IDENTIFYING & SELECTING EXCEPTIONAL MANAGERS

Talent Management LLC

Selection • Alignment • Development • Retention

Selection Technologies and Solutions for the Future

The HR Chally Group was founded in 1973 through a grant from the U.S. Justice Department to develop selection assessments to measure the skills and motivations of police candidates and **predict** who would be most successful. Our measurements had to be accurate, statistically valid predictors, and legally defensible.

Chally's success led us to our next goal (also in 1973), to adapt our assessments to the study of managers, salespeople, and marketing environments. Since that time, we have developed databases of more than 75,000 managers and over 250,000 salespeople. Our current **Performance Database** also includes over 300 sales force validation studies and over 250,000 extensive databases of our corporate clients' customers.

Today, Chally is an internationally recognized technology leader in scientific **assessment** and **prediction** for selection and developmental profiling, customer and prospect marketing strategies, and management assessment. Chally is also recognized as the pioneer in customer relationship management research (CRM) and maintains the only World Class sales force benchmark database.

Our role is to assist clients to increase sales and management productivity and profitability. We do this by helping them to systematically **match** sales, service, and management personnel to top performance requirements. We also help to **match** marketing and service strategies to the added value needs that **predict** customer satisfaction and prospect buying. Typically, we work with a client to:

- Develop selection and promotion assessment profiles that are 95% accurate in predicting future job performance

- Evaluate sales force performance against concrete benchmarks of the top World Class sales forces

- Establish precise measurements of customer satisfaction with sales, service, and vendors that accurately predict sales, margin, market share, and sales growth by individual salesperson, service line, and individual customers

- Audit potential improvements in sales and management performance against forecast

- Identify the most practical and cost-effective business improvements with statistical precision

CHALLY SERVICES

- Selection Assessment
   • Management
   • Executive
   • Sales
   • Customer Service
   • Technical
   • Administrative
- Developmental Assessment
- Customer Audits to Identify Competitive Opportunities
- Design of Selection and Development Systems
- Market Research
- Benchmarking in Sales and Marketing

How to Select Exceptional Managers

Comprehensive Research and Development on Management Effectiveness

This manual is an executive summary of over 25 years of research projects sponsored by Fortune 500 companies such as Johnson & Johnson, Monsanto, General Motors, Procter and Gamble, AT&T, Alcoa, and TRW, as well as more than 100 other corporations and government and research agencies. In all cases, the research has focused on statistically valid predictors of effective on-the-job performance.

All the skills identified distinguished top managers in different management jobs from weaker or less successful managers. Selection assessment scales have been developed to accurately measure the important skills from the research database, which includes over 75,000 managers and executives.

Many skills that seem logical or intuitive did not stand up to the scrutiny of large-scale, quantitative research.

Only those skills that were true distinguishers or predictors of effective performance are included in this report. Wise organizations will be careful to review this and other research before setting criteria that "sound logical" but may be less than specific or substantial.

If a company has not completed a statistical job validation to discover which management skills best predict success in a given management position, this report will suggest the most likely best skill choices for five different types of management jobs.

Focusing on these identified skills may help you avoid what research has documented as the 11 most common mistakes made when selecting or promoting managers.

The Most Common Mistakes in Selecting Managers

Mistake 1: Looking for Individuals with Good General Management Skills

Fact: Managers who run a business, complete a project, or motivate employees, need a variety of *specialized skills* that will *vary according to the situation*. Managing includes a broad set of skills, and like playing baseball, "general skills" won't win the pennant. The skills of a pitcher are so different from the skills of a shortstop, that a good shortstop will usually fail in the pitcher's role. Someone who tries to both pitch and play shortstop won't succeed in either ... except maybe on the sandlot.

Management positions are different enough that no one individual can fill all successfully.

Mistake 2: Writing Off a Manager as a Victim of the "Peter Principle"

Fact: Managers seldom reach their level of incompetence (if they had real potential to begin with). Eighty to ninety percent of management failure is due to a mismatch between the person and the position. To use our sports analogy, it would be the same as promoting a good shortstop to a higher paying pitching position. Hence a common business mistake is promoting our best engineer or salesperson to a management position. We all know the punch line: we lose our best design or sales star and gain a very average manager.

Mistake 3: Believing That Management is Either a Talent One is Born with Which Can Guarantee Success, or Worse, Believing That Anyone with the Brains and Motivation Can Be Trained to Excel in Management

Fact: Different theories have been argued for both. The answer is not so simple. Some management skills, such as intelligence and conceptual ability, are based on talents that do seem to be genetic. Some skills, such as leadership and charisma, are based on internal instincts that develop so early in life, they might as well be genetic. Other skills, such as effective communication skills, are based on disciplines that can be acquired with practice and experience.

The most practical operating principle is that basic management skills can be refined and improved by twenty to fifty percent, but no more, within a realistic time frame and for a reasonable expense. Thus, a poor decision-maker can become more average, but is unlikely to ever become exceptional.

Mistake 4: Relying on Interviews to Evaluate a Candidate

Fact: In a University of Michigan study titled "The Validity and Utility of Alternative Predictors of Job Performance" John and Ronda Hunter analyzed how well job interviews accurately predict success on the job. The surprising finding: The typical interview increases your chances of choosing the best candidate by less than two percent. In other words, flipping a coin to choose between two candidates would be only two percent less reliable than basing your decision on an interview.

Experts offer three reasons why interviews are such poor predictors of sales success and why they remain the most common selection technique:

* Most managers don't structure an interview beforehand and determine the ideal answers to questions (develop a scoring weight).
* Candidates do much more interviewing than most managers and are more skillful at presenting themselves than many managers are at seeing through their "front."
* An interview helps managers evaluate personal chemistry and determine how well candidates might work together with others.

Mistake 5: Using Successful People as Models

Fact: Duplicating success may seem like a good idea, but the reasons people succeed are not clear from just measuring the characteristics of top performers. More important are the differences between top performers and low achievers. For example, a comprehensive study of more than 1,000 sales superstars from 70 companies showed that the top three characteristics shared by high achievers were (1) the belief that salesmanship required strong objection-answering skills, (2) good grooming habits, and (3) conservative dress – especially black shoes. However, a study of the weakest performers at these companies revealed that the same three characteristics were their most common traits as well. The lesson: You must "validate" critical success skills by comparing large enough samples of top performers and weak performers to find the factors that consistently distinguish the winners from the "also rans." Otherwise, you may select well-spoken, energetic candidates who fail quickly but with style.

Mistake 6: Too Many Criteria

Fact: Only through a method called "validation" can you make more effective hiring decisions. The government originally used validation research to prove that employment selection practices predicted job success and weren't discriminatory. Similar to a process insurance companies use to predict accident risk or the likelihood of health problems, validation can dramatically improve your odds of hiring the right people. Not only does it identify critical job success factors, it weights each factor's importance. Consider these two surprising and important findings from validation research:

* The most critical factor for predicting success in any job is usually as important or more important than all other factors combined.
* The most accurate prediction of success on the job is based on no more than six to eight factors. Add any more, and you risk diluting your criteria, watering down the prediction of success, and killing selection accuracy.

To hire winners, decide on six to eight factors that separate them from losers. Ignore factors that are not validated, or you may end up hiring nice guys who finish last.

Mistake 7: Evaluating Personality Instead of Job Skills

Fact: Certain personality traits – high energy, honesty, a solid work ethic – seem to practically guarantee success, yet they don't. Many consultants and distributors of pre-employment tests maintain that certain personality factors help ensure management or sales success and offer psychological theories to support that belief. However, solid statistical research from many objective sources shows little correlation between any personality factor and any specific job. Producers of competent and reputable "personality type" tests (like the Myers-Briggs) admit their tests are useful for self-awareness and training but not for hiring. Only tests of job skills or knowledge are proven to predict job success consistently. You might enjoy knowing your sales candidates have self-confidence and energy, but knowing whether they can answer objections and close sales is probably more important.

Mistake 8: Using Yourself as an Example

Fact: Your own sales success might lead you to believe you can spot candidates with potential, but don't count on

it. A famous lawyer once said, "The attorney who would represent himself has a fool for a client" – a saying that also applies to managers hiring new salespeople. Many managers who reached their position by virtue of their sales success believe they can instinctively recognize a good candidate, when they are unconsciously just using themselves as a template. When you use yourself as a model your ego often gets in the way, and that "bias" can skew your objectivity in judging others – a fatal hiring flaw.

Mistake 9: Failure to Use Statistically Validated Assessments to Predict Job Skills Most Critical to Success

Fact: In some companies, committees use deductive reasoning or brainstorming to identify criteria for candidate selection. This technique may encourage team building and a spirit of cooperation and participation, and may even focus the organization on the importance of hiring the right people. Unfortunately, two main flaws make it less effective at pinpointing why candidates fail or succeed. First, the committees tend to focus on theories instead of facts – theories that suggest, for example, that high self-confidence guarantees a better employee. Second, they focus on attitude and experience instead of ability and skills. Skills are a much more significant and consistent indicator of success potential. Incentives can motivate a skilled person, but motivation and good intentions won't improve an unskilled candidate.

To explain why managers often rely on reasoning or common sense to assess candidates' attitude and personality, experts suggest that doing so is easier than measuring their skills. Gauging skill levels often requires carefully developed tests or on-the-job trials many managers are unwilling or unable to conduct.

Mistake 10: Not Researching Why People Have Failed in a Job

Fact: Research consistently shows that people fail in a job due to factors different from the criteria used to select them. Though most managers can list the most common reasons people have failed, they seldom make that information part of the process of choosing selection criteria for new candidates. Managers who identify these "failure points" and build them into the selection process can reduce hiring mistakes by as much as 25 percent. In most competitive sales situations, for example, the average

prospect buys from a new salesperson only after six contacts. The average unsuccessful salesperson gives up after three contacts. While some of that salesperson's techniques may be adequate, the tendency to give up after three rejections was never uncovered or evaluated.

