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Research report
September 2013

Real-life leaders: closing the knowing-doing gap

WORK WORKFORCE WORKPLACE

Championing better work and working lives

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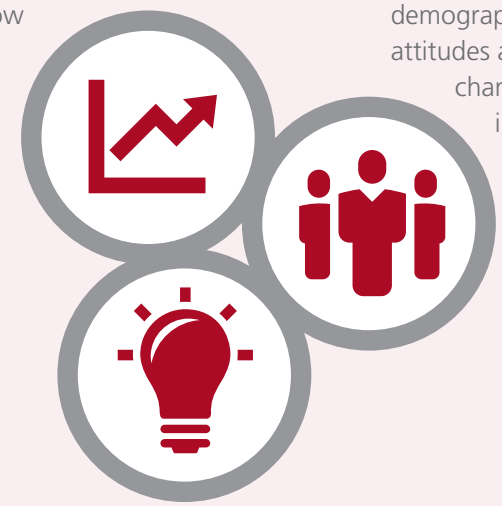
To increase our impact, in service of our purpose, we're focusing our research agenda on three core themes: the future of **work**, the diverse and changing nature of the **workforce**, and the culture and organisation of the **workplace**.

WORK

Our focus on work includes what work is and where, when and how work takes place, as well as trends and changes in skills and job needs, changing career patterns, global mobility, technological developments and new ways of working.

WORKFORCE

Our focus on the workforce includes demographics, generational shifts, attitudes and expectations, the changing skills base and trends in learning and education.



WORKPLACE

Our focus on the workplace includes how organisations are evolving and adapting, understanding of culture, trust and engagement, and how people are best organised, developed, managed, motivated and rewarded to perform at their best.

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The CIPD is the professional body for HR and people development. We have over 130,000 members internationally – working in HR, learning and development, people management and consulting across private businesses and organisations in the public and voluntary sectors. We are an independent and not-for-profit organisation, guided in our work by the evidence and the front-line experience of our members.

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Contents

Foreword by Peter Cheese 2
Introduction 3
Report structure 4
1 Where are the leaders? 5
The focus is often on the top team 5
Leadership at the front line 7
Untapped potential of informal leadership 9
2 How does the context matter? 10
Quick wins and sustainable solutions 10
Directive and empowering leadership 11
3 Are managers there to deliver or to care for people? 13
Is caring part of the job? 13
Formal and informal power of managers 15
4 Is there a difference between understanding leadership and doing it? 19
Managing difficult conversations 19
The value of managers' experience and training 20
5 Is HR adequately responding to the leadership and management challenge? 21
Managers do not receive enough support 21
There is inconsistency in the messages about good leadership and management 22
HR function lacks holistic approach to developing leadership capability 24
Conclusion 26
Methodology 27
References 29

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Foreword by Peter Cheese

'The CIPD will continue to investigate the gap between leadership knowledge and practice, providing practical advice for organisations to remove the remaining barriers to greater leadership and management capability in all our organisations.'

The work that we do, the workplaces we work in and the workforces we manage are becoming increasingly diverse. This creates more and more challenges to how we align and engage, and create a common sense of purpose and direction – critical to organisational performance and long-term success. The role of the team leader or supervisor, who manage the majority of the workforce, is becoming increasingly challenging as a result, all at a time when resources and support may well have been reduced in the interests of cost savings or even firm survival.

There is no question that we know a lot about leadership – the amount of evidenced and experienced opinions on the subject abounds. Yet, we still see organisations struggling to see enough effective leaders in practice. The aim of this report is to take a step back and consider whether organisations, and the HR function in particular, have been asking the right questions about leadership development, and responding adequately to the perennial need for more and better leaders at all levels in our workplaces.

Our research shows that organisations might be unwittingly setting their leaders up for failure by not aligning the systems and structures to the behaviours they expect of leaders. Even trained managers may not get the opportunity to empower staff and create trusting relationships in teams within an organisational structure weighed down by elaborate reporting lines and intricate internal politics. In such cases the HR function has a critical role in ensuring a strategic approach to leadership development.

Although the variety of leadership literature might be overwhelming, organisations need to define what leadership means to them, and design a robust framework of measurable behaviours to hold managers to account, sending consistent messages about the required standards through enabling organisational design. It is disturbing that only 7% of HR professionals see it as the role of the HR function to conduct a regular audit of leadership capability to understand where the strengths and weaknesses lie.

We have not done enough in the past to grow and develop leaders and managers at all levels, particularly in helping them manage their teams and employees most effectively. With the changing and more demanding context of the work environment today, we need to improve and focus on developing these critical capabilities in a more strategic and systematic way. This means not only understanding the needs and strengths of individual leadership or management styles, but looking at the context in which leaders operate, the type of teams they lead and the systems that enable leadership behaviours. The CIPD will continue to investigate the gap between leadership knowledge and practice, providing practical advice for organisations to remove the remaining barriers to greater leadership and management capability in all our organisations.

Introduction

Despite a wealth of academic and practitioner literature on management and leadership styles, in practice leadership and management capability is still a major concern for organisations. In the CIPD *Learning and Talent Development* survey (2013) 72% of organisations report a deficit of management and leadership skills, although 66% of them provide training for managers. Variation in the quality of training alone does not explain such a degree of mismatch.

Line managers are under constant and increasing pressure to 'be leaders' – improve organisational performance while supporting individual employee needs. In the eyes of individual workers they are most often 'the employer', defining, negotiating and maintaining the psychological contract that employees uphold with an organisation (Wong et al 2010), engendering a trusting relationship between the employee and the organisation (Hope-Hailey et al 2012). With the HR function – particularly in larger organisations – taking on the role of strategic oversight, it is the line managers who are expected to understand and adapt organisational norms and policies on a case-by-case basis.

Are organisations providing adequate support for such a big ask? The slow progress in growing leadership and management capability in the UK plc – despite a clear business case for it and an array of practical tools for developing managers and leaders – warrants an investigation into why we seem to know so much about good management and leadership, but do not see enough of it in practice.

Modern leadership approaches hint that we could be looking for leaders in the wrong places: the theory of shared or 'distributed' leadership, for example, advocates that leadership is not just a feature of the top team, and not even of those in managerial positions (Carson et al 2007). Instead, leadership may characterise all individuals, including junior managers, supervisors, technical and administrative employees, who take the responsibility to lead depending on the situation. This perspective opens new avenues for selecting and developing talent.

Another possibility is that despite the overall organisational commitment to 'greater leadership' and 'better management', development programmes are implemented without an enabling organisational design. Overtly hierarchical structures, lack of clarity in what is expected of managers, and muddled lines of accountability may all stifle managers' appetite for behaving as leaders.

Finally, much is down to individual preferences of supervisors in how they choose to manage and lead staff, as well as their experience in applying the skills learned in training. For example, there are gaps between how employees prefer – or think they prefer – to be managed, and what is feasible within the organisational strategy. Similarly, there are differences between studying positive management and leadership practices in a classroom, and dealing with difficult situations in real life. Both of these tensions require a profound understanding of the transition from leadership rhetoric to reality.

This report is not trying to introduce a new or a more comprehensive understanding of the concept of leadership itself. Rather this publication intends to open a debate on the barriers preventing organisations from getting closer to the desired state of effective leadership, and to help employers – and in particular those responsible for talent strategy, learning and development in an organisation – to bridge the gap between simply understanding what leadership is and 'doing' it in practice.

Report structure

The following sections present the findings from surveys the CIPD conducted with line managers, employees, HR professionals and senior business leaders on the state of management and leadership in UK organisations. Three surveys were conducted:

1 A survey of 2,069 UK employees, of whom 806 had responsibility for managing others directly.

2 A survey of CIPD members (HR professionals) involved in or responsible for leadership and management development activities in their organisations.

3 A survey of 250 senior decision-makers and 128 senior HR professionals.

We supplement that data with quotes from interviews we conducted with leaders and their followers, and draw on the recent academic and grey literature on the topic of leadership and management.

