EFFECTIVE LEADERSHIP PERFORMANCE:

A QUESTION OF

PERSONAL ABILITY

OR

A QUESTION OF FIT

SKILLS OF AN EFFECTIVE ADMINISTRATOR
APPLICATION TO VARIOUS BUSINESS ENVIRONMENTS
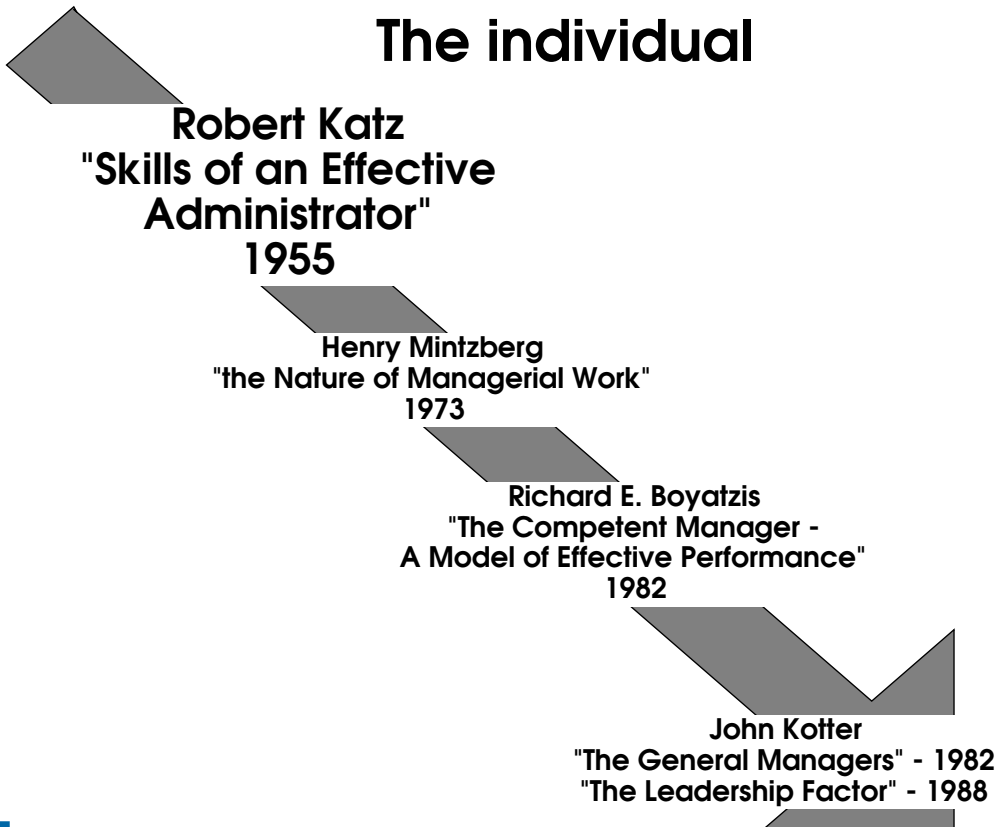### "RELATIVE IMPORTANCE WITHIN VARIOUS TYPES OF ORGANIZATIONS"

