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Superbuy Shapes Up For The Future!

Executive Summary

The objective of this business report is to highlight the significances of

- 1) Effective employee reward policies
- 2) Introduction of management and leadership development program

to able to successfully meet the goals decided by the Malone Superbuy's board members to improve customer services and minimise labour costs. This report presents the key concerns regarding employee motivation, loyalty and their competency to meet the job role expectations/criteria within Malone Superbuy. Right skill developing trainings and reward policies will not only motivate the employees to work for the company but will also make them skilful enough to able to offer quality services to the customers. However, the biggest challenge is to able to minimise the risk while designing reward polices and training programme which should not conflict with the objectives of the organization.

For Malone Superbuy, with more than 4000 staffs, employee development and motivation are two important elements to focus upon. This report has attempted to convince the managing director of Malone Superbuy that, as a large food retail company with a reputation in the food industry for over 100 years it requires to re-look at its strategies followed for its employee development and motivation.

Recommendations discussed include

Malone Superbuy needs to understand the current changes taking place in the food retail industry in terms of various services offered: competitive price, internet based home delivery services, improved level of services in stores, new technology to improve stock and ordering systems and so on. Huge focus need to be given on the quality of services offered by Malone Superbuy. From the HR perspective, employee development and employee motivation are two key areas where Malone Superbuy needs to emphasis to able to provide high quality services to its customers.

Malone Superbuy need to be as competitive as the other food retail giants in the UK such as Tesco and Sainsburys'. Advanced technology need to be used for the maintenance and management of employees and other related services.

Introduction

Malone Superbuy Ltd. is a leading food retail company in the UK with its main outlets located in London, the South-East and the South-West of the UK. Due to the growing competition between the market leaders in the UK and the recent phenomenon of competition from European food retailers, the UK food retail market has become more and more competitive and dynamic. The company needs to enhance the leadership and management skills to gain competitive advantage to better serve its customers around the UK.

A recent human capital audit has identified the lack of professional management and leadership skills and qualifications within the managers who were promoted from the shop floor. Currently, employees are promoted to managerial roles from the shop floors. With the ageing of the organization, most of the managers will come from the shop floors populating the whole managerial pool. Thus, training and developing of the managers are required to provide better customer services by Malone Superbuy.

Other than managers, the floor staffs play a big role in upholding the position of Malone Superbuy in the UK food retail market. Their commitment, loyalty and work motivation towards Malone Superbuy can greatly impact the quality of customer services provided on floor. Thus introduction of proper reward policies both financially and non-financially can retain the work-force, reducing the medium-high labour turnover of Malone Superbuy.

Introducing the employee training & learning program and maintenance of the employment relationship are the two HR strategies that Malone Superbuy need to focus upon. For the time being, during the first round of implementation, the strategies may seem to be expensive. However, in the long run, compared with the market competition and the quality of services offered by Malone Superbuy it will be cost effective. The report has been structured in the following way in order to fulfil the objectives of this business report:

Firstly, current status of employment conditions in Malone Superbuy is outlined. Secondly, the benefits, challenges and risks of re-designing the reward policies, are listed and justified. Thirdly, benefits of employee training program are discussed and a management & leadership

development training programme is proposed in detail along with its challenges, limitations and risks. Finally, recommendations on reward policies are given which will help in improving customer services and reduce labour costs.

Employment Conditions in Malone Superbuy

Malone Superbuy Ltd was established in the UK in beginning of the twentieth century. The shop floors mainly have part time female labourers and casual student workers. Full time management staffs are consigned to head office and certain stores. Because of the unsocial-hours rosters and the transient nature of students the company experiences medium-high labour turnover. The company did not change its wages according to the national minimum wage and kept its wage rates average for the sector. Due to the growing competition in the UK, Malone Superbuy is losing its market position.

From the employment conditions of Malone Superbuy it is evident that the work conditions under unsocial hours are not motivating enough to retain part time female and student labourers. The wages are also not competitive enough to keep its employees for a longer time period. Furthermore, the century old Malone Superbuy do not provides any upgraded training programs to its floor staffs. Therefore, although they learn technical skills with time, but lacks in managerial and leadership skills and qualifications required to manage and lead professionally as they get promoted to managerial roles.

The key objective of introducing reward system and designing training programs is to increase employee engagement which increases productivity, motivation and employee retention, which overall reflects in the quality of customer services provided by the employees (Taylor, 2011).

Some real data showing the impact of high employee engagement

- According to the Aon Hewitt European Manager Survey 2011, teams having higher engagement had 37% net promoter score (NPS: it measures customer's experience and forecast business growth) whereas the other team with less engagements levels had only 10% NPS.

- Morrison Management Specialists boosted client satisfaction by 1% and reduced employee turnover by 1% for every 2% increase in employee engagement (Talent Management, 2013).
- According to the Towers Perrin 2004 European Talent Survey 66% of highly engaged employees said they have no plans to leave the current company with only a small percentage of 3% of them actively looking for other jobs. In case of less engaged employees 31% of employees were actively looking for other jobs.
- A study has found that in the UK on average engaged employees takes 2.69 sick days leave a year whereas the disengaged employees take 6.19 days' sick leave (Gallup, 2007)
- The study of employee-customer-profit chain at Sears found an increase by 1.3 point in customer satisfaction with 5point improvement in employee attitudes and it resulted in 0.5% increase in revenue as mentioned in Harvard Business Review (1999).
- The meta-analysis by Gallup over 23,910 business units found that top quartile with high employee engagement levels had 12% higher profitability in average (Gallup, 2007)
- In an UK government study, Standard Chartered Bank in 2007 found that branches with 0.2 points (or more) increase in employee engagement on a scale of 5, led to the increase of profit margin by 16% compared to the branches with low levels of employee engagement (MacLeod and Nita, 2012).

Designing of Reward System

Reward system helps to keep employees motivated which keeps the employees engaged (Beardwell and Claydon, 2010). Malone Superbuy should able to draw close link between performance and reward. While designing the reward system it need to decide whether the reward system should be based on job-based or skill/competency based and team focussed or individual focussed. The reward system need to consider the market positioning of Malone Superbuy and its extent of equity: to understand whether the organization want to lead the market or somewhere behind, identifying its position in the market and formulating the reward system considering the time differences. It should able to distribute and standardize the package across the organization within different functions and levels as much as possible. A clear balance should be there between base pay, added pay, deferred payment, long-term and short-term benefits and other services. There should be the involvement of the line manager who

have a holistic view of the task requirements and its extended scope while designing and introducing the reward system.

To design an effective reward system there are many things that need to be considered, such as individual's needs, what and how much to be rewarded, how to consider the long-term goals while designing reward system and so on. While formulating the reward system one need to be critical because of its inter-linkage with various other factors as shown in the figure 1 (Beardwell and Claydon, 2010).



Figure 1: Relationship between business strategy and reward & compensation strategy.

Reward system is not limited to financial benefits; it should also consider the non-financial requirements of an employee at work place. While re-evaluating the reward policies Malone Sperbuy should consider all the below mentioned factors (Milkovich and Newman, 1996):

- Compensation which will comprises of wages, commissions and bonus.
- Benefits which will include vacations and health insurances.
- It should able to encourage social interaction making the organization as a friendly work place and strengthening work-based social relationships.
- Should also have security of being stable, consistent position and rewards.
- It should able to recognize the hard workers and give a special status in the organization which will make the staff feel dignified and satisfied from the work performed.

