FAST TRACK TO SUCCESS
MANAGING PEOPLE & PERFORMANCE
FAST TRACK TO SUCCESS
MANAGING PEOPLE & PERFORMANCE
DAVID ROSS
## CONTENTS

The Fast Track Way  vii
About the Author  x
A Word of Thanks from the Author  xii
Managing People & Performance Fast Track  xiv
How to Use this Book  xvii
Fast-Track-Me.com  xix

### A  Awareness  1
1. Performance Management in a Nutshell  5
2. Performance Management Audit  17

### B  Business Fast Track  27
3. Fast Track Top Ten  31
4. Technologies  73
5. Implementing Change  91

### C  Career Fast Track  107
6. The First Ten Weeks  111
7. Leading the Team  129
8. Getting to the Top  151

### D  Director’s Toolkit  169
T1. Performance Audit  173
T2. Team Audit  179
T3. Talent Passport  185

The Fast Track Way  197
Glossary  200
Index  206
This page intentionally left blank
THE FAST TRACK WAY

Everything you need to accelerate your career

The best way to fast track your career as a manager is to fast track the contribution you and your team make to your organization and for your team to be successful in as public a way as possible. That’s what the Fast Track series is about. The Fast Track manager delivers against performance expectations, is personally highly effective and efficient, develops the full potential of their team, is recognized as a key opinion leader in the business, and ultimately progresses up the organization ahead of their peers.

You will benefit from the books in the Fast Track series whether you are an ambitious first-time team leader or a more experienced manager who is keen to develop further over the next few years. You may be a specialist aiming to master every aspect of your chosen discipline or function, or simply be trying to broaden your awareness of other key management disciplines and skills. In either case, you will have the motivation to critically review yourself and your team using the tools and techniques presented in this book, as well as the time to stop, think and act on areas you identify for improvement.

Do you know what you need to know and do to make a real difference to your performance at work, your contribution to your company and your blossoming career? For most of us, the honest answer is “Not really, no.” It’s not surprising then that most of us never reach our full potential. The innovative Fast Track series gives you exactly what you need to speed up your progress and become a high performance
manager in all the areas of the business that matter. Fast Track is not just another "How to" series. Books on selling tell you how to win sales but not how to move from salesperson to sales manager. Project management software enables you to plan detailed tasks but doesn’t improve the quality of your project management thinking and business performance. A marketing book tells you about the principles of marketing but not how to lead a team of marketers. It’s not enough.

Specially designed features in the Fast Track books will help you to see what you need to know and to develop the skills you need to be successful. They give you:

- the information required for you to shine in your chosen function or skill – particularly in the Fast Track top ten;
- practical advice in the form of Quick Tips and answers to FAQs from people who have been there before you and succeeded;
- state of the art best practice as explained by today’s academics and industry experts in specially written Expert Voices;
- case stories and examples of what works and, perhaps more importantly, what doesn’t work;
- comprehensive tools for accelerating the effectiveness and performance of your team;
- a framework that helps you to develop your career as well as produce terrific results.

Fast Track is a resource of business thinking, approaches and techniques presented in a variety of ways – in short, a complete performance support environment. It enables managers to build careers from their first tentative steps into management all the way up to becoming a business director – accelerating the performance of their team and their career. When you use the Fast Track approach with your team it provides a common business language and structure, based on best business practice. You will benefit from the book whether or not others in the organization adopt the same practices; indeed if they don’t, it will give you an edge over them. Each Fast Track book blends hard practical advice from expert practitioners with insights and the latest thinking from experts from leading business schools.
The Fast Track approach will be valuable to team leaders and managers from all industry sectors and functional areas. It is for ambitious people who have already acquired some team leadership skills and have realized just how much more there is to know.

If you want to progress further you will be directed toward additional learning and development resources via an interactive Fast Track website, www.Fast-Track-Me.com. For many, these books therefore become the first step in a journey of continuous development. So, the Fast Track approach gives you everything you need to accelerate your career, offering you the opportunity to develop your knowledge and skills, improve your team’s performance, benefit your organization’s progress toward its aims and light the fuse under your true career potential.
DAVID ROSS established Performance Unlimited in 1993 as a coaching organization centered on his unique coaching model that pioneers corporate leadership coaching and delivers coaching development solutions to executive leadership communities in banking, pharmaceuticals, food and beverage, IT and Telcos, as well as some public sector organizations.

The company’s unique proposition is to enable individuals to develop behavior change that complements their strengths and is totally aligned to the business results that they and their organizations want them to achieve.

This trademarked model, “Six Steps to Unlimited Performance,”® forms the lynchpin of the company’s success in helping businesses and the individuals that run them to achieve their objectives and improve their performance. Having created such a powerful and effective tool, it is not surprising that David has great enthusiasm for and commitment to executive coaching and is much in demand on the lecture circuit.

“Our unique proposition is to enable individuals to develop behavior change that complements their strengths and is totally aligned to the business results that they and their organizations want them to achieve.”

High Performance Leadership is a five-step transformational program which delivers lasting results throughout the organization.

Traditional leadership team development programs take too long to deliver. Because High Performance Leadership is a truly integrated approach to developing high-performing teams and organizations, it accelerates the time it takes to build a high-performing team and will have a measurable impact in your current financial year.

A planned, progressive program of leadership development and shared culture, High Performance Leadership includes all the team and individual interventions required to bring about sustainable improvements in performance and ensure you get rapid results for your business.
High Performance Leadership is underpinned by distinctive, web-based software which helps you sustain improvements in your core processes.
I would like to thank the following for their generous contributions to this book.

➔ **Liz Gooster, Pearson.** There are many exciting new ideas in the publishing world at present, but without an enthusiastic champion, most will simply die a slow death. Liz had the confidence to commission the Fast Track series and associated web-tool on behalf of the Pearson Group at a time when other publishers were cutting back on non-core activities. She has remained committed to its success – providing direction, challenge and encouragement as and when required.

➔ **Ken Langdon.** As well as being a leading author in his own right, Ken has worked with all the Fast Track authors to bring a degree of rigor and consistency to the series. As each book has developed, he has been a driving force behind the scenes, pulling the detailed content for each title together in the background – working with an equal measure of enthusiasm and patience!

➔ **Mollie Dickenson.** Mollie has a background in publishing and works as a research manager at Henley Business School, and has been a supporter of the project from its inception. She has provided constant encouragement and challenge, and is, as always, an absolute delight to work with.

➔ **Critical readers.** As the Fast Track series evolved, it was vital that we received constant challenge and input from other experts and from critical readers.

➔ **Professor David Birchall.** David has worked to identify and source Expert Voice contributions from international academic and business experts in each Fast Track title. David is
co-author of the Fast Track *Innovation* book and a leading academic author in his own right, and has spent much of the last 20 years heading up the research program at Henley Business School – one of the world’s top ten business schools.

**Our expert team**

Last but not least, I am grateful for the contributions made by experts from around the world in each of the Fast Track titles.

<table>
<thead>
<tr>
<th>EXPERT</th>
<th>TOPIC</th>
<th>BUSINESS SCHOOL/COMPANY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Liz Houldsworth</td>
<td>A commentary on measuring performance – the trend toward forced distribution (p. 14)</td>
<td>Henley Business School, University of Reading</td>
</tr>
<tr>
<td>Dr. Lynn Thurloway and Dr. Jean-Anne Stewart</td>
<td>Generation Y and Z: Who are they? Should we manage them differently? (p. 24)</td>
<td>Henley Business School, University of Reading</td>
</tr>
<tr>
<td>Dr. Richard McBain</td>
<td>Engagement, commitment and the line manager (p. 69)</td>
<td>Henley Business School, University of Reading</td>
</tr>
<tr>
<td>Nick Horslen</td>
<td>Managing future performance through an emergent workforce (p. 86)</td>
<td>Independent business adviser</td>
</tr>
<tr>
<td>Professor Roger Palmer</td>
<td>Managing marketing performance (p. 104)</td>
<td>Henley Business School, University of Reading</td>
</tr>
<tr>
<td>Dr. Serge Besanger</td>
<td>Managing people the Socratic way (p. 127)</td>
<td>ESSEC Asia-Pacific</td>
</tr>
<tr>
<td>Professor Mike Pedler</td>
<td>Creating a learning organization (p. 148)</td>
<td>Henley Business School, University of Reading</td>
</tr>
<tr>
<td>Professor Victor Dulewicz</td>
<td>The competencies method for assessing staff (p. 165)</td>
<td>Henley Business School, University of Reading</td>
</tr>
</tbody>
</table>
Just why do some teams produce excellent results and some just mediocre or poor results? Why are there some star divisions in a company and some millstones? Why, in the end, do some organizations operate so much more effectively and efficiently than others? The answer is so simple that everyone fundamentally knows it. Because people are different and getting the best possible performance from them is a great skill. You can help most people to achieve excellence, even those who, to begin with, are coasting or behaving in a way that is actually counterproductive to the business.