The survey findings made us wonder whether organisations – and the research on leadership – are asking the right questions when defining, planning and implementing leadership development in organisations. We identified four critical questions:

1 Where are the leaders?

2 How does the context matter?

3 Are managers there to deliver or to care?

4 Is there a difference between understanding leadership and doing it?

In considering these questions we draw out implications for HR professionals developing and implementing management and leadership development activities in organisations. As this is only the first phase of our leadership research, we ask more questions than we provide answers; we will be tackling these challenges in the coming year.

In the final section we revisit and summarise the role of HR in the process of identifying and developing leaders, providing recommendations for the function in tackling the barriers to leadership in organisations.

1 Where are the leaders?

Many organisations continue to view leadership as a function of the senior team, not attaching sufficient priority to developing leadership skills of front-line managers, as well as informal leaders in non-managerial roles.

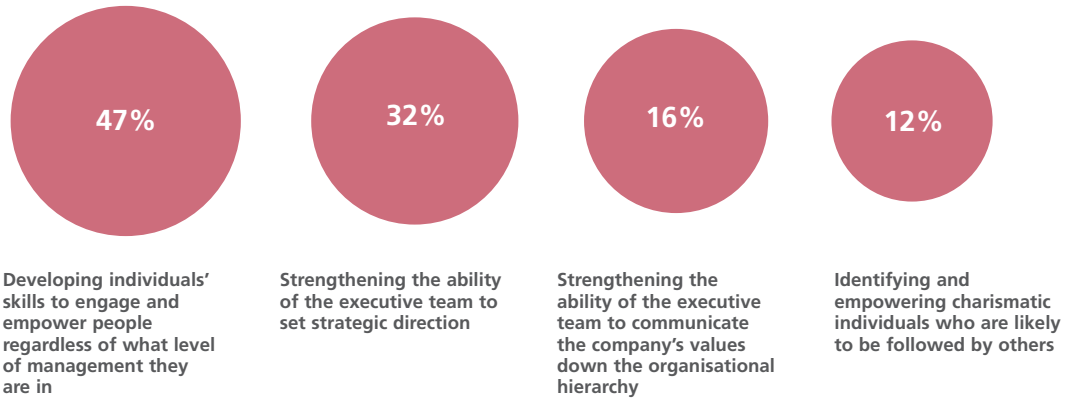
- For many the term 'senior leader' has started to describe a senior manager, regardless of their individual leadership capability: in 48% of organisations in the CIPD survey leadership development mainly targets the executive team.
- On the other hand, few junior managers and supervisors see themselves as leaders: only 8% of junior managers and supervisors in the CIPD survey thought being good at motivating the team made them effective.
- There is an opportunity for organisations to draw on the potential of informal leadership in teams, where individuals without a formal managerial role provide trusted support and guidance to others. Only 61% of employees rate their line manager as trustworthy, and 25% are more likely to go to a colleague rather than their supervisor for advice.
- A too narrow definition of leadership may limit the ability to tap the leadership and management potential that matters the most for organisational performance.

The focus is often on the top team

Theoretically it is accepted that management is administration, planning and organising processes or people, associated with a formal role within an organisation. Leadership, on the other hand, is *'the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives'* (Yukl 2012).

In practice, however, this distinction is blurred. Increasingly, relational aspects of a manager's role, such as soft influencing skills, delegating and engaging the team, are prioritised under 'good' management competency, as opposed to task-oriented management that ensures achievement of targets but disregards individual worker needs. As a result, the widely used term 'people management' often includes leadership skills as part of managers' behaviours framework: arguably all (good) managers should be leaders.

Figure 1: Leadership development is… (% of HR professionals ranked first)



'Only HR professionals in the private sector reported a fairly even coverage of managers at all levels with leadership training.'

On the other hand, studies of leadership in the organisational context have frequently implied providing direction, guidance and oversight – traditionally the strategic function of the top management team. This has sometimes led to the reality where leadership is viewed as an attribute of those in senior positions and not something that could characterise front-line supervisors (Boal and Hoijberg 2000). In fact, the very term 'senior leader' has started to describe a senior manager, regardless of their individual leadership capability. As a result, leadership development activities may only target senior executives, and only those junior colleagues who are seen as 'high potential' for taking senior managerial roles in the future (Henley Business School 2013).

To examine these assumptions in our survey, we asked HR professionals to identify the purpose of leadership development activities in their organisations (see Figure 1).

Although almost half (47%) considered the primary objective of leadership training to be developing anyone regardless of their level in an organisation, a slightly higher proportion (48%) saw it mainly as targeting the executive team: either to strengthen their ability to set their strategic direction (32%) or their ability to communicate the company's values down the organisational hierarchy (16%).

Only HR professionals in the private sector reported a fairly even coverage of managers at all levels with leadership training, while in the public and voluntary sectors senior managers were almost twice as likely to receive leadership training, compared with junior managers.

The relatively weak focus of organisations on developing individuals as leaders regardless of their hierarchical position in organisations is surprising, given the vivid debate on front-line leaders among senior HR professionals. This was reflected

Table 1: In your experience, which, if any, of the following qualities are key to you being effective in your role as a line manager? (% ranking first)

	All	Senior managers	Middle managers	Junior managers
Allow people to play to their strengths	21	22	23	19
Good at motivating the team	15	20	15	8
Know when to adapt management style to individual team member	14	9	16	17
Expert in technical aspects of the job	10	9	7	13
Ensure team meets deadlines and financial targets	10	13	8	8
Help staff develop job skills and career	9	6	9	11
Act as a conduit of communication between my staff and my manager/senior managers	5	2	9	5
Manage employee well-being	5	6	5	5
Champion organisational values/behaviours	4	6	6	7
Confident in having difficult conversations	4	3	4	6
Ensure compliance with regulations	3	2	4	4

in the difference of opinions between HR leaders and other HR professionals delivering leadership and management development programmes. In the survey of HR leaders, two-thirds (66%) said the primary objective of leadership training was to develop anyone regardless of their level in an organisation, which is significantly higher than the proportion of other HR professionals agreeing (33%). This finding points at the potential mismatch in strategic approach to leadership and the way it is implemented.

It is hoped that agreeing an internal definition of 'leadership and management' before developing development programmes would help organisations determine the focus of training and the stakeholders involved. At the same time, employers should be mindful that a too narrow definition may limit the ability to tap the leadership and management potential that matters the most for organisational performance.

Leadership at the front line

While developing the leadership capability of senior teams is a strategic priority, and is likely to impact overall staff engagement levels (Zhu et al 2005), research shows that 80% of the variation in the employee engagement levels is down to the line manager (MacLeod and Clarke 2009). Equally the degree of employee discretionary effort depends on the quality of their relationship with the line manager (Corporate Leadership Council 2004). Arguably those in the front-line management positions require as much, if not more, day-to-day leadership skills as the senior leaders. One line manager commented:

'Part of my role, and being a good leader, is almost like buffering and filtering. There are challenges with the way we operate when the senior manager will drop in on me and does not want the details of the issues. He is right and we are wrong, so I have to filter that and think what I am going to say to my team.'

'In the survey of HR leaders, two-thirds (66%) said the primary objective of leadership training was to develop anyone regardless of their level in an organisation.'

Table 2: Which, if any, of the following skills do you find difficult to apply in your role as line manager? (%)

	All	Senior managers	Middle managers	Junior managers
Conflict management	24	19	31	24
Managing difficult conversations	20	15	23	21
Delegation	13	11	17	16
Performance management	11	8	13	14
People management	10	7	13	9
Developing staff	9	5	14	7
Skills in innovation and creativity	8	9	7	9
Budgeting and financial	7	6	8	9
Change management	7	5	6	10
Leadership skills	6	6	8	5
Business management	3	4	3	3
Other	1	1	0	2
None of these	37	45	28	33

'Those employees who rated their line manager as competent but low on interpersonal skills were more likely to consult a colleague.'