- It should also give the opportunity to experience different things at work, bringing a variation at work.
- The targets or criteria designed to get acknowledged for rewards need to be realistic. It should neither be too high that it becomes unachievable by the employees nor too low that it does not require much employee engagement to achieve it. The work load should not be so heavy that it interrupts the employees' work-life balance.
- The employee should feel the work s(he) is doing is valued in the society, else it can be demotivating for the person to carry on doing the work.
- Having authority/control/autonomy over the task and be in position of influencing others to able to grow as a leader.
- Employees having control to perform the work assignments in a self-governing way with sufficient access to required resources.
- Recognizing employees' hard work and achievement and giving the opportunity to get promoted and grow further in career also belongs to the reward system.
- The scope of doing mistakes and learning from it, getting feedback about work performance and assisting to improve it giving space for intellectual growth, emotional maturity and physiological health.
- Hazard free safe work environment with no risk of any life threats both mentally and physically.
- Training opportunities both formally and informally to able to develop new skills and knowledge making them more employable and confident.

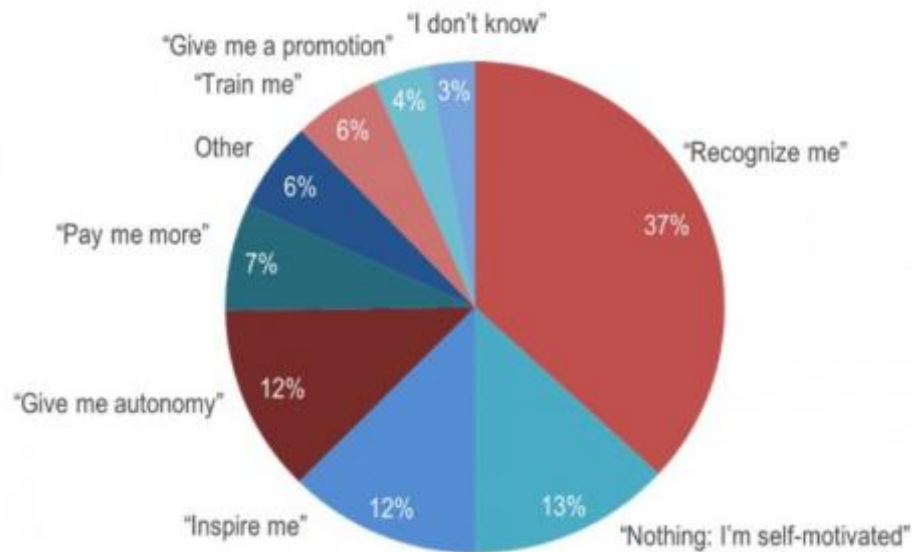
Benefits of reward policies

- Reward system make employees feel valued which increases their work satisfaction and rises their productivity (Farnham, 2010). It motivates them to improve or maintain their good work. As people always wanted to be recognised and respected for their contribution and hard work, a proper reward system not only keeps them motivated and productive but also keeps them engaged for long to thrive for better outcomes (Beardwell and Claydon, 2010).
- Introduction of incentive scheme influences the employees to target higher achievements (Farnham, 2010). It encourages the employees to perform more than the expected targets or job requirement and aim for higher. With different levels of

incentive schemes, employees tend to be happy as they cross each level and gets self-driven for higher level of productivity (Farnham, 2010).

- Reward system based on individual performances positively impact the employees who want to do better in their career (Beardwell and Claydon, 2010). They tend to be loyal to the organization and stick to it as long as they feel their presence and work is valued and recognised by the company (Beardwell and Claydon, 2010). It gives them a sense of achievement and joy.
- Employees generally switch jobs when they feel they are less valued or believes that they can get better opportunities at some other place. If employees' feel secured and well maintained they tend to stick at the same place (Burke and Cooper, 2006). It can reduce employee turnover and also the expenses of recruitment and training of new employees. It not only retains its existing employees but also attract new applicants to apply to the company (Burke and Cooper, 2006).
- Team reward systems establishes a sense of camaraderie, supporting each other for the common goal. It strengthens the relationship between colleagues, manager and other staff related to that team-work or project (Burke and Cooper, 2006). It can also improve the regular work relationships between colleagues and departments enhancing the overall productivity (Burke and Cooper, 2006).
- Employee recognition through effective reward system boost employees' commitment towards its task, making them more careful and concern about the job role/requirements, resulting in more safety record and fewer accidents. It also minimises negative effects such as absenteeism and stress (Beardwell and Claydon, 2010).

Most Important Drivers of Great Work



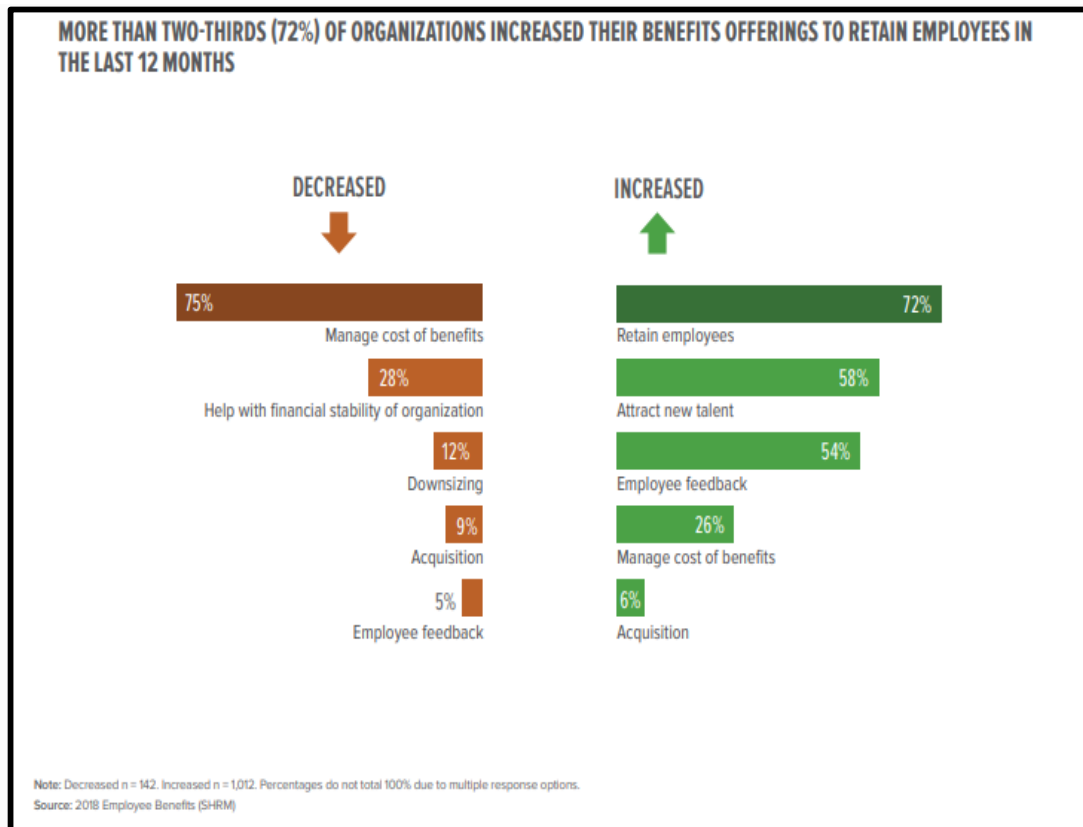
Source: Cicero 2015 research: *Employee performance: What causes great work?*

The above pie-chart shows that recognition is one of the most important drivers for employee performance (Cicero, 2015).