Mistake 11: Bypassing the Reference Check

Fact: Various recruiting and placement agencies report a fairly high percentage of false information presented in resumes and job applications. As many as 15 to 20 percent of job applicants try to hide some dark chapter in their lives. For some positions, one out of three resumes submitted may contain false information. To find out who's pulling the wool over your eyes, make the extra effort to verify the information your applicants provide. An individual who twists the facts to get a job will probably bend the rules on the job. Checking references may seem tedious, but it beats the frustration and cost of hiring someone you need to fire in two weeks.

With the discovery of hiring mistakes comes the opportunity to make positive change. Even if you are content with most of the people you've hired so far, remember that ongoing improvement is key to success. When you're willing to revamp your standard hiring procedures, you open the door to a stronger sales team that can lead your company in a new and more profitable direction.

Chally's Solution to Hiring Mistakes

1. Evaluate a candidate only on the skills critical for success in the job:

   - Use validated scales that predict on-the-job skills and performance (not just personality).
   - Use position analysis to select the skills that are critical for the job.
   - Update skills and performance scales annually against World Class sales research-winning sales forces.

2. Provide the best and most responsive service:

   - Dedicate a selection consultant to your company.
   - Provide multiple options to best fit your needs.
   - Assist your staff as needed in the entire selection process, including interviewing and other screening steps.

How to Identify the Type of Management Needed

*For over 25 years, The HR Chally Group has extensively researched and tracked over 75,000 managers. The results identify five distinct types of managers most successful in corporate, entrepreneurial, and sales company functions. The most important findings: the more effective a manager is in one type of role, the less effectively he/she performs in a very different type of role. This is particularly troublesome in switching a top Staff Manager to a top Line position, or a Corporate Manager to a Profit Center or an Entrepreneurial role. This supports previous research findings that emphasize the critical need to match the right individual to the right job. It is a mistake to look for general management skills in the hope they will satisfy the requirements of **any** management position.*

THE 5 TYPES OF MANAGEMENT
1. Line manager (CEO), Division Head, Supervisor)
2. Staff Manager (Finance, Marketing, Legal, HR)
3. Profit Center of Entrepreneurial Manager
4. Strategic Account Manager Responsible for Larger Accounts
5. Sales Force Manager Who Develops Salespeople

1. Top Line Managers Have a Production or Incremental Step-by-Step Approach to Producing Profit (Examples: CEO and Plant Manager)

Line Managers accept accountability for bottom-line results and seek to have the final authority to make decisions. They seek to minimize and control risk. Managers with this orientation continually focus on improving competitive advantage and look for major improvement through constant refinement.

These production-oriented managers often step in after the start-up phase to refine and maintain the established systems at an efficient, effective level.

Exception: We know, as a result of our continuing research, that a Line Management position will occasionally require

a project approach, when a major but short-term goal, such as an acquisition or turnaround, is required.

2. Top Staff Managers Have a Project Approach to Building *New* Value (Example: Department Heads)

A Staff Manager maintains a high level of competence in an important business function and manages a staff that provides expertise or specialized information that increases the function's value and influence in the organization.

These project-oriented managers perform best in a true project capacity where there is a discrete beginning and end to the required tasks. These managers often opt for an intuitive or deductive decision style.

Exception: A Staff management position will occasionally require a production approach, when the function's primary outputs are repetitive and volume, quality, and consistency are the major requirements. (Examples - Manager of Accounting, Manager of Statistic Process Control)

3. Top Profit Center or Entrepreneurial Managers Have a Hands-On Approach (Example: President of Small Business or Unit)

Profit Center Managers are Line Managers and have full responsibility for a smaller, discrete, or autonomous business unit. With total authority for bottom-line results, they operate much like entrepreneurs "without portfolio." Their management style is very hands-on. Their goals, and often their compensation, are based on shorter-term growth or profitability. Their business units are seldom comprised of more than 50-75 people, and may be as few as 10-15 employees. Most frequently, they run very flat organizations with no more than two or three levels below them. They personally manage most, if not all, of the major functions: sales, operations, finance, and administration. While they may tolerate corporate involvement in how they run their business unit, they'll seldom seek it.

The Two Types of Sales Management

Sales management may be one of the most "taken for granted" corporate positions in business today. Most frequently, top salespeople are promoted to management as a result of their success in sales. For one type of sales manager, the Strategic Account Manager, this is quite appropriate. However, in organizations where sales is really an entry level corporate position and promotion is routinely made to Sales Force management, the best salespeople, who are most quickly promoted, often fail as managers. The skills of managing employees effectively are very different from the skills of managing customers, territories, or product lines. As a result, many new Sales Force Managers are mismatched for the position, in spite of their great competence in sales.

4. Strategic Account Managers Manage Major Customer Relationships

Strategic Account Managers are managers who maintain direct responsibility for sales results for specific customers.

They manage several larger, usually long-term or strategic accounts, or in some cases, where the size and scope warrants, a single major or strategic account. While they may have a staff of one or more subordinate sales or support people reporting directly or indirectly to them, they really focus on managing that sales team for the sake of achieving customer results. They seldom have control over typical Line or Staff Manager responsibilities such as subordinate selection and compensation. Most frequently, Strategic Account Managers are excellent or experienced salespeople who have been given some necessary managerial responsibilities to serve major customers more effectively.

5. Sales Force Managers Make Time to Coach Salespeople One-To-One

Sales Force Managers are managers who focus on building, refining, and staffing a selling function.

They spend little to no time directly managing customer accounts. While they are in frequent contact with customers, their focus is on keeping in close touch with the market, and on training and developing the skills and productivity of salespeople. Their three most important career success functions are: 1) maintaining a constant awareness of and sensitivity to customers' needs, 2) devoting substantial one-on-one time with salespeople to demonstrate, coach, and monitor progress, and 3) the ability to manage time and delegate administrative tasks that would otherwise reduce personal contact time with salespeople and customers.

CHARACTERISTICS OF THE FIVE MANAGEMENT TYPES				
Line Oriented	**Staff Oriented**	**Profit Center**	**Strategic Account**	**Sales Force/Service**
1. Accepts accountability for bottom-line results 2. Seeks authority to make own decisions 3. Focuses on improving competitive advantage 4. Minimizes and controls risk	1. Serves as a source of information 2. Prefers to create new advances in expertise and capacity 3. Prefers new challenges or true "project" assignments 4. Deductive and intuitive decision style	1. Line oriented 2. Hands-on-style 3. Has total authority for bottom-line results 4. Business units seldom of more than 50-75 people 5. Manages all major functions 6. Goals based on shorter-term growth or profitability	1. Maintains direct responsibility for sales results for specific customers 2. Manages larger, long-term or strategic accounts 3. May focus on managing a sales team to achieve customer results 4. Good sales skills	1. Focuses on building, refining, and staffing a selling function 2. Focuses on non-selling contact with customers 3. Trains and develops the skills and productivity of salespeople 4. Manages time well to avoid interrupting coaching time

How to Identify the Type of Management Needed for a Specific Position

The higher the investment in an employee, the more imperative the need to see value returned on his or her effort. But the work of managers and executives is frequently intangible and difficult to define. For over 25 years, The HR Chally Group has extensively researched and tracked over 75,000 managers. The results identify five distinct types of managers most successful in corporate, entrepreneurial, and sales functions. The most important findings: the more effective a manager is in one type of role, the less effectively he/she performs in a very different type of role. This is particularly troublesome in moving a top Staff Manager to a top Line position, or a Corporate Manager to a Profit Center or an Entrepreneurial role. This supports previous research findings that emphasize the critical need to match the right individual to the right job. It is a mistake to look for a standard set of general management skills in the belief they will satisfy the requirements of **every** management position.

The Management Profile Map is actually a "decision tree" that allows an executive to select the set of management skills best suited to accomplish a specific management responsibility. By answering just five basic questions or less, you can follow the Management Profile Map to find the best match of the core skills critical for a specific position.

Q 1: Is the primary responsibility of the position to **manage total business results or core business results** (a **Line** function which produces the product or service that provides value to the customer) or to **function in specialized support** of those who produce business results (a **Staff** function)?

> And if it is Line, is it a **turnaround or start-up** situation, (such as a new acquisition) or is it **ongoing business**?