However, only few junior managers and supervisors see themselves as leaders (see Table 1). The idea of the front-line manager as 'fixer', problem-solver and fire-fighter is very prevalent in the UK (Burgoyne et al 2004; Bevins and De Smet 2013). In the CIPD survey – and consistent with earlier findings of the ILM report *Talent Pipeline* – junior managers thought flexibility of their management style as well as their technical skills made them effective. Only 8% of junior managers thought that motivating their team was the factor making them an effective manager. On the other hand, senior managers emphasised ensuring that the team meets deadlines and financial targets, as well as their skills in motivating the team. Acting as conduits of communication between staff and senior managers was most important for middle managers.

In practice, junior and middle managers often bear the brunt of translating the company's strategy to engage with employees' individual needs – which reflects the definition of leadership at the beginning of this section. One manager explained:

'Some of what we are given is the "what" and you can't move it sometimes, it's how we influence, it is how we go about it, so that is how we take control and deliver it brilliantly as a team. So I think that [for me leadership means] I can vision well, I can tell a story definitely well and put them in it so that they can see themselves in it.'

Managers' responses with regard to the types of skills they found difficult to apply reveal that junior and – even more so – middle managers tend to struggle with key people management skills (including conflict management, managing difficult conversations and developing staff) compared with senior managers (see Table 2). It is not clear whether these concerns arise because middle and junior managers also have to apply people management skills more often compared with their senior colleagues.

Interestingly, middle managers were also most likely to find leadership skills difficult to apply, although only 8% mentioned that as a concern. Further investigation of what is understood as leadership skills by each of these groups of managers is required.

Table 3: Who would be the first person in your organisation that you would approach if you needed support/advice on a work issue? (%)

	Employees	Managers
CEO	3	12
My line manager	53	41
Another senior manager	5	11
A mentor from within my organisation	2	4
Another colleague at my level	25	15
An HR professional	2	4
Other	3	4
I wouldn't approach anyone within my organisation	6	8

Untapped potential of informal leadership

As described above, some employers only award the formal 'licence to lead' to individuals in roles of authority, for example those in managerial positions. On the other hand, informal leaders emerging in organisations – whom employees turn to for advice or in a crisis – may not be receiving appropriate support to develop their leadership skills further.

Regardless of their job role individuals may be exhibiting leadership skills, forming an untapped pool of leadership capability at the operational level (Friedrich et al 2009). In our survey of employees, although just over half (53%) said their line manager would be the first person they would approach for support/advice on a work issue, a further quarter (25%) said that would most likely be another colleague at their level (see Table 3). One manager commented on a colleague exhibiting informal leadership skills:

'She is a senior administrator, and she will drop into a leadership position among the administrators. I wouldn't say she is a natural leader in the traditional sense that she would lead a team. But she would lead comfortably her peers, sharing her knowledge. Recently she has taken away a project for herself... she delegated some to others but she is still leading it and controlling it and dealing with it – not as a formal leader – but with her own ability and confidence to get the work done. And she has that credibility to lead others.'

These figures, however, mask an important difference. As part of the survey we asked employees to rate their line managers on five dimensions of competence (whether their line manager was hardworking, responsible, knowledgeable, intelligent, and independent), and five dimensions of the interpersonal qualities of a manager (honest, caring, considerate, selfish, and trustworthy) (Fiske et al 2006). Those employees who rated their line manager as competent but low on interpersonal skills were more likely to consult a colleague or another senior manager than their direct supervisor.

The CIPD's earlier research on trust (Hope-Hailey et al 2012) found that of all the trust relationships in an organisation, the one between the employees and their direct line manager is the strongest and the most resilient one. However, the danger is that once that relationship is broken, it is difficult to repair and leaves an individual seeking other forms of meaningful relationship at work, and perhaps other leaders. Only 61% of employees in our survey agreed that their line manager is trustworthy; they were also less likely to seek advice from their immediate supervisor on work issues.

It is likely that not recognising the patterns of informal influence within teams is a missed opportunity for capitalising on existing leadership capability that is not associated with formal managerial roles.

Questions for HR

- What is meant by 'leadership' in your organisation?
- Do leadership development activities target the right audience based on what these activities are trying to achieve?
- What types of data do you collect to track the coverage of staff with leadership and management development activities? Leadership and management skills gaps?
- How accurate is that data?
- Does your organisation encourage informal leadership or would that contradict the nature of the task at hand?
- Which aspects of organisational design and culture facilitate the emergence of informal leaders?

2 How does the context matter?

Although line managers are expected to be leaders, they are also under pressure to deliver on the immediate performance objectives. Three in four junior and middle managers in the CIPD survey named at least one barrier to supporting the interests of their team members; the barriers cited suggest that line managers see people management and task management to be conflicting priorities.

- Managers at all levels feel they are unable to support the interests and/or well-being of their team members because they have to prioritise other aspects of their job (for example, when the organisation is going through change). They also do not feel incentivised to manage team's interests.
- One in five managers, and – worryingly – almost one in four junior managers, said they do not have time for one-to-one people management.
- Twenty-eight per cent of managers have to put the interests of the organisation (for example achieving an objective) above the interests and/or well-being of team members every day or often, although this figure reached 33% of managers in large organisations.
- Only 59% employees agreed that their line manager listens to their suggestions and ideas; 49% said their line manager offers to solve problems together.

Quick wins and sustainable solutions

Practitioner literature reiterates that people management makes good business sense (CIPD 2009). At the same time, the CIPD survey findings reveal a perceived tension between achieving objectives and managing people, when managers were asked what made it difficult for them to support the interests and/or well-being of their team members.

Table 4 shows that managers at all levels said they had to prioritise other aspects of their job (for example, when the organisation is going through change) or that they are not incentivised to support the interests and/or well-being of their team members. However, interestingly, middle managers in particular mentioned that they had to focus on achieving targets (23%), while junior managers perceived lack of training as one of the barriers to supporting their team members (20%).

The survey of line managers asked whether they faced situations where they had to put the interests of the organisation (for example achieving an objective) above the interests and/or well-being of team members. Overall 28% of line managers face such conflicts of interest every day or often, although this figure increased with the size of organisation, reaching 33% in large organisations. Middle managers are under pressure most often, pointing at their role in satisfying the strategic priorities alongside management of people.

One in five managers, and – worryingly – almost one in four junior managers, said they do not have time for one-to-one people

Table 4: How often do you face situations where you have to put the interests of the organisation (e.g. achieving an objective) above the interests and/or well-being of your team members? (%)

	All line managers	Senior managers	Middlemanagers	Junior managers/ supervisors
Every day/Often	28	26	39	20
Sometimes	42	42	39	45
Rarely/Never	30	31	23	35

management to respond to the needs of their team members. This was particularly true in micro and small organisations.

The lack of time is a recurring theme in the literature on barriers to good management (Bevins and De Smet 2013). In the absence of clarity on priorities, and/or lack of experience, managers may struggle to juggle task and people management. One line manager said that focusing on people management means that task-based work has to be done outside of working hours – expecting that the people management approach would be effective in the long run.

'I very rarely do any task-based stuff in work. I am kind of good at delegating, so I will help them. And again it is learning because some of the time I will go – why am I doing this? I am not adding any value, I actually know somebody who could do this job infinitely better than I can if I can help them create the space and they will learn from it and they will develop as a result of it and so it has got to be a win-win and so I probably spend more time with them. But [any tasks] I have to do to be fair, yes it is on the dining table on a Sunday afternoon.'

At the same time, in teams or industries with high turnover, this would mean that managers investing their time in people management may find such an approach less effective compared with focusing on the completion of tasks in the short term. Whether quick wins or sustainable solutions are the strategic priority, managers need to gain clarity on the expectations that the organisation places on their roles. In the CIPD survey middle and junior managers in particular struggle with lack of clarity and/or consistency in targets and lack top–down support to meet team objectives.

Directive and empowering leadership

Some are quick to dismiss leadership behaviours that focus solely on tasks as opposed to people management, advocating empowering rather than directive leadership. In practice individual managers and leaders need to adapt their style to the specifics of a particular situation – which often reveals the true balance between 'knowing' and 'doing'. Various leadership styles and behaviours have been demonstrated to be effective depending on the individual's personality, the sector they work in and the type of the team they lead (Judge et al 2002, Bolman and Deal 1991, Bjugstad et al 2006). Arguably, any leadership behaviour should involve meeting individual workers' interests while achieving team objectives, but in practice managerial jobs sometimes involve making decisions that prioritise targets over people. One manager explained:

'There are times when things just come to us and we have to do it. Because I have got to know the people that I am working with I can quickly decide who is best if it is a case of just getting the job done [quickly]. I can go back afterwards and say – this is why that scenario happened, this is the brief I was given, this is what we needed to do. But I do not do it all the time – it's almost that you have created a bank if you like, and that you deposit all the time. Sometimes I have to draw down from that and I think they just accept that and understand that.'

