



Developing Managers and Leaders

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The Model of Performance Skills is designed to achieve that aim.

Skillogy PERFORM is a model for management success.

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Introduction

As global competition increases, the need for managers to achieve results in quick order produces a requirement to perform in every element of their work – how they manage themselves – how they manage others – and how they manage the vital processes that achieve a successful outcome.

The route to management begins within the early years of career development and is directed towards individual contribution. In this role the emphasis is on technical or professional skill requirements. The development of these skills brings them to a point where they are considered for promotion to first line management.

At this point of change, technical skills are no longer sufficient. There is a considerable difference between being an experienced individual contributor and developing into a manager and leader.

It is not simply a case of changing a job title, more a case of transforming the role into new skill requirements and capabilities requiring the execution of new responsibilities and the achievement of results.

Many people have the potential to be good managers and leaders. They have the talent and the ability but the potential is unfulfilled because they fail to develop their performance skills. Too often the key performance skills are viewed as abstract, defying definition or too behaviourally-driven to be considered effective.

This is where the Skillogy PERFORM Model of Performance Skills™ makes such a significant contribution to the important transformational and development stages of a manager and leader.

The model addresses the key performance areas in

- Managing SELF,
- Managing PEOPLE
- Managing WORK

Development requires a shift in behaviour and values, an emphasis on interpersonal relationships, processes and the achievement of team-driven results.



The Leadership Pipeline

In their highly acclaimed book 'The Leadership Pipeline – How to build the leadership-powered company' Ram Charan, Stephen Drotter and James Noel begin by highlighting the work carried out by Walt Mahler, a respected human resource consultant and teacher, at General Electric during the early 1970's.

At that time, Walt Mahler's work involved the GE succession planning process and in particular, the assessment of young GE leaders. Much of the work was focused on the transition from business manager to multi business manager and the need to develop leadership potential and development plans. From his work at GE and other companies, Walt Mahler observed a number of key points:

- There are significant differences in work requirements at various leadership levels that require different skills.
- Some leaders are more successful than others. Those that appeared more successful were the ones that added appropriate skills as they moved up the leadership hierarchy.
- Additionally, those that appeared more successful also changed their perspective on what was important and what they focused their time on as they moved from one level or position to the next.
- Values also played an important part in success and the ability to see what was important in the new role. In other words, to achieve a broader perspective involving the new requirements of the job as opposed to still thinking and acting as if continuing in the previous role.

The leadership Pipeline approach was borne out of and developed from this earlier work and is still as valid today as it was then. However, today's environment has changed substantially from what it was some thirty years ago.

The demand for leadership greatly exceeds the supply. The need to fuel and feed the leadership pipeline has never been greater. The focus is on performance management processes and talent management programmes.

Today's companies need effective managers and leaders at every level and in every location. Implicit in the development of managers and leaders is the question of potential – the potential to build on existing talent and demonstrate the ability to perform and succeed. This implies that potential is not fixed and that individuals can and do develop over time. Consequently, potential should be viewed as a dynamic concept that leads to a future result.

To reinforce this point, the authors of the Leadership Pipeline go on to say that:

'future work potential is based on accumulated skills and experience as evidenced by past achievement, ability to learn new skills, and willingness to tackle bigger, more complex or higher-quality assignments. The more people achieve, the more learning takes place; willingness to tackle new challenges increases as current challenges are met. Fuelled by the rapidly changing nature of work, global opportunities, and on-line learning via the Internet, people's potential changes several times over the course of a career. They can and do reinvent themselves'.

The starting point for developing potential is to identify the specific skill and work requirements within each organisation level and the change in requirements in order to successfully transition from one level to the next.

The Model of Performance Skills™ has been designed specifically to assist in this process. The model provides a range of performance skills that act as the key drivers in developing management and leadership performance within the pipeline.



Building a leadership base

Continuing on the theme of the leadership pipeline, typically a corporate organisation would be structured on a hierarchy of six levels or career passages (pipeline turns). Each passage represents a change in organisational position and a different level and complexity of management and leadership involving:

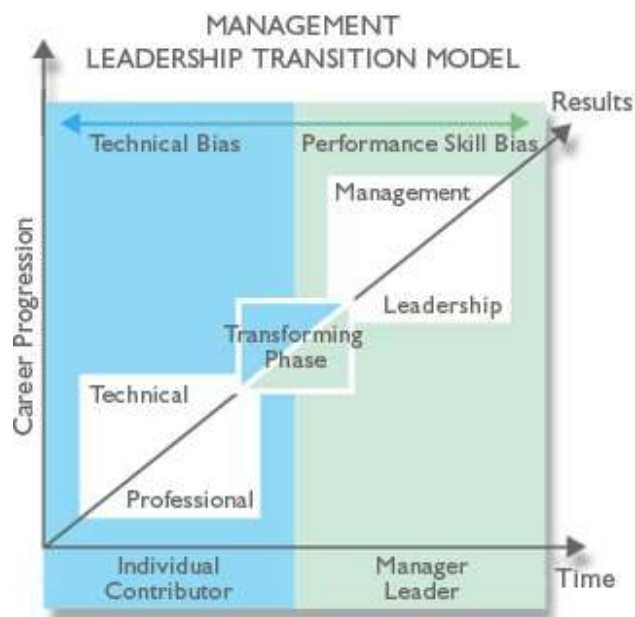
- Skill requirements, involving new capabilities in performance skills (behavioural, interpersonal and process)
- Time applications governing the time frames at which one works
- Work values covering what individuals believe are important in terms of work focus and effort

A prime objective for organisations is to ensure that managers and leaders are assigned to their appropriate level of competence. Unfortunately, many managers often work at the wrong level with the commensurate impact on individual and team performance. Ultimately, the organisation fails to achieve its overall objectives.