Q 2: Is the results responsibility (a) **for a major business function which could not stand alone as a complete business unit** or (b) **for a small, self-contained unit with multiple functions as reports?** (If for a small, self-contained unit that can function as a stand-alone business, selection is complete at this point: it is a Profit Center Manager.)
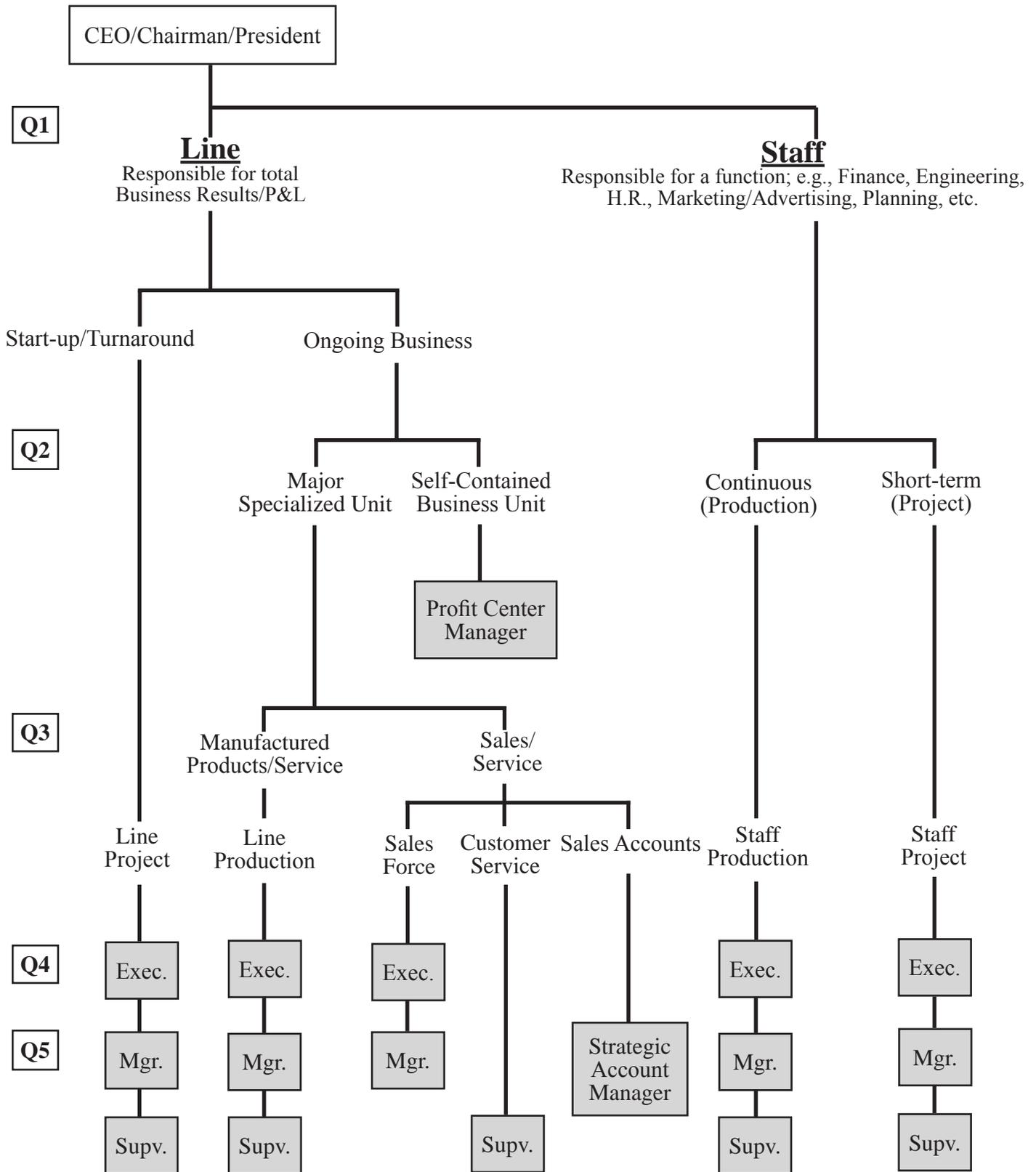
Q 3: Is the business driven by (a) **a manufactured product or delivered service core to the business** ... does it function primarily as a manufacturer and is capital intensive, or is it (b) **sales/service** ... does it function primarily as a distributor and is process intensive?

> And, if it is sales/service, does the position manage a **sales force,** a **customer service group,** or one or more strategic **sales accounts**? (If the answer is "yes" to sales accounts, selection is complete at this point: it is a Strategic Account Manager.)

Q 4: Does the position have **at least three levels of reports** beneath it? If so, selection is complete ... it is an Executive level position.

Q 5: Does the position have **at least two levels of reports** or more than one function or subfunction reporting to it? If the answer is "yes," selection is complete ... it is a Manager level position. A "no" answer indicates it is a Supervisory level position.

MANAGEMENT PROFILE

```
                    ┌─────────────────────────┐
                    │ CEO/Chairman/President  │
                    └─────────────────────────┘
```

Q1

Line
Responsible for total
Business Results/P&L

Staff
Responsible for a function; e.g., Finance, Engineering,
H.R., Marketing/Advertising, Planning, etc.

Start-up/Turnaround   Ongoing Business

Q2

Major
Specialized Unit

Self-Contained
Business Unit

Continuous
(Production)

Short-term
(Project)

Profit Center
Manager

Q3

Manufactured
Products/Service

Sales/
Service

Line
Project

Line
Production

Sales
Force

Customer
Service

Sales Accounts

Staff
Production

Staff
Project

Q4

Exec.   Exec.   Exec.   Exec.   Exec.

Q5

Mgr.   Mgr.   Mgr.   Strategic
Account
Manager   Mgr.   Mgr.

Supv.   Supv.   Supv.   Supv.   Supv.

MANAGEMENT PROFILE

Roles and Requirements of Specialized Management Positions

Line Production: Top Line Managers usually have a production approach that focuses on measurable and near-term results and outputs. They emphasize efficiency, profit improvement, cost control, and the refinement of the processes and procedures that produce incremental gain. These managers may be innovative, but avoid visionary or theoretical changes that have not been thoroughly tested and proven. They minimize and control risk in order to optimize efficiency, and approach problem-solving from a planning and scheduling perspective. Production-oriented Line Managers usually step in after the start-up phase and refine and maintain the established systems at an efficient, effective level. Top Line Managers are usually not start-up or turnaround specialists.

Line Project: More rare is the Line Manager with a project orientation. This individual normally has an increased depth or specialization in one area and must satisfy a personal drive to design or invent new technologies or build new applications of known technologies. Line Project Managers can play an essential role in the start-up phase of a production effort or a major turnaround.

Staff Project: Top Staff Managers usually have a project approach and focus on innovative or creative solutions to specific needs. These managers see improvement goals as a project or series of projects, each with distinctive beginning and ending points. They are more concerned with major improvements than incremental refinements. Project-oriented managers perform best in a start-up environment or in a true project capacity. They research, explore, and design or invent new technology or build new applications of known technology. In problem-solving methods, Project Managers often opt for an intuitive or deductive decision style and prefer to test new solutions by trial and error. They operate on a longer-term basis and prefer to function creatively within the general parameters of a specified goal.

Staff Production: More unusual is a Staff Manager with a production orientation. This individual may be needed to step in to refine or fine-tune and maintain established systems at an efficient, effective level. These managers are comfortable with functions that are quantifiable, concrete, measurable, and therefore controllable. Typical roles might include H.R. Administration positions.

Profit Center Manager: Entrepreneurs and Profit Center Managers are distinguished by their close, hands-on control of all the key functions that contribute to the bottom-line. They avoid layers of management between them and the key actions or decisions that need to be made. Because they make a point of knowing their subordinates personally and motivating one-on-one, bureaucracy and red tape do not slow decision-making.

Sales Force Manager: Sales Force Managers are more responsible for building the quality and productivity of their salespeople than for any one customer. The most effective have a narrow span of control (4-5 salespeople) whom they work with, coach, and develop one-on-one on a regular (often weekly) basis. The least effective have a large span of control and focus most of their time on traditional administrative tasks including sales projections, facilitating problem resolution for salespeople, and other administrative tasks.

Strategic Account Manager: Primarily a manager of global or strategic accounts, this is a true manager in the broadest business sense. They function as planners, direct others, are strategically involved in their customers' businesses, and influence decisions in their own organizations. Many will belong to professional specialized organizations, like the Strategic Accounts Managers Association (S.A.M.A.), and are likely candidates for general management positions in their organizations. Strategic Account Management requires strategic initiative, the ability to advise and mentor others, outstanding customer service disciplines, technical competence in the core business specialties, the ability to handle complexity, and the willingness to work long hours.

Customer Service Supervisor: Understands and trains representatives to be committed to service and to tolerate and solve the problems of any type of customer; keeps an upbeat and positive attitude.

The Critical Skills of Corporate Line Managers

Top Line Managers usually have a production approach that focuses on measurable and near-term results and outputs. They emphasize efficiency, profit improvement, cost control, and the refinement of the processes and procedures that produce incremental gain. These managers may be innovative, but avoid visionary or theoretical changes that have not been thoroughly tested and proven. They minimize and control risk in order to optimize efficiency, and approach problem-solving from a planning and scheduling perspective. Production-oriented Line Managers usually step in after the start-up phase and refine and maintain the established systems at an efficient, effective level. Top Line Managers are usually not start-up or turnaround specialists.

However, we know, as a result of our continuing research, that a Line management position will occasionally require a project approach when a major but short-term goal, such as an acquisition or turn around, is required.

CORPORATE LINE MANAGER SKILLS

1. Ability to Direct and Control Others
2. Decision Making Efficiency
3. Decision Making Accuracy
4. Written Communication
5. Leadership Potential
6. Practical Intelligence
7. Analytic Ability

Skill 1: Ability to Direct and Control Others

Line management requires good delegation skills that take into consideration the skill level and business maturity of subordinates. They set up a system or environment to ensure that delegated tasks are effectively completed. They are comfortable directing through multiple levels or a complex infrastructure.

Strong Line Managers make assignments with full and complete information, including timelines and results expectations. They will implement a system or process for tracking results when delegating through multiple levels then follow up to monitor results. They tend to evaluate and build a "book" on key subordinate strengths and weaknesses, and make assignments accordingly.

Weaker Line Managers tend to delegate work and assume assignments will be completed well and on time. They often assume that whatever they could do well is easy for others, leading them to be frustrated when some assignments aren't carried out as well as they'd like them to be. They tend to be dependent upon a "walk-around" management style to effectively delegate and manage results within a multilevel organization.

Skill 2: Decision Making Efficiency

Line Managers must make decisions based on available information supported by an understanding of overall goals. They have to be willing to make a 60% effective decision now and refine it later, rather than wait to make a 99% right decision that comes too late.

Strong Line Managers will press to reach a decision and don't like to procrastinate or leave unfinished business. They will sort through information to focus only on the major factors, and ignore irrelevant details to reach expedient decisions.

Weaker Line Managers may defer a decision until all the options are completely evaluated. They can get so caught up in trying to be exactly right that they react too slowly.

Skill 3: Decision Making Accuracy

Corporate Line Managers need to make thorough, well-researched decisions that account for and are compatible with overall goals and priorities. They need to be able to determine the significance of all pros and cons and the likelihood of success.

Strong Line Managers will not sacrifice strategic needs or long-term objectives to make decisions that are easier or more convenient to carry out in the near term. They will consider the possible consequences of their decisions and include contingency plans if unforeseen results occur.

Weaker Line Managers will tend to make decisions that are easier or more convenient rather than compatible with long-term objectives. They may often be surprised by factors they did not consider when making some decisions.

SKILLS

Skill 4: Written Communication

Line Managers must communicate clearly and logically in writing and provide supportive data and vital information in an organized, succinct, and concise manner.

Strong Line Managers would prefer documenting important issues rather than relying on people to remember what is said. They will not assume others have the same frame of reference and recall the same action commitments as they do.

Weaker Line Managers may assume people will understand the same way they do and that they will take the right steps after a meeting.

