Managerial Efficiency:

A product of Leadership, Management & Teaming Skills

by
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In this paper, the concept of *managerial efficiency* is developed and introduced, along with *leadership proficiency* and *teaming proficiency*. *Managerial Efficiency* is the full measure of the combined effect of management, teaming, and leadership skills on corporate productivity. *Teaming proficiency* and *leadership proficiency* are also new conceptual models that look inside *managerial efficiency* as regards their partial, separate impact on *managerial efficiency*, and allow comparison of *Managerial Efficiency* to other management theories.

EFFICIENCY

In the Managerial Efficiency concept, *efficiency* is a numerical score derived by multiplying the scores achieved on *management skills* by the scores achieved on *leadership skills*, and *teaming skills*. The scores are represented as percentages. Zero percent represents a total lack of skill, proficiency, or efficiency. One hundred percent represents a total mastery of a skill, proficiency, or efficiency.

PROFICIENCY

A *proficiency* in this paper is a partial efficiency, the mathematical product of two of the three skill measurements, one of which is always *management skill*.

Teaming Proficiency uses a three-dimensional coordinate system to depict the relations between *teaming skills* and *management skills*, with the product of the two yielding a *team proficiency* score represented as a percentage. *Teaming proficiency* is roughly comparable to Grid Management™, but with more insight and accountability.

Leadership Proficiency uses a three-dimensional coordinate system to depict the relations between *leadership skills* and *management skills*, with the product of the two yielding a *leadership proficiency* score represented as a percentage.

SKILLS

Management is the basic skill required by a firm, company, or corporation of its management staff to control production and initiate productivity measures to keep the business competitive and viable in the market place. Managers weigh manpower, equipment, materials, plant, and facilities against market forces and make adjustments designed to maximize profits and increase shareholder value without regard to the effect on human lives.

Teaming is the skill required by a firm, company, or corporation of its supervisory staff to induce cooperation between individual employees, groups of employees, and between the company and external partners, including suppliers, consultants, and customers. *Teaming* skills are about cooperation, and get into the touchy-feely psychological concepts of the need for most individuals to belong to a group as a key part of their personal identification. Not all individuals have innate desire for group identification, and a small percentage are resistant to teaming. Teaming can also have its dark side. Gangs and cliques within an organization may form counter-cultures which are misaligned at best, or contrary and disruptive at worst, to corporate vision, mission, objectives, and goals.

Leadership is the skill required by a firm, company, or corporation of its supervisory staff to motivate its workforce to excel in their assigned tasks. In a broader sense, *leadership* is about motivating and exciting people to action in support of a cause. As such leadership has its dark side. Hitler and Jim Jones tapped the dark side of leadership, while Gandhi and Jesus tapped the good side. A corporation should narrow its focus to motivating its employees to adopt the vision, mission, objectives and goals of the company willingly and enthusiastically.

Of the three skills we attempt to measure here, the most difficult perhaps is leadership, being somewhat of a black art. More leaders are born with an unusual innate ability to influence others

1

than are molded by education, if any. However religious zeal allows many to tap into a latent leadership talent, though seldom for corporate purposes. Natural leaders abound in the population, and many an appointed manager or supervisor finds himself or herself confronted by a natural leader challenging their decisions or disrupting production. Effective schools of leadership, such as *Servant Leader*, and others, often take on a mystic or religious tone. Really powerful leaders cloak themselves in a higher power, often presenting themselves as but a servant, or the hand, of God.

The goal of the *managerial efficiency* model is to provide a more usable and accurate tool for maximizing productivity, profit, and share holder value. In order to do so, the corporation must give all stakeholders a sense of belonging and winning.

MANAGEMENT, TEAMING, and LEADERSHIP

A great deal has been written about management, teaming (or team building), and leadership, often intermingling, muddling, and confusing the terms. In this paper, the terms are defined separately and distinctly so that we can better discuss, measure, and assess their individual contributions and combined effects. However, in practice, one needs to be able to weave the three skills together to be broadly effective.

Management is a *logical* discipline that furthers the pursuit of efficient production for a firm or company. *Teaming* is aligning the inherent inclination of individuals to form groups so that they cooperate with one another in executing corporate objectives and goals. *Leadership* is an *emotional* discipline that furthers the pursuit of influencing people. If we can align these often disparate skills to complement each other, we can maximize productivity.   The manager that has leadership and teaming skills can tap into the vast energy source that a sense of belonging and emotional commitment to a cause brings.

LEADERS

Within a normal hierarchical organization, the executive level contains the <u>official</u> leadership – consisting of officers, such as the president and vice presidents – those with contractual authority to bind the organization. The executive level creates the vision and corporate mission, and sets objectives for the management level(s) below them. Because they are the official leaders, however, doesn't mean that they possess sufficient *leadership* skill to sufficiently motivate the organization to efficient performance.

A *leader* rallies a group of humans to a cause. The leader's cause is an internally-driven one, often not in the interests of the company. The leader evokes emotional responses – hopefully of loyalty, identification, enthusiasm, passion, and excitement in his followers to care for and take action for his cause. A leader may or may not have an official corporate position.

Leadership is often presented as a noble cause, and often confused with cooperation which is teaming. But a leader is not necessarily cooperative in the techniques used to induce followers to take up a cause. Nor are the motives of the leader always pure. While there are examples of exemplary leaders, such as Jesus and Gandhi, there are also examples of despicable leaders, such as Hitler, Jim Jones, and Pol Pot, who have explored the dark side of the force. In business, trade and commerce, we do not aspire to the nobleness of Jesus, no the infamy of Hitler, but to the efficiency of human endeavor that is excited and committed to excel in the institution that pays their salaries or wages.

MANAGERS

In a normal hierarchy, the level below the executive contains the management – division and department heads