The Aon 2018 trends in global employee engagement survey was conducted in 1000 companies employing 8 million people globally indicated that rewards and recognition at work place is the strongest driver of engagement. Other than pay and benefits, recognition of the contribution by the employees through rewards is the key factor for motivation and engagement.

Another online global study in 2014 by the Boston Consulting Group, which was conducted in 189 countries on 200,000 employees found that globally the key job factor for all employees is appreciation and recognition at work which gives the employees happiness and further motivated to work.

As shown in the bar graph, 72% organizations have increased their benefits to enhance their employee retention (SHRM, 2018).



Challenges of Reward System

- There is a common belief that if employees work harder they will be awarded accordingly and that drives them to stay motivated leading to increased employee engagement (Gulati, 2009). However, if employees do not have trust on the system and feels the system is biased preferring certain employees over others, then the whole purpose of the reward system will get lost (Gulati, 2009). The functioning of the proper performance appraisal system by the managers need to be honest and bias-free. It need to be acknowledged that with regular work-interaction of employees with their managers a perception, a relationship and an unconscious biasness within the mind of managers may reflect while evaluating employees' performance (Gulati, 2009).
- Moreover, as the evaluation of the employee performance happens after a certain time period, the managers tend to remember recent interactions and performances, blurring the previous or old activities done by the employees which certainly impacts the evaluation process (Beardwell and Claydon, 2010). Mangers should be aware of their limitations and trainings should be given to able to evaluate employees' performance without any biasness.

- The appraisal system of rewarding should be able to give a message that the organization values its employees, not only to its managers; in that case employees may get diverted from its actual job role and put their effort on making an impression in front of their managers (Beardwell and Claydon, 2010). Some managers may take the advantage of it and exercise their power on the employees which is totally unethical and unacceptable at work place (Beardwell and Claydon, 2010).
- If employees are working in teams but get recognized for individual performance, it may impact other team mates' performances creating a communication gap between the team mates which may influence the overall team performance (Pettinger, 2004). On the other hand, if a team is rewarded and all team mates did not perform the task activities equally, in that case it causes personal conflicts within team members who performs more (Pettinger, 2004).
- The reward system sometimes can be a failure if it does not involve its employees while designing and developing reward systems. The reward system should be acknowledged by the other stake holders as well, as it influences in creating a conducive work environment (Beardwell and Claydon, 2010). The reward system should correctly identify the needs of the employees. If the reward system is not appreciated by the employees, it cannot motivate them (Beardwell and Claydon, 2010).
- At the same time, the company should make employees remember that the various benefits and perquisites the employees receive are the part of a reward system (Pettinger, 2004). Employees should not treat it as a part of their wages, else keeping them motivated will be tough as they will look for more (Pettinger, 2004).
- Rewarding individuals based on their performance may lead to huge pay gap and benefits between the senior managers and the other employees, which may hurt the sentiments of the other employees (Beardwell and Claydon, 2010). Stock option plan is one of a such reward system where the elite managers or knowledge workers get highly benefited, which leads to a paradoxical situation in companies that adopt team-building and empowerment strategies to build on softer issues of people management but fail to distribute the benefit of the performance and contribution throughout the organization (Beardwell and Claydon, 2010). With the increase in pay gap between the senior managers and rest, the work-relation gap further strengthens which impacts the team-work culture.

Total Rewards System

Malone Superbuy can use the total reward process to manage reward system by considering all the components in order to maximise employee satisfaction (Armstrong and Murulis, 1998). According to Worldat-Work (2000) total reward system has all those tools which can successfully attract, motivate, satisfy and retain employees with respect to the investment organisation do for its people to strengthen the employment relationship.

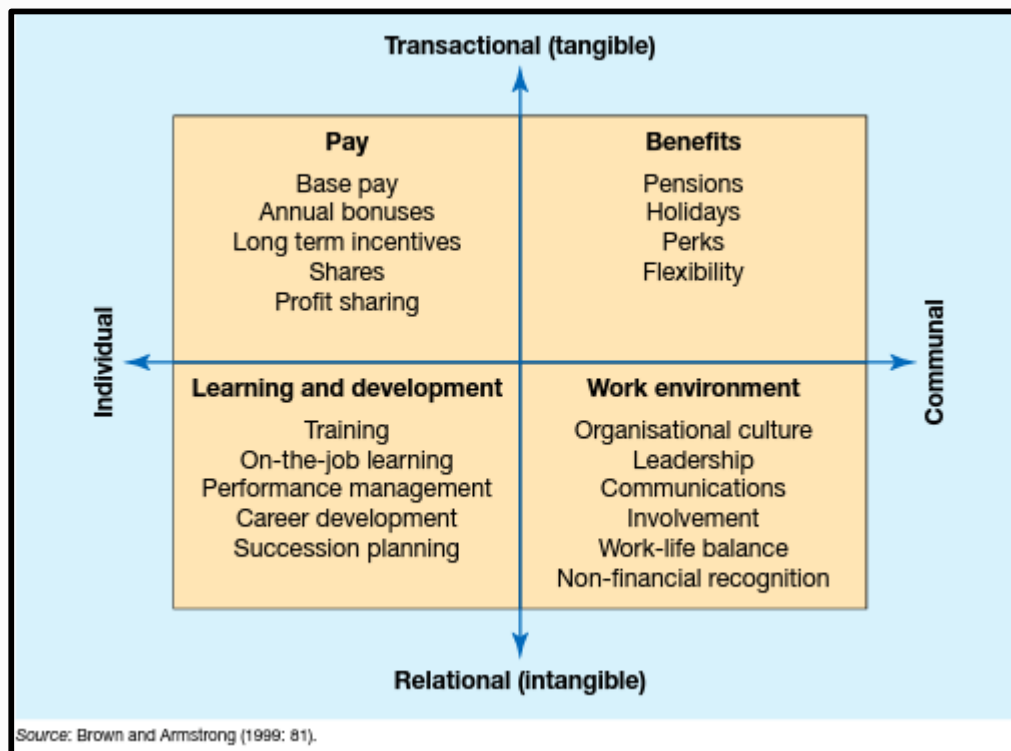


Figure 2: Total Reward System

It helps to holistically view the employees' requirements along with the organizational objectives and culture, so that both do not conflict with each other as shown in the figure 2 (Thompson and Milsome, 2001). Moreover, this reward process has the potential to reduce costs, enhance visibility in a tight labour market, recruit and retain more, increase flexibility and enhance productivity (Armstrong, 2002). However, recent survey has reported that only a few organizations are using it which indicates that it is somewhere elusive and hard to implement (CIPD, 2009a).

Reward Management

One of the most effective reward building strategy is to address the underlying philosophy and strategy with respect to the overall organizational strategy (Taylor, 2008; Storey, 1992; Lawler, 1990). The reward strategy used by the organization conveys what the organization values for. For example, reward strategies based on service-related salary increments reflects that the

organization values loyalty and long tenure, whereas, competence related reward pay conveys that the organization want its employees to develop core competencies and job-specific skills. Thus having a clear reward strategy is important to convey the organizational strategic objectives as shown in the Table 1.