Skill 5: Leadership Potential

Line Managers must influence others to focus on priorities. They need to elicit cooperative efforts, understand the rewards people need, communicate clearly and repetitively to maintain the organization's focus, and be willingly followed by others.

Strong Line Managers spend the time needed to understand others' needs and motives so they can offer inducements that make efforts pay off. They are willing to take the time to communicate repeatedly so they can make sure people clearly understand their roles and their importance.

Weaker Line Managers may assume that people are after the same goals they are and can be surprised by others' resistance or lack of enthusiasm for their plans. They may also expect people to understand or to follow directions on faith, and can be naively surprised by their lack of progress.

Skill 6: Practical Intelligence

Line Managers must be able to practically and intuitively understand complex issues and are not overly academic or interested in abstract knowledge for its own sake. They should be adept at methodical, hands-on learning and enjoy improving their base skill level through experience and hard work.

Strong Line Managers prefer to learn by doing or personally trying new skills. They will be less interested in more academic, theoretical, or research-based information where there is no immediate application or need.

Weaker Line Managers may focus too much on learning and broadening their depth of learning and insight in a wide array of topics. They may prefer academic, theoretical, or research-based information to hands-on learning.

Skill 7: Analytic Ability

Line Managers must effectively weigh the accuracy of different kinds of information, including inferences, abstractions, or generalizations. In order to define a problem, they need to be able to select appropriate information, recognize assumptions, develop a hypothesis, and reach a valid conclusion.

Strong Line Managers are capable of thinking through problems in a systematic manner and drawing sound conclusions from the information presented. They take a very logical approach to problem-solving.

Weaker Line Managers may focus on very concrete thought patterns and might have difficulty mastering abstract concepts. They will be most comfortable making decisions according to clearly defined rules.

The Critical Skills of Customer Service Supervisor include several unique skills because of the pressure of being continually responsive to external forces.

Willingness to Serve All Types of Customers and Uses a Positive Attitude to Influence Others

Customer Service Supervisors do not have the luxury of qualifying or ignoring customers who are difficult to work with. They must positively motivate and maintain morale even when the problem is the customer's fault, or the mistake was somebody else's.

Willingness to Train/Coach

Many effective response approaches to customers, particularly difficult ones, are not intuitive to representatives and must be demonstrated and reinforced.

Success Motivated and Takes Personal Responsibility for Customer Satisfaction

Customer Service Supervisors have to set the priorities and stay focused on the goals, while still personally modeling the confidence and positive expectation to reach success. Discipline and consistency are critical.

Learning Speed and Ability

With the speed of change, new products, new services, and new problems constantly pushing a customer service group, the manager may frequently be only one page ahead of the group.

The Critical Skills of Corporate Staff Managers

Top Staff Managers usually have a project approach and focus on innovative or creative solutions to specific needs. These managers see improvement goals as a project or series of projects, each with distinctive beginning and ending points. They are more concerned with major improvements than incremental refinements. Project-oriented managers perform best in a start-up environment or in a true project capacity. They research, explore, and design or invent new technology or build new applications of known technology. In problem-solving methods, Project Managers often opt for an intuitive or deductive decision style and prefer to test new solutions by trial and error. They operate on a longer-term basis and prefer to function creatively within the general parameters of a specified goal.

However, a Staff management position will occasionally require a production approach when the function's primary outputs are repetitive and volume, quality, and consistency are the major requirements. (Examples - Manager of Accounting, Manager of Statistic Process Control)

CORPORATE STAFF MANAGER SKILLS
1. Initiative
2. Willingness to Accept Responsibility
3. Profit Mentality
4. Ability to Learn the Business
5. Willingness to Develop Technical Competencies
6. Management Ambition
7. Practical Intelligence
8. Analytic Ability
9. Willingness to Train/Coach

Skill 1: Initiative

Staff Managers need to champion their areas' successes, maintain close touch with key issues, remain alert to potential problems and/or opportunities, make suggestions and initiate plans, and not be dependent on upper management for direction. They need to be take-charge types who will push to set plans and reach the goals for their function.

Strong Staff Managers will work to stay informed, demand relevant information, and set up feedback processes formally or informally so they can keep up-to-date. They will seek status reports, information on progress of plans, assignments, etc., and can be counted on to follow up and see tasks and responsibilities through to completion.

Weaker Staff Managers may be hesitant to push their own ideas or drive new goals or plans. They may be lax about collecting sufficient facts, data, and information to help them see where more effort or changes are needed, and may need pushing on occasion to follow up or take action rather than procrastinate or wait for orders.

Skill 2: Willingness to Accept Responsibility

Staff Managers must commit to taking personal responsibility for results, even when working indirectly through others. They need to avoid using excuses as explanations or justifying negative, but preventable, outcomes.

Strong Staff Managers take full responsibility for final results, whether personally carried out or delegated to others. They are comfortable admitting mistakes and will work to change their approach to prevent errors from repeating.

Weaker Staff Managers may not feel they can control or count on others' work. They may tend to get defensive about mistakes and may overreact rather than accept blame themselves.

Skill 3: Profit Mentality

Staff Managers need to be conscious of and motivated to manage for bottom-line results and use whatever resources or controls are appropriate.

Strong Staff Managers believe in their own capabilities and expect to be successful. They don't get distracted or waste time on trivial problems, unnecessary paperwork, or personality issues that don't affect results. Additionally, they take personal charge of major issues and, when they delegate, will maintain a follow-up routine.

Weaker Staff Managers may focus and evaluate themselves on effort and process more than results. They can get caught up in details, paperwork, or personality issues, and lose sight of key priorities. They could also let major issues slide and not follow up in a consistent and timely manner.

Skill 4: Ability to Learn the Business

Staff Managers need to continually discover and develop sound business, sales, and management formulas to run their areas.

Strong Staff Managers believe it's necessary to understand and be able to personally evaluate all aspects of the business. They will tend to track budgets closely and even select key measures that provide a general status level for quick and continuous review. They can also read people well and will develop a clear understanding of subordinates' skills and abilities.

Weaker Staff Managers may not be driven to in-depth understanding of all aspects of the business and may be willing to rely on others for parts that are less familiar. They have a tendency to focus on aspects of the business other than costs and can exceed the budget occasionally. They also may not evaluate subordinates and can sometimes be surprised by their behavior.

Skill 5: Willingness to Develop Technical Competencies

Staff Managers must be driven to become experts on the key competencies required to run their area, and need to work to fully understand the principal technologies, processes, and methods.

Strong Staff Managers continually ask questions to learn how things work and to understand the underlying principles. They routinely collect and review key data and information to track progress on all important functions, and will not allow their technical or process knowledge to become outdated.

Weaker Staff Managers tend to rely on other peoples' expertise in areas where they may not understand the technology or basic principles. They may procrastinate and spend insufficient time tracking all key business information sources.

Skill 6: Management Ambition

Staff Managers need to have a career orientation directed toward an increase in responsibility and rank, regardless of the functional content of the promotion.

Strong Staff Managers are driven more by advancement opportunity than the nature or content of the job or tasks assigned. They enjoy and seek out opportunities to assume an influential or decision-making role.

Weaker Staff Managers may prefer to focus on tasks or results and can become frustrated when group influence or political skill is critical.

Skill 7: Practical Intelligence

Staff Managers must be able to practically and intuitively understand complex issues, and not be overly academic or interested in abstract knowledge for its own sake. They need to be adept at methodical, hands-on learning and will enjoy improving their base skill level through experience and hard work.

Strong Staff Managers prefer to learn by doing or trying new skills. They will be less interested in more academic, theoretical, or research-based information where they do not see an immediate application or need.

Weaker Staff Managers may focus too much on learning and broadening their depth of learning and insight in a wide array of topics. They may prefer academic, theoretical, or research-based information to hands-on learning.

Skill 8: Analytic Ability

Staff Managers must effectively weigh the accuracy of different kinds of information, including inferences, abstractions, and generalizations. In order to define a problem, they need to select appropriate information, recognize assumptions, develop a hypothesis, and reach a valid conclusion.

Strong Staff Managers are capable of thinking through problems in a systematic manner and drawing sound conclusions from the information presented. They take a very logical approach to problem-solving.

Weaker Staff Managers may focus on very concrete thought patterns and might have difficulty mastering abstract concepts. They will be most comfortable making decisions according to clearly defined rules.

SKILLS

Skill 9: Willingness to Train/Coach

Staff Managers need to motivate others to improve their effectiveness in meeting business goals and objectives. They need to focus on those things that are the most useful to know and are going to make a difference to the individual being coached or educated.

Strong Staff Managers are more concerned about results produced or accomplished. They focus on real change in people that you see as opposed to how entertaining or attractive the training is. They will keep the training informative and find a balance to make it enjoyable and informative. They believe that there are only three or four things that will train people well and make a difference.

Weaker Staff Managers are too concerned about detail, correctness, or other content issues. They are too preoccupied with making the training entertaining at the expense of making it informative. They may spend too much time in non-coaching activities and develop elaborate training methods that really aren't necessary.

Staff Production Managers

We know, as a result of our continuing research, that a Staff management position will occasionally require a production approach, when the function's primary outputs are repetitive and volume, quality, and consistency are the major requirements. (Examples - Manager of Lead Generation, Manager of Material Flow) When Staff Managers require a production approach the additional skill of Ability to Direct and Control Others is measured.

Skill: Direct and Control Others

Staff management requires good delegation skills that take into consideration the skill level and business maturity of subordinates. They set up a system or environment to ensure that delegated tasks are effectively completed. They are comfortable directing through multiple levels or a complex infrastructure.

Strong Staff Managers make assignments with full and complete information, including timelines and results expectations. They will implement a system or process for tracking results when delegating through multiple levels then follow up to monitor results. They tend to evaluate and build a "book" on key subordinate strengths and weaknesses, and make assignments accordingly.

Weaker Staff Managers tend to delegate work and assume assignments will be completed well and on time. They often assume that whatever they could do well is easy for others, leading them to be frustrated when some assignments aren't carried out as well as they'd like them to be. They tend to be dependent upon a "walk-around" management style to effectively delegate and manage results within a multilevel organization.