To be competitive nowadays you need more top players than poor players in the team. In this book I will describe team members as A, B and C players, explain the rationale behind this and its usefulness. But the main thrust of the book is to explain the processes to use in order to produce the best performance possible out of most of the people in your team. It’s quite individualized since not only do you need to implement the processes with everyone but you also have to know how to get each individual team member to use them well and achieve excellence. They will all do that slightly differently. We start from getting everyone to understand their role and responsibility within the team with a complete understanding of their focus and the measures by which their performance will be measured. Then going through a series of steps we arrive at what I call a unique social system where each team member knows the others very well and there is a high level of trust.

There are six behavioral dimensions that characterize a high performing team.
Dimension 1: An overriding sense of purpose

By sharing an understanding of individual workloads and visions, the team also shares a commitment to that vision and the team’s goals. Members will also know how each of them is motivated to achieve the desired results. Clarity is the watchword here: clarity of business purpose, strategic priorities, the required standards of performance and, finally, clarity of the measurable results members are going to deliver.

Dimension 2: Building on strengths and skills

There is one team leader with overall responsibility for decision making and appointing new team members to the team. The leader coaches team members. Each team member takes leadership in some aspect of teamwork where they have a special technical skill or a particular talent. The team understands the technical competencies of each of its members and how and when to utilize those competencies in the pursuit of the common goals.

The team leader is in the end accountable for how the team runs and performs, making sure that the resources are there to make achievement of its shared goals as certain as is possible in a business world of risk. This leads to the development of further competencies.

Dimension 3: A strong results ethic

Each member of the team has a clear set of objectives that contributes to the overall goals for the team. It is crucial for these to be written down and agreed by each individual and used in a systematic approach to measuring performance. Go back to the processes, ensuring that those processes critical to establishing a common pattern and way of achieving certain goals are well understood and are simple to follow.

A passion for success leads people to work beyond these agreed objectives by putting in extra, or discretionary, effort for no set reward
because they are committed and love what they are doing. New team members are well received and go through a process to get them up to the requirements and values of the team. This focus on results does not prevent team members displaying empathy for other team members – offering them support, for example, when they are emotionally or personally challenged.

As work proceeds and the team is closing in on delivering the results, they continuously look for ways of improving the processes and tasks or even the climate the team is working in to achieve success. When success comes they celebrate their achievements both individually and collectively.

As they move on, teams approach problems with a creative mindset, looking for solutions that take the business forward, beyond where it is now.

**Dimension 4: Open communication and mutual accountability**

In a high-performing team, personal agendas stay out of the room and team members operate on the basis of common goals. They share their skills. People recognize the individual skills or specialist knowledge that other team members bring and want to utilize those effectively to get the best results. People talk about their feelings and are open about them whether positive or negative.

Members focus on the issue and don’t waste time going “off track” in an environment that enables them to give feedback on team issues.

**Dimension 5: A cohesive, compassionate and unified team**

The team leader is the ultimate authority when making final decisions or hiring new team members: beyond that there are no obvious hierarchies. The team is naturally motivated to become high performing and does whatever is necessary to improve performance.

The team shares and takes considered risks. The team knows how to generate options to arrive at the optimal path to achieve its goals. It
evaluates those options sufficiently well to mitigate the risks associated with those options that are untried and new ways of getting to the goals.

**Dimension 6: Unique social system**

The team actively encourages and benefits from diversity by selecting team members of diverse culture, race, personality, talent and skills in order to have the best chance of success. Members believe that they know, trust and respect each other. Team members have taken the time to get to know each other at the level of personality, values, experience, knowledge, talent and skills. They have developed an acceptance of their differences.

Members enjoy working and playing together. They enjoy working on goals and projects together as well as the social moments that they can share together. They agree that those moments are part of the social structure of the team.

*First class performance management needs champions, people who will drive through the problems and setbacks, convince skeptics of the need to do new things and make a good idea produce results. Perhaps you are that champion: perhaps just for your team or division of your company, or perhaps for the entire organization. If so, you have an exciting time ahead. Remember, once a great idea is recorded it can never die; but there’s a lot to get right before you can be sure that it will fly: so let’s get on with it.*
# HOW TO USE THIS BOOK

Fast Track books present a collection of the latest tools, techniques and advice to help build your team and your career. Use this table to plan your route through the book.

<table>
<thead>
<tr>
<th>PART</th>
<th>OVERVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>About the authors</strong></td>
<td>A brief overview of the authors, their background and their contact details</td>
</tr>
<tr>
<td><strong>Awareness</strong></td>
<td>This first part gives you an opportunity to gain a quick overview of the topic and to reflect on your current effectiveness</td>
</tr>
<tr>
<td><strong>1 Performance management in a nutshell</strong></td>
<td>A brief overview of performance management and a series of frequently asked questions to bring you up to speed quickly</td>
</tr>
<tr>
<td><strong>2 Performance management audit</strong></td>
<td>Simple checklists to help identify strengths and weaknesses in your team and your capabilities</td>
</tr>
<tr>
<td><strong>Business Fast Track</strong></td>
<td>Part B provides tools and techniques that may form part of the integrated performance management framework for you and your team</td>
</tr>
<tr>
<td><strong>3 Fast Track top ten</strong></td>
<td>Ten tools and techniques used to help you implement a sustainable approach to performance management based on the latest best practice</td>
</tr>
<tr>
<td><strong>4 Technologies</strong></td>
<td>A review of the latest information technologies used to improve effectiveness and efficiency of performance management activities</td>
</tr>
<tr>
<td><strong>5 Implementing change</strong></td>
<td>A detailed checklist to identify gaps and to plan the changes necessary to implement your projects</td>
</tr>
<tr>
<td><strong>Career Fast Track</strong></td>
<td>Part C focuses on you, your leadership qualities and what it takes to get to the top</td>
</tr>
<tr>
<td><strong>6 The first ten weeks</strong></td>
<td>Recommended activities when starting a new role in performance management, together with a checklist of useful facts to know</td>
</tr>
<tr>
<td><strong>7 Leading the team</strong></td>
<td>Managing change, building your team and deciding your leadership style</td>
</tr>
<tr>
<td><strong>8 Getting to the top</strong></td>
<td>Becoming a performance management professional, getting promoted and becoming a director – what does it take?</td>
</tr>
<tr>
<td><strong>Director’s toolkit</strong></td>
<td>The final part provides more advanced tools and techniques based on industry best practice</td>
</tr>
<tr>
<td><strong>Toolkit</strong></td>
<td>Advanced tools and techniques used by senior managers</td>
</tr>
<tr>
<td><strong>Glossary</strong></td>
<td>Glossary of terms</td>
</tr>
</tbody>
</table>
Before reading this book, why not start by visiting our companion website www.Fast-Track-Me.com? This is a custom-designed, highly interactive online resource that addresses the needs of the busy manager by providing access to ideas and methods that will improve individual and team performance quickly, and develop both your skills and your career.

As well as giving you access to cutting-edge business knowledge across a range of key topics – including the subject of this book – Fast-Track-Me.com will enable you to stop and think about what you want to achieve in your chosen career and where you want to take your team. By doing this, it will provide a context for reading and give you extra information and access to a range of interactive features.