Business strategy	Reward strategy
Achieve value added by improving employee motivation and commitment	Introduce or improve performance pay plans – individual, team, gain sharing
Achieve added value by improving performance/productivity	Introduce or improve performance pay plans and performance management processes
Achieve competitive advantage by developing and making best use of distinctive core competencies	Introduce competence-related pay
Achieve competitive advantage by technological development	Introduce competence-related or skills-based pay
Achieve competitive advantage by delivering better value and quality to customers	Recognise and reward individuals and teams for meeting/exceeding customer service and quality standards/targets
Achieve competitive advantage by developing the capacity of the business to respond quickly and flexibly to new opportunities	Provide rewards for multi-skilling and job flexibility. Develop more flexible pay structures (eg. broad-banding)
Achieve competitive advantage by attracting, developing and retaining high-quality employees	Ensure rates of pay are competitive. Reward people for developing their competencies and careers (for example, using the scope made possible in a broad-banded grading structure)

Source: from *Reward strategy: How to develop a reward strategy. A CIPD Practical Tool*, CIPD (CIPD 2005) <http://www.cipd.co.uk/subjects/pay/general/tools.htm?IsSrchRes=1>, with the permission of the publisher, the Chartered Institute of Personnel and Development, London (www.cipd.co.uk).

Table 1: Reward strategies

To have an effective reward system, the reward strategy should downstream organizational strategy, strengthen organizational objectives, accelerate organizational performance, establish cultural and behavioural changes, merge with the different HR activities and control down the pay budgets (Bevan, 2000).

Attention need to be given while developing the reward strategies as there is a tendency to commit the following ten common mistakes as shown in the Table 2 (Bevan, 2000).

1 Starting at the end	Trying to emulate the reward system used by competitors without recognising unique organisational drivers and what the business strategy requires
2 Having no success criteria	Failing to think through the underpinning reward philosophy and objectives and what success might look like so little idea whether the reward strategy is performing
3 Trusting the business strategy	Problems with the business strategy, for example failure to articulate it clearly and the chance that business strategy changes faster than reward is able to follow
4 Equating complexity with flexibility	Trying to build over-elaborate reward systems in an attempt to appeal to a diverse workforce, this can have the effect of confusing employees such that they fail to see a clear line of sight between performance and reward
5 Confusing speed with haste	Trying to rush in new reward systems, potentially damaging employee relations and harming the culture of the organisation
6 Focus on excellence	Focusing reward on excellence in the minority as opposed to encouraging performance improvements among the majority
7 Ignoring pay architecture	Getting weighed down in detail, for example wrangles over performance markings, rather than paying proper attention to pay structures and frameworks used to facilitate reward decisions
8 Failing to get real 'buy-in'	Failing to get full commitment from senior managers and line managers
9 Having too much faith in line managers	Relying on the skills and abilities of line managers to make difficult reward decisions without the necessary training and support
10 Failing to integrate reward with other strands of HR	Lack of logic between reward processes and systems and other HR practices, this can be due to a variety of reasons including conflicting process goals, process ownership issues and timing

Source: Bevan (2000: 3)

Table 2: Ten common mistakes done while developing the reward strategy (Bevan, 2000).

Key reward choices

While developing the reward system, making some key reward choices will help Malone Superbuy to align the reward mechanism with the organizational strategy. Marchington and Wilkinson (2008) have mentioned five key reward decisions to make while drawing the reward system:

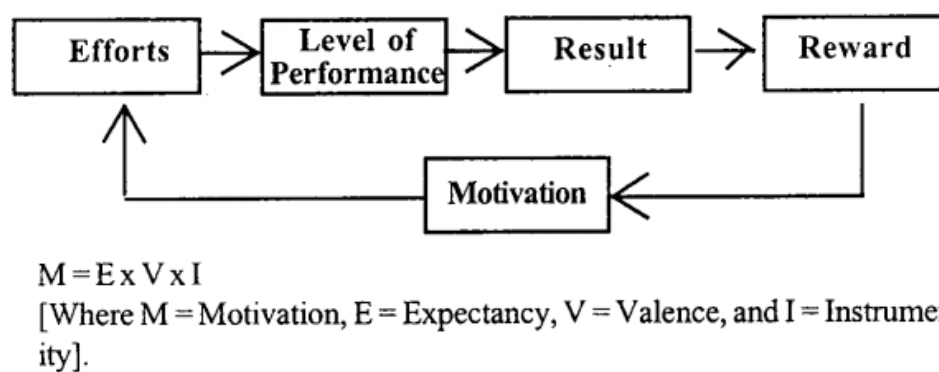
- ❖ How much will be paid for job size, time, skills, qualifications, performance and other individual specific/person-centred behaviour?
- ❖ What will be the priority while deciding the pay? Internal equity or external benchmarks?
- ❖ Whether the reward system will be centralised or decentralised or hybrid by addressing some central control and some local control?
- ❖ Will the reward system follow a hierarchy where status/seniority related awards will be given or it will be a single-status homogenous approach?
- ❖ What will be the nature of the reward 'mix'?

It need to evaluate the capability of each reward policy to able to motivate employees, the value of 'pay' and equity in reward system to motivate people- the importance of intrinsic and extrinsic motivation to the employees.

According to 'Two-Factor Theory' (Herzberg, 1966), a theory of motivation, Herzberg mentioned that pay is a hygiene factor only which can increase or decrease dissatisfaction but do not impact motivation. Thus, it suggests that increasing pay will only reduce dissatisfaction but not impact motivation.

The other motivational theory 'Expectancy Theory' suggest that motivation is an amalgamation of complex set of decisions and assumptions made by an individual. Therefore, to enhance motivation, the reward system should able to offer something that the employees values (hold 'valence') as shown in the figure 3 (Vroom, 1982).

Figure 3: Vroom's Expectancy Theory



However, the reward system should be built in such a way that individuals will belief that they can achieve it and must have a clear understanding regarding the inputs they need to give to achieve the rewards, else employees may get demotivated due to the lack of clarity and no belief on the reward system.

Finally, Adam's 'Equity Theory' (Adams, 1965) states that the reward system should correctly complement the inputs given by the employees (effort, skill, time, etc.) (as shown in figure 4) because a mismatch in the outputs (rewards) and inputs will be perceived as inequality which will lead the employees to adjust their inputs according to it causing a decline in the overall organizational performance.