The Critical Skills of Profit Center Managers and Entrepreneurs

Profit Center Managers and Entrepreneurs (sometimes called intrapreneurs or entrepreneurs without portfolio) are distinguished by their close, hands-on control of all the key functions that contribute to the bottom-line. They avoid layers of management between them and the key actions or decisions that need to be made. They make a point of knowing all their subordinates personally and motivate one-to-one. As a result, bureaucracy and red tape do not slow decision-making.

PROFIT CENTER & ENTREPRENEUR SKILLS

1. Profit Mentality
2. Initiative
3. Willingness to Develop Technical Competencies
4. Willingness to Accept Responsibility
5. Ability to Learn the Business
6. Ability to Direct and Control Others
7. Practical Intelligence
8. Analytic Ability

Skill 1: Profit Mentality

Profit Center Managers need to be conscious of and motivated to manage for bottom-line results. They need to use whatever resources or controls are appropriate.

Strong Profit Center Managers believe in their own capabilities and expect to be successful. They do not get distracted or waste time on trivial problems, unnecessary paperwork, or personality issues that do not affect results. Additionally, they take personal charge of major issues, and if they delegate, they will maintain a tight follow-up routine.

Weaker Profit Center Managers may focus and evaluate themselves on effort and process more than results. They can get caught up in details, paperwork, or personality issues and lose sight of key priorities. Additionally, they may let major issues slide and not follow up in a consistent and timely manner.

Skill 2: Initiative

Profit Center Managers need to champion their areas of responsibility, maintain close touch with key issues, and remain alert to potential problems and/or opportunities. They need to make suggestions and initiate plans, and should not be dependent on upper management for direction.

Strong Profit Center Managers will be take-charge types who will push to set plans and reach goals. They will work to stay informed, demand relevant information, and set up feedback processes, formally or informally, to keep themselves up-to-date. They will seek status reports, information on progress of plans, assignments, etc., and can be counted on to follow up and see tasks and responsibilities through to completion.

Weaker Profit Center Managers are hesitant to push their own ideas or drive new goals and plans. They tend to procrastinate or wait for direction and can be lax about collecting sufficient facts, data, and information that can identify where more effort or change is needed.

Skill 3: Willingness to Develop Technical Competencies

Managers of Profit Centers need to be driven to become experts in the key competencies required to run their area and willing to work to fully understand the principal technologies, processes, and methods.

Strong Profit Center Managers continually ask questions to learn how things work and to understand the underlying principles. They routinely collect and review key data and information to track progress on all important functions, and will not allow their technical or process knowledge to become outdated.

Weaker Profit Center Managers tend to rely on other peoples' expertise in areas where they do not understand the technology or basic principles. They may also procrastinate and spend insufficient time tracking all key business information sources.

Skill 4: Willingness to Accept Responsibility

Profit Center Managers must commit to taking personal responsibility for results, even when working indirectly

through others. They need to avoid using excuses as explanations or justifying negative, but preventable, outcomes.

Strong Profit Center Managers take full responsibility for final results, whether personally carried out or delegated to others. They are comfortable admitting mistakes and will work to change their approach to keep from repeating them.

Weaker Profit Center Managers do not feel they can control or count on others' work. They may get defensive about mistakes and overreact rather than accept blame themselves.

Skill 5: Ability to Learn the Business

Profit Center Managers need to continually discover and develop sound business, sales, and management formulas to run their area of accountability.

Strong Profit Center Managers believe it is necessary to understand and be able to personally evaluate all aspects of the business. They will tend to track budgets closely and even select key measures that provide a general status level for quick and continuous review. Additionally, they can read people well and develop a clear understanding of subordinates' skills and abilities.

Weaker Profit Center Managers may not be driven to accumulate an in-depth understanding of all aspects of the business and may be willing to rely on others for parts that are less familiar. They may also have a tendency to focus on other aspects of the business instead of costs and can occasionally exceed the budget. They also might not evaluate subordinates in-depth and can sometimes be surprised by their behavior.

Skill 6: Ability to Direct and Control Others

Profit Center Managers must have good delegation skills that take into consideration the skill level or business maturity of subordinates. They need to offer encouragement and explanation and utilize a hands-on or "walk-around" style to follow up to ensure that delegated tasks are effectively completed.

Strong Profit Center Managers make assignments with full and complete information, including time lines and results expectations, and then follow up to monitor results. They will tend to evaluate and build a "book" on key subordinate strengths and weaknesses, and make assignments accordingly.

Weaker Profit Center Managers tend to assign and assume that assignments will be completed well and on time. They may assume that whatever they can do well is also easy for others, and they might become frustrated when assignments aren't carried out as well as expected.

Skill 7: Practical Intelligence

Managers of a Profit Center must be able to practically and intuitively understand complex issues and should not be overly academic or interested in abstract knowledge for its own sake. They must be adept at methodical, hands-on learning and enjoy improving their base skill level through experience and hard work.

Strong Profit Center Managers prefer to learn by doing or personally trying new skills. They will be less interested in more academic, theoretical, or research-based information where there is no immediate application or need.

Weaker Profit Center Managers may focus too much on learning and broadening their depth of learning and insight on a wide array of topics. They may prefer academic, theoretical, or research-based information to hands-on learning.

Skill 8: Analytic Ability

Profit Center Managers must effectively weigh the accuracy of different kinds of information, including inferences, abstractions, or generalizations. In order to define a problem, they need to be able to select appropriate information, recognize assumptions, develop a hypothesis, and reach a valid conclusion.

Strong Profit Center Managers are capable of thinking through problems in a systematic manner and drawing sound conclusions from the information presented. They take a very logical approach to problem-solving.

Weaker Profit Center Managers may focus on very concrete thought patterns and might have difficulty mastering abstract concepts. They will be most comfortable making decisions according to clearly defined rules.

The Critical Skills of Strategic Account Managers

Strategic Account Managers are top-ranked salespeople who can interact effectively at all levels of large corporate customers. They manage sales results more than subordinates, use a team-selling approach when necessary, and function as a manager of the overall relationship between their company and their customers. They are frequently more involved in their customers' business strategy than they are in their own company.

STRATEGIC ACCOUNT MANAGER SKILLS

1. Initiative
2. Commits Time and Effort to Ensure Success
3. Provides Proactive Assistance/Support
4. Willingness to Develop Technical Competencies
5. Training Skills

Skill 1: Initiative

Strategic Account Managers need to champion their areas of responsibility, maintain close touch with key issues, and remain alert to potential problems and/or opportunities. They need to make suggestions and initiate plans, and should not be dependent on upper management for direction.

Strong Strategic Account Managers are take-charge types who will push to set plans and reach goals. They will work to stay informed, demand relevant information, and set up feedback processes, formally or informally, to keep themselves up-to-date. They will seek status reports, information on progress of plans, assignments, etc., and can be counted on to follow up and see tasks and responsibilities through to completion.

Weaker Strategic Account Managers are hesitant to push their own ideas or drive new goals and plans. They tend to procrastinate or wait for orders and can be lax about collecting sufficient facts, data, and information that can identify where more effort or change is needed.

Skill 2: Commits Time and Effort to Ensure Success

Strategic Account Managers need to set their job as a top priority and commit the time needed to meet objectives versus simply clock hours.

Strong Strategic Account Managers value success and the associated rewards, and "live to work." They take personal responsibility for their own lives and success, and prefer to feel in control by achieving goals and preparing action steps regularly. They are open to constructive criticism and are self-developmental.

Weaker Strategic Account Managers lack concern for feedback and are not as strongly motivated to improve skills. They do not see or take advantage of opportunities to control their success by preparing actions through advanced planning. There is an inclination to work by the clock rather than commit the resources required to achieve the objective, and their careers are not given high priority.

Skill 3: Provides Proactive Assistance/Support

Strategic Account Managers gain personal satisfaction from volunteering assistance or advice to others. They can be patient with individuals in a learning mode, and will seek methods for sustaining motivation and an enthusiasm to learn.

Strong Strategic Account Managers enjoy teaching or developing others and take the initiative to give advice or assistance. They are eager to function in the role of mentor and offer opinions and knowledge in an effort to be helpful. These individuals enjoy being held in high esteem by those being helped and take personal pride in the success of others.

Weaker Strategic Account Managers do not volunteer unsolicited advice and resent being placed in a position of developing or teaching others who lack the motivation or enthusiasm to be taught. These individuals will tend to say something once, and do not expect to repeat themselves to those who were inattentive or did not grasp the concept the first time. They are very impatient with any type of "hand-holding" role.

Skill 4: Willingness to Develop Technical Competencies

Strategic Account Managers need to be driven to become experts in the key competencies required to function in the position and willing to work to fully understand the principal

technologies, processes, and methods of the business, as well as maintain an awareness of new product developments in their field.

Strong Strategic Account Managers continually ask questions to learn how things work and to understand the underlying principles. They routinely collect and review key data and information to track progress on all important functions, and will not allow their technical or process knowledge to become outdated.

Weaker Strategic Account Managers tend to rely on others' expertise in areas where they do not understand the technology or basic principles. They may also procrastinate and spend insufficient time tracking all key business information sources.

Skill 5: Training Skills

Strategic Account Managers need to be motivated to train salespeople on customers' needs, product applications, and the sales techniques required to sell products and services more effectively.

Strong Strategic Account Managers are more concerned about results produced or changes accomplished. They focus on coaching for real change. A perfect balance is to make it enjoyable and informative. They only emphasize activities that help improve sales skills and focus on efficiency, realizing that there are only three or four skills that will make a difference. They understand that pretty slides and elaborate presentations are not the most effective way to train salespeople. They are also aware that spending all day with a customer once a quarter is not as efficient and effective as a few hours every week.

Weaker Strategic Account Managers are too concerned about detail, correctness, or other content issues, and too concerned about making the coaching thorough at the expense of making it informative. They may spend too much time in non-coaching activities to really understand what each salesperson or team member needs.

