such as sexual orientation, personality, *e.t.c.* that is secondary (Carrell *et al.*, 2006). Therefore, in order to compartmentalise the numerous different attributes, Canas and Sondak

(2010) separated attributes into those that are primary - the one most frequently used to define and measure diversity - and those that are secondary - with lesser frequency than primary attributes. Specifically, the primary attributes typically include age, gender, race, ethnicity, and physical abilities. Meanwhile, the secondary attributes are socioeconomics status, marital status, religious affiliation, *e.t.c.*

Kalantzis and Cope (2006) and Hudson, Jr. (2014) collective assessment that globalisation along with a myriad of other modern social phenomena such as the advent of the Internet that has virtually erased distance, advanced transportation that allows for rapid and efficient travel. Furthermore, the fastidious operation of multimedia to expose the world to different cultures and languages had made the world “smaller and more interactive” (p.74) than ever before in history.

The incentive for the integration of diversity into business is multi-faceted. Globalisation is only part of the equation, albeit being the most critical part of it. At the moment when virtually every company are reaching beyond the border of their home country (Including Malone Superbuy Ltd.), companies have to adjust to cater to not only a diverse customer base but also try to attract a global talent pool that is also just as diverse in composition. So much that diversity has become a competitive advantage in recent years. With it, a company not only can capture an international, broader audience, it can also recruit people of a wide variety of backgrounds, skills, capabilities, and perspectives that can do the internal innovating process much good. Furthermore, according to Hudson, Jr. (2014), it can also be the fuel for continued sustainability and competition on the global market.

To drive the point home, Okoro and Washington (2012) stated that: “[...] workplace diversity in all forms of organisations [...] is now a fact of life and a trend that will continue for a long time.” (p.58).

IV.II. Diversity in the Workforce of Malone Superbuy Ltd.

Though as previously mentioned there is little information that could provide us with a general outlook of the state of diversity at the establishment, the demographics of personnel at the business and the business performance itself can tell a lot about its diversity.

From what we know, the vast majority of the total 4,000 workers who are part of the company's pay-role are part-time students or part-time female workers acting as shop-front employees. For the first group being students, considering the fact that the UK is the second most popular destination for international students and the number continuously rises (Study in the UK, 2019), as well as the fact that international students in the UK are also allowed to work part-time, a good portion of the workforce might initially come from a different culture and nation (Study London, n.d.). This result allows for multiculturalism to take roots from within the organisation as staffs, particularly students, can hail from different countries, have different cultures, and sometimes even languages than those who are born and raised in the UK. The working environment is such that it is highly probable for personnel to work and interact with those who are fundamentally different in term of biology and culture than them - making the introduction of diversity policies and programmes easier as a result.

Furthermore, for being college students, they are typically millennials (Those who were born from the 1980s to the late 1990s, early 2000s) and Generation Z (Those who were born from the early 1990s to early 2000s) (Ng & Johnson, 2015). This is a particularly advantageous characteristic of the establishment's workforce that must be utilised to the fullest on the road path towards broader diversity. According to Smith and Nichols (2015), millennials and the succeeding generation (Generation Z) are raised in the digital age and are greatly influenced by computers and the social connectivity that comes with it. Societal factors and developments at the time they were born such as sport teams, standardised testings, and group learning had also instilled within them the ability to work more cohesively as a group, having

more robust teamwork skills than their parents and those who came before (Kowske *et al.*, 2010). Andert (2011) also observed that millennials also gear further toward accepting non-traditional values and families than their predecessors, along with the diverse, highly interconnected world that they are grown in, they're considerably more tolerant toward others to the degree that those before them might not agree with (Deal *et al.*, 2010).

As a result, with this particular characteristic of the workforce in mind, retail businesses in general (Including competitors of Malone Superbuy Ltd.), have an advantage over all other industries in implementing diversity-related policies due to the high tolerance among their regular workforce (Broadbridge *et al.*, 2007). The resistant to change among this younger workforce is also considered as low due to the same reason, and HR managers can find greater ease in implementation in comparison to such plans in other industries or sectors.

The chief target for such policies and possible training programmes on the subject of diversity might have to focus by a higher degree upon the middle-age demographic in the workforce. It is ranging from part-time female workers of this age band to management staffs. It is not possible to tell for certain what is the perception of diversity among this particular segment until the in-depth analysis is conducted.