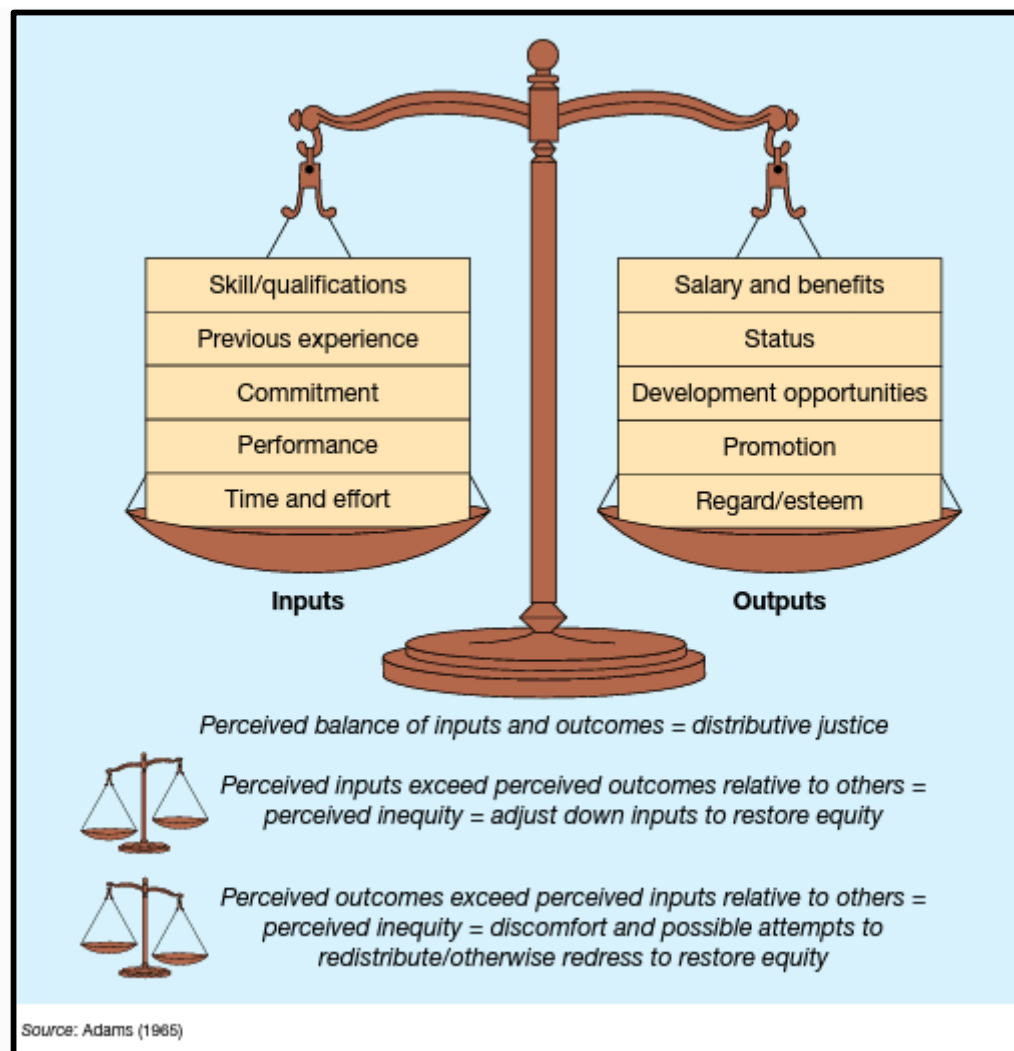


Figure 4: Adam's Equity Theory

Requirement of management and leadership development

For organizational effectiveness, Malone Superbuy need to re-look at the psychological contract between the employers and its employees, as psychological experience of ownership by the employees can highly influence organizational effectiveness. To build on this part, the HR and line managers need to focus on the growth and development of the work force through active training and developing learning programmes and environment.

Benefits of management and leadership development (MLD) training programs

- It provides new ways of thinking about work, doing work and relating with one another.
- It encourages to think outside the box of the traditional job descriptions. It leads to work without previous work experience and without any clear guidelines or supervision. It prompts to be flexible, be prepared for any changes, undertake new tasks or to move to

a different work conditions. This all together improves high levels of cognitive skills. (Ulrich and Stewart Black, 1999).

- Moreover, Malone Superbuy should not restrict its training programs just in the development of their knowledge workers but also in their lower-skilled employees (Chartered Institute of Personnel and Development, 2002a) so that in the current competitive market, the organization can find higher order abilities even within its low-skilled labourers making them self-programmable (Castells, 1998). It will enable to constantly redefine the necessary skills for a given task with the dynamic nature of the growing market which demands for higher-order thinking skills not only just from the managers.
- The training and developing programs will enhance the employability of the employees changing the balance of psychological contract (Arnold, 1997). It leads to changes in one's self-esteem and self-confidence which also enhances their social status. It creates a positive change within the learner creating a personal transformation (Burgoyne and Hodgson, 1983: 393) (Mezirow, 1977).
- As adult-learners are self-directing, if their motivation can be recognised, they thrive to do better to prove something to themselves and others, to improve themselves and achieve their potential (Ribeaux and Poppleton, 1978).
- Interactive training programmes encourage employees to build learning relationships with colleagues other than their project groups or in different departments (Beardwell and Claydon, 2010). It creates a learning culture within the organization where the employees are motivated to learn new skills and do a self-analysis by themselves (Beardwell and Claydon, 2010).

According to the LinkedIn's 2018 Workforce Learning Report, a survey which was conducted on 4000 employees globally, it was found that 93% employees will stay longer at the same company if it invests for the development of their careers which is no longer treated as an optional perk or reserved for employees belonging to certain positions. It shows to the employees that the employer values them (employees) and are concerned about their (employees) success and growth which is not limited to the job specifications but also in a long run for the overall development of the employees.

Designing Management and Leadership Development (MLD) program

According to Boddy's typology it is difficult to make clear distinction between leadership and management and their combined responsibilities are required at all levels of the organization. It also implies that leadership is no more reserved for the senior members in the organization. Leadership is required at all levels of the organization and it is not concentrated within the managers only, rather it should be dispersed, possibly with every individuals of the organization. Managers at any level should be equipped with leadership qualities (Salaman, 2004; Lee, 2003). MLD should be able to address the various level of complexities of leadership role at different managerial levels depending on individuals who occupy them (Hales, 1993). Therefore, MLD should be congruent with the reality focussing on what individual managers are (not) doing in the Malone Superbuy rather than simply depending on traditional models based on what managers should and should not do (Salaman, 1995). It implies that before designing MLD, employees' capabilities and organizational needs need to be studied and MLD should be a mediator to align both the things together (Tyler, 2004). MLD should not be restricted to the organizational needs, philosophies and strategic objectives, but also should value individual needs, expectations and aspirations; balancing these two is hard to achieve and at time it conflicts with each other causing tension to the programme makers (Sturges, 2004; Curries; Woodall and Winstanley, 1998).

An individual will be motivated to undergo through MLD only when it is connected with that individual's development, which will help the individual to enhance his/her personal career, self-esteem, prestige and job-security. In other words, MLD should be able to act as a tool that can give a competitive advantage by improving skills which will lead to enhanced efficiency, productivity and innovation. MLD can also trigger organization change, especially cultural change.

MLD should be considered as a long-term investment, else, if Malone Superbuy looks for a 'quick-fix' solutions by consulting with knowledge 'experts' to mitigate deep-rooted organizational problems, at times the 'quick-fix' solutions fails to yield the desired results as there is a tendency by the experts to give solutions to the organizational problems by introducing latest development fad. When it fails, there is a risk of undermining the worth of MLD, so, MLD needs to be a long-term investment which will can serve individual needs and requirements.

Constraints in developing MLD programme

1. How it will contribute to organizational goals?
2. How much an organization is supposed to invest in MLD.

Coming back to the first point, strategically designed MLD can make significant improvement to the organizational performance (CIPD, 2014).

The following aspects should be addressed while developing MLD programme:

- MLD should be aligned with the longer-term strategic goals (Clarke et al., 2004; Mabey, 2005; Mabey and Ramirez, 2005) instead of only relying on short-term learning needs of individuals and organizational targets (Tate, 2004).
- MLD should efficiently connected with the behavioural competencies which can complement the organizational objectives (Salaman, 2004)
- MLD should be considered as the organizational priority having separate sustained investment facilities along with the board members support (Mabey, 2005)
- MLD program should be developed focussing on the workplace or any particular context or the managers and leaders who need to be developed (Antonacopoulou and Bento, 2004; Mole, 2004; Brown, 2007).
- It should acknowledge the existing multiple stakeholders of the organization and their multiple interests in HRD.

The four aspects as mentioned in the figure 5 helps MLD to go through a virtuous cycle to able to connect the investment in MLD with the organizational performance.