Directive leadership can be effective in specific situations. Lorinkova et al (2013) demonstrate that newly formed teams guided by directive leaders perform well in the short term, as well as in situations where the team does not have the experience and or/confidence to respond to the challenge.

'In the CIPD survey middle and junior managers in particular struggle with lack of clarity and/ or consistency in targets and lack top-down support to meet team objectives.'

On the other hand, directive leaders fail to teach teams how to act independently in the long run through providing a greater degree of freedom to team members. In this process the team members learn who it is they need to interact with to complete the task, as well as gain understanding of how other team members think. The habit of collaboration and common understanding heightens performance in the long run (Lorinkova et al 2013). One manager explained:

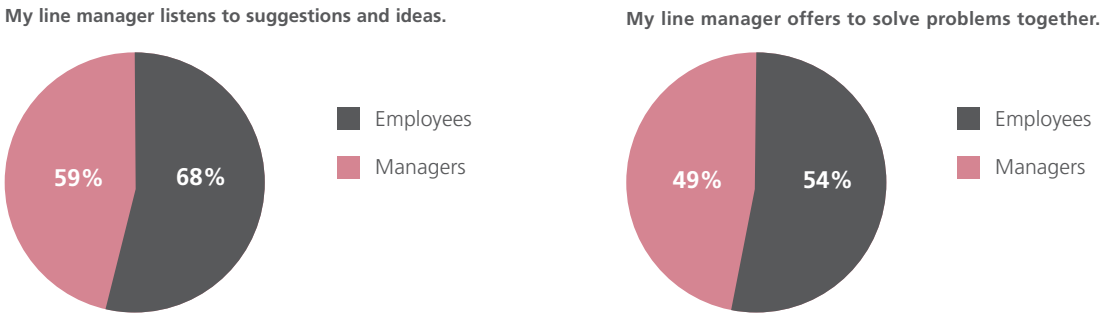
'I have some ideas, but I guess they have better ideas or between us we have the right answer is how I probably articulate it. They came up with half the story and I think it is important to let them run that story because their ideas then developed as they went along. I have been doing this for a long time so I know how things are going to play out or I have got a good idea how things are going to play out and they don't. So this is the first time they are doing something and so for me it is important to teach them how they go about it, let them run with things and understand that they have got something done and that is not going to work.'

For leaders the challenge is to know when to flex their style between directive and empowering. In the CIPD survey only 9% of employees said that knowing to adapt their management style makes their supervisor effective, although 14% of line managers think that is one of their strengths.

The apparent struggle of managers to balance the needs of the organisation with the needs of people raises questions around what managers think the best way to achieve objectives is, as well as whether they are incentivised to prioritise people's interests by their organisations. Bramley (1999) reports on the aspects of organisational context that impact day-to-day work more than managerial skill. Those include the structure of the organisation, organisational climate, job design and reward systems. Furthermore, research conducted by Donaldson-Feilder et al (2009) and Donaldson-Feilder and Lewis (2011) found the following contextual issues impacting the relationship between management practices and employee outcomes: high-level management; organisational processes and support services; organisational context to the manager's role; support for managers; and relationships.

Considering that only 39% of managers could say that their manager balances the needs of the organisation with the needs of individual employees, it is likely that organisational reality may continue to place value on achievement of tasks at all costs, despite the people management and leadership rhetoric.

Figure 2: Proportion of respondents agreeing or strongly agreeing that...(%)



Questions for HR

- Are managers likely to struggle to balance the needs of the team with the needs of the business?
- Which aspects of organisational design and culture may be responsible for that? For example, do managers have enough clarity about what is expected of them? Are those expectations realistic?
- What types of conflicts of priorities are managers likely to experience depending on their level in the organisational hierarchy?
- Does manager training address skills in managing such conflicts of priority?

3 Are managers there to deliver or to care for people?

Many managers do not consider the emotional side of management to be in the job description. Employees, on the other hand – although they do not want to become 'friends' with their manager – expect the leader to care for them as a person.

- Three in four (75%) senior/middle managers, but only 69% of junior managers and supervisors, believe they can describe accurately the way others in the team are feeling.
- Only 41% of managers think putting the needs of the team above their own is part of their job. At the same time, employees who rate their managers as selfish are more likely to be dissatisfied with their job (44%) and are less likely to be motivated by the organisation's core purpose (41%).
- Twenty-eight per cent of employees said that their manager frequently uses their authority to get their own way; 39% of line managers could say the same about their boss.
- The top reason for the non-motivated and/or dissatisfied employees to contribute discretionary effort is the expectation of a reward/bonus (32%), while motivated/satisfied employees cite the quality of relationship with their manager.

Is caring part of the job?

A well-known tension associated with leadership is finding the balance between task management and people management by individual leaders. For a long time it has been assumed that task-oriented management focuses solely on achieving objectives, without regard to employee well-being, while people-oriented behaviours prioritise workers with the task coming second. As a result, a variety of surveys of followers aimed to demonstrate the 'aggressiveness' and 'hostility' in task-oriented leadership behaviours and 'tolerance' and 'consideration' in people-oriented leaders (see, for example, Downton 1973).

It has now been accepted that leadership and management roles consist of both task-oriented and people-oriented aspects (Boatman et al 2011). As such caring is often highlighted as an essential characteristic of those with direct responsibility for managing people. Research from Hennessy and Tech (2011) suggests that employees of all generations expect empathy/caring from a leader. Although 'people management' is difficult to define, one employee suggested:

'Partly it is the ability to put yourself in others' shoes as well because you can communicate well but without empathy.'

If the definition of leadership is followed, achievement of the tasks comes naturally through engaging individuals with aligning their individual needs with the aims of the organisation (Yukl 2012). However, in practice individual management styles impact how the balance between task and people management is struck.

'Only 41% of managers think putting the needs of the team above their own is part of their job. '

'...a mismatch between employees' expectations and managers' behaviours is clear: workers desire more caring than the managers provide.'

Employees who agreed or strongly agreed that their manager provides emotional support when they need it, compared with those who disagreed or strongly disagreed, were more satisfied with their job, and more likely to be motivated by it.

To explore this issue further, we asked line managers about different aspects of caring for their team members. In the CIPD survey 71% of managers said they could describe accurately the way others in the team are feeling; this was true for three in four (75%) senior/middle managers, but only 69% of junior managers and supervisors. Managers who received any form of training were more likely to agree (79%) compared with managers who had not received training (64%).

Furthermore, some leadership theories propose one of the effective leadership styles is for the manager to put the needs of their followers above their own (Van Knippenberg and Van Knippenberg 2005). In this model ability to empathise with the followers' needs supports both people-oriented aspects of the leader–follower relationship as well as the achievement of tasks through building trust; it positions the leader as a role model and encourages followers to reciprocate with extra effort (Wolff et al 2002, Kellett et al 2006).

Toegel et al (2012) show that emotional help displayed by managers is not just a 'nice-to-have', but is *expected* as part of a manager's job by employees in some cases. However, and consistent with our findings, managers think that helping employees to cope emotionally is outside of their job description.

'There is a real fine balance with it between making personal sacrifice as a leader for the good of your team, or the project or the task. So that you have got to balance that against not doing your people's job and not picking up their problems and that is the fine, fine balance. You don't want to be doing their work for them or they will just be coming to you with problems and you take their problem off of them. You do have to balance that quite carefully.'