The site in general is packed with valuable features, such as:

**The Knowledge Cube.** The K-Cube is a two-dimensional matrix presenting Fast Track features from all topics in a consistent and easy-to-use way – providing ideas, tools and techniques in a single place, anytime, anywhere. This is a great way to delve in and out of business topics quickly.
The Online Coach. The Online Coach is a toolkit of fully inter-active business templates in MS Word format that allow Fast-Track-Me.com users to explore specific business methods (strategy, ideas, projects etc.) and learn from concepts, case examples and other resources according to your preferred learning style.

Business Glossary. The Fast Track Business Glossary provides a comprehensive list of key words associated with each title in the Fast Track series together with a plain English definition – helping you to cut through business jargon.

To access even more features, carry out self-diagnostic tests and develop your own personal profile, simply log-in and register – then click on My FastTrack to get started! Give yourself the Fast Track HealthCheck now.

My FastTrack

These are the different areas you’ll discover in the My FastTrack area.

My HealthCheck

How effective is your team compared with industry ‘best practices?’ Find out using a simple Red, Amber, Green (RAG) scale.

After identifying areas of concern, you can plan for their resolution using a personal ‘Get2Green’ action plan.
My Get2Green Actions

What are the specific actions you and your team will implement in order to ‘Get2Green’ and improve performance? Log, prioritize and monitor your action points in the My Get2Green Action Plan area to help you plan for future success – fast.

My Career

Reflect on your current role and plan your future career – how prepared are you for future success?

*Fast-Track-Me.com* provides the busy manager with access to the latest thinking, techniques and tools at their fingertips. It can also help answer some of the vital questions managers are asking themselves today.

Don’t get left behind: log on to [www.Fast-Track-Me.com](http://www.Fast-Track-Me.com) now to get your career on the fast track.
This page intentionally left blank
This page intentionally left blank
This book introduces a sustainable approach to performance management aimed at keeping you, your team and your organization at the forefront of getting the best people performance possible, thus contributing toward the future of all three. The starting point is to gain a quick understanding of what performance management is and what it is not, and to be aware of your own and your team’s capabilities in this area right now. For this reason I will ask you a number of questions that will reveal where you and your team need to improve if you are to truly have a culture of top-flight performance management and meet the aims of your organization – exciting product sets for your customers and business processes in place that put your people and your service to customers among the leaders in your industry.

“Know yourself” was the motto above the doorway of the Oracle at Delphi and is a wise thought. It means that you must do an open and honest self-audit as you start on the process of setting up your framework for performance management.

The stakes are high. People performance is at the heart of success in this global, competitive marketplace. Your team, therefore, need to be effective performers and you need to be a good leader. Poor leadership and poor team effectiveness will make failure likely. An effective team poorly led will sap the team’s energy and lead in the long term to failure through members leaving for a better environment or becoming less effective through lack of motivation. Leading an ineffective team well does not prevent the obvious conclusion that an ineffective team will not thrive. So, looking at the figure below, how do you make sure that you and your team are in the top right-hand box – a top performing and effective team with an excellent leader? That’s what this book is about and this part shows you how to discover your and your team’s starting point.
This page intentionally left blank
Performance management is an essential component of building successful teams and getting consistently great results. If you don’t set the benchmark for great performance, then people will default to their own standards that may well be very different to your own expectations of the behaviors and actions that deliver great results. Remember that everyone has their own unique model of the world.

Starting with the basics

A three-fold win

The benefits of managing performance well give a three-fold win: the individual makes the most of their skills and improves their career potential; the team improves its performance and produces a higher performance than the sum of its parts; and the organization simply gets better results.

Performance can only be measured through an equation that makes it explicit:
What is the specific outcome you want to achieve or that you want the person concerned to achieve? The outcome will have a set of criteria that you agree with the person relating to what you will see, feel and hear that lets you know the outcome was achieved.

What is the style in which you want them to achieve it? For example, is it important to build, sustain and maintain relationships with those around you as you move toward the outcome? You may want to establish behavioral ground rules as part of the way in which you measure their performance.

Managing performance can only happen effectively if you know what excellent performance looks like and you have agreed on the criteria with the person concerned. As you will see in Chapter 3, individual performance can only be mapped effectively if the bigger picture framework of the team or company’s future direction has been set.

Managing performance requires other activities that you need to commit to if you are going to do it well:

- Build an effective relationship with the individuals whose performance you are going to manage. They need to be able to relate to you, trust you and you need to be able to communicate with them in a way that speaks to their model of the world.

- Be prepared to give feedback on their performance regularly. Don’t wait until performance reviews to give people feedback. They won’t thank you for telling them what they need to know six months or a year down the line. “The reason you are getting a 2% increase in salary instead of 6% is because you failed to meet deadlines set for the key tasks you were given and you have failed consistently all year.”

- Monitor performance regularly, at least monthly, so that you are able to measure the overall performance of the team through each individual’s monthly tasks or other forms of targets. Keep a record of this performance and your conversations around performance.

- Hold quarterly performance reviews with the team and the individuals.
A, B and C players

A word about A, B and C players. We use the terms to describe a person in terms of their competencies, their attitude and their talents and strengths. There is more on this in Chapter 3. At this stage here is a summary of the competency part of the analysis:

➔ An “A” player is someone who exceeds expectations in 50 percent or more of the skills required to perform the role.

➔ A “B” player is one who is good to very good in 50 percent or more of the skills required to perform the role.

➔ A “C” player is below the level of a “B” player and is someone who is good/average in 50 percent or more of the skills. The role of a “C” player is to support a “B” player. You would not have “C” players in leadership roles in your high-performing team. If they can play a useful support role, then it may well be right to keep them in a high-performing team. If they cannot do that, move them on to a more suitable role.

CASE STORY TAKE RADICAL ACTION IF IT’S NEEDED, LOUISE’S STORY

Narrator Louise took over a successful team selling complex hardware and software to government agencies.

Context On the face of it everything looked rather good. The team had good results and had a salesperson, Jan, who was one of the leading salespeople in the country.

Issue Jan plainly had a very influential role in the team. Everyone in the team approached him for advice. In fact people seemed incapable of deciding a sales strategy or any major decision without consulting Jan. Using a process to identify the A, B and C players in the team, Louise found that there were several B players who were potential A players but were held back by their deference to Jan. Jan was an A player by results but not by any measure of “being a good team member.” Louise was concerned at the dominance of one person who seemed to be holding other members of the team back.
Major trends

Over the past decade, there have been three major trends that mean that it is increasingly important to define, manage and track the performance of your team and your people:

1. All industry sectors are becoming more and more competitive. Poor performance will result in a gradual decline in sales, a movement toward increasingly small niche markets and, ultimately, financial failure and business collapse. There are no hiding places. This has resulted in a relentless drive toward improving effectiveness and efficiency across all business teams, where processes, systems and skills are being redefined. Creative and process thinking are becoming more critical to success where project management, risk management and innovation are becoming core team skills – enabling companies to deliver what they say they are going to deliver, on time and within budget. Most organizations are also experimenting with and applying more sophisticated techniques, but these tend to come and go with business fashion and do not interfere with the basics of achieving high-performing teams.

2. Companies face increasing expectations from their customers and consumers: they have gotten used to continuous improvement in what the business world offers them. They are better informed about possibilities because of access to information – in part fueled by the Internet which offers opportunities for product/price comparisons that were

Solution To the surprise of everyone Louise moved Jan out of the team. She allocated the accounts that he serviced to other salespeople and brought in a new salesperson who was showing a lot of potential. The effect was like a dam breaking. New ideas flowed from people who had been, in effect, bottled up by Jan. More A players emerged and the team’s results went from strength to strength.

Learning: An analytical approach to the categorization of people can reveal an action plan that appears on the face of it counter-intuitive. At the same time as learning this, remember the trauma and difficulty of managing the process of removing someone from a team.
impossible in the days when the only way you could get such information was from biased advertisements and walking around the stores. Put simply, consumers want more for less, and consumers want it faster. They won’t accept mediocrity because if we can’t deliver, someone else will. Not only does this affect the skills your team will require, it changes how they need to behave and the attitudes they need to bring to work each day.