TYPE OF ORGANIZATION & % frequency of occurrence	TECHNICAL SKILLS		HUMAN SKILLS		CONCEPTUAL SKILLS	
	PROFESSIONAL CONTENT	BUSINESS ADMINISTRATIVE	INTEGRATING	UNIFYING	CREATIVE	ANALYTICAL
	SKILLS ACQUIRED BY FORMAL TRAINING AND ON-THE-JOB EXPERIENCE (e.g. accounting, engineering, info. systems, etc.)	SKILLS ACQUIRED THRU EXPERIENCE OR ADDITIONAL EDUCATION (MBA TYPE SKILLS)	LEADING ACROSS GROUPS, MANAGING INTER-GROUP RELATIONS (specific skill sets are different depending on the number of people involved: one to one, one to many, one to multiple manys, one to many multiple manys)	LEADING A GROUP, CREATING A CLEAR SENSE OF IDENTITY	COMING UP WITH NEW WAYS OF DOING, SEEING, THINKING etc.	BREAKING THINGS INTO MANAGEABLE PIECES, DEFINING THE PROBLEM, APPLYING THE CORRECT SOLUTION etc.
PRODUCTION — DOING THE RIGHT THINGS WELL, AND CONTINUING TO DO SO AS THINGS CHANGE (70 to 80%)	**2** experience in the "business", and its technical requirements	**4** can be supplied by professional subordinates	**5** subordinates can handle internal conflict if reason to do so exists	**1** must create an a sense of unity, and purpose for pulling together	**6** can be purchased from consultants as required	**3** must identify opportunities to remain competitive, both inside and outside organization
INNOVATIVE — APPLYING EXISTING IDEAS TO MAKE NEW PRODUCTS OR SERVICES, OR SOLVE EXISTING PROBLEMS (18 to 10%)	**4** subordinates highly competent, need to be focused on correct opportunities	**3** ways of making opportunity must make sense to others in business & government: crucial to possibility of doing "it"	**2** different skills must be tied together in collaborative teams	**5** idea & enthusiasm inherent in building new product/ service sufficient to create sense of unity	**6** creative people tend to move to this kind of organization, so that there is a bountiful supply of new ideas	**1** identification of opportunities crucial to survival of organization
CREATIVE — COMING UP WITH NEW IDEAS, CONCEPTS, POSSIBILITIES (10 to 2%)	**2** poor ideas must be quickly sorted out from good on grounds acceptable to staff	**5** can be readily acquired in competent subordinates: investment is in creative possibility, not business admin.	**4** integration is done through intellect, & creative maturity, as much as through personal human skills	**6** viable opportunity to create sense of unity in its own right	**1** crucial, others tend to follow because of maturity of intellect, & its capacity to understand & recognize others' contributions	**3** problems must be quickly understood and addressed if momentum of effort/result is to be maintained
TURN-AROUND — GOING FROM A BAD STATE TO SOMETHING BETTER, REGARDLESS OF THE TYPE OF ORGANIZATION (2 to 8 %)	**5** usually available in best subordinates	**4** can be purchased or brought in	**2** the "bad" situation requires overcoming negative feelings, both in organization, and externally	**3** overcoming the "bad" situation requires a sense of pulling together and unity achieved through continuing success	**6** needed creative ideas can be acquired from outside once there is a growing feeling of competence in the organization	**1** what is wrong, and how to fix it must be quickly & correctly evaluated

Note: the large numbers across the page give the relative importance of each skill set within this kind of organizational environment; the small percentage numbers down the left hand of the chart give the estimated frequency range of occurrence for each type of environment.

The individual

The company	

The individual

**Robert Katz
"Skills of an Effective
Administrator"
1955**

**Henry Mintzberg
"the Nature of Managerial Work"
1973**

**Richard E. Boyatzis
"The Competent Manager -
A Model of Effective Performance"
1982**

**John Kotter
"The General Managers" - 1982
"The Leadership Factor" - 1988**

Robert Katz
"Skills of an Effective Administrator"
1955

• is there an "executive type" of individual?

• if yes, then this type of individuals can be identified by "skills demonstrated"

_____

• what does Katz mean by a "skill"?

     • a skill is:

         - an ability which can be developed

         - it is not necessarily inborn

         ===> that it can be learned

         - manifested in behaviour

         ===> it is something that a person actively does
             while interacting with others

Robert Katz
"Skills of an Effective Administrator"
1955

The "Successful Administrator"