Commenting on the behaviours of their managers, only 47% of employees think that their manager is concerned about their well-being. Only 39% agree that their line manager recognises that providing emotional support to the team is

Table 5: My line manager frequently uses their authority to get their own way (% agreeing or strongly agreeing)

	Total	Private sector	Public sector	Voluntary sector
Employees	28	28	29	21
Managers	39	44	28	39

part of their job, while 36% say they receive emotional support from their manager when they need it. At the same time, employees who rated their managers as 'selfish' are more likely to be dissatisfied with their job (44%) and are less likely to be motivated by the organisation's core purpose (41%), compared with those employees who did not agree that their manager was selfish.

Variation of management and leadership styles aside, a mismatch between employees' expectations and managers' behaviours is clear: workers desire more caring than the managers provide. If organisations expect caring, empathy or selflessness as part of managerial roles, this has to be part of the requirement of those who are supervising teams.

Formal and informal power of managers

Another aspect of leadership concerns the type of influence used by an individual leader. Although the practitioner literature tends to emphasise cooperative types of influence as good leadership (for example transformational, empowering or charismatic effect on followers), through their formal hierarchical role managers are equipped with directive and authoritative styles to ensure achievement of objectives. As a result, managers may find themselves choosing between formal and informal sources of power (Metcalf and Urwick 1941). One participant commented:

'I think some people can get too wrapped up in the status of being a leader; for them it starts to become more about them as the leader. They are on a pedestal. They have got authority to tell people what to do and that starts to become the most important thing rather than the teams or the people that they are leading.'

In the CIPD survey 28% of employees said that their manager frequently uses their authority to get their own way; 39% of line managers could say the same about their boss – meaning that propensity to use authority increases up the hierarchy ladder. Employees who said that their manager uses authority to get their own way are less likely to be satisfied with their job; however, there is no evidence to suggest that such behaviour of managers impacted employees feeling motivated in their job.

Figure 3: Why do you put the needs of the team above your own?

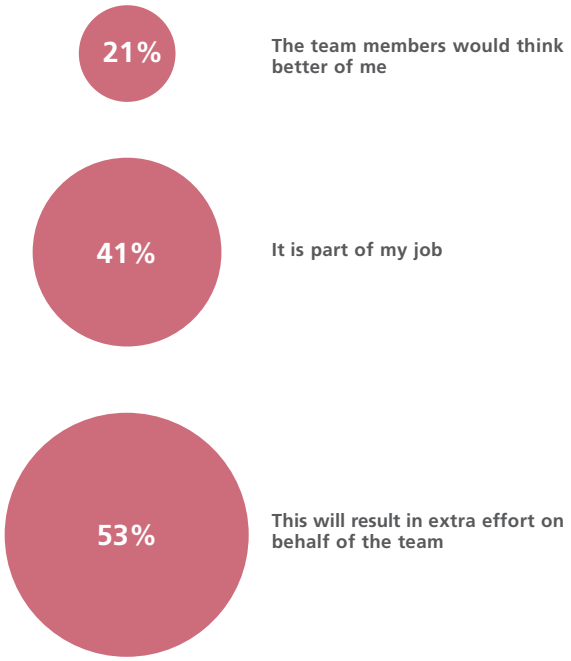


Figure 4: Why don't you put the needs of the team above your own?

'If organisations expect caring, empathy or selflessness as part of managerial roles, this has to be part of the requirement of those who are supervising teams.'

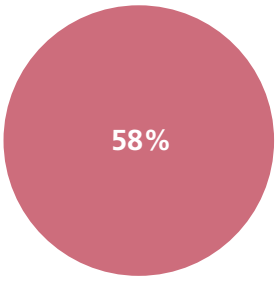
We gave both line managers and employees a hypothetical situation where a manager had to ask the employee to work extra hours to meet a deadline, despite the employee resisting. We asked managers which types of power they would choose to use to get their way and compared that with the scenarios that are most likely to convince employees to stay (adapted from Pierro et al 2013). Overall the most commonly mentioned reasons draw on the existing relationship with the team: mutual dependency and reciprocity (see Table 6). Unsurprisingly, more experienced managers were more likely to capitalise on the relationship with their teams, while less experienced managers preferred formal sources of power or had to hope that the employees would stay without trying to influence them. The latter is also true about managers who had not received training.

On the other hand, when employees were asked about the types of managerial influence that were most likely to get them to stay extra hours to complete a project, despite them unwilling to do so, it emerged that the top reason across all sectors is employees' own work ethic (see Table 7). We suspect that the concept of 'work ethic' might in itself be an amalgam of values formed under the influence of multiple workplace factors, including current and previous employment (Dose 1997), but can also be impacted by the individual's relationship with their line manager:

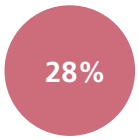
'I always want to excel and that's why I have probably progressed in my career quite quickly. However, I think leaders can switch people off very easily, but as well they can switch you maybe that little bit more. You might think that your work ethic is actually delivering discretionary effort but actually your leader's direction through both encouragement and the technical knowledge of the business is probably what makes it happen as well.'

At the same time, the reasons why employees are willing to show discretionary effort differ between those workers who are motivated by the core purpose of their job and those who aren't, as well as between those who are satisfied with their job and those who aren't satisfied with it. For example, the top reason for the non-motivated and/or dissatisfied employees to work extra hours (after work ethic) is the expectation of a reward/

Figure 5: Do you/your manager put the needs of the team above your/their own?



58% of line managers say they do



28% of employees agree about their bosses

bonus (32%), while motivated/satisfied employees cite the quality of relationship with their manager.

These findings point at the crucial role of the relationship that managers have with the team. In the labour market where many employees are unable to rely on material rewards to remain motivated, more managers need to be able to appeal to intrinsic motivation of workers to contribute, connecting them with the organisational purpose, before employees become demotivated and dissatisfied with their jobs.

Table 6: Imagine a situation where you have to make a team member work extra hours to meet a deadline, but you are facing resistance and lack of motivation. What are you most likely to do? (%)

	All	Private sector	Public sector	Voluntary sector	Senior managers	Middle managers	Junior managers
Show that you will be working hard yourself to meet the objectives	60	57	65	78	62	60	59
Try to understand what the reasons for resistance are	54	51	59	72	51	57	56
Hope that they will stay because they know you wouldn't ask if you absolutely didn't have to	28	29	21	40	29	24	33
Tell your staff how much you depend on them	26	24	28	33	25	32	20
Promise the employee informal rewards (time off etc)	25	24	28	26	22	29	27
Remind them of the times you supported them, hoping that they will help you in return	14	15	12	7	15	16	10
Hope that they will stay because they admire and respect you	12	12	10	14	15	11	7
Promise the employee a reward/bonus	6	8	3	–	8	4	7
Show the employee that they are letting you down	6	7	4	2	8	6	5
Make it clear to the employee that failure to meet objectives will result in penalties	6	7	3	1	7	5	3
Use the fact that you are the boss, and tell them to get on with the job	6	6	8	1	8	4	7
Other	3	3	2	11	2	3	2
I wouldn't try to convince them to work late	6	5	9	3	4	5	9

Table 7: Imagine a situation, where your manager is asking you to work extra hours to meet a deadline. Of the following, what are the top three reasons that would make you more willing to stay? (%)

	Total	Private sector	Public sector	Voluntary sector
I would stay because of my work ethic	49	48	52	62
I know he/she wouldn't ask if he/she absolutely didn't have to	35	34	38	44
I know he/she will appreciate my effort	27	28	27	34
There will be a reward/bonus	23	25	17	18
He/she depends on me to get this done	20	23	14	10
I wouldn't want to let my line manager down	15	15	16	12
He/she is working hard too, and I should help	13	13	10	37
He/she supported me before, and I should help now	13	11	17	21
I don't want to compromise future opportunities for reward/promotion	11	11	9	8
I admire and respect him/her	9	10	9	8
I have no choice, he/she is the boss	8	9	5	9
He/she said that's the only way to get the job done	7	7	8	7
My line manager made it clear that failure to meet objectives will result in penalties	4	4	2	8
Other	4	4	4	8
I wouldn't stay no matter what	4	4	7	–

Questions for HR

- What is in a manager's job description and how is that formulated?
- How is the reality of a managerial role different from the formal responsibilities? Which factors impact that?
- What types of incentives and penalties can have an impact on managers' choices of their leadership and management styles?
- Do leadership and management development activities encourage a particular management style? Why?
- Which types of data collected internally can help you evaluate the impact of management styles on employee and organisational outcomes?