Finally comes globalization: no matter how big or small you are, you are now competing in a global market. The corner shop, struggling with having to charge higher prices because it lacks the buying muscle of the big boys, is now also competing head-to-head with sellers on eBay and with national retailers offering home delivery. The labor market is also international, and your team may comprise talented people from all over the world – each bringing different skills and approaches to working.

Gary Hamel summed up the challenge that businesses face as: “Those that live by the sword will be shot by those that don’t!”1 My conclusion is that if you can’t compete on the basis of price, you have to offer an excellent and differentiated product and service, and to do this you need highly motivated people working within high-performing teams.

---

QUICK TIP BUSINESS ENVIRONMENT

Constant monitoring of your business environment will help to identify significant ideas for change (opportunities and threats). Look for trends and ask: “So what? How will this impact me or my team?”

What typically goes wrong?

So, recognizing how important people and performance management is to the future success of a company and your team, let’s take a panoramic view by looking first at what can go wrong. This should make you think about particular areas in your business or team where one or more of these problems occur and focus your attention on fixing them. Then

---

we’ll look at a number of frequently asked questions to finish off this rapid introduction to the topic.

1 **The overall business or team strategy is unclear.** Many successful teams grow on the basis of yesterday’s performance. While historic success is to be applauded, it does not guarantee future success. Teams need to have clarity of vision and purpose, and need to constantly adapt to changes in their environment.

2 **There are no agreed performance targets.** Even when there is a team strategy in place, unless this is translated into clear targets that are understood and agreed on by the team, individual members are likely to work in ways that maximize their individual performance but at the expense of the team’s overall performance.

3 **Teams are not structured for optimum performance.** The way that roles and responsibilities are defined and the group is structured often reflects historical needs. Just as the strategy needs to change to reflect the current business requirements, the team structure should be continually reviewed.

4 **Those with the greatest talent are underutilized.** While each member of the team will contribute to the overall success of the team, they are all different and will each contribute varying amounts. To optimize performance, it is vital to get the right people into the right roles, and to develop them to the maximum of their ability.

5 **People are resistant to change.** Resistance to change reflects an attitude that slows or stops the development of a team. As customer expectations change, and competitor performance improves, businesses must adapt. Not doing so will result in long-term or short-term failure.

6 **There is no structured development program.** There is a common phrase that “practice makes perfect.” Unfortunately this is not true. As your team gains experience through repeated completion of tasks, its performance will initially improve, but then will quickly plateau. It is only through training in “best practice, coaching and feedback” that team performance will approach “perfect.”
7 **Performance is not reviewed on a regular basis.** Setting clear targets alone will not guarantee that they will be achieved. High-performance teams will monitor performance on a regular basis, and will use the reviews to identify areas of concern actions necessary to improve performance.

8 **There is no effective process of governance.** Most teams are poor at conducting their regular (monthly) performance review meetings. The wrong people turn up, the wrong items are on the agenda, and the meeting runs badly.

---

**So just what is performance management? – frequently asked questions**

The following table provides quick answers to some of the most frequently asked questions about the topic of people and performance management. Use this as a way of gaining a quick overview.

| FAQ 1 What do we mean by performance management? | 1 Performance management can best be described as a professional and systematic way of getting people to perform to their best and achieve the highest success possible. It includes building high-performing teams through using processes and concentrating on the behaviors necessary to be high achievers. |
| FAQ 2 Why is performance management important to our business, when profits and revenues are good? | 2 The pace of change in business today is phenomenal. What is profitable and successful today may be out of date or copied by competitors tomorrow. Performance management is the key to differentiation, and differentiation is the key to staying ahead. |
| FAQ 3 Who should be involved in performance management? | 3 Everyone! If you can create a culture of high-performing teams where it is part of the DNA of your business, then you stand a better chance of becoming more and more successful. You may start with a few “performance advocates” around the business, but the best achieving companies are widely conscious of good performance management. |
| FAQ 4 How do I confirm individual key performance objectives and key performance indicators? | 4 Develop a written plan for the year that confirms what the key performance objectives are, stating clearly what it is you want the team to achieve. Make sure that you detail the key performance indicators for each objective. This gives the evidence for success of each objective. |
| FAQ 5 What's the difference between talent and competence? | 5 The difference is that a competence is a learned skill that is developed through experience. A person can be poor, average, good or excellent at a competence. There is a range of competencies required for any role. A talent is an innate, naturally occurring set of competencies learned during the formative period of a person’s life, usually between birth and 14 years old. It's something that a person is naturally excellent at doing. |
| FAQ 6 If I am taking over a team from someone else, how do I start? | 6 First, review the overall framework of objectives and strategies and the performance of individuals in the team. Make sure that you leave people in no doubt that you are taking responsibility and in so doing will take responsibility adopting your own framework not someone else's. |
| FAQ 7 Can I create my own strategic framework in isolation from the rest of the business? | 7 No, make sure that you understand the overall vision for the business and what the strategic priorities are for the business as a whole. If there is no framework, then influence people to conceive of one. In the worst case develop one for yourself and let others notice the difference between your results and theirs. |
| FAQ 8 Should I make the concept of “A,” “B” and “C” players overt to the team? | 8 No you should not, unless this is an HR policy supported by the overall business. Use the concept informally rather than formally. |
| FAQ 9 What if there is no succession planning process in the overall business? | 9 Carry on and create your own, otherwise you won’t have the means to move on yourself. Get yourself the reputation of being a net exporter of talent from your team. That way people will want to join knowing that you will look after their careers. |
| FAQ 10 Why should I give positive feedback regularly even when little has been achieved or little progress made? | 10 When used appropriately, positive feedback reinforces good behavior and generates a lot of motivation energy. You make people aware when they are behaving in the way you and the rest of the team want. Do this regularly and people will put it into a better context when you have to talk about underperformance. |
| FAQ 11 What do I do if an individual consistently underperforms? | 11 Make sure that you have given clear feedback and are clear with them about the consequences of not improving. Commit to coaching them for a period of three months. If after three months of coaching and support the person’s performance does not improve, either move them into a more suitable role or move them out of the business. |
**FAQ 12** Can I include measures of quality as well as hard numeric indicators in a person's objectives?

12  Certainly you can. Try to find some concrete measures as well, but in the end an objective on, for example, customer satisfaction is sometimes best measured by talking to the customers themselves. Quality can be measured by comparison with the competition, but again there's bound to be a woolly element to that.

**FAQ 13** Why do some teams achieve a really good “team spirit” while others don’t?

13  In some ways this is the $64,000 question. As well as putting in first-class processes that encourage excellent performance, involve all team members in the running of the team and slowly introduce a culture where everyone takes a pride in their work. This book is pretty much an amplification of this principle.

**FAQ 14** Do social activities have a place in modern team management, given the curbs on expenses?

14  Yes, you have to find the money for such crucial events in some way or other. Look for other budget savings and tell people what you are going to spend the saved money on.

**FAQ 15** Is it easier to take over a well-functioning team rather than one that has problems?

15  Probably it is easier to take over the problematic team because you can find out what the problem is and fix it. Taking over a well-functioning team means understanding what makes it tick, keeping that going and adding your own fresh ideas into the mix.

**FAQ 16** Who should I help first – the poor performers, the average performers or the best people?

16  First look for ways to improve the performance of the average team members. After all, that will have the biggest effect on your results. Helping poor performers is time-consuming and if they cannot change, then you have wasted that time trying to get the benefit of making a poor performer into an average one.

**FAQ 17** What are the main attributes of a good team leader?

17  Funnily enough, at the most basic level the main attribute is listening. Listen to other team members, your customers and your suppliers and you will start to identify the right strategy. It then becomes your job to drive that strategy through.

**FAQ 18** Is it best to offer bonuses for team performance or individual performance?

18  Both can be useful, but trying to get team bonuses right so that no one feels that they should have been paid more and another person paid less is difficult – it is not a trivial pursuit.