The Critical Skills of Sales Force Managers

Sales Force Managers are more responsible for building the quality and productivity of their salespeople than for any one customer. The most effective have a narrow span of control (4-5 salespeople) with whom they work. They coach and develop each of them one-on-one on a regular (often weekly) basis. The least effective have a large span of control and focus most of their time on traditional administrative tasks including sales projections, facilitating problem resolution for salespeople, and other administrative tasks.

SALES FORCE MANAGER SKILLS
1. Willingness to Train/Coach
2. Willingness to Make Joint Sales Calls
3. Ability to Direct and Control Others
4. Profit Mentality
5. Initiative
6. Effective Communications
7. Focused on Quantitative Results
8. Practical Intelligence
9. Analytic Ability

Skill 1: Willingness to Train/Coach

Sales Force Managers must be motivated to train salespeople on products, applications, and the basic sales techniques required to sell products and services more effectively.

Strong Sales Force Managers are more concerned about results produced or changes accomplished. They focus on coaching for real change. A perfect balance is to make it enjoyable and informative. They only emphasize activities that help improve sales skills and focus on efficiency, realizing that there are only three or four skills that will make a difference. They understand that pretty slides and elaborate presentations are not the most effective way to train salespeople.

Weaker Sales Force Managers are too concerned with detail, correctness, or other content issues, and too preoccupied with making the coaching thorough at the expense of making it informative. They may spend too much time in non-coaching activities to really understand what each salesperson or team member needs.

Skill 2: Willingness to Make Joint Sales Calls

Sales Force Managers need to work together with salespeople and be willing to assist in reaching the purchase decision of the end user. They should be dedicated to providing needed backup and expertise to the salesperson in order to secure the close.

Strong Sales Force Managers are able to think and respond on their feet and must be able to react to what the customer needs. They don't make customers sit through their whole explanation before they allow them the opportunity to order. They will go with the salesperson to teach them how to sell. They are able to separate the main objective (getting a good order) from any other activities that don't contribute to a sale. They can keep the person they are coaching focused, as well as themselves, and realize that gathering information about competitors or doing more administrative work can distract them from their real objectives.

Weaker Sales Force Managers may need too much information or preparation time to take the initiative in quickly evolving opportunities. They might focus on process, procedure, or administrative issues instead of sales skills.

Skill 3: Ability to Direct and Control Others

Sales Force Managers must have good delegation skills that take into consideration the skill level or business maturity of subordinates. They need to offer encouragement and explanation and utilize a hands-on or "walk-around" style to follow up and ensure that delegated tasks are effectively completed.

Strong Sales Force Managers make assignments with full and complete information, including timelines and results expectations. They will follow up to monitor results. They will evaluate and build a "book" on key subordinate strengths and weaknesses, and will make assignments accordingly.

Weaker Sales Force Managers tend to assign tasks and assume that assignments will be completed well and on time. They may also assume that whatever they can do well is also easy for others. This can lead to frustration when some assignments aren't carried out as well as they'd like.

Skill 4: Profit Mentality

Sales Force Managers must be conscious of, and motivated to manage for, bottom-line results. They need to be able to use whatever resources or controls are appropriate.

Strong Sales Force Managers believe in their own capabilities and expect to be successful. They don't get distracted or waste time on trivial problems, unnecessary paperwork, or personality issues that don't affect results. These managers take personal charge of major issues and, if they delegate, will maintain a tight follow-up routine.

Weaker Sales Force Managers may focus and evaluate themselves on effort and process more than results. They can get caught up in details, paperwork, or personality issues and lose sight of key priorities. Additionally, they may let major issues slide and not follow up in a consistent and timely manner.

Skill 5: Initiative

Sales Force Managers need to champion their area's success, maintain close touch with key issues, and remain alert to potential problems and/or opportunities. They need to make suggestions and initiate plans and should not be dependent on upper management for direction.

Strong Sales Force Managers will be take-charge types who will push to set plans and reach goals. They will work to stay informed, demand relevant information, and set up feedback processes formally or informally to keep themselves up-to-date. They seek status reports, information on progress of plans, assignments, etc., and can be counted on to follow up and see tasks and responsibilities through to completion.

Weaker Sales Force Managers may be hesitant to push their own ideas or drive new goals or plans and may need pushing on occasion to follow up or take action rather than procrastinate or wait for orders.

Skill 6: Effective Communications

Sales Force Managers must effectively communicate to the audience at hand and be capable of responding to them. The presentation of information, ideas, or decisions needs to be tailored to the audience following the research of their needs and concerns.

Strong Sales Force Managers communicate through a planned, persuasive presentation of ideas that is customized to fit individual audiences. They remain attentive to the audience's interest level and prioritize the key points to be made. By focusing on the audience and remaining sensitive to both verbal and nonverbal responses, they can be more effective in their interpersonal contact.

Weaker Sales Force Managers tend to take the communication process too casually. They can lack preparation steps in presenting information and may be more concerned with saying what needs to be said than with being attentive to the audience's response.

Skill 7: Focused on Quantitative Results

Sales Force Managers must be driven to accomplish an increased volume of useful outputs and motivated to produce measurable results.

Strong Sales Force Managers seek efficient short-term results and will be persistent with the task at hand. They are not comfortable with "downtime" and feel guilty about relaxing unless they feel that time is earned. These managers need to see a task through to completion and will not resist the long hours or repetitive focus that may be required.

Weaker Sales Force Managers do not give high priority to working on quantifiable tasks and can too easily lose interest in results-oriented activities. They are continually shifting their focus and can be easily distracted from the task at hand. These managers are constantly looking for a change of topic, situation, or scenery.

Skill 8: Practical Intelligence

Sales Force Managers must be able to practically and intuitively understand complex issues and not be overly academic or interested in abstract knowledge for its own sake. They should be adept at methodical, hands-on learning and enjoy improving their base skill level through experience and hard work.

Strong Sales Force Managers prefer to learn by doing or personally trying new skills. They will be less interested in more academic, theoretical, or research-based information where there is no immediate application or need.

Weaker Sales Force Managers may focus too much on learning and broadening their depth of learning and insight in a wide array of topics. They may prefer academic, theoretical, or research-based information to hands-on learning.

Skill 9: Analytic Ability

Sales Force Managers must effectively weigh the accuracy of different kinds of information, including inferences, abstractions, or generalizations. In order to define a problem, they need to be able to select appropriate information, recognize assumptions, develop a hypothesis, and reach a valid conclusion.

Strong Sales Force Managers are capable of thinking through problems in a systematic manner and drawing sound conclusions from the information presented. They take a very logical approach to problem-solving.

Weaker Sales Force Managers may focus on very concrete thought patterns and could have difficulty mastering abstract concepts. They will be most comfortable making decisions according to clearly defined rules.

How to Establish the Level or Degree of Management Competence Needed to Fill the Position

The most common mistake in selecting managers, from first line supervisors to top executives, is setting unrealistic expectations. If any human being could fully satisfy the typical job description, it would be just short of miraculous. Wise recruiters, therefore, stay aware of the typical baggage that normally accompanies exceptional performers. Even Babe Ruth would have been a failure if excessive strikeouts weren't tolerated.

Level I: First Line Supervisors
(The Initiative Level)

Typical Compensation: $20,000-$45,000
Typical Experience: 3 Years
Typical Responsibility: Supervise outputs on a daily or weekly basis

Typical Habits	Normal Limitations
See themselves as a champion of their area or project assignment and take personal pride in their accomplishments or outputs.	Can become overly focused on trying to prove they're right, competent, etc., to impress others instead of focusing on learning more, new, or different things to grow beyond their present assignment.
Will take the *initiative* to fix or improve, and make suggestion where higher levels of approval are needed.	Can become defensive, or even withdrawn, if their *initiative* is challenged or their suggestions ridiculed.
Will monitor and be aware of the status of work, timelines, and productivity influencing conditions.	Will tend to stick to what's happening short-term, i.e., what they have to do now rather than be interested in more strategic or long-term needs or plans. They may also resist major change.
See themselves as self-sufficient and don't rely on superiors to tell them what to do.	Will tend to focus on maintaining and reaching established objectives. As a result, they are prepared to quickly react, instead of carefully planning to prevent all but the most typical or expected problems.

LEVELS

Level II: Middle and Upper Level Managers
(The Time, Priority, and People-Management Level)

Typical Compensation: $45,000-$150,000
Typical Experience: 5-15 Years
Typical Responsibility: Manage functions, departments, or projects

Typical Habits	Normal Limitations
Capable of ignoring or deferring trivial issues or problems, i.e., "letting small fires burn out by themselves."	May set some priorities unilaterally and be perceived as conflicting with superiors.
Manage or assign tasks more than they "do" tasks themselves.	Direction or decision-making may become so central or integral to their position that things can't run well without them for more than a very short time.
Will assign responsibility for necessary but lower priorities to subordinates.	May tend to "abdicate" that responsibility and not follow up to make sure weaker subordinates are developing fully.
Will review progress and accept responsibility for major results.	May overestimate the capabilities of subordinates or spend insufficient time motivating them, expecting them to be as self-motivated as they are themselves.
Keep close awareness of a few key monitors and controls.	May be impatient with the learning curves of subordinates and step too quickly to make changes personally.

Level III: Top Executives
(The Leadership and Strategic Level)

Typical Compensation: $150,000 and up
Typical Experience: 10-20 Years
Typical Responsibility: Total corporate performance (line executives), major corporate functions (staff executives)

Typical Habits	Normal Limitations
Able to influence other to focus on key priorities.	May be unrealistic in terms of how quickly major objectives or changes can be accomplished.
As leaders, they are able to effectively elicit the energy and cooperation of others.	May fail to establish sufficient back-ups and successors for themselves.
They understand the rewards and motivations that influence others.	May depend on subordinates too heavily for ongoing feedback on the organization's morale.
Know the capacity and limitations of the organization.	May allow the organization to rely on them too heavily for setting the direction (top-down instead of getting bottom-up involvement).