V. The Problems of Diversity

Although we lack reliable information on the state of Malone Superbuy Ltd. internal situation to decide appropriately on the state of diversity within. Let us layout first the worst-case scenarios when it comes to diversity and constructs a plan of response. Upon this foundation, we can build strategies and policies that can be integrated into the business while at the same time, circumventing or rectifying the laid out problems.

The two foremost troubles when it comes to diversity - the anti-thesis of diversity, in other words - are discrimination and the lack of fairness. These two processes can occur in

multiple ways and across multiple fronts, all of which we will analyse one by one and methodologically go through them.

In the following section, in accordance to the research question, we put forward two key themes relating to the diversity that we think are most critical for the establishment to address: Discrimination and the wastage of talents.

V.I. Discrimination

V.I.I. Definition.

Discrimination itself is a tough concept to tackle and define (Heinrichs, 2012). Although the bare minimum definition that discrimination is the negative distinguishing between different groups of people based on particular traits like sex, race, *e.t.c.* Heinrichs (2012) proposes worthy challenges to that concept by trying to put an all-inclusive definition onto the term '*Discrimination*' and sets up the condition for when a form of discrimination is morally wrong. However, due to it being a sophisticated study that is not relevant to the subject at hand, we shall utilise the simplistic, albeit universally agreed-upon definition of discrimination being: "to show favour, prejudice or bias for or against a person on any arbitrary grounds" (CCMA, 2002).

V.I.II. Nature.

Due to the very nature of discrimination itself, it is without a doubt that discrimination is a very negative influencer on job satisfaction and a significant source of demoralisation for the employees with discriminated traits (Denissen & Saguy, 2014). Job satisfaction is the foremost determinant in the turnover rate of an individual establishment and although as previously mentioned the turnover rate for retails is known to be high for a myriad of factors and not just diversity alone, the addition of diversity can aid in the control of the turnover rate substantially (Khan & Aleem, 2014). And taking into account the fact that it has been

thoroughly discussed beforehand that diversity can contribute greatly to the process of innovation and betterment of service quality, the subtraction of diversity - discrimination - can doubtlessly allow for the manifestation of reversed conditions within the organisation: Lack of creativity, innovation, and care for service quality (Elei, 2016). Eventually, it would trickle down to the consumers and hurt the business.

Elei (2016) blames discrimination on human resource managers. It is the job of the HR managers to supply the business with personnel who already have the inherent personality for cordial interworking and harmonious attitude in a diverse working environment. In addition to this, the provision of training programmes to educate and familiarise employees with discrimination laws can aid drastically in the process of creating an inclusive environment. Therefore, Sperino (2013) faulted HR managers in the establishment that have hostile workplaces for not properly conducting their job, specifically in the screening phase, that ultimately result in '*unlawful practices*' revolving around discriminations.

As a result, it all boils down to HR actions and remedial, preventative HR policies to fix or discourage discrimination in the workplace. Furthermore, training programmes might be necessary to instil further the ability to work with diverse staffing as well as improving awareness and compliance. In the grander scheme of things, falling back to the Board's demand for adoption of rivals' approaches to diversity and of bolstering the "talent pipelines": Discrimination is a massive barrier to this goal and thus, depending on the internal situation of diversity at the establishment, must either be eliminated or prevented before the goal could be realised.

V.II. Wastage of Talents

V.II.I. Definition.

A concern that the Board has correctly noted is that the lack of diversity can cause wastage in term of talents. Verbatim, the Board perceived that the establishment's "talent

pipeline” needs improvements. The definition of ‘*Talents*’ is quite problematic and is relatively dynamic, differing from one author to another. Adapting from the findings of Gallardo-Gallardo *et al.* (2013) to make examples from Tansley *et al.* (2007) defined it as:

“describe those people who do one or other of the following: regularly demonstrate exceptional ability –and achievement –either over a range of activities and situations, or within a specialized and narrow field of expertise; consistently indicate high competence in areas of activity that strongly suggest transferable, comparable ability in situations where they have yet to be tested and proved to be highly effective, i.e. potential.” (p.35).

Meanwhile, González-Cruz *et al.* (2009) defined it as:

“A set of competencies that, being developed and applied, allow the person to perform a certain role in an excellent way” (p.22).