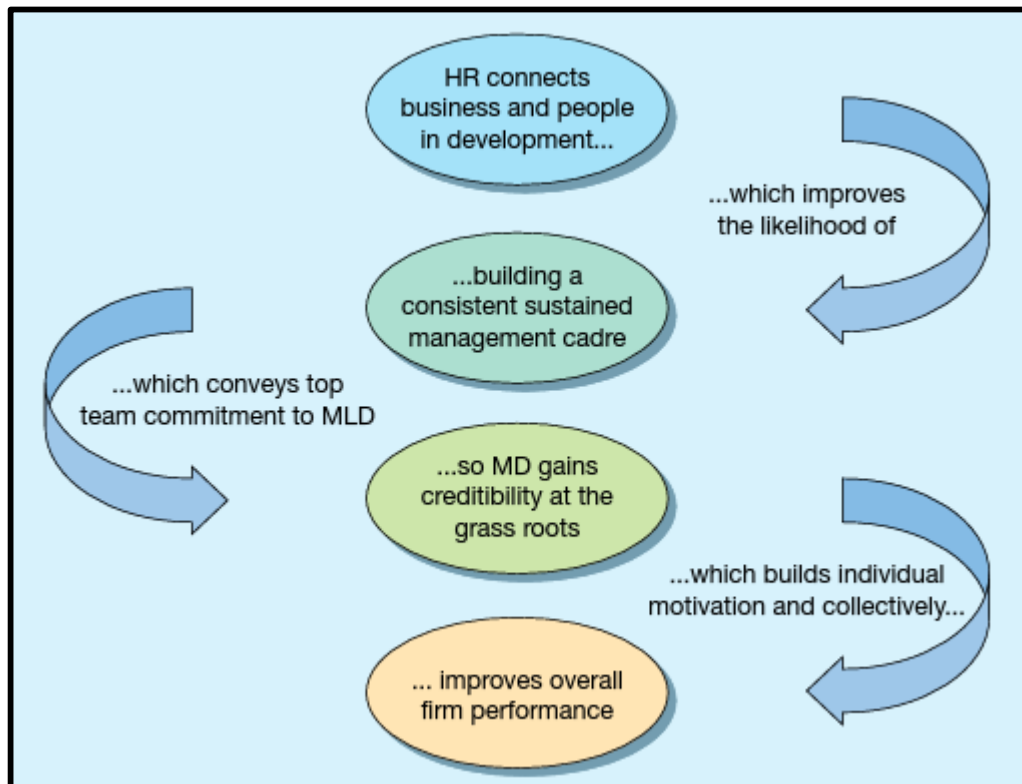


Figure 5: MLD undergoing through a virtuous cycle.

Now, the second question is till what extent Malone Superbuy should invest in MLD? According to Mumford and Gold (2004) and Burgoyne (1988), there are three different levels of approach to MLD (Mumford and Gold, 2004) which is based on portability of skills between management jobs (Ramirez, 2004) as shown in the figure 6.

Type 1: 'Informal managerial' – incidental and accidental processes <i>Characteristics:</i> ● occurs within manager's activities ● explicit intention is task performance ● no clear development objectives ● unstructured in development terms ● not planned in advance ● owned by managers. <i>Development consequences:</i> ● learning real, direct, unconscious, insufficient.
Type 2: 'Integrated managerial' – opportunistic processes <i>Characteristics:</i> ● occurs within managerial activities ● explicit intention is both task performance and development ● clear development objectives ● structured for development by manager and direct report ● planned beforehand or reviewed subsequently as learning experiences ● owned by managers. <i>Development consequences:</i> ● learning is real, direct, conscious, more substantial.
Type 3: 'Formalised management development' – planned processes <i>Characteristics:</i> ● often away from normal managerial activities ● explicit intention is development ● clear development objectives ● structured for development by developers ● planned beforehand or reviewed subsequently as learning experiences ● owned more by developers than managers. <i>Development consequences:</i> ● learning may be real (through a job) or detached (through a course) ● is more likely to be conscious, relatively infrequent. <i>Source: Mumford and Gold (2004).</i>

Figure 6: Types of MLD approach (Mumford and Gold, 2004)

In the same line Burgoyne (1998) suggested that there are different levels of MLD and with every passing level one reach to a certain level of maturity. However, both has mentioned that in reality MLD do not extends more than the informal levels of development. According to Burgoyne, someone at the highest level (5 or 6) of MLD as mentioned in Burgoyne's model may find themselves precariously achieved and lost (Burgoyne, 1988). He suggests that to lead an individual to progress through the levels of maturity with the help of MLD (which will also lead to organizational development) is possible only when MLD programme is developed from a more holistic approach which values both 'hard' (roles, duties, technical competence, etc.) and 'soft' (career, quality of life, ethos, values, etc.) managerial aspects.

Most of the organizations make the mistake of implementing the fragmented MLD approach (Mole, 2000; Clarke et al., 2004) which lead to failure of both personal and organizational expectations (Temporal, 1990; Mumford, 1997; Mole, 2000). Failure of MLD does not only causes loss of money, time and effort but it also pushes down the overall morale and commitment among the managers (Doyle, 1995, 2000a).

Risks associated with MLD program

Implementing Type 1 and Type 3 level of MLD (as mentioned in figure 6) will lead to inefficient and ineffective development as:

- ▲ There is no specific structure and linkage with the organizational strategy. The MLD activities are not related and lacks direction which reduces the organizational effectiveness.
- ▲ Designing MLD based on the organizational needs, ignoring the learning needs and aspiration of individuals and teams.
- ▲ Implementing MLD assuming that it is a good thing to do and creates a good impression instead of identifying the organizational needs.
- ▲ If the makers of MLD program do not shares a common vision (for instance, some believing that MLD is the core element of the job and some others seeing it at the fringe not giving it enough importance) it will lead to failure in designing the MLD.
- ▲ If it is designed to approach a wrong problem, for instance, aspects other than developing managers or changing the organizational structure/system. The outcome will be negative.
- ▲ If it lacks in having clear objective, policies and evaluating criteria of effectiveness.

Need of MLD policies

Having MLD policies keep the organization committed and set out a well-designed framework where it will be implemented (Mabey, 2002). It also influences the managers more to opt for MLD compared to those organizations where there are no such policies (Thomson et al., 2001).

MLD policy designing (Mumford and Gold, 2004, Clarke et al., 2004)

- ❖ Statement of purpose stating the need of MLD and how it is linked with the strategic goals. It should also include the framework that supports the MLD.
- ❖ Stating who are considered as managers or leaders. Who are eligible for this program and whether it can be customised or standardised.
- ❖ All the MLD processes need to be listed, including what and when activities will be done and who are accountable for it.

However, the policies need to be sceptically viewed specially at times when there is a reduction in the size of the organization and in managerial jobs. Moreover, it is challenging to align the needs with individual career's needs as it gets highly diversified. In addition to it, measuring the effectiveness of the polices is also difficult (Tyler, 2004; Hamblin, 2007).

Recognising all stakeholders in MLD

After formation of the policies clear role divisions need to be done including the acceptance of the role responsibilities by the parties involved. Traditionally, HR people and sometimes managers' bosses through the performance development system used to get involved in this process. Mangers are often reluctant to participate in the process of development of these policies, rather they used to just come to get developed through the MLD.

For the effective development of the policies, it requires the involvement of all its stakeholders who are responsible in influencing the development and outcomes of the policies of MLD (Maybey and Salaman, 1995; Mumford, 1997; Burgoyne and Jackson, 1997). Figure 7 demonstrates all the key stakeholders whose involvement and support can minimise resistance to get the desired outcomes.