Human

Technical

Conceptual
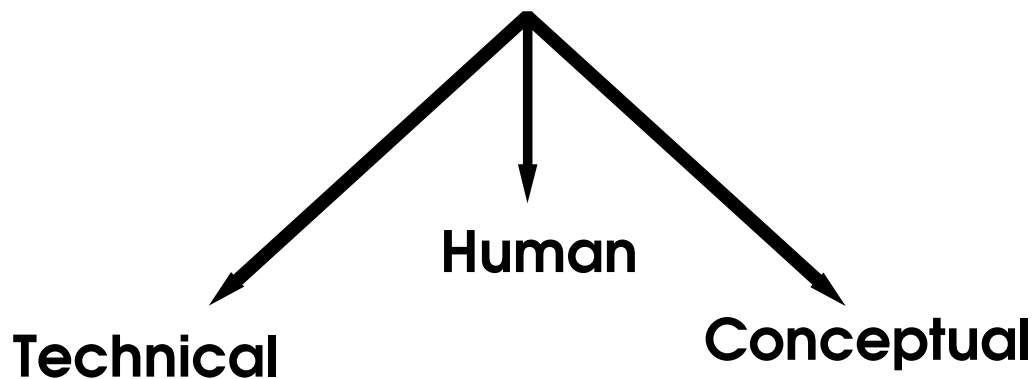
_____
The 3 skill model

Robert Katz
"Skills of an Effective Administrator"
1955

Technical Skills

- the kinds of abilities - the kinds of behaviour which allow an individual to work "effectively with things"

- technical skills ===> formal training followed by "on the job experience"

 - methods, processes, procedures, or techniques
 - specialized knowledge
 - analytical skills or abilities developed over time
 - facility with tools or techniques developed over time

- Scope is not limited to "simple things"

 - includes all kinds of technical ability, from that required to mobilize large numbers of people, machines, materials and dollars to those used by a person on a single individual project

- Examples:

 - medical, engineering, computer and information systems etc

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Robert Katz
"Skills of an Effective Administrator"
1955

Human Skills

- the kinds of abilities - the kinds of behaviour which allow an individual to work "effectively with people"

- human skills ===> awareness of self and others while interacting

 - individuals is aware of own attitudes, beliefs, assumptions, beliefs about others
 - individual accepts viewpoints different from own
 - individual really understands what others mean by their words and behaviour

Robert Katz
"Skills of an Effective Administrator"
1955

Human Skills
continued

• human skills break down into a number of sub-groups

   - communication ===> individual communicates to others,
                   in their contexts, what is meant by behaviour

   - motivation ===> individual creates an atmosphere
                : of approval and security
                : subordinates feel free to express selves
                : subordinates participate in planning and carrying
                   things which affect them

   - political ===> individual sensitive enough to the needs and
                motivations of others to anticipate their reactions
                to various courses of action
                and acts in ways which take these anticipations
                into account

   - "congruency factor" === > individual employs human skills
                            consistently and naturally at all times:
                            they are demonstrated in every interaction

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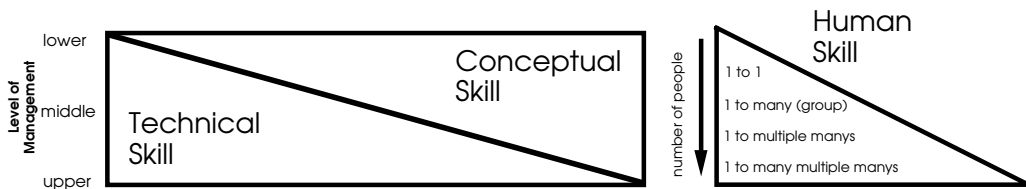
Robert Katz
"Skills of an Effective Administrator"
1955

Conceptual Skills

• involves the ability to see the enterprise as a whole as a whole

• conceptual skill leads to insight

   - see the relationships among an organization's functions

   - see the enterprise in its "industry" and "social" context

• action translation ===> acts in a way which advances the overall
                                  welfare of the organization

Robert Katz
"Skills of an Effective Administrator"
1955
Relative importance
at various levels of the organization

	Technical	Human	Conceptual
Lower Management "Front Line"	high "at working edge"	essential: 1 to 1 1 to small group	less important
Middle Management "Middle"	decreasing	essential: 1 to 1 1 to small group	growing
Upper Management "Executive"	almost nonexistent	crucial 1 to 1 1 to small group 1 over many groups	most important

Level of Management
lower
middle
upper

Technical Skill

Conceptual Skill

Human Skill

number of people

1 to 1
1 to many (group)
1 to multiple manys
1 to many multiple manys

The individual

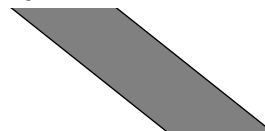|	TECHNICAL SKILLS	HUMAN SKILLS	CONCEPTUAL SKILLS
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"Skills of an Effective Administrator"
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"the Nature of Managerial Work"
1973