Thirdly, with a methodological approach, Ulrich and Smallwood (2012) confined the definition into a set of formula that aims to simulate the perception of recruiters and businesses upon what can be termed as “Talent”:

“Talent = Competence x Commitment x Contribution” (p.60).

However, talents remain as a largely unspecified and indeterminable concept. Ulrich (2011) put it as an ever-changing concept that can differ from one person to another (One manager to another or one business to another), as all of these actors can hold different opinions as to what the term can and cannot include. The aims for the recruitment of talents are not fixed and therefore, can hardly put into a solid academical definition. Tansley *et al.* (2007) went ahead to say that depending on the organisation, industry, and occupation fields, and talents can be perceived differently specific to the characteristics of those organisations, industries, and fields.

So what are the specific requirements to be considered as '*Talent*' in the retail industry? According to Dileep *et al.* (2011), retailers require people who can plan out the numerous chainlink in supply and operation, ranging from merchandise planning, logistic operations, supply chain management, down to information management, and at last store-front operations.

V.II.II. Nature.

According to Robert Walters (n.d.), for employers are gradually coming to term with the power of diversity and inclusion within the workforce as a competitive advantage, businesses are reaching out and utilising more and more innovative approaches to the talent pools than ever. Higher productivity and innovation are just two of the benefits that employers sought capitalising upon diversity, in a fiercely competitive world where numerous societal factors (Declining birth rate, education and wealth gaps, *e.t.c.*), the talent pool is ever-shrinking. It has become not just a regional competition but for the last few years had grown to become a global arm's race for businesses to attract (Diverse) and retain (Include) the rare talents that could provide their business with a much-needed edge participating in the competitive atmosphere (Klugh, 2012). Especially those that are part of a competitive environment as fierce as the retail segment.

True to the Board's observation, initiatives in diversity that can not only subjugate the high turnover rate of the retail industry and of the establishment itself while simultaneously improving the interest of talents into working at the company can add immense values to the operation of the business. Therefore, well-thought-out recruitment strategies and the focus on improving and enforcing a diverse atmosphere is critical in the process of improving the talent pipeline. All of which falls onto the shoulder of HR managers to do. HR personnel charged with recruiting must have the ability to see through a candidate and view what he/she could bring to the table and larger organisation, as well as having the correct strategies and incentives

for them to give their best to the organisation. How this can be done will be discussed in a later section.

V.II.III. Millennials Talents And Recruitment

Millennials, aside from the characteristic mentioned above of being considerably more tolerant to differing perspectives and is generally more flexible. As a new generation and with a vast majority being college graduates, their contribution to the industry in the form of new skills and talents are extremely valuable. Especially with the shrinking pool of talents worldwide, the recruitment and retention of millennial talents are crucial for the future of the company's workforce. The bulk of the talent pipeline that the company must strive to improve and maintain will be composed of millennials. For this reason, targeted recruitment strategies must keep millennials in mind as the primary recruiting audience. Even though it is a known fact that a career in the retail industry is typically not a popular career destination for graduates, efforts still must be made to gather as many talents into the fold of the company as possible.

With a newer and more refreshing perspective on the market, management, and business overall, they can kickstart the much-needed changing and adapting process of the company to a newer age that has become too different from that of decades ago.

VI. Diversity Policy Initiatives

Addressing the two problems one by one, we first have to deal with the larger of the two, first: Diversity as a whole. As previously explained, even though the establishment has the natural advantage being most of the workforce is composed of young people with less restricting perspective, more energetic, and more tolerant of others. That does not mean that discrimination does not exist in the organisation.

All policies relating to diversity (Which will be all-inclusive and compose of policies that can address both the problem of discrimination and talent wastage simultaneously) will be

laid out in the following table. It is suggested that the major programme within which all of these policies could be enacted be called a Workplace Diversity Programme and includes three sections, manifested by three significant goals: Increase awareness and commitment to diversity, recruitment and retention of talents in a diverse workforce, and lastly, provision and maintenance of a diverse working environment.

It is not going to be an easy process, and the path to implementing these policies will be strenuous and riddled with challenges and setbacks along the way. However, having a plan in place and commitment for the execution of the plan can go a long way.