Reasons for supporting	Stakeholder	Reasons for resisting
Personal development, status/prestige, improved career, break from the norm	Manager/leader	Waste of time, unwillingness to accept new responsibilities
Improved management and direction, expresses commitment to development	Team	Resistance to changes, absence of manager when training, waste of time
Solves performance problems, commitment to development, reward/incentive	Line managers	Creates line problems (manager's absence)
Strengthens skills, opportunity to demonstrate professional knowledge, improves political ties in organisation	HR Professionals	Might be able to see better alternative
Demonstrates action to other stakeholders, improves financial performance	Senior managers	Might not be sufficiently tied to the bottom line
Concrete message about commitment to employees, improved financial performance	Boards	May be disruptive, cause divisions
Financial opportunity	External	Limited involvement in design
Demonstrates commitment to improving national skills	Funding agencies	Doesn't generate sufficient new knowledge or skills, not tied to national standards

Source: Adapted from Burgoyne and Jackson (1997: 63).

Figure 7: Stakeholders in MLD (Burgoyne and Jackson, 1997)

The connection within the stakeholders are complex in nature and their support can re-design the ethos and practise of training and development within organizations.

Supportive frameworks for MLD: Competency based development

For the proper implementation of MLD policies use of supportive frameworks can be beneficial for the structural approach of MLD. Competency-based development (CBD) in MLD supports with a formal structure for informing and developing managers and leaders by clearly indicating the knowledge, skills and behaviours required to show by each individual to able to perform effectively (Woodruffe, 1992). The framework is based on the assumption that leadership cannot be taught, however, the skills and competencies required for leadership can be developed (Mole, 2004). This approach was followed in 1980s to improve the overall effectiveness of the UK managers. The generalisation of competencies can be applied to certain organizational context (Kilcourse, 1994) and

beyond it CBD may not be seen as an appropriate framework to serve the needs of the managers in their organizational situations (Stewart and Hamlin, 1992a; Curries and Darby, 1995; Antonacopoulou and Fitzgerald, 1996; Loan-Clarke, 1996) as managers found competent in one situation can be considered as incompetent in another organizational context. This framework can assist in predicting the successful managerial and leadership behaviours which will assist in adopting the appropriate ways to develop managers, leaders, policy making and its implementation (Curries and Darby, 1995).

Career development through MLD

MLD policies should consider progression to career paths and opportunities for promotion (Mumford, 1997; Margerison, 1994a). In past, career developments were reflected through the hierarchical upwards progression, through clear upgradation from junior, middle and senior managerial roles based on tenures, required skills and expected behaviours, which is no more available in the current radical organizational change, which leads to unclear career progression with no scope of automatic promotion. As a result, the focus has shifted in ensuring the employability and marketability of the managers, which influences the psychological contract between the managers and the employing organization (Herriot and Pemberton, 1995). For career progression the focus has shifted to managers who can display more flexibility, adaptability and personal characteristics such as emotional resilience (Watson, 2002). Now, career progression is considered more on horizontal or diagonal movements instead of vertical movements (Arnold, 1997; Thomson et al., 2001).

Performance management and MLD

Performance management can be the basis of developing MLD which can assist in developing individualistic approach. It has also the benefit of motivating and rewarding the managers who can perform towards the development of strategic goals and organizational objectives or to penalise who cannot perform according to the anticipated levels. It helps to link the organizational reward system with higher level of competency and it can serve as a tool of assessment (Hendry, 1995). MLD has a direct link to provide with the necessary skills and knowledge required to contribute towards the organizational objectives and strategic goals. Performance appraisal helps to evaluate the current performance levels of

the managers which assist to identify their further development needs. However, strong line manager support and appraisal system need to be there to able correctly recognize individuals' personal development requirements (Thomson et al., 2001). Other than performance appraisal system, personal development plan through development centre (DC) can help is determining the carer development needs and talent potential (Harrison, 2009). DCs diagnosis individuals' MLD needs by evaluating the participants' abilities against the agreed success criteria of the job role (Lee and Beard, 1994). It is different from assessment centres which mainly functions for selection and promotion. DCs tries to evaluate an individual's actual or potential to perform according to the expectation of his/her current job role (Woodruffe, 1993). This process not only build an individual to perform according to the job role expectation but it also clarifies the values, motivation and potential involved to that job role both at an individual and an organizational level.

Functioning roles of DCs

- ★ The job role expectations/criteria need to be clearly refined, such as dimensions, attributes, critical success factors, etc.
- ★ A group of identified managers will be brought together in DCs for a 1-2 days long DC workshop where a series of multiple assessment techniques will be used to evaluate individual's capability to perform according to the desired job criteria. It can involve psychometric tests, planning exercises, in-tray exercises, interviews, games, simulations, etc.
- ★ Individual's performance will be observed and evaluated by a team of highly trained assessors who will be responsible to provide individuals with structured feedback and guidance.
- ★ Later, individual personal development plan will be constructed by discussing with individual participants aligned with the feedback provided by the assessors.

Although DCs have huge potential to guide MLD programme, but at times it is criticised for the use of assessment techniques which are not directly linked with the job, for not having highly trained assessors, for ineffective feedback and having no proper follow up routines (Dulewicz, 1991; Whiddett and Branch, 1993).

Selecting whom to develop

In a big complex organization like Malone finding individuals having talent and leadership potential is difficult (Strack and Krinks, 2008). The organization should be able to identify its internal staff having high potential for the success of the organization. On identification of these internal staff, based on each individual's requirements the MLD should be developed. The potential candidates can be identified using four separate approaches as shown in the figure 8 which should be able to complement the strategic objectives of the organization.

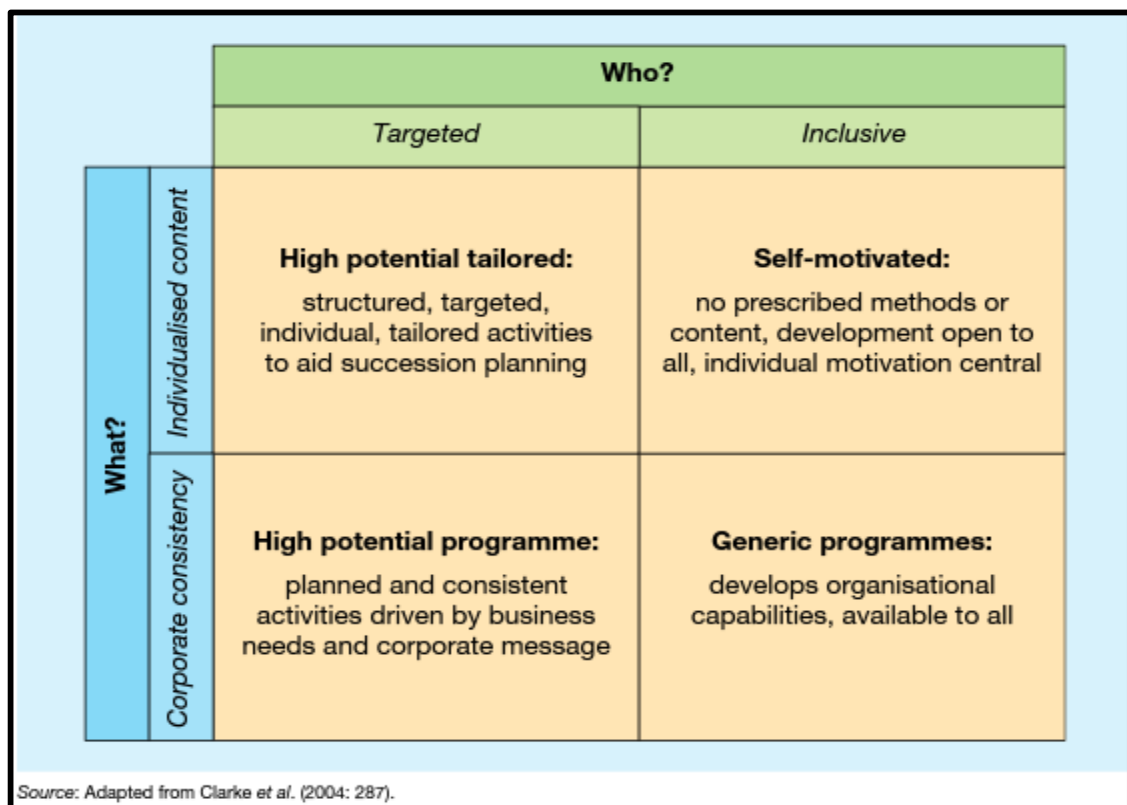


Figure 8: MLD Strategy framework (Clarke et al., 2004)

The above mentioned four approaches are not mutually exclusive and each one is designed to be able to identify managers and leaders at different levels. If enough attention is not given in the selection of the candidates for MLD to identify the job-role requirements of every individual, the MLD can be a failure. Here the MLD policies play their roles by justifying who are the target groups and why they are selected for MLD.