Richard E. Boyatzis
"The Competent Manager -
A Model of Effective Performance"
1982

John Kotter
"The General Managers" - 1982
"The Leadership Factor" - 1988

There has been a lot of work on skills and competencies since Katz's classic HBR article

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Henry Mintzberg
"the Nature of Managerial Work"
1973

10 Roles

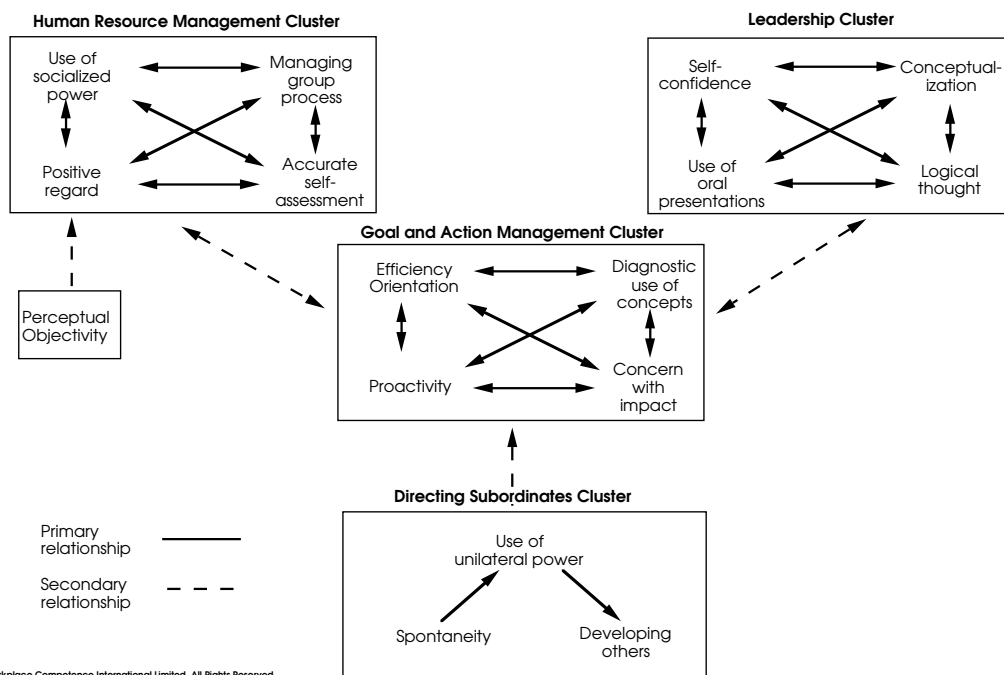|	Technical	Human	Conceptual
Interpersonal: Figurehead		X	
Leader		X	
Liasion		X	
Informational: Monitor			X
Disseminator			X
Spokesperson		X	
Decisional: Entrepreneur			X
Disturbance Handler		X	
Resource Allocator			X
Negotiator		X	

Henry Mintzberg
"The Nature of Managerial Work"
1973

Conclusions (for our purposes here)

- Mintzberz looked at what managers did, not how they did it, or what the content of their "doing" was
  ===> the technical content of work did not really come thru
  ===> the Monitor and the Disseminator roles require a great deal of information "sorting" and "selecting", which uses specialized technical knowledge

- Mintzberg's work suggests that all 3 skill areas are used in performing the various roles he describes

- Managers act as "boundary spanners" in that they must deal with the interaction between the "unit managed" and the world in which it is situated

- Although Mintzberg studied managers, "CEO's" act as the manager with the largest unit managed - the relative proportion of time on the various roles changes, but the roles remain

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Richard E. Boyatzis
"The Competent Manager -
A Model of Effective Performance"
1982

An Integrated Competency Model
(at the skill level)

Human Resource Management Cluster
- Use of socialized power
- Managing group process
- Positive regard
- Accurate self-assessment

Leadership Cluster
- Self-confidence
- Conceptualization
- Use of oral presentations
- Logical thought