How to Identify the Type of Top Executive Management Needed

The higher the investment in an employee, the more imperative the need to see value returned on his or her effort. But the work of managers and executives is frequently intangible and difficult to define. For over 25 years, The HR Chally Group has extensively researched and tracked over 75,000 managers. The results identify five distinct types of executives most successful in corporate, entrepreneurial, and sales functions. The most important findings: the more effective an executive is in one type of role, the less effectively he/she typically performs in a very different type of role. This is particularly troublesome in moving a top Staff Executive to a top Line position, or a Corporate Executive to a hands-on Profit Center or Entrepreneurial role. This supports previous research findings that emphasize the critical need to match the right individual to the right job. It is a mistake to look for a standard set of general management skills in the belief they will satisfy the requirements of every executive position. The following explains the five types of Executive Management and the Critical Executive Skills for each.

THE 5 TYPES OF EXECUTIVE MANAGEMENT
1. Line Production Executive
2. Line Project Executive
3. Staff Project Executive
4. Staff Production Executive
5. Sales Force Executive Who Develops Salespeople

---

1. LINE PRODUCTION EXECUTIVE SKILLS*

Line Orientation (1)
Production Approach (2)
Ability to Direct and Control Others (3)
Decision Making Efficiency (4)
Decision Making Accuracy (5)
Written Communication (6)
Leadership Potential (7)
Strategic Vision (8)
Politically Astute (9)
Practical Intelligence (10)
Analytic Ability (11)

Most top Line Executives have a production approach to producing profit. Line Executives accept accountability for bottom-line results and look to have final authority to make decisions. They seek to minimize and control risk. Executives with this orientation continually focus on improving their competitive advantage and look for major improvement through constant refinement. Production-oriented executives often step in after the start-up phase to refine and maintain the established systems at an efficient, effective level.

---

2. LINE PROJECT EXECUTIVE SKILLS*

Line Orientation (1)
Project Approach (12)
Ability to Direct and Control Others (3)
Decision Making Efficiency (4)
Decision Making Accuracy (5)
Written Communication (6)
Leadership Potential (7)
Strategic Vision (8)
Politically Astute (9)
Practical Intelligence (10)
Analytic Ability (11)

Line Executives occasionally require a project approach to producing profit. With a project approach, Line Executives focus on innovative or creative solutions to continuing business needs. They see improvement goals as a project or series of projects, each with distinctive beginning and ending points. They are more concerned with breakthrough improvement than with incremental refinements. This approach is required when a major but short-term goal, such as an acquisition or turnaround, needs to be accomplished.

*Numbers in parentheses refer to the Critical Executive Skills and their definitions on the following pages.

TYPES

3. STAFF PROJECT EXECUTIVE SKILLS*

Staff Orientation (13)
Project Approach (12)
Initiative (14)
Willingness to Accept Responsibility (15)
Profit Mentality (16)
Ability to Learn the Business (17)
Willingness to Develop Technical Competencies (18)
Management Ambition (19)
Willingness to Train/Coach (20)
Strategic Vision (8)
Politically Astute (9)
Practical Intelligence (10)
Analytic Ability (11)

Most top Staff Executives have a project approach to building new value. Staff Executives maintain a high level of competence in an important business function and manage a staff that provides expertise or specialized information that increases the function's value and influence in the organization. Project-oriented executives perform best in a true project capacity where there is a discrete beginning and end to the required tasks. They often opt for an intuitive or deductive decision style.

4. STAFF PRODUCTION EXECUTIVE SKILLS*

Staff Orientation (13)
Production Approach (2)
Initiative (14)
Willingness to Accept Responsibility (15)
Profit Mentality (16)
Ability to Learn the Business (17)
Willingness to Develop Technical Competencies (18)
Management Ambition (19)
Willingness to Train/Coach (20)
Ability to Direct and Control Others (3)
Strategic Vision (8)
Politically Astute (9)
Practical Intelligence (10)
Analytic Ability (11)

Staff Executives occasionally require a production approach. With a production approach, Staff Executives focus on measurable and near-term results and outputs. They emphasize efficiency, cost control, and refinement of the processes and procedures that produce incremental gains. They address problems, but tend to avoid visionary or theoretical changes that have not been thoroughly tested and proven.

5. SALES FORCE EXECUTIVE SKILLS*

Willingness to Train/Coach (20)
Willingness to Make Joint Calls (21)
Ability to Direct and Control Others (3)
Profit Mentality (16)
Initiative (14)
Effective Communications (22)
Focused on Quantitative Results (23)
Strategic Vision (8)
Politically Astute (9)
Practical Intelligence (10)
Analytic Ability (11)

Top Sales Force Executives make time to coach salespeople one-to-one. Sales Force Executives focus on building, refining, and staffing a selling function. They spend little to no time directly managing customer accounts. While they are in frequent contact with customers, their focus is on keeping in close touch with the market, and on training and developing the skills and productivity of their sales force. Their three most important career success functions are: 1) maintaining a constant awareness of and sensitivity to customers' needs, 2) devoting substantial one-on-one time with salespeople to demonstrate, coach, and monitor progress and 3) managing time and delegating administrative tasks that would otherwise reduce personal contact time with salespeople and customers.

Numbers in parentheses refer to the Critical Executive Skills and their definitions on the following pages.

Critical Executive Skills

Skill 1: Line Orientation

A line orientation includes an acceptance of accountability for bottom-line results. Line Executives seek the final authority to make decisions and focus on incremental but significant improvements in efficiency, quality, and throughput in producing the major outputs that generate profitability.

Strong performers focus on improving their competitive advantage through continuous refinement of relevant business systems. They prefer directive management and will only use participative style with those individuals. Rather than build expertise in one area, they develop a broad-based knowledge about many issues. The competition is used as a benchmark, and they will assume the role of decision-maker.

Weaker performers tend to disregard critical incremental refinements accomplished through repetition and tight controls. They tend to look for major improvement breakthroughs, even though bottom-line profitability may not be increased, and they often support and/or succumb to group decisions.

Skill 2: Production Approach

With a production approach, corporate executives focus on practical applications, such as efficiency, rather than on innovation or new technical excellence.

Strong performers are likely to minimize and control risks in order to optimize efficiency, and are most comfortable with functions that are quantifiable, concrete, and measurable. They tend to shine when a system or function needs to be fine-tuned. These are the individuals who take advantage of the opportunity to optimize profitability and refine the operation learning curve. They evaluate performance on results: did the system work and did it work *well*.

Weaker performers are more likely to opt for creativity and prefer to build new applications of a known technology than to hone existing applications. A reluctance to routinize, refine, or stick to repetitive tasks can make it difficult for them to sustain a system. These individuals can be so busy building and pursuing dreams of growth and experimentation that they neglect more stable or repetitive tasks critical to profit and efficiency.

Skill 3: Ability to Direct and Control Others

Executive management requires good delegation skills that take into consideration the skill level and business maturity of subordinates. There needs to be sufficient explanation of tasks and follow-up to ensure that delegated tasks are effectively completed.

Strong performers make assignments with full and complete information, including timelines and results expectations, then implement a system or process for tracking results when delegating through multiple levels. They tend to evaluate and build a "book" on key subordinate strengths and weaknesses, and make assignments accordingly.

Weaker performers tend to assume assignments will be completed correctly and in a timely manner without follow-up. They can be too dependent upon a "walk-around" management style to effectively delegate and manage results within a multilevel organization. They often assume that whatever they could do well is easy for others, leading to frustration when results do not meet expectations.

Skill 4: Decision Making Efficiency

Corporate Executives must make decisions based on available information supported by an understanding of overall goals. They must be willing to make a 60% effective decision now and refine it later, rather than wait to make a 99% correct decision that comes too late.

Strong performers will press to reach a decision and don't like to procrastinate or avoid decisions beyond the time of effective action. They will distinguish, and then focus energy on, those issues that would produce a real impact. They will sort through information to focus only on the major factors and ignore irrelevant details to reach expedient decisions.

Weaker performers may defer a decision until all the options are completely evaluated. Irrelevant details can divert a focus on key priorities, and they can react too slowly in an effort to be exactly right; they cannot tolerate a bad decision.

Skill 5: Decision Making Accuracy

Decision accuracy is the ability to make thorough, well-researched decisions that account for and are compatible

with overall goals and priorities. At an executive level, it is important to be able to determine the significance of all pros and cons and the likelihood of success.

Strong performers will not sacrifice major needs or long-term objectives to make decisions that are easier or more convenient to carry out in the near term. They will consider the possible consequences of their decisions and include contingency plans if unforeseen results occur.

Weaker performers will tend to make decisions that are easier or more convenient rather than compatible with long-term objectives. Insufficient reflection on possible obstacles or alternatives can lead to surprises when making some decisions.

Skill 6: Written Communication

Written communication measures the ability to communicate clearly and logically in writing and provide supportive data and vital information in an organized and concise manner.

Strong performers would prefer to document important issues rather than rely on people to remember what is said. They believe a written explanation can be more thorough, authoritative, and precise. They recognize that not everyone shares the same frame of reference but try to communicate at all levels of understanding.

Weaker performers expect verbal instruction or information to be remembered. Assuming that people share a common frame of reference, they may communicate at one level of understanding without recognizing that the audience can be at different levels.

Skill 7: Leadership Potential

Corporate Executives must influence others to focus on priorities. They need to elicit cooperative efforts, understand the rewards people need, communicate clearly and repetitively to maintain the organization's focus, and be willingly followed by others.

Strong performers spend the time needed to understand those rewards, motivations, or incentives that make it worthwhile for others to reach their goals. They keep others focused on critical priorities by communicating repeatedly to make sure roles, and their importance, are clearly understood.

Weaker performers may assume that people are working toward the same goals or are motivated by the same incentives and can be surprised by other's resistance or lack of enthusiasm. They may expect people to understand or to follow directions on faith and can be naively surprised by their lack of progress.

Skill 8: Strategic Vision

Critical to an executive level position is the ability to create a vision and to set strategies that will have a long-range impact on the direction of the organization.

Strong performers have the ability to identify potential threats to and opportunities for the organization. They are willing to go beyond setting tactical goals and direction to envisioning the strategies and critical success factors that will carry the organization forward. They recognize the need to sell others on strategic directions and expectation, and provide a common sense of purpose.