4 Is there a difference between understanding leadership and doing it?

Good management skills may be difficult to apply when it comes to managing difficult conversations and conflict. Less experienced managers and those managers who have not undergone training see themselves as more competent in all aspects of being a manager.

- A quarter of managers found conflict management skills difficult to apply, with 20% worried about managing difficult conversations.
- Only 40% of employees and 42% of those in managerial roles agreed or strongly agreed that their line manager deals objectively with a team's conflicts.
- Less experienced managers are the least concerned about their capability, with managers who had been in their role for one to five years most aware of their capability.
- Managers who had not had training are less concerned about their skills. Only 54% of managers who had not received training mentioned difficulties in applying managerial skills, compared with 64% of managers who had had training.

'Managing difficult conversations is the most frequent skill cited as a gap in the capability of front-line supervisors by HR professionals.'

Managing difficult conversations

Some managers that we spoke to admitted that while they know what good leadership and management looks like in principle, their ability to apply those principles was put to the test when having to juggle conflicting priorities. A quarter found conflict management skills difficult to apply, with 20% worried about managing difficult conversations. These concerns only begin to decline when a manager has been responsible for managing people directly for five years and more in their current organisation.

Managers need to be aware that employees may judge their leadership ability based on the way the manager deals with difficult situations. In the survey 40% of employees and 42% of those in managerial roles agreed or strongly agreed that their line manager deals objectively with team conflicts. In addition, 53% of employees and 56% of managers said that their line manager is not afraid to deal with difficult situations. Employees with a manager who deals objectively with conflict and/or is not afraid to deal with difficult situations were also more satisfied with their job and were more likely to be motivated by the organisation's core purpose. They scored their line managers higher on all dimensions of competence and emotional intelligence. One employee explained:

'[She] is not afraid to tell you as it is. But the way that she does it, it is listening, it is exploratory, it is not just literally this is a difficult conversation, this is what I need to put across. It is like the feedback pattern: it is being specific, it is being concise, it is being exploratory and it is being also collaborative in trying to find solutions. She is not afraid to have a difficult conversation. You know where you stand with her.'

Managing difficult conversations is the most frequent skill cited as a gap in the capability of front-line supervisors by HR professionals in the CIPD survey (see Table 8).

The value of managers' experience and training

Previous research has shown that the core management competencies can be taught (Burgoyne et al 2004), however, this is mostly where learning programmes are enhanced with elements of raising self-awareness, feedback and hands-on experience in at least mock work settings (Boyatzis et al 1996). Evidence for the effectiveness of tailored learning programmes varies with the availability and the quality of measures used.

Regardless of the value added by managerial training, it certainly seems to assist the managers' awareness of their strengths and weaknesses (Waldman et al 2013). For example, only 54% of managers who had not received training mentioned difficulties in applying managerial skills, compared with 64% of managers who had had training. In the CIPD survey, managers without experience were finding it most difficult to apply people management and delegation skills, while those with experience were troubled by conflict management and managing difficult conversations.

This finding reiterates figures from spring 2012 *Employee Outlook*, which highlights significant contrast in views between how satisfied managers think the employees they manage are with them as a manager and how satisfied employees really are with their direct manager. In all, 80% of managers think their employees are either satisfied (65%) or very satisfied (15%) with them as a manager. However, only 58% of employees are satisfied (34%) or very satisfied (24%) with their manager.

The self-awareness aspect is also true for managers with different levels of experience: new managers are less likely to report any difficulties in their job, while those managing people for a period of between one and five years are the most concerned. The confidence levels then seem to improve for managers with five or more years of experience in their role.

The role of experience in context is further confirmed by the finding that those managers in the CIPD survey who had managerial experience in a different role but in the same organisation faced fewer difficulties overall, compared with those managers who had previously held managerial positions but in a different organisation. One manager explained why dealing with difficult situations or a crisis is easier with the experience of specific individuals and contexts:

'I'd known we had had them [critical situations] before and I know how we go about things. I also knew the personalities involved, and so I knew how to manage them. So maybe he saw it slightly different.'

Questions for HR

- Does training for managers allow them to explore the transition from theory to practice? How?
- How is the value of experience and/or managerial training assessed in your organisation?
- How are managers supported before they become experienced and/or confident?
- Whose role is it to support managers? Are those individuals trained to do that?

5 Is HR adequately responding to the leadership and management challenge?

While there are training opportunities available to managers in many organisations, coverage of staff with these programmes and the quality of the courses remains patchy. Approaches to leadership development in organisations need to become comprehensive, considering aspects of organisational design, job roles and reward systems to support leadership behaviours.

- Thirty-five per cent of managers have not received any training for their role, although only 12% of HR professionals said that their organisations do not train individuals who take up managerial positions.
- Forty-three per cent of HR professionals in the CIPD survey said that senior managers in the executive team don't recognise why leadership and management training is key to the organisation delivering its business strategy.
- Only 7% of HR professionals see it as the role of the HR function to conduct a regular audit of leadership capability to understand where the strengths and weaknesses lie.

'...only 11% of HR professionals see it as the role of the HR function to evaluate the effectiveness of leadership and management training.'

Managers do not receive enough support

The average annual expenditure on leadership and management activities stands at £2,000 per person (median at £400 per person). With the CIPD estimate of 8 million managers in the UK, this translates to at least £3.2bn yearly spending on manager training. Despite this considerable spend, concerns remain with regard to the coverage and the quality of these programmes.

Only 36% of HR professionals in the survey of CIPD members said that individuals promoted into managerial roles receive additional training and 51% responded 'sometimes', with 12% of organisations not providing training for new managers. The most common reasons why the training is not being provided are that managerial training is not a priority or that managers are too busy to undertake training/provide training to others. HR professionals in the private sector additionally cited lack of funds for external training programmes as undermining managerial development options.

On the other hand, in the survey of employees the coverage of line managers with training is worryingly lower. Of those managers who had been internally promoted into their first managerial role, 36% did not receive any managerial training at the time of the survey, rising to 52% of externally recruited new managers.

In addition to varying availability of training, quality may be an issue – unsurprising since only 11% of HR professionals see it as the role of the HR function to evaluate the effectiveness of leadership and management training. The HR professionals in the CIPD survey report a number of gaps in leadership skills, particularly at the front-line manager level (see Table 9).

Figure 6: No training/guidance received for the role of line manager, by organisation size (%)

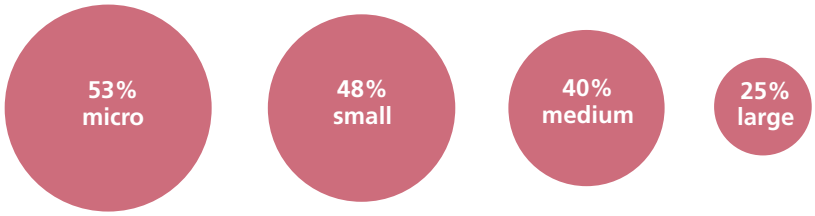
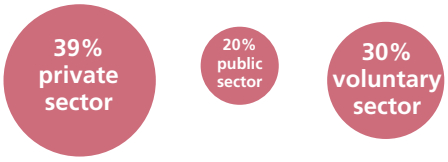


Figure 7: No training/guidance received for the role of line manager, by sector (%)



Only 8% of line managers in the CIPD survey in total said that lack of HR support in difficult situations is a barrier to achieving team objectives; however, the figure rises to 18% for line managers in the public sector (compared with 6% in the private and 5% in the voluntary sector).

Comparison of the responses given by HR leaders and senior business leaders with the CIPD *HR Outlook* reveals a consistency in what the two groups see as barriers to leadership capability in their organisations – although on average HR leaders mention a greater number of concerns. According to these leaders, managerial roles do not appear to be designed adequately, nor are managers incentivised and supported to deliver on leadership capability.