Goal and Action Management Cluster
- Efficiency Orientation
- Diagnostic use of concepts
- Proactivity
- Concern with impact

Perceptual Objectivity

Directing Subordinates Cluster
- Use of unilateral power
- Spontaneity
- Developing others

Primary relationship ———
Secondary relationship - - -

Richard E. Boyatzis
"The Competent Manager -
A Model of Effective Performance"
1982

Overlaying Katz on Boyatzis

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Directing Subordinates Cluster

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- Spontaneity
- Developing others

Overlap Key:

(grey)	**Human Skills**
(hatched)	**Conceptualization Skills**

Primary relationship ———

Secondary relationship – – –

Richard E. Boyatzis
"The Competent Manager -
A Model of Effective Performance"
1982

Conclusions:

- **There is a "specialized knowledge" competency cluster**

  - involves knowledge about both technical things and general managerial techniques and procedures

  - is either very industry specific (technical in the engineering sense) or is very general management (in the business degree sense)

- **the human skill area is very complex**

- **managers are distinct from others in that their energy level is higher**

- **conceptual skills are shaped by the context in which they are employed (creative in the leadership cluster, and analytic in the goal and action management cluster)**

John Kotter
"The General Managers" - 1982
"The Leadership Factor" - 1988

Findings:

- **Kotter's work emphasizes the way in which general managers apply their personal skills in doing their jobs**

  - Effective general managers know a tremendous amount about the industry they work in

  - They have broad networks of contacts both inside their companies, and in their industry and its relevant sector

  - They use these contacts to access large amounts of "experience" and "information" which they organize in their own minds in order to to deal with the complexity of their jobs

  - they tend to become specialized in their industries

John Kotter
"The General Managers" - 1982
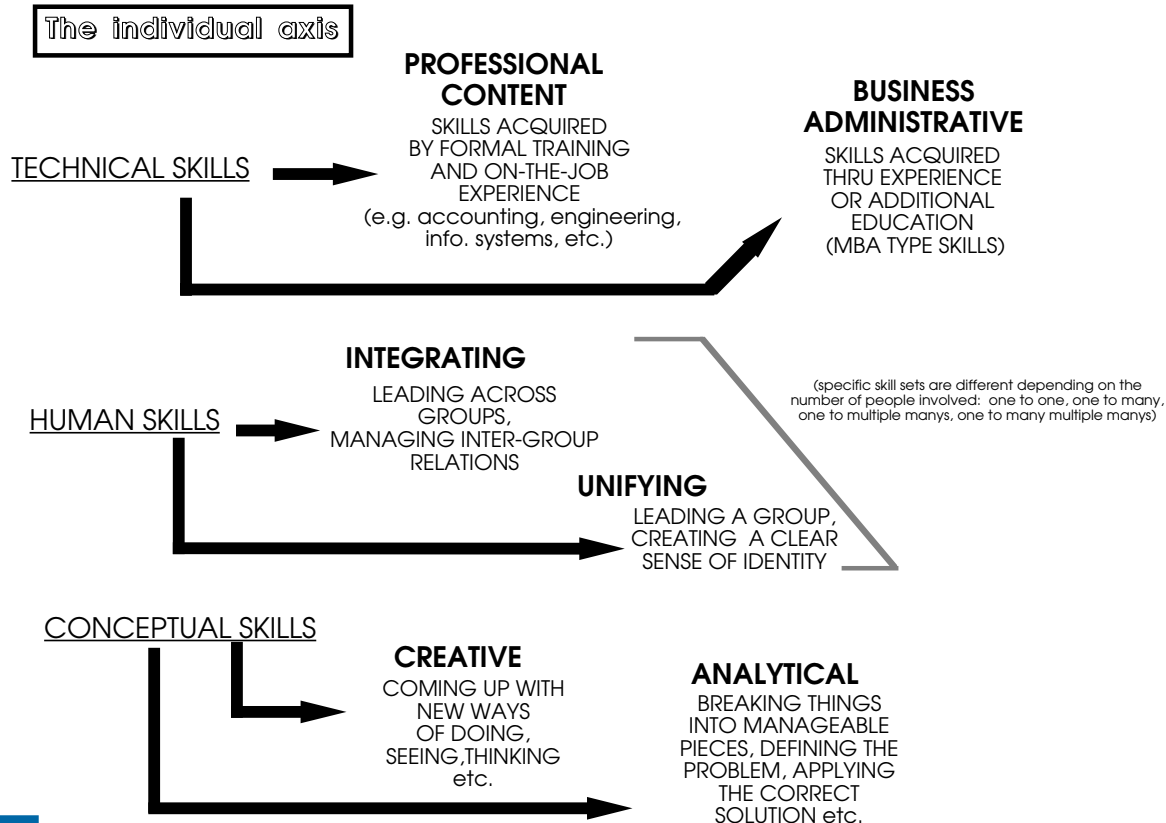### "The Leadership Factor" - 1988