Goals	Activities	Performance Measures
Increase awareness and commitment to workplace diversity	Provide training and educational programmes on a range of topics such as discrimination, sexual harassment, and legal training on anti-discrimination laws.	Attendance of all personnel to the training sessions.
	Hold meetings that discuss the performance of each employee of a particular store/branch that could bring out the uniqueness and strengths of each individual.	Staffs feel more valued, thus increasing job performance, satisfaction, and loyalty.
	Opportunities for staffs of varied backgrounds to contribute to the overall operation.	Monthly meetings.
	Direct actions against discriminatory behaviours at the workplace. Strict enforcement.	Make clear the commitment of management on diversity goals. Provide a framework for behavioural expectations in the workplace.
Recruitment and retention of talents in a diverse workforce.	Implementation of targeted recruitment strategies for culturally and linguistically diverse background candidates.	Growth of diverse workforce.

	Ensure that all candidates, regardless of their background, have an equal chance of being considered for a position.	
	Introduce diversity training programmes and orientations for new personnel.	Ensure compliance and adaptation to a diverse working environment.
	Provide all learning and material resources as possible to allow for staffs of diverse backgrounds to do their job.	Surveys can be a useful vessel of self-maintenance for the policy, ensuring that all personnel have access to working materials.
	Targeted recruitment strategies for millennials.	Make sure that there is an inflow of millennials staffs and talents into the company.
Provision and maintenance of a diverse working environment.	Management must continuously work with staff members to be kept most of up to date with the state of diversity within the organisation.	A diversity report must be filed on an annual basis.

VII. Problem Set II: Management And Leadership Training

Via a Human Capital audit, it is discovered that many managers at Malone Superbuy Ltd. lack the qualifications and the skills that are needed for them to be able to work in the managerial positions effectively. Notably, for personnel who have been promoted from shop-floor positions to management offices, it was found that management and leadership skills and qualifications are lacking. This is an apparent human resource fault that must be rectified if it is the sustainability and continuous, effective operation of the establishment is what the business wanted to pursue. Management is a critical component in a company's structure that can either lead the company to greater success or crash it into failures. As they are in charge of all facets of the company's operation from human, material, to financial resources without a competent team of managers that signify a good management team, the establishment will face a great chance of seeing failures than others (Eze, 2013). This is the reason why managers -

those whom such great responsibility is put into their hands - visibly lack the necessary skills to do their job is an alarming sign that cannot be simply dismissed.

The task prescribed by the Board is to: “Develop a training and development programme that could improve these skills” for managers who are still without them. Methodologically advancing one step at a time, we must first decide the range of skills that must be instilled in those managers before a comprehensive plan of educational programmes and actions could be drawn up.