In many cases the potential for leadership and good management is unfulfilled. According to the authors of the Leadership Pipeline, *'at least fifty percent of the people in leadership positions are operating at far below their assigned level. They have the potential to be leaders, but that potential is going unfulfilled'*.

The issues often arise at the time of appointment to the first level as a manager. Up to this point in their career, most individuals have operated as individual contributors. Whether their role is in sales, marketing, finance, manufacturing or engineering, for example, their skill requirements are primarily technical and professional. They contribute by doing the assigned work within given time frames and set objectives. Typically the skill requirements would involve some degree of project planning, time management, personal organisation, quality management, as examples.

At a point where people become competent individual contributors who produce results, especially when seen as a good team player and communicator, they are considered for additional responsibilities and subsequently to promotion to first-line manager. They arrive at level one.



Whilst it may appear a straightforward move in career progression new appointees often fail to clear the first hurdle as managers and leaders.



Building a leadership base | continued

Why? So often it is a case of a reluctance to change; they want to keep doing the activities that made them successful. As a result, people make the transition from individual contributor to manager leader without making a behavioural or value-based transition. In effect, they become managers without accepting the requirements of the role. They fail to learn the required performance skills that are a critical stage of the transition process.

It is a similar case with the second level of the leadership pipeline. Few companies address this transition directly in their management development programmes even though this is the level where an organisation's management and leadership foundation is constructed and the people-driven factors of team performance is developed.

In these two levels and beyond, the Model of Performance Skills™ provides the foundation and developmental skills that are so important in building a strong leadership base and well managed, performing organisation.

The following is an extract taken from the 'Leadership Pipeline'. The authors present a typical case at level one – an important first step in the management and leadership process.

Bob is at Passage One – From Managing Self to Managing Others – having recently been promoted to the manager of his group. Previously, Bob had proven to be a crackerjack engineer, the best problem-solver in the department. Technically, he was superior, and this fact earned him promotion. As a manager, however, Bob relied on a hands-on, problem-solving approach that had worked for him as an individual-contributor engineer over the past seven years. It is a work style he enjoys and is comfortable with; his work values dictate that he figure out the engineering solution himself. But it is also what prevents him from demonstrating the leadership of which he is capable. Typically, Bob ends up competing with his own direct reports when he gives them an assignment. It smothers them psychologically, thus wasting his time and theirs. He needs to stop relying on his work skills and valuing his ability to solve problems himself and learn to plan the work that needs to be done, select good people to do it, set objectives, hold people accountable for results, and offer feedback. Bob needs to learn all this not only to be an effective leader now but later as well. This first turn is where he will acquire people management and team leadership skills – skills that will be essential for him when he arrives at future passages.

It is important to understand that there have been considerable changes in the way that people think and act in the workplace, today. Front-line employees have unprecedented access to a vast range of information via the Internet and other sources and they are encouraged to generate ideas and innovate. The old-style management culture of maintaining power through the control of information is an anachronism in a global, results driven economy.

In the twenty-first century employees want involvement in the decision-making process, they want leadership and direction but also the freedom to achieve results in their own way. They view job security in terms of acquiring in-demand skills and a clear understanding of their career paths and development needs.

First-line managers need to make the transition to these new realities. This is not always easy as many of the people who are promoted to these positions are technicians. They have not undergone the workplace socialisation that provide useful insights and experiences for a new manager.

They need to become rapidly aware through the effective development of job-focused performance skills of the management and leadership characteristics that will help them meet the needs of the role and maximise the performance of their team.



Building a leadership base | continued

The table illustrated below is based on information provided from the book with the inclusion of the relevant performance skills from the Skillogy model. The table provides an overview of the transition that must take place at level one.

Passage One – First Time Management		
	Individual Contributor	First-Line manager
Skills	<ul style="list-style-type: none"> • Technical or professional proficiency • Team play • Relationship building for personal benefits, personal results • Using company tools, processes and procedures 	<ul style="list-style-type: none"> • Job knowledge • Teamwork including performance monitoring, coaching and feedback • Delegation • Motivation • Communication • Managing resources • Managing change
Time Application	<ul style="list-style-type: none"> • Daily discipline – arrival and departure • Meet personal deadlines for projects – usually short-term – by managing own time 	<ul style="list-style-type: none"> • Management of time for self and team • Objective setting for team • Set priorities for team • Manage information flows • Annual Budget planning • Project planning • Decision making and problem-solving • Communication
Work Values	<ul style="list-style-type: none"> • Getting results through personal proficiency • High quality technical or professional work • Accept the company's values 	<ul style="list-style-type: none"> • Transforming Leadership • Ethical Leadership • Personal Contribution • Work Personality • Understanding own personal values

Source: Drotter Human Resources, Inc

As can be seen from the table, the shift is not only qualitative but quantitative. The number of performance skill requirements alone may appear daunting. The Skillogy experience over the last ten years has shown that managers require between twelve and fifteen performance skills at this level, developed over a period of twelve to eighteen months.

The Skillogy approach frames the develop of skills around three key performance areas:

- Managing SELF
- Managing PEOPLE
- Managing WORK

It is advantageous if high potentials can be identified at an early stage of their career development so that the managing self performance areas can be addressed in preparation for a management-leadership role, allowing further development of the interpersonal and process skills as part of their on-the-job development for the new role.

This paper has made reference to and produced extracts from:

The Leadership Pipeline: how to build the leadership-powered company / Ram Charan, Stephen Drotter, James Noel. ISBN 0-7879-5172-2 Published by Jossey-Bass, San Francisco.