**FAQ 19** Should I publish each team member’s performance publicly?

19  Look very carefully at the context and skills of your team before you do this. I’ve seen it work in a sales environment but fail horribly in others.

**FAQ 20** Is it possible to get a team to discuss each other’s strengths and weaknesses without falling out?

20  It certainly is, but you really need to read the book to understand thoroughly how to do it.
I hope these FAQs give a quick start to getting to grips with people and performance management. The rest of this book shows you how to move from understanding what the key elements are to an active implementation of good performance management either within your team, division- or company-wide if that is your role.

**QUICK TIP BUSINESS ENVIRONMENT**

First-class team management is a long and very satisfying challenge. Take it step by step.

---

**A commentary on measuring performance – the trend toward forced distribution**

Dr Liz Houldsworth, Henley Business School, University of Reading

We all know the old story of call-center operators allegedly pushing customers quickly off the phone in order to meet their targets for “pick up time” and “throughput of calls.” Such behavior has been described as “measurement dysfunction,” whereby effort is put into “managing the measure” rather than “managing performance.” It might be expected that the trend toward more “objective” and measurement-based approaches to performance management will see off this sort of behavior. In our research with organizations,\(^2\) we report on how the trend toward globalization has led increasingly to attempts to standardize performance management approaches and ensure consistency. This drive for standardization is consistent with more measurement-based approaches, typically underpinned by role specifications and competency definitions applied in different international locations.

Of course the drive for standardization applies to the objective-setting phase (planning) of performance management, but even more so to the

---

review and reward component of the cycle. Anecdotally we are told that the majority of line managers would prefer a trip to the dentist than to have to conduct a performance review: this is likely to be even more the case where there are performance issues to be discussed.

It is not uncommon for managers to avoid such performance discussions and, as a result, all employees become rated as “good” or “above average” – thus resulting in what commentators describe as “ratings drift.”

A common way of tackling rating drift and injecting a bit more realism into performance distributions is to provide guidance on the range of distributions expected. At its most stringent, this may resemble the “vitality curve” (also known as “rank and yank”) approach adopted by General Electric (GE) under the leadership of Jack Welch in the 1990s. Under this approach, managers at GE were directed to rank all their direct reports in terms of the top 20 percent, the core 70 percent and the bottom 10 percent. The bottom 10 percent was then expected to be removed from the organization.

There is a considerable debate about forced distribution. Some US firms have now stopped using forced ranking altogether, but on this side of the Atlantic things appear to be moving in the opposite direction.

Forced ranking may take a variety of forms. While some organizations use a GE-style 20-70-10 system – with or without the associated “yanking” – others allocate staff to a larger number of categories. Then there are those who use a purer form of ranking, so that if there are, say, 50 people in a work group, they will all be ranked from 1 to 50. Central to all these systems is the idea of judging employees not only against absolute standards but also on how they compare with their peers. Both approaches require careful implementation and training for line managers. In addition, it is the movement toward forced distribution that has led to the popularization of “calibration” or “moderation” meetings, typically facilitated by HR in order to support consistency across the business.

Whatever your organization decides, implementation is unlikely to be popular, nor is it likely to be straightforward. Does it provide business benefit? In their book *Hard Facts, Dangerous Half-Truths and Total Nonsense*, Jeffrey Pfeffer and Robert Sutton suggest that there is no proof that forced distribution provides any business benefit. However advocates of the approach claim that forced ranking not only gives employers improved budgetary control, but also enables organizations to identify, reward and retain their most talented people – a key goal for most HR departments today.

---

This page intentionally left blank
The purpose of this section is to provide you with some tools and questions to enable you to look for and find the gaps in your team’s performance.

The high-performing team questionnaire is designed to enable you to undertake gap analysis and to identify where you are on the journey toward a high-performing environment. You can run this questionnaire with your team and make members part of creating a high-performing team from the beginning. Split your team into two, encourage ideas and then sift them to agree on the action plan you can put into place immediately.

**Team assessment**

Is my team maximizing its potential?

Use the following checklist to assess the current state of your team, considering each element in turn. Use a simple Red-Amber-Green evaluation, where Red reflects areas where you disagree strongly with the statement and there are significant issues requiring immediate attention, Amber suggests areas of concern and risk, and Green means that you are happy with your current state.
<table>
<thead>
<tr>
<th>ID</th>
<th>CATEGORY</th>
<th>EVALUATION CRITERIA</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>Vision</td>
<td>The team shares the commitment to a clear vision and a clear business purpose. It has defined a strategic framework around which it can build its goals</td>
<td></td>
</tr>
<tr>
<td>PM2</td>
<td>Business DNA</td>
<td>Individuals have key performance indicators (KPIs) that clearly set out what their role in realizing the strategy is. The team has a balanced scorecard recording its values not only in financial terms but also in soft-quality measures such as quality, customer satisfaction and job satisfaction</td>
<td></td>
</tr>
<tr>
<td>PM3</td>
<td>High-performance teams</td>
<td>The team has an appropriate structure with agreed plans for the way ahead. It has balance and diversity and each person knows whose particular expertise makes them the leader in certain areas and activities</td>
<td></td>
</tr>
<tr>
<td>PM4</td>
<td>“A” players</td>
<td>I have identified the key contributors. I am developing their leadership skills and thinking about how to manage talent to get the most out of my best people</td>
<td></td>
</tr>
<tr>
<td>PM5</td>
<td>Business continuity</td>
<td>There is a process in place that identifies potential successors in key roles and allows them to develop their leadership roles in that area. We have mitigated the risk of anyone unexpectedly leaving the team</td>
<td></td>
</tr>
<tr>
<td>PM6</td>
<td>Motivating change</td>
<td>Everyone is involved in continuous innovation and the search for ways to improve performance. They are motivated to welcome change and take their part in its implementation</td>
<td></td>
</tr>
<tr>
<td>PM7</td>
<td>Developing people</td>
<td>Everyone has a personal profile and a personal development plan (PDP) that builds on their talents to enhance their knowledge and skills</td>
<td></td>
</tr>
<tr>
<td>PM8</td>
<td>Right behaviors/right attitudes</td>
<td>We are contributing to necessary changes in the organization’s culture to influence the way people think and act</td>
<td></td>
</tr>
<tr>
<td>PM9</td>
<td>Effective governance</td>
<td>We are compliant with all statutory rules and regulations. We strive to meet with best practice standards and hold regular performance review meetings (PRMs)</td>
<td></td>
</tr>
<tr>
<td>PM10</td>
<td>Gaining visibility</td>
<td>We have access to all the summary information we need and a process to instantly warn us of variations from plan</td>
<td></td>
</tr>
</tbody>
</table>

**PART A AWARENESS**

**QUICK TIP MAKING A PLAN**

When you are planning a long journey make sure you are completely sure of your starting point.
Self-assessment

Do I have what it takes?

This section presents a self-assessment checklist against the factors that make a successful Fast Track leader. These reflect the knowledge, competencies, attitudes and behaviors required to get to the top, irrespective of your current level of seniority. Take control of your career, behave professionally, and reflect on your personal vision for the next five years. This creates a framework for action throughout the rest of the book.

Use the following checklist to identify where you personally need to gain knowledge or skills. Fill it in honestly and then get someone who knows you well, your boss or a key member of your team, to go over it with you. Be willing to change your assessment if people give you insights into yourself that you had not taken into account.