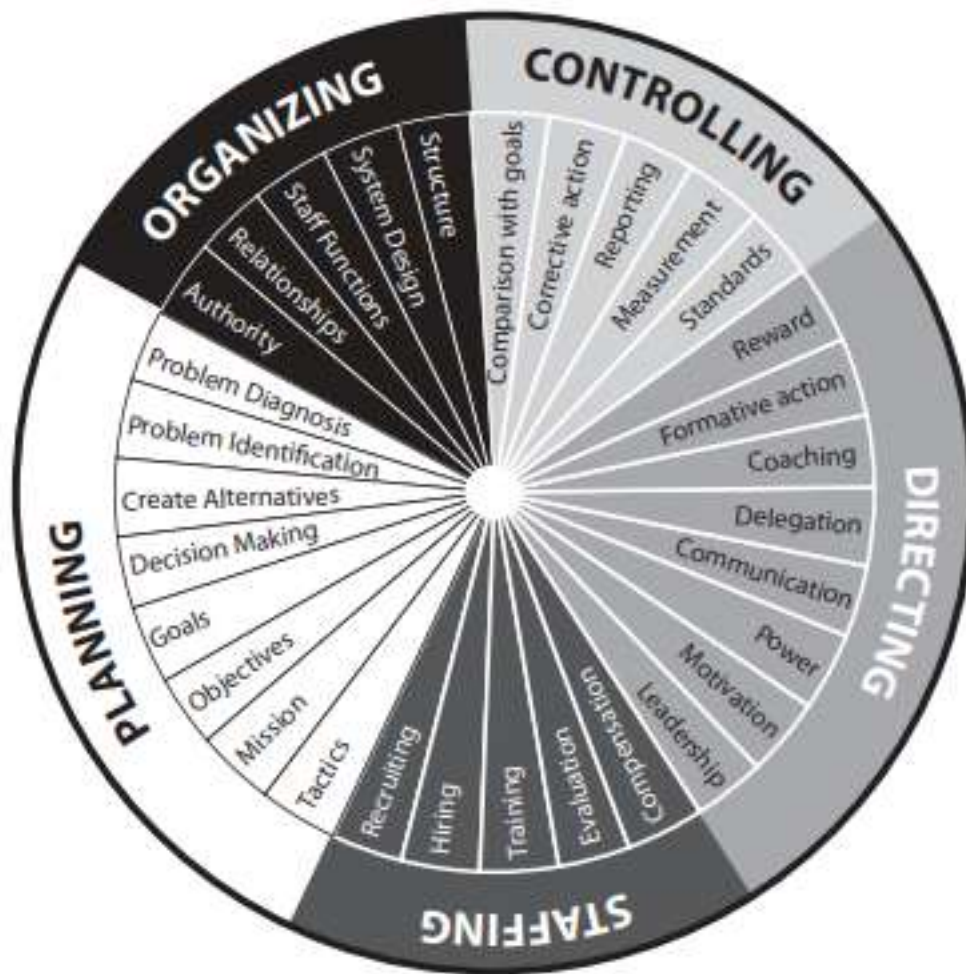
VII.I. Management

Management is a foundational concept in business that has existed ever since businesses themselves exist. Nonetheless, the concept of management itself has not yet been pinned down by any formal definitions. At the very least, definitions that all academics can completely agree with. Eze (2013) defined the concept of management as: “a general context involves the act of getting things done and evaluating performance which is known as controlling” (p.4). On another front, according to Koontz and O'Donnell (1972), management can mean:

“the creation and maintenance of an internal environment in an enterprise where individuals, working together in groups, can perform efficiently and effectively towards the attainment of group goals.” (p.1).

Although it is a complicated process to learn and requires a great deal of dedication and discipline, management skills are things that can be taught and can be learned, making training programmes a must for those who lack or need to improve their skills (Isaacs &

McAllister, 2005). Also, according to Isaacs and McAllister (2005) findings, there are five



primary '*functions*' of a manager, arranged into a wheel format:

Fig.1: Functions of a manager. (Isaacs & McAllister, 2005).

The five primary skills: Organising, controlling, directing, staffing, and planning. Each of which are sectioned into secondary, smaller skills. It is the attainment of these smaller skills that constitutes the fuller capability of a manager, and thus, this wheel of functions is an incredibly valuable material upon which we can build a training programme.

VII.I.I. Organising.

Speaking more of each major functions, organising is a concept that Pearce and Robinson (1989) defined as:

“process of defining the essential relationships among people, tasks and activities in such a way that all the organisation’s resources are integrated and coordinated to accomplish its objectives efficiently and effectively.” (p.331).

Without proper organisation, a business cannot reliably operate as there would be no tasks prescribed to employees, no performance or strategic goals, and no optimisation strategies to coordinate and integrate the resources into the grand scheme of a unified business objective. Typically, in order to do this efficiently, a manager must be able to establish and read into the organisational structure of a business and mobilise the different elements within to optimise performance, minimise costs, and still move closer toward organisational goals. The organisational structure of a business or any consolidated groups can be discovered via what is known as an “*Organisational Chart*” - a systematic, hierarchical chart that can generalise the structure of a business in its whole (Ahmady *et al.*, 2016). The establishment, maintenance, and utilisation of such chart is also a critical skill that must be taught.

VII.I.II. Controlling.

Secondly, controlling. According to Dimov and Iliev (2010), controlling is: “an instrument for planning, accounting, analysis and control of the status of the operations within an enterprise” (p.254) and it is the aggregation of five separate methods or management skills being the ability to compare analysis reports with goals, ability to take corrective actions, ability to keep and make reports, ability to take accurate measurements on related matters, and lastly, to have standards or deep understanding of organisation’s standards to create a positive feedback loop for continuous improvements. Utilising the control instruments made available to them, managers must be able to discern trends and compare results to particular standards of the organisation. Through the analysis, if troubles were to be recognised, corrective actions are to be made immediately with the hope of eliminating them before they can worsen. A significant part of control is the ability to record, or logging. All relevant records to the

associated managerial position and its holder (Such as financial records to managers in the financial department) must be kept detailed and up to date for later utilisation, analysis, or report.