Odiome (1984) suggested a portfolio approach (as shown in figure 9) to MLD enhances the overall efficiency of the process and also ensure the correct distribution of resources. To follow portfolio approach, the organization needs to take a series of decisions and construct a 'mix' of

contingent objectives and techniques based on the management team profile in the organization.



Figure 9: Portfolio approach to development (Odiorne, 1984).

Choosing what to do

Once the target population is selected, a series of questions need to be asked to be able to provide individual participant/group based MLD (Odiorne, 1984)

⊕ What need to be developed?

- Do the MLD aims to develop new attitudes and values, for instance after a merger or takeover?
- Do the programmes intend to develop soft skills or hard skills? For example, technical, financial or interpersonal skills. Where the emphasis will be given?

- Do the MLD programme intends to reshape the current managerial behaviours and style to align with the internal organization restructuring, such as introduction of new technology?
- ⊕ Where MLD will be conducted?
 - Will it be within job-site in the office, factory, stores or outside the job-site in residential hall, academic institution, individual's home or combination of all of these?
- ⊕ Which are the appropriate techniques that can cater both the organizational and individual requirements?
 - what are the cost-effective and the right techniques to use?
 - What will be the scope of accommodating individual preferences and learning requirements?
 - To what extent an individual can control the selection of MLD techniques to use?
 - How the conflicting needs between individuals and the organization can be resolved?

The whole question set helps to find answers directing towards the selection of appropriate range of activities (Mumford and Gold, 2004). But it is not limited up to that. MLD can be further divided into formal and informal (Woodall and Winstanely, 1998), in house or external (Storey, 2004), or taught and experiential (Antonacopoulou and Bento, 2004) and the delivery method of MLD can be as individual as the organization where it is based. However, generally MLD includes (Mabey and Thompson, 2000; Mabey, 2004; CIPD, 2008b):

- ✔ Formal learning: Certain activities constructed to acquire certain competences, e.g. internal skills programmes, seminars, conferences, external courses, e-learning, formal qualifications (from NVQs to MBAs).
- ✔ Informal learning: work based methods designed in a way that it can address the learnings required in an informal way, e.g. mentoring/coaching, job rotation within the company, external assignments, placements and so on.

Whatever the mode of delivering MLD, but it should have the following three aspects (Storey, 2004):

- a. Understanding about leadership theories and its application.
- b. Self or team assessment through a set of questionnaires.

- c. Application based learning and simulations through team based activities which are generally conducted outdoor.

The learning transition from theories and analysis to pragmatic applications makes the core of the MLD programme.

Formal methods of delivering MLD

Formal methods heavily rely on inputs from trainers, teachers and other experts and all of them together makes MLD a separate industry having a big business by itself (Mole, 2004). Traditionally, MLD is seen as a formal education as it is easier to connect MLD with the strategic objectives of the organization as participants can be targeted and tracked using the performance management system. Such type of education takes place away from the work place such as college or university. However, it can be argued that whether leadership can be theoretically taught or need to be developed experientially (Burgoyne and Reynolds, 1997; Antonacopoulou and Bento, 2004). Therefore, to get a comprehensive picture of an effective MLD it is better to use the competency framework as mentioned before. Formal method of training tends to use the following methods in a more structured and formalised manner (Burgoyne and Stuart, 1991): lectures, games and simulations, projects, case studies, experiential (analysis of experience), guided reading, role playing, seminars and programmed instruction (computerised/packaged).

Informal methods of delivering MLD

This method is slowly getting its popularity which uses planned methods to develop the managers and their interests to able to address unplanned learning (Marsick and Watkins, 1997; Moon, 2004). This method is more effective as it easily contextualises the learnings to the participants' own situations (Thomson et al., 2001; Duerden, 2006). However, it may be criticised if it cannot link the learnings with the organizational context or participant's needs (Thomson et al., 2001; Mole, 2004). Its strength lies in its flexibility and cost-effective methods of developing by using innovative technologies (Scott, 2004) which addresses the dynamic nature of the organizational situations. It often uses the following methods for informal MLD: coaching and mentoring, action learning (learning by doing), reflective practices (i.e. use of the

learning cycle which comprises of implementation, reflection, making changes and initiating further action), projects and secondments, outdoor MLD and self-development.

Having a combined method of formal and informal delivering methods will help Malone Superbuy to gain the combined advantage of both the methods, i.e. having theoretical knowledge of leadership and practical applications to develop the leadership skills.

Conclusion

Although Malone Superbuy has a long successful history in the UK retail food industry, but due to the increase in competition and complexity of the market, Malone need to re-design its reward system and introduce management and leadership development training program, which will lead to:

Increase in employee motivation, employee engagement, employee competencies, employee performance, employee retention which will direct towards the improvement of customer service and organizational effectiveness.

To conclude, Malone Superbuy should re-design its reward system to able to able to rightly motivate its people and should introduce a management and leadership development training program by identifying individual needs and aligning it with the organization strategic goal. However, Malone Superbuy need to acknowledge the difficulties of designing reward system and training program holistically considering individual (employees) and organizational needs.

Recommended reward policies (based on floor staff)

- ☐ Flexible rosters for floor staffs.
- ☐ Giving transportation facilities to women who work during unsocial hours.
- ☐ Free parking
- ☐ Employees having monthly full attendance will be nominated as the employee of the month and will get monthly food vouchers from Malone Superbuy.
- ☐ Free NVQs after completing a year in the organization
- ☐ Over-time pay
- ☐ Paid sick leave, holidays and pension scheme for the part time employees after completing 6 months in the organization.

- ☐ Flexibility of selling or cashing un-used paid leaves.
- ☐ Employee of the year will be promoted to the floor supervisor role.
- ☐ Employee referral bonus once the referred employee completes 6 months in the organization.

The above mentioned reward policies will help Malone Superbuy to retain its employees and reduce employee-turnover. The policies are designed in such a way that it can motivate individuals to enhance employee engagement which will lead to improved customer services.

Labour cost can be reduced by introducing bio-metrics scanner which can easily record the working time of the employees including break periods and late arrival, avoiding payment of the time period 'not-worked' and can minimise the number of floor managers hired to look after the floor staffs' working schedules.

With the introduction of MLD program Malone Superbuy can make its own pool of skilled and semi-skilled employees. Having internal recruitment is cost efficient compared to external recruitment. Moreover, the training programs will equip the low skilled employees to do multi-tasking, resulting less requirement of employees and shift-covers in absence of other staff.

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