Use the following scoring process:

0  Not yet recognized as a required area of knowledge or skill
1  You are aware of the area but have low knowledge and lack skills
2  An area where you are reasonably competent and working on improvement
3  An area where you have a satisfactory level of knowledge and skills
4  You are consistently well above average
5  You are recognized as a key figure in this area of knowledge and skills throughout the business

Then reflect on the lowest scores and identify those areas that are critical to success. Flag these as status “Red” requiring immediate attention. Then identify those areas that you are concerned about and flag those as status “Amber,” implying areas of development that need to be monitored closely.
<table>
<thead>
<tr>
<th>ID</th>
<th>CATEGORY</th>
<th>EVALUATION CRITERIA</th>
<th>SCORE</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1</td>
<td>Industry and markets</td>
<td>Knowledge of your industry sector in terms of scope (boundaries), overall size and growth, and major trends. This should include an understanding of natural segmentation of products and markets</td>
<td>0–5</td>
<td>RAG</td>
</tr>
<tr>
<td>K2</td>
<td>Customers and competitors</td>
<td>Information about major customers, in terms of who they are, and their must-haves and wants. Also an understanding of who the best competitors are and what they do. You also know about supply chain options and capabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K3</td>
<td>Products and services</td>
<td>An understanding of current products and services, and how they perform in the marketplace against the industry leaders. This should include substitutes or solutions available from companies in different industries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K4</td>
<td>Business drivers</td>
<td>Insights into current and emerging technologies, legislation, environmental and economic trends that will impact on future product design, access to market or process improvements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1</td>
<td>Creative thinking</td>
<td>Ability to use various techniques to challenge the current state of your activities, and identify new ways to improve people and performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td>Root cause analysis</td>
<td>Ability to appraise a situation and analyze factors that could enable or cause a dramatic improvement in performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C3</td>
<td>Project management</td>
<td>Ability to define, plan, monitor and control change activities in order to deliver identified performance improvements on time and within budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4</td>
<td>Risk management</td>
<td>Ability to think ahead and identify, prioritize and mitigate barriers to effective and enduring implementations of ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID</td>
<td>CATEGORY</td>
<td>EVALUATION CRITERIA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-----------</td>
<td>---------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>Positive approach</td>
<td>Belief that you can make a difference and get things done. You avoid looking like a victim of circumstances when you have to overcome resistance from other people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>Seeking synergies</td>
<td>Willingness to look for ways to creatively combine several ideas (even if they are other people’s) in order to develop a new and exciting concept</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td>Inquisitive mindset</td>
<td>Awareness of the need to constantly seek more effective or efficient ways of doing things. Willingness to challenge the status quo and ask why things are as they are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>Breakthrough thinking</td>
<td>Not accepting average or second best. Constantly seeking ways to dramatically change the way things are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>Determination and commitment</td>
<td>Being prepared to see things through. No project goes according to plan; you are not put off by early setbacks or problems – you need resilience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td>Visible and active support</td>
<td>Making it clear that you are supportive of priority ideas in the way you allocate your time, resources and budgets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3</td>
<td>Encouraging others</td>
<td>Enthusiastic in coaching and mentoring others who have ideas, or who are involved in the implementation of ideas for performance improvement. Looking for ways in which you can be the catalyst for the team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4</td>
<td>Positive challenge</td>
<td>Challenging the ideas of others in a positive way, helping them to think differently about the way things are</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CASE STORY  KNOWING THE MINDSET OF YOUR PEOPLE, ELIZABETH’S STORY

Narrator  Elizabeth is head of a leadership team in a large multinational beverage company.

Context  A major multi-national beverage company employing 900 people had a national marketing division that had quite a lot of autonomy in marketing different products to the local market but, of course, depended on the brand image to promote sales.

Issue  The brand was losing market share. Analysis of the strategic priorities showed that there was a lack of innovation around new products, markets and customers.
Solution  Elizabeth and her leadership team ran a set of diagnostics on each individual in the team to discover their competencies and mindset around innovation. The diagnostics showed that the prevailing mindset in the team was risk averse. This was a major eye opener and it enabled Elizabeth to make a decision to recruit someone in with the appropriate mindset and skills to lead innovation.

There is now a company-wide innovation program and innovative results.

Learning  Continuous review of people’s competencies and attitudes allows you to keep up with changes in the market and customers” expectations.

Audit summary

Take a few minutes to reflect on the leadership–team effectiveness matrix on the next page and consider your current position: where are you now and what are the implications?

➔ Bottom left – poor leadership and an ineffective team will result in failure. Who knows, you may already be too late.

➔ Top left – great leadership but a poor team implies that you have a great vision but you will be unlikely to implement it and so it will have little impact. You will need to find a way of developing and motivating the team, and introducing systems and processes to improve team effectiveness.

➔ Bottom right – poor leadership but a great team implies you are highly effective and efficient as a team but may well be going in the wrong direction. It is no use being the most innovative and efficient developers of CDs if everyone has changed to mp3 files!

➔ Top right – clear leadership and direction combined with an efficient and effective team: in effect a high-performing team. This is where we want to be. Lots of great new ideas for improvement linked to current business goals and with a team unit capable of delivering on time and within budget. You don’t need this book; please give it to someone else!
STOP – THINK – ACT
At the end of the individual and team audits take time to reflect on your profile in order to identify any quick wins you could achieve by making changes today, and to read the rest of the book. Look for other areas where you could get a "quick win" and improve matters in the short term. Ask yourself and the team these questions:

<table>
<thead>
<tr>
<th>What should we do?</th>
<th>What will you change today, and what difference will it make (why)? How will we know if it has been successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who do we need to involve?</td>
<td>Who else needs to be involved to make it work and why?</td>
</tr>
<tr>
<td>What resources will we require?</td>
<td>What information, facilities, materials, equipment or budget will be required and are they available?</td>
</tr>
<tr>
<td>What is the timing?</td>
<td>When will this change be implemented – is there a deadline?</td>
</tr>
</tbody>
</table>

Visit www.Fast-Track-Me.com to use the FastTrack online planning tool.
Attracting, retaining and motivating people to add value to the organization is a critical challenge for both managers and organizations. While the general importance of these activities cannot be denied, the emerging generational imbalances and labor market mismatches mean attracting and retaining younger workers becomes more critical and challenges current people management practices. There is currently over 55 percent of the workforce aged over 45 and only 15 percent in the Generation Y age group, so we are drawing on a smaller and smaller pool of young talented people, with an ever-increasing older workforce.

Generational research could help you in developing greater understanding of younger workers who have recently entered, or are soon to enter, the workplace. At the heart of this research is the concept that formative events and socialization develop general values, aspirations and goals that define each generation and influence their behavior and attitudes, not only to life generally but also to work. Today, the focus of this research is on generation Gen Y (those born between 1980 and 1994) and the generation that follows, Gen Z (those born after 1994), who are just starting to enter the workforce and are particularly prevalent in the retail and catering sectors. There is some confusion between different bodies on the exact age boundaries, but these categories seem to reflect the majority.

So what are the defining features of Gen Y and Z? Research tells us, perhaps not surprisingly, that these generations have been hugely impacted by the rapid technological developments of the past decades, so they are comfortable with technology, social networks and communication, used to multitasking, and are at ease with the wider world and global labor markets. In terms of personal characteristics, the educated Gen Y and Z who are likely to become your core talent of the future have tended to be brought up in non-traditional, often small families, with high levels of parental engagement in every aspect of their lives, high levels of support in education and recognition as an achiever regardless of how small the actual achievement. They like to work in groups and on projects and look for early responsibility supported by lots of feedback. This has led to Gen Y and Z being described as the “WE” generations. Key personal characteristics
include that they are self-motivated, focused on their own careers and comfortable with being mobile, and moving jobs if it contributes to their personal development and careers. They tend to focus on the “best deal” in terms of rewards and pay, although this does not necessarily mean the highest pay. So they are both self-sufficient and independent and yet happy to work in teams. It is also suggested that work–life balance is important to them but unlike previous generations, where work intruded into home life and people embraced a long hours culture, Gen Y and Z are more likely, especially through social networking (Web 2.0) to bring their social life into work, prompting one commentator\textsuperscript{1} to coin the phrase “plorking,” play-working, where they socialize and have fun at work.