VII.I.III. Directing.

For the third skill, directing is simply the coordination, proper leadership, and the ability to motivate and increase morale among the workforce. This also includes the manager him/herself. Directing, according to Isaacs and McAllister (2005) are interlinked intimately with the fifth skill, planning, due to its high requirement for the ability to properly coordinate human resources (Even in the case that there is only one employee to be coordinated) so as the overall goals could be achieved. Directing also integrates into the process of leadership and motivation (Remuneration and punishments, for example) which are present in nearly all organisations there are. Arguably, within the direction paradigm is where the personal characteristics of a manager show through. Being a manager is much more than just technical skills, instead, they must have the core values and characters necessary to be one (Ülgen *et al.*, 2016). Specifically, for managers to grasp onto directing skills, they must be able to communicate with their peers effectively and that they are also highly motivated individuals. Managers are also those with a clear vision of what the business should and envisage being, as well as having a vision or an idea of how to get there. However, a vision is far from enough: The ability to turn all those visions into reality is just as crucial as envisioning. For this very reason, it should be added into the training programme later on that a screening process for all managers to be inducted into the course for these qualities, and the removal or re-assignment of those without these qualities are necessary to maintain a capable management team, providing opportunities for those with greater potentials to come forward and contribute to the organisation.

VII.I.IV. Staffing.

Staffing is the fourth paradigm, and it is directly tied to human resource management than other skills (Albeit it is an essential skill that managers of all functions must have). In case of the manager being assessed is directly to do with a human resource oriented role, this paradigm should be more carefully looked into than others. Staffing includes a range of skills that, according to Isaacs and McAllister (2005), are composed of: “recruiting, hiring, training, evaluating, and compensating employees [Remunerating]” (p.135).

VII.I.V. Planning.

Fifth and lastly, planning, according to Vaishnavi (n.d.), is “deciding in the present what to do in the future.” By scheduling tasks, missions, or goals, by outlining the sequence of events up to a certain degree of certainty, the goal of business operation can eventually be realised: Predicting the course of the business and navigating it through the often turbulent business environment. The three skills vital to a manager in the planning segment are “data collection, problem-solving, and decision making” (Isaacs & McAllister, 2005, p.135). All of the data aggregated using the organising and controlling paradigms are centralised here in the fifth diagram: After proper results and analysed, demonstrated, and understood, it must be up to the manager to plan out a course of action suitable to what the predictive data are demonstrated.

V.II. Leadership

Much like the idea behind management, leadership is still a concept that many researchers are still struggling to define and the number of definitions that had been grafted to it is as plentiful as the number of people who had attempted to define it (Stogdill, 1974). To put this in perspective, Rost (1991) had investigated and found 221 different definitions from 587 books and related articles on the matter ranging from 1900 to 1990. Despite the voluminous

research into the matter, many respectable researchers still consider the progress of the task to be stagnated with little breakthroughs or agreeable proposals since it was started. Rost (1991) commented on it as followed:

“[...] these attempts to define leadership have been confusing, varied, disorganised, idiosyncratic, muddled, and, according to conventional wisdom, quite unrewarding.” (p.99).

But from the point of view of the writer, the definition of leadership can best be understood as the ability to: “create order, develop shared goals, catalyse activity, and empower followers.” (Klingborg *et al.*, 2006, p.283). Reverting to managerial skills mentioned previously and demonstrated with the wheel of managerial functions, leadership is intimately tied with managerial skills. In other words, the proper development of these skills can cultivate leadership in the learner. Klingborg *et al.* (2006) wrote that the role of a leader and the role of a manager are overlapped and cannot be separated from one another, solidifying further the notion that management and leadership as two parts of a whole. So that an effective manager is similar to a good leader, as well as *vice versa*.