The largest discrepancy between the responses of HR leaders and senior business leaders, however, concerns managers' confidence to flex management style: only 25% of senior business leaders mention this as a challenge, compared with 53% of HR leaders, perhaps due to senior leaders' reflection on their own capability. On the other hand, for senior business leaders, lack of attractive incentives stands out more (22%) compared with HR leaders (16%).

There is inconsistency in the messages about good leadership and management

Even where building leadership capability of line managers is supported with appropriate training, organisational policies and practices can send conflicting signals regarding desired organisational behaviour of leaders and managers. Part of the problem is that the management behaviours linked to increased performance are poorly described, making it more complicated to design

Table 8: In which, if any, of the following groups have you identified gaps in leadership skills?

	Front line managers	Middle managers	Senior managers	None
Managing difficult conversations	70	65	43	5
Performance management	65	64	45	5
Managing change	63	64	56	5
Coaching/mentoring/developing staff	61	65	56	4
Conflict management	61	59	38	7
Business and commercial acumen	56	45	25	11
Motivational skills	49	49	41	12
Delegating tasks	43	38	22	16
Innovation and creativity	39	41	31	18

competency frameworks and measure performance against those (Burgoyne et al 2004).

Overall only 55% of organisations in our survey of HR professionals collect information on managers' performance and people management skills, with two-thirds of private sector organisations collecting this type of data compared with 48% of companies in the public and 45% in the voluntary sector.

Furthermore, in the survey of managers 59% said they are evaluated on people management skills in their performance review; however, the relative importance of people management skills, compared with reaching performance objectives, differed across the sample. Of all managers, junior managers and supervisors were the least likely to be evaluated on people management skills (see Figure 8).

Equally, the methods used to collect information on performance and people management differ. According to the survey of HR professionals, operational/technical performance is most often judged on the basis of objective outputs (46%) and feedback from line managers (44%). On the other hand, people management skills are evaluated via feedback from line managers (42%) and employee engagement surveys (37%). Only 28% of organisations use 360 feedback to judge people management skills and 20% to evaluate operational/technical performance.

Lack of, or inaccuracies in, data on managers' performance is likely to make it difficult for an organisation to respond to variation in managers' behaviours. Overall 28% of organisations take no action in response to poor feedback on line managers (see Figure 9).

Figure 8: In your performance review are you evaluated on people management skills? (% of line managers)

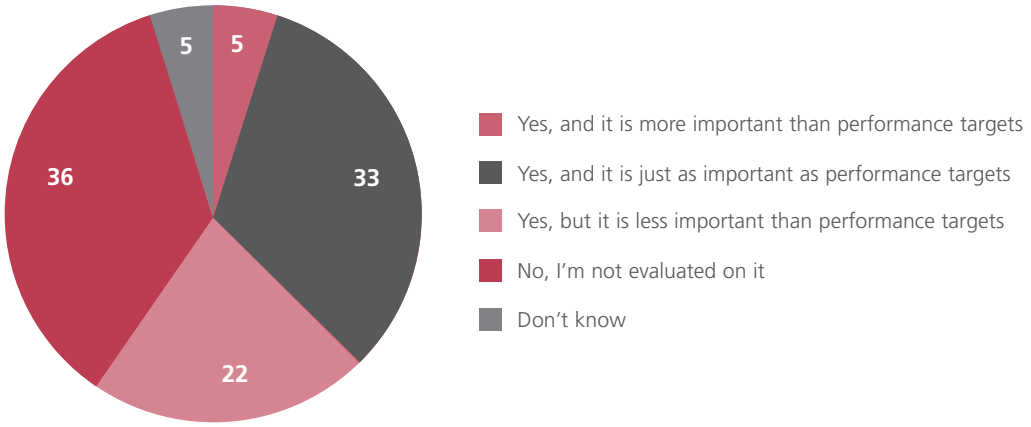
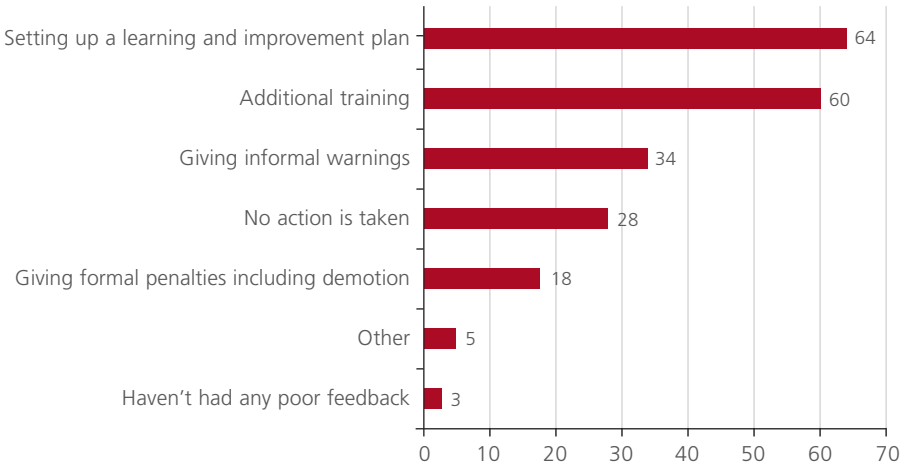


Figure 9: How does the organisation respond in the case of poor feedback on line managers? (% of HR professionals)



'43% of HR professionals said that senior managers in the executive team don't recognise why leadership and management training is key to the organisation delivering its business strategy.'

The level of organisational commitment to positive leadership practice is evident, for example, in the degree of mismatch between organisational values and the types of manager behaviours that the organisation incentivises or penalises. For example, it has previously been noticed that promoting individuals into managerial roles can be a form of performance reward after an employee reaches the top of their pay scale in their non-managerial role (Ruderman and Ohlott 1994).

When HR professionals were asked about criteria for promoting individuals to managerial roles, nearly half (48%) highlighted performance as the most important factor and only 11% mentioned leadership skills to be most important. The responses from the line manager survey, as well as the survey of senior business leaders and HR leaders, confirm the relatively higher importance of business and task management skills in order to progress in their organisations, rather than broader people management skills. One manager we interviewed observed:

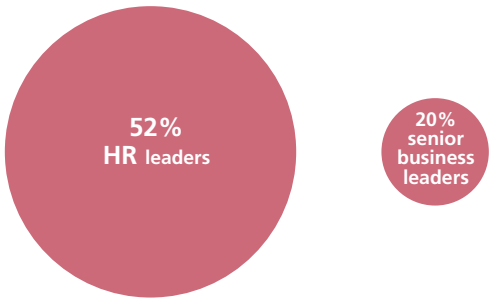
'A lot of managers get promoted because they are good practitioners, not necessarily managers or leaders, and not people who can have difficult conversations and have the courage element that you are looking for.'

Interestingly, however, senior business leaders value practical skills of managers (for example resolving staff issues effectively, helping staff develop their job skills and career) more, compared with HR leaders, who seem to focus on measurable behaviours of supervisors (for example raising staff engagement levels, championing organisational values). This finding raises important questions about consistency of the behaviours encouraged by the senior management at the front-line level with what the HR function considers in evaluating managers' performance and the impact this may have on managers' day-to-day priorities. Evidence-based approaches are required to inform development of manager behavioural frameworks (Donaldson-Feilder and Lewis 2011).

HR functions lack holistic approach to developing leadership capability

Most worryingly, survey evidence suggests that those responsible for planning and implementing leadership and management development activities in organisations still spend much of their efforts gaining organisational commitment for such programmes. Overall 43% of HR professionals in our survey said that senior managers in the executive team don't recognise why leadership and management training is key to the organisation delivering its business strategy. This is confirmed

Figure 10: What challenges that your organisation faces 'keep you awake at night'? (% responding 'leadership capability')



in the CIPD *HR Outlook* showing a considerable discrepancy in how few senior business leaders prioritise leadership capability in their organisations compared with HR leaders (see Figure 10).

In the CIPD survey the most frequently cited activity of HR professionals with regard to developing leadership capability appears to be making the business case for improving leadership skills, highlighting that organisations may still be struggling to prioritise that need (25% of HR professionals). This was followed by developing in-house leadership training or securing external training options (23%) and ensuring organisational values are embedded in leadership development frameworks and programmes (21%).