Findings (2):

- **Effective general managers ask more questions than they give orders or make decisions**

  - they spend a lot of time in relatively short meetings with others

  - they are continually asking questions, which probe deeper, or place the things being discussed in broader or other contexts

  - they "influence" people and "shape" events by this dialogue process

  - through their interactions, they move others forward along general paths, which are guided by their personal visions of where things should go, rather than by laying out detailed plans and targets

  - they accomplish things by mobilizing others, rather than by doing themselves

John Kotter
"The General Managers" - 1982
"The Leadership Factor" - 1988

Conclusions:

- **Technical skills become <u>clearer</u> if they are seen as industry specific skills**

  - at higher levels, technical knowledge is used to sort through and pick out relevant pieces of information

  - the technical skill may have more to do with "knowing" which questions to ask, than its does with coming up with solutions, or implementing action

  - new technical insight may be most effectively passed on in the form of questions which provoke subordinate thought

- **Different industry environments place different degrees of emphasis on the required balance between technical, human and conceptual skills**

  - highly "conceptual" or "technical" industries require more of these attributes in the individuals who rise in them

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The individual axis

PROFESSIONAL CONTENT
SKILLS ACQUIRED BY FORMAL TRAINING AND ON-THE-JOB EXPERIENCE
(e.g. accounting, engineering, info. systems, etc.)

BUSINESS ADMINISTRATIVE
SKILLS ACQUIRED THRU EXPERIENCE OR ADDITIONAL EDUCATION (MBA TYPE SKILLS)

TECHNICAL SKILLS

INTEGRATING
LEADING ACROSS GROUPS, MANAGING INTER-GROUP RELATIONS

(specific skill sets are different depending on the number of people involved: one to one, one to many, one to multiple manys, one to many multiple manys)

HUMAN SKILLS

UNIFYING
LEADING A GROUP, CREATING A CLEAR SENSE OF IDENTITY

CONCEPTUAL SKILLS

CREATIVE
COMING UP WITH NEW WAYS OF DOING, SEEING,THINKING etc.

ANALYTICAL
BREAKING THINGS INTO MANAGEABLE PIECES, DEFINING THE PROBLEM, APPLYING THE CORRECT SOLUTION etc.

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Robert Katz
"Skills of an Effective Administrator"
1955 (1974 postscript)

The 1974 addition
(based on experience with CEO's and
personal experience as a CEO)

- **For CEO's, relative importance of 3 skills varies on role:**

  - remedial (turn-around) ===> drastic human action combined with urgent problem-solving and technical insight

  - maintaining (production) ===> emphasize human, only modest technical and conceptual

  - innovative ===> high conceptual and intergroup skills, with technical supplied by subordinates

Personal consulting and management experience

4 types of company:

Distribution in the Marketplace

PRODUCTION   DOING THE RIGHT THINGS WELL, AND CONTINUING TO DO SO AS THINGS CHANGE   (70 to 80%)

INNOVATIVE   APPLYING EXISTING IDEAS TO MAKE NEW PRODUCTS OR SERVICES, OR SOLVE EXISTING PROBLEMS   (18 to 10%)

CREATIVE   COMING UP WITH NEW IDEAS,CONCEPTS, POSSIBILITIES   (10 to 2%)

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Apple:

Steve Jobs and John Sculley

What was the difference?