Identifying key characteristics of young talent is all very well but what does this mean for you and your organization? As labor markets tighten, there are likely to be increasing demographic mismatches in many parts of the world, so you are going to have to manage the retention of your key young talent quite carefully. Why? Because the indications are that they are likely to be more impatient with managers and employers if they are not recognized or offered what they want fairly quickly. They have the confidence, self-assurance and ability to organize themselves effectively, through their often large networks, and are prepared to use them! There have been cases where they have left organizations because colleagues were made redundant, even when they were reassured that their own jobs were secure – they had not liked how colleagues were treated, so they moved on. They expect a supportive style of management that allows them independence and responsibility quite early in their careers. So coaching, mentoring and peer learning groups are likely to be more appropriate than more traditional management development approaches. There are also signs that as Gen Y become core to labor markets and Gen Z begin to join, managers and organizations will need to re-evaluate entrenched approaches to managing people and HR processes, if they are to compete effectively for the best talent. Indeed, if Gen Y and Z do fit the generational portrait currently painted, organizations and managers will need to develop styles and HR processes that demonstrate that the Gen Y and Z employee is recognized as central to adding value in the coming years. Gen Y see their future career path as a spider’s web, not a ladder, and this will challenge us all!

\textsuperscript{1} Redmond, P. (Undated) “Generation Y: Graduates Who Dare to Demand More,” \textit{University of Liverpool News}.
This page intentionally left blank
### INDEX

Page numbers in **bold** relate to entries in the Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot; players</td>
<td>7, 32, 43–8, 92</td>
</tr>
<tr>
<td>attitude</td>
<td>45</td>
</tr>
<tr>
<td>competence (skills)</td>
<td>44</td>
</tr>
<tr>
<td>definition</td>
<td>44, 200</td>
</tr>
<tr>
<td>framework application</td>
<td>48–50</td>
</tr>
<tr>
<td>talents or strengths</td>
<td>44–6</td>
</tr>
<tr>
<td>accountability</td>
<td>41</td>
</tr>
<tr>
<td>action plan</td>
<td>34–5, 115</td>
</tr>
<tr>
<td>affective commitment</td>
<td>69, 70</td>
</tr>
<tr>
<td>agenda framework</td>
<td>64–5</td>
</tr>
<tr>
<td>agents of change</td>
<td>103</td>
</tr>
<tr>
<td>Ansoff matrix</td>
<td>200</td>
</tr>
<tr>
<td>Armed Forces</td>
<td>142</td>
</tr>
<tr>
<td>ARPU (average revenue per user)</td>
<td>105</td>
</tr>
<tr>
<td>attitude</td>
<td>61–2</td>
</tr>
<tr>
<td>performance</td>
<td>17–25, 173–7</td>
</tr>
<tr>
<td>team</td>
<td>180–2, 182–4</td>
</tr>
<tr>
<td>average revenue per user (ARPU)</td>
<td>105</td>
</tr>
<tr>
<td>&quot;B&quot; players</td>
<td>7, 200</td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>86, 88</td>
</tr>
<tr>
<td>balanced scorecard</td>
<td>37, 38, 200</td>
</tr>
<tr>
<td>Barclays</td>
<td>166</td>
</tr>
<tr>
<td>barriers to change</td>
<td>145–7</td>
</tr>
<tr>
<td>behavior change</td>
<td>59</td>
</tr>
<tr>
<td>behaviors</td>
<td>32, 33</td>
</tr>
<tr>
<td>benchmarks</td>
<td>40–1, 156, 200</td>
</tr>
<tr>
<td>best practice</td>
<td>29, 30</td>
</tr>
<tr>
<td>blame free culture</td>
<td>140</td>
</tr>
<tr>
<td>blogs</td>
<td>84</td>
</tr>
<tr>
<td>board directors</td>
<td>162</td>
</tr>
<tr>
<td>bonuses</td>
<td>102</td>
</tr>
<tr>
<td>boring stage</td>
<td>145</td>
</tr>
<tr>
<td>brand consistency</td>
<td>74</td>
</tr>
<tr>
<td>British Gas</td>
<td>166</td>
</tr>
<tr>
<td>budget</td>
<td>98, 200</td>
</tr>
<tr>
<td>budgeting</td>
<td>64, 200</td>
</tr>
<tr>
<td>business-as-usual</td>
<td>102</td>
</tr>
<tr>
<td>business continuity</td>
<td>32, 48–52</td>
</tr>
<tr>
<td>risk register</td>
<td>49–52</td>
</tr>
<tr>
<td>succession planning</td>
<td>49</td>
</tr>
<tr>
<td>business DNA</td>
<td>31, 36–9, 145</td>
</tr>
<tr>
<td>business environment</td>
<td>9, 14</td>
</tr>
<tr>
<td>Business Glossary</td>
<td>xx</td>
</tr>
<tr>
<td>business objectives</td>
<td>41</td>
</tr>
<tr>
<td>business snapshot</td>
<td>116</td>
</tr>
<tr>
<td>business strategy</td>
<td>10</td>
</tr>
<tr>
<td>&quot;C&quot; players</td>
<td>7, 200</td>
</tr>
<tr>
<td>calibration meetings</td>
<td>15</td>
</tr>
<tr>
<td>capability</td>
<td>158</td>
</tr>
<tr>
<td>career drivers</td>
<td>196</td>
</tr>
<tr>
<td>career goals</td>
<td>53–4, 55</td>
</tr>
<tr>
<td>career path</td>
<td>200</td>
</tr>
<tr>
<td>cash cow</td>
<td>200</td>
</tr>
<tr>
<td>chain of command</td>
<td>131–2, 137</td>
</tr>
<tr>
<td>challenge</td>
<td>153–7</td>
</tr>
<tr>
<td>constructive</td>
<td>126</td>
</tr>
<tr>
<td>by others</td>
<td>153–5</td>
</tr>
<tr>
<td>change</td>
<td></td>
</tr>
<tr>
<td>barriers to</td>
<td>145–7</td>
</tr>
<tr>
<td>behavior</td>
<td>59</td>
</tr>
<tr>
<td>definition</td>
<td>200</td>
</tr>
<tr>
<td>implementation</td>
<td>91–105</td>
</tr>
<tr>
<td>resistance to</td>
<td>10</td>
</tr>
<tr>
<td>role</td>
<td>111–13</td>
</tr>
<tr>
<td>charisma</td>
<td>129</td>
</tr>
<tr>
<td>Churchill, Winston</td>
<td>128</td>
</tr>
<tr>
<td>cloud</td>
<td>200</td>
</tr>
<tr>
<td>coaches</td>
<td>73</td>
</tr>
<tr>
<td>coaching</td>
<td>32, 138–9, 200</td>
</tr>
<tr>
<td>coaching culture</td>
<td>60</td>
</tr>
<tr>
<td>cohesion</td>
<td>41, 133</td>
</tr>
<tr>
<td>collaboration</td>
<td>133</td>
</tr>
<tr>
<td>commitment</td>
<td>56, 102, 145, 147</td>
</tr>
<tr>
<td>affective</td>
<td>69, 70</td>
</tr>
<tr>
<td>continuance</td>
<td>69</td>
</tr>
<tr>
<td>organizational</td>
<td>69–70, 71</td>
</tr>
<tr>
<td>common performance management</td>
<td></td>
</tr>
<tr>
<td>language</td>
<td>102</td>
</tr>
<tr>
<td>communication</td>
<td>6, 41, 135</td>
</tr>
<tr>
<td>of benefits</td>
<td>147</td>
</tr>
<tr>
<td>communication plan</td>
<td>116</td>
</tr>
</tbody>
</table>
INDEX