Although HR professionals appear to have been focusing on their roles in advocating for and delivering development of leadership capability, there is no evidence that the HR function assumes the role of strategic adviser, ensuring that the organisational design enables leaders to apply the learned skills. Of course, this can also result from the lack of capability within the HR function itself to deliver on the leadership and management development agenda (see Figure 11).

Where the HR professionals identified the CEO or head of HR as champions of leadership development in an organisation (56% overall), they were more likely to agree that HR plays a significant role in leadership development activities. On the other hand, 7% of respondents from the survey of HR professionals said there is no one at the senior level who champions leadership development.

To see leaders in practice, organisations must consider enabling organisational systems as part of the approach to building leadership capability (Tate 2013). However, only 7% of HR professionals see it as the role of the HR function to conduct a regular audit of leadership capability to understand where the strengths and weaknesses lie. If leadership development activities are designed and implemented haphazardly, there will be barriers that thwart the potential of managers to apply the skills they acquire in training.

Figure 11: Capability of the HR function to deliver on leadership and management development (% of HR professionals agreeing or strongly agreeing)

Table 9: In your opinion, do any of the following affect leadership capability in your organisation?

	Senior business leaders	HR leaders
Line managers lack time	51	65
Other more important priorities	33	40
Lack of training	32	43
Lack of confidence to flex management style	25	53
The team lacks skills/motivation	25	24
No incentives/they are unattractive	22	16
Line managers are not motivated in their job	21	25
Fear of being accused of favouritism	10	11
Other	5	5
None	7	4

Conclusion

It is highly unlikely that organisations will abandon leadership and management development activities – even if they are not fully satisfied with the effectiveness of the programmes so far. The responsibility for the day-to-day resolution of conflicts, performance management, and even dealing with the impact of issues that employees face outside work is increasingly on the team leaders and supervisors. Both middle managers and the line are expected to drive the engagement levels in teams, guide recruitment and succession planning activities, as well as implement change and manage its consequences on individual staff members.

To close the gap between knowing about leadership and management development and growing better leaders in practice, organisations need to get smarter about identifying training needs and supporting individual leaders. The HR function in particular needs to address three key areas.

Agree what the definition of leadership is in the specific organisational context, and who is expected to be a leader
Although we might know enough about leadership in its academic sense, every organisation is bound to have its own understanding and need for leadership, depending on the specific business context. There is no right or wrong approach to training leaders, as long as it is aligned with the organisational challenges that this strategy aims to resolve. For example, some organisations are beginning to realise that meeting objectives requires supporting leaders at all levels – including front-line supervisors and individuals without formal managerial responsibility who have the potential to influence and engage others.

Consider the wider organisational context
Alongside raising manager awareness of good practices and providing training for specific managerial skills, organisations need to identify and tackle the barriers that impact line managers' behaviours in practice. These may include inadequate hierarchical structures, stifling organisational cultures, insecure organisational climate, bottom-line mentality and other factors – which the CIPD will be studying in phase two of this research. As the context will be unique to each organisation, it is essential that the HR professionals see it as an important piece in the wider strategy on leadership and management development, and reflect the contextual idiosyncrasies when implementing learning programmes.

Be consistent in your approach to leadership development
Once the need for leadership and the context in which it exists are defined, the HR function must ensure there is continuity in the organisational approach to growing and supporting individual leaders. There is a concern that there is a mismatch in understanding what leadership development is even within the HR function – between the HR leaders, and those HR professionals who implement the development programmes. Further inconsistencies could be found in the ways managers' job descriptions are designed, and the reward systems set up – which might leave individual managers confused about the behaviours that are expected of them.

There is considerable evidence that management and leadership capability are paramount to organisational performance (CIPD 2006, MacLeod and Clarke 2009). However, and despite the wide knowledge on leadership, employers are still some way from understanding the reasons for not seeing better leaders in day-to-day practice. To get ahead with that task, organisations need to take a step back and consider how the desired outcomes of leadership training might be impacted by the organisational systems, processes and culture, and develop practical solutions to bridging leadership rhetoric and reality.

Methodology

YouGov surveys

The CIPD has commissioned a survey among UK employees (including line managers) to identify behaviours and attitudes of and towards leaders and managers.

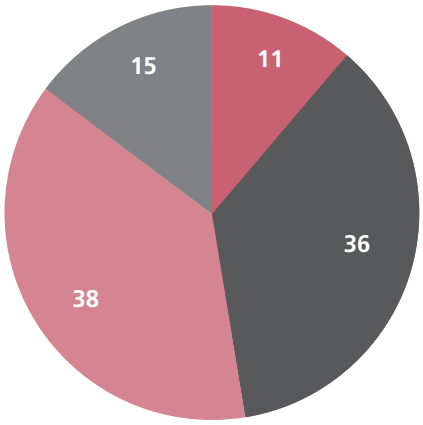
YouGov conducted the online survey for the CIPD of 2,069 UK employees, of whom 806 had responsibilities for managing people directly, in July 2013. It should be noted that we were not able to match managers and employees from the same organisation.

YouGov and the CIPD also conducted separate surveys of 250 senior decision-makers and 128 senior HR professionals in July and August 2013.

This survey has been conducted using an online interview administered to members of the YouGov Plc GB panel of more than 350,000 individuals who have agreed to take part in surveys. The sample was selected and weighed to be representative of the UK workforce in relation to sector and size (private, public, voluntary), industry type and full-time/part-time working by gender. Size of organisation was classified in the following way: sole trader (one-person business), micro business (2–9), small business (10–49), medium (50–249) and large (more than 250).

Emails are sent to panellists selected at random from the base sample. The email invites them to

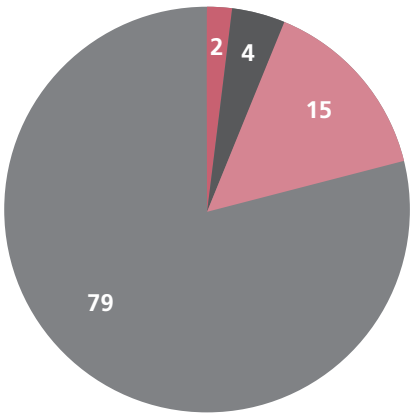
Figure 12: Breakdown of responses, by sector (%)



Which response best describes the main sector in which your organisation operates?

- Manufacturing and production
- Private sector services
- Public services
- Voluntary, community and not-for-profit

Figure 13: Breakdown of responses, by organisational size (%)



Organisation size

- Micro
- Small
- Medium
- Large

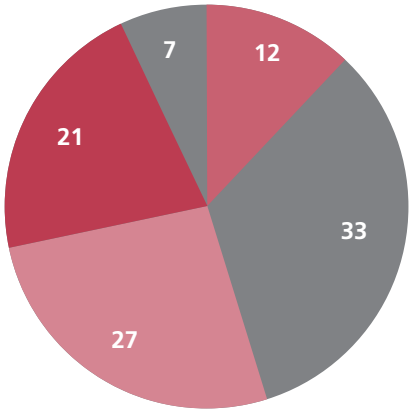
take part in a survey and provides a generic survey link. Once a panel member clicks on the link they are sent to the survey that they are most required for, according to the sample definition and quotas. The responding sample is weighted to the profile of the sample definition to provide a representative reporting sample. The profile is normally derived from census data or, if not available from the census, from industry-accepted data.

CIPD survey of HR professionals

We also surveyed 467 HR professionals from the CIPD membership database consisting of approximately 132,000 members. The survey was carried out in July 2013.

The target sample for this survey was the 'HR profession' and included all levels of seniority. A summary of the sample profile can be seen below.

Figure 14: Breakdown of responses, by respondent's job type



Please indicate your level of involvement with the leadership and management development activities in your organisation.

- I have responsibility for the HR function
- I am responsible specifically for leadership and management development activities
- I am a strategic partner advising on leadership and development activities
- I am part of a delivery team/provide administrative support to leadership and management activities development
- I am a consultant/individual providing consultancy services to organisations

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