VIII. Management and Leadership Training Programme

As previously mentioned, management and leadership training programmes that should be enacted for managers at Malone Superbuy Ltd. should focus singularly on developing the skills which were addressed as part of the wheel of managerial functions. Also mentioned earlier is the fact that depending on the position of a manager, the need for a particular set of managerial skills could be higher than the rest. For example, a human resource manager should have a more pronounced fluency and expertise in staffing. However, that does

not necessarily mean that the other skills are abandoned: A good manager should be equipped with all of the resources and skills that he/she needs to do his/her job in spite of speciality.

Taking also into account the different information that has been gathered in the process of literature review, this paper outlines the following training programme to act as boilerplate for consideration:

VIII.I. Screening

It was learned that technical skills do not make a good manager. Aside from being endowed with theoretical knowledge of management, he/she should also have all of the core characteristics and personality worthy that of a manager and a leader (Ülgen *et al.*, 2016). It is understood from the brief given by the Board that the managers who ascended to the position were long-time shop-front managers and it is also the reason why they had no professional training for the job. This can mean that the process of gaining the necessary managerial skills might come from practical experimentation (Try, fail, try again), which is incredibly risky for the business, necessitating training. However, it is not known whether higher management at the time truly understood or had adequately taken into account the suitability in terms of the character of the candidate for the position. Therefore, re-screening must be conducted to ensure that the candidates have what it takes to be in the position that they are at.

VIII.II. Technical Training

Technical training involves the process of familiarising candidates with the technical ins-and-outs of management, as well as familiarising and teaching them the five managerial functions prescribed above. Depending on the quality of the instructors, there are virtually limitless ways to succeed in this department. But generally, the training curriculum ought to be separated into five distinct parts correlating with five of the primary functions for best effect. With practical sessions set out in-between for trainees to apply what they had learned.

Due to the recommendation that a mentoring programme (Which will be explained in details immediately below), it is not necessary for the company to invest heavily in this section in spite of the foundational nature of it in the process of developing a management team. Instead, it should focus on developing the fundamental understandings behind all core managerial skills, leaving the solidification and in-depth application of these skills for the mentoring programme.

II.I. Mentoring Programme

Last but not least, there should be a mentoring programme put into place. It cannot be said that all managers within the company are without technical qualifications and skills. According to Ojedokun (2011), an excellent way to address the developmental gap between managers with the necessary qualifications and skills and those without is a mentoring programme. In other words, a mentoring programme would allow a mentor - a person with experiences relating to the task - to aid mentees in the progress of developing the skills that they need to serve in the position. There are vast benefits to this approach; the first must be the opportunity for personnel to learn and get used to the process of working with one another and collaborative working. It can also reduce significantly the needs for an elaborate and potentially expensive training programme: Although technical training is unavoidable, many parts of an atypical classroom curriculum can be cut and simplified, relegating to the mentoring programme not only for more effective training and development but also allow for a more practical, hands-on approach to learning. Another benefit that Ojedokun (2011) suggested is also the: “reduction of attrition of talented people” (p.338), and as a result, it is also in-line with the request of the Board to improve the talent pipeline.

A mentoring programme is not only an effective way of training under-developed and un-tested managers for their position, but it is also in-line with all of the demands, wishes, and vision of the Board of the future of the company.

IX. Conclusion

Malone Superbuy Ltd. is an establishment that has quite a lot of opportunities to better itself on the human resource front. Namely, as mentioned, the advantage of having a young workforce that makes the process of implementing policies on tolerance and diversity considerably easier in comparison to establishments in other industries. In order to continue the positive momentum forward, the company must recognise and take advantage to the fullest this opportunity to introduce diversity programmes that had been proven time and time again to be hugely beneficial to the business and internal culture. This will be how “*Superbuy Shapes Up For the Future!*”, for the last 100 years that the company has been surviving and operating, much has changed and if it was to move forward into the future Malone Superbuy Ltd. must adapt to the new societal atmosphere: One of diversity and tolerance. Via the recruitment of millennials, this is how the adaptation process can occur and how to ensure sustainability for the long run.

The second challenge of limited managerial skills and functions within the existing management team can be addressed through more in-depth technical training that aid in the process of rectifying the situation. However, to keep right with the spirit of the HR project is to reduce costs, improve efficiency, as well as continuing the progress of suffusing diversity into the company’s culture, a mentoring programme will act as the chief gateway towards a definite solution for this problem rather than an expensive and sophisticated technical training programme.

X. References

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