Weaker performers tend to be more reactive than proactive and respond to the future rather than create it. These individuals may be more tactical and focused on the short-term than able to envision where the organization is going and set the strategy for getting there. They may be too willing to accept mediocre results rather than set the tough standards that would force the organization to break out of a more familiar or comfortable mode. They may expect others to embrace change easily and fail to gain acceptance from key people whose participation and support are critical to achieving the vision that has been set.

Skill 9: Politically Astute

Corporate Executives need to focus on establishing cooperative and supportive relationships with both internal and external influencers. It is important that they work to make positive results visible.

Strong performers build a cooperative and supportive relationship with appropriate influencers both internal and external to the organization. They will work to make allies look good. They are sensitive to the need to make results apparent and tangible.

Weaker performers can undermine a cooperative relationship by emphasizing their own accomplishments or contributions. They place too much emphasis on making the effort rather than ensuring that people will see something concrete and measurable in their contribution.

Skill 10: Practical Intelligence

Corporate Executives must be able to practically and intuitively understand complex issues. They must absorb

new information quickly and relate it to previously acquired knowledge to expand and refine their frame of reference.

Strong performers enjoy learning and broadening their depth of learning and insight in a wide array of topics. They pursue academic or research-based information to satisfy their various interests and seek to increase their skills and knowledge by building upon their store of information, both academic and applied.

Weaker performers tend to be more hands-on in their learning process, improving their base skill level through experience and hard work. It could take them a considerable amount of time to assimilate new information and make it a part of their information base. At the opposite end of the spectrum, they can be so quick at learning, retaining information, and absorbing abstract concepts, that it may be difficult for them to understand when others take longer to reach the same level of comprehension.

Skill 11: Analytic Ability

Corporate Executives must effectively weigh the accuracy of different kinds of information, including inferences, abstractions, or generalizations. In order to define a problem, they need to be able to select appropriate information, recognize assumptions, develop a hypothesis, and reach a valid conclusion.

Strong performers are capable of thinking through problems in a systematic manner and drawing sound conclusions from the information presented. They take a very logical approach to problem-solving.

Weaker performers may focus on very concrete thought patterns and might have difficulty mastering abstract concepts. They will be most comfortable making decisions according to clearly defined rules.

Skill 12: Project Approach

With a project approach, executives focus on innovative or creative solutions to continuing business needs. They see improvement goals as a project or series of projects, each with distinctive beginning and ending points. They are more concerned with breakthrough improvements than with incremental refinements.

Strong performers research, explore, and design the profit-making technology or service. They create by instinct or insight, preferring to test new solutions by trial and error. These executives operate on a longer-term basis, preferring to function creatively within the general parameters of a specified goal.

Weaker performers prefer a breadth of practical experience and may fail to acquire the depth of technical expertise to tackle intricate areas in one specialization. They tend to resist change when the organization refocuses and needs to address major change or expansion. They can play up the need to pay attention to routine details, stable management methods, and sustained systems.

Skill 13: Staff Orientation

Executives with a staff orientation maintain a high level of competence in an important business function as a source of information, expertise, and advice to influence and assist in the decisions made by line managers.

Strong performers manage a staff function to generate state-of-the-art competence and information. They motivate innovative thinking to create new advances in expertise and capacity that increase the function's value and influence in the organization.

Weaker performers seek power over influence. They are not comfortable in a position of influencing key decisions but seek total decision-making freedom.

Skill 14: Initiative

Corporate Executives need to champion their areas' successes. They must maintain close touch with key issues, remain alert to potential problems and/or opportunities, make suggestions, and initiate plans. They need to be take-charge types who will push to set plans and reach the goals for their function.

Strong performers will stay informed, demand relevant information, and set up feedback processes formally or informally so they can keep up-to-date. They will seek status reports on the progress of plans, assignments, etc., and can be counted on to follow up and see tasks through to completion.

Weaker performers may be hesitant to push their own ideas or drive new goals or plans. They may be lax about collecting sufficient facts, data, and information to help them see where more effort to change is needed, and could procrastinate or wait for direction from others rather than proactively follow up.

Skill 15: Willingness to Accept Responsibility

Corporate Executives must commit to taking personal responsibility for results, even when working indirectly through others. They need to avoid using excuses as

explanations or justifying negative, but preventable, outcomes.

Strong performers take full responsibility for final results, whether personally carried out or delegated to others. They are comfortable admitting mistakes and will work to change their approach to prevent the mistake from repeating.

Weaker performers may not feel they can control or count on others' work. They may become defensive about mistakes and overreact rather than accept blame and proceed.

Skill 16: Profit Mentality

Corporate Executives need to be conscious of, and motivated to manage for, bottom-line results, using whatever resources or controls are appropriate.

Strong performers are entrepreneurial with a bottom-line versus an administrative orientation. They believe in their own capabilities and expect to be successful. They are not distracted by, nor do they waste time on, trivial problems, unnecessary paperwork, or personality issues that don't affect results.

Weaker performers may focus and evaluate themselves more on effort and process than on results. They can get caught up in details, paperwork, or personality issues and lose sight of key priorities. They could also let major issues slide and fail to follow up in a consistent and timely manner.

Skill 17: Ability to Learn the Business

Staff Executives need to continually discover and develop sound business, sales, and management formulas to run their areas.

Strong performers believe it's necessary to understand and be able to personally evaluate all aspects of the business. They will tend to track key business issues closely and select measures that provide a general status level for quick and continuous review. In managing personnel, they can read people well and develop a clear understanding of subordinates' motivations and abilities.

Weaker performers may not be driven to an in-depth understanding of all aspects of the business and may be too willing to rely on others for a more superficial understanding of that part of the business which is unfamiliar. There is a tendency to focus on superfluous aspects of the business that do not need to be tracked or measured. They may not make in-depth evaluations of subordinates and can sometimes be surprised by their behavior.

Skill 18: Willingness to Develop Technical Competencies

Staff Executives must become expert on the key competencies required to run their area and need to fully understand the principal technologies, processes, and methods.

Strong performers continually ask questions to learn how things work and to understand the underlying principles. They routinely collect and review key data and information to track progress on all-important functions, and will not allow their technical or process knowledge to become outdated.

Weaker performers tend to rely on other peoples' expertise in areas where they may not understand the technology or basic principles. They may procrastinate and spend insufficient time tracking all key business information sources.

Skill 19: Management Ambition

Management ambition measures the need to have a career orientation directed toward an increase in responsibility and rank, regardless of the functional content of the promotion.

Strong performers are driven more by advancement opportunity than by the nature or content of the job or tasks assigned. They enjoy and seek out opportunities to assume an influential or decision-making role.

Weaker performers prefer to focus on tasks or results and can become frustrated when group influence or political skill is critical.

Skill 20: Willingness to Train/Coach

At times, Corporate Executives must train others to improve their effectiveness in meeting business goals and objectives. They need to focus on those things that are the most useful to know and are going to make a difference to the individual being coached or motivated.

Strong performers are committed to having an impact on others. They are more concerned with the results produced or the change accomplished than with how attractive or entertaining the training can be. The emphasis will be on activities that help others to improve, with a focus on efficiency of effort and elimination of irrelevant "fluff." They concentrate on the three or four key issues that will make a difference in training others.

Weaker performers are too concerned with detail, correctness, or other content issues, and too preoccupied with making the coaching entertaining or thorough at the expense of making it informative. They may spend too much time in non-coaching activities, such as developing elaborate training methods, that do not provide added value.

Skill 21: Willingness to Make Joint Sales Calls

Sales Force Executives need to work together with the sales force and be willing to assist in reaching the purchase decision of the end user. They should be dedicated to providing needed backup and expertise to the salesperson in order to secure the close.

Strong performers are able to think and respond on their feet and must be able to react to what the customer needs. They don't make customers sit through their whole explanation before they allow them the opportunity to order. They will go with the salesperson to teach them how to sell. They are able to separate the main objective (getting a good order) from any other activities that don't contribute to a sale. They can keep the person they are coaching focused, as well as themselves, and realize that gathering information about competitors or doing more administrative work can distract them from their real objectives.

Weaker performers may need too much information or preparation time to take the initiative in quickly evolving opportunities. They might focus on process, procedure, or administrative issues instead of sales skills.

Skill 22: Effective Communications

Sales Force Executives must have the ability to perform, be charismatic, and project. Their presentation style is more formal with prepared points designed to communicate effectively to a large group.

Strong performers tend to research the audience and use the best ways to get the necessary points across. During the presentation, they are sensitive to check for cues and add drama or humor where necessary to maintain the audience's interest.

Weaker performers are more comfortable with off-the-cuff and impromptu presentations. They prefer designing a single presentation with only slight modifications from audience to audience. They may have too strong a focus on delivery and the technique of doing the presentation right without checking to be sure the message came through and had the intended impact.

Skill 23: Focused on Quantitative Results

This scale is one of the motivational measures, and strong scores represent primary drivers for behavior and the desired reward as a result of that behavior. Descriptions of such scales revolve around what reward is expected versus what characteristic approach or activity can be expected. Individuals may do the same activity with very different reasons in mind. In discussions of low scores, the focus is on why something is done and what satisfaction is desired.

Strong performers are highly motivated to use their time to produce tangible results. They tend to judge their effectiveness by how much they have accomplished in a given time frame and feel good or bad about their effort as a result. When they are engaged in process activities that are not easily measured, they will tend to become frustrated and concerned about the ambiguity of their progress. In these instances, they will have a tendency to impose their own quantification of the steps or break the process up into sub-steps that can get checked off the list.

Weaker performers may indeed accomplish a high quantity of results, but that is likely to be an unintended consequence in their quest to satisfy other motivational drives. For instance, a person who wants to impress a very quantitative boss may get a great deal accomplished in service of the desired reward to be recognized and/or appreciated as a valuable resource. They may have a personal sense of accomplishment based more on the quality or novelty of the results than the sheer quantity produced. They may have stronger sources of satisfaction from influencing others or enjoying relationships than from accomplishing tasks.

Talent Management, LLC
7844 Gapstow Bridge
Cincinnati, OH 45231
Tel: 513.729.2080 (W)
513.207.8900 (C)
ABPAssoc@aol.com