communities of practice 156
compassion 41
compensation 50
competencies
  key 133–4
  personal 165
competencies method 165–7
competency frameworks 56–7
competitiveness 158
complex product key accounts 95–6
conferences 156
conflict 42
consultants 200–1
continuance commitment 69
continuous improvement 102, 201
contractors 201
contrast frame 54
corporate coolade 201
creative challenge 139–40
creative thinking 8
credibility 158
critical path analysis 101
critical success factors 91, 102–5, 116
cross-functional 201
cultural fit 50
culture 139–41
  blame free 140
  creative challenge 139–40
  ethics and governance 140
  learning organization 141
Curriculum Vitae 188–9, 195–6
customer turnover 105
CxO 201
CyO 201
databases, lessons learned from 85
day-to-day activities 101
deadline, completion 95
decision making 50, 134
decision rights 201
delegation 201
deliverables 201
denial 145, 146
deployment of team members 42
desire 158
development, people 56–60
development program 10
digital dashboard 85
director, becoming 158–9
  programs for 161–2
role 160–1
  statutory responsibilities 159–60
discovery 58
dissatisfaction 44
DREC change model 103, 145–7
dysfunctional behavior 42
early wins 118
eBay 9
ecological formula 148
electronic suggestion scheme 79
emotional attachment 69
employee satisfaction 56
empowered teams 133, 137
tele resource planning (ERP) 201
ERP (enterprise resource planning) 201
ethics 140
  corporate 201
  ethic 41
exhibitions 156
exit interview 201
exit strategy 164
exploration 145, 147
external perspective 162
Facebook 87
facilitation 204
facilitator 156
Fast-Track-Me.com xix, 157
fear, uncertainty and doubt (FUD) 87
feedback 6, 53, 201
first-order learning 53
first ten weeks 111–28
  before starting 114
  checklist 125–8
  information gathering 125–8
  week 1: get to know stakeholders 114–16
  week 2: business snapshot 116
  week 3: team SWOT 117
  week 4: secure quick wins 118–19
  week 5: create a vision 119–20
  week 6: take a break 121
  week 7: reputation building 121–2
  week 8: team building 122–3
  week 9: reflect and learn 123–4
  week 10: develop your two-year plan 124–5
flat organizational structure 203
flexibility 100–1
INDEX

forced ranking 15
foraging stage 40, 144
forums, online 84, 156
function and silos 201–2
future trends 162

gaining visibility 67–9
Gantt chart 97, 99, 202
gap analysis 92, 202
General Electric: vitality curve (rank and yank approach) 15
Generation X 24–5
Generation Y 24–5
Get2Green action plan xxi
global marketing leadership team (GMLT) 64, 65
globalization 9
goals 31, 92
shared 34, 42
short–term 66
golden thread 37
Google 87
governance 11, 140
effective 33, 63–7
measurement 63–4

Hamel, Gary 9
hierarchical organizational structure 203
high-performance companies 79
high-performance individuals 40
high-performance teams 32, 40–3
honeymoon period 113
human resources (HR) 202

ideas database 125
ideas funnel 79
ideas pipeline 79–80
impact 202
implementation 30
industry standards 64
information
current 155–7
overload 74
innovation 42
innovation workshops 143
internal perspective 162
Internet 8, 78–9, 87
Internet Protocol (IP) 78
iPod 87
issues, dealing with 91, 98–101

job satisfaction 69
journals 156

key account management 96–8
key competencies 133–4
key opinion leaders (KOLs) 146
key performance indicators see KPIs
Knowledge Cube (K–cube) xix
KPIs 31, 37, 38, 92, 124, 151, 152, 153, 202

leadership styles 131–9
central 132, 137
chain of command 131–2, 137
empowered teams 133, 137
key competencies 133–4
communication 135
decision making 134
performance 135–6
shared leadership 132–3, 137
transition 132, 137

leadership
central 132, 137
shared 132–3, 137
team 129–50
learning organization 141, 148–50
life plan 161–2
line management 69–71
linked-data 88
loyalty 56, 69

management levels 202
marketing performance 104–5
Master of Business Administration (MBA) 202
matrix organizational structure 203
McBer 165
mean 202
measurement dysfunction 14
mechanics of business 162
meetings, value of 76
mentor 163, 202
milestones 97
minute taking 67
mission 33, 34, 35
moderation meetings 15
monitoring, performance 6
morals 202
motivation to change 52–5, 56, 59
mourning stage 145
National Vocational Qualifications (NVQs) 165
network 139, 202
networking 162, 203
new product development (NPD) 203
Nokia 140
non-executive directors 162
non value-added activities 116
normative commitment 69
norming stage 40, 144
objectivity 48
Online Coach xx
operations 203
opinion leaders 115
opportunity cost 203
organization structure
  flat 203
  hierarchical 203
  matrix 203
organizational commitment 69–70, 71
ownership 203

past performance 152
pay scales 203
PDCA cycle 99–100
peer-to-peer networks 73
people development 56–60
performance 135–6, 186, 191
performance audit 17–25, 173–7
performance development 58–9
performance improvement 79–80
performance management, definition 203
performance management software 80–1
performance measurement 14–15
performance monitoring 11
performance review meetings (PRMs) 6, 11, 38, 63, 121
  agenda framework 64–5
performance scorecards 31, 37
performance snapshot
  current situation 153
  future 153
  past 152
performance system 203
performance targets 10
performing stage 40, 145
personal attributes 130–1
personal career goals 53–4, 55
personal competences 165
Personal Competencies Survey (PCS) 165–6, 167, 203
personal Curriculum Vitae 188–9, 195–6
personal development 163
personal development plan (PDP) 32, 58, 59–60, 120, 203
personal profiling 32
personal values 53, 55
personality filters 187, 193–4
personality types 42
planning 18, 91, 93–8
  communication 116
portfolio management 203
potential 186, 191–2
power vs support matrix 115
priorities
  radar screen 64–6
  strategic 34, 35
prioritization 91–3
process 8, 203
product market matrix 203
product/price comparisons 9
professional bodies 157
project 203
project and portfolio management (PPM) software 81–2
project management
  definition 203
  guidelines 66–7
promotion 203
quick wins 98, 103, 118–19
ratings drift 15
Red, Amber, Green (RAG) scale xx, 17, 38, 68, 125
recruitment 203–4
reflection 123–4
relationships 158
reputation building 121–2
resistance 145, 146
resistance to change 10
resources 92, 95, 98
responsibilities 42
results ethic 41
retention 50, 204
INDEX

return on investment (ROI) 92
reward (management by) 102, 204
risk management 153, 204
risk matrix 50–1
risk register 49–52
risks 153
rocketship 187, 192
role change 111–13
roles 42
Rolls-Royce 105
rules 100
rules and regulations, company 64
scenario management 204
second-order learning 53
self-assessment 19–22, 130
self-development 155
self-image 165
self-motivation 25
self-perception 129
senior management team (SMT) 204
shared leadership 132–3, 137
Shell International 166
situational leadership 131
skill development
  facilitation 204
  training 204
SMART acronym 38, 153
Smiths Group 166
social networking 25
social networking software 84
Socratic style of management 127–8
span of control 204
special interest groups (SIG) 84
sponsors 162, 204
staff retention 50, 204
stakeholder management 204
stakeholder relationships 162
stakeholders 92, 114–16, 204
storming stage 40, 144
strategic charter 204
strategic framework 34–5, 63, 77
strategic thinking 50
strategic timeframe 204
strategy 59, 205
structure agenda 156
success, models for 162–3
succession planning 49
suggestion scheme 79
SWOT analysis 117, 131, 204
systems 205
tactics 205
taking a break 121
talent management systems 43, 82
talent passport 185–96
  performance 186, 191
  personal CV 188–9, 195–6
  personality filters 187, 192–4
  potential 186, 191–2
  rocketship 187, 192
talent tracker 185, 190
  way-of-being 187, 192
talent portfolio 82–3
talent tracker 185, 190
team 205
team assessment 17–18
team attributes 141–3
team audit 180–2, 182–4
team building 122–3, 141–50
team development 143–5
team effectiveness matrix 22–3
team profile 179–80
team roles 10
team strategy 10
technical skills 50
technologies 30
  balance in 86
  evaluation 77–8
  focal activities 75–6
  latest 74
  process-system link 77
  reasons for using 73–4
  use of 77
ten minutes out 114
three-fold win 5–6
3 Ts 139–40
time management 76
tools and techniques 29, 31–3
tracking software 83–4
trade magazine 156
training 204
transition 132, 137
transition period 112–14, 132
trust 6, 205
two-year plan 124–5
unification 133
unique social system 41

value (proposition) 205
value creation networks 105
value space 205
visibility 33, 67–9
vision 31, 33–6, 119–20
definition 33, 205
vitality curve (rank and yank approach) 15

way of being 61–2, 111, 187, 192
Web 156
wikis 84
win/win outcomes 163
work-life balance 87
worst-case scenario 113

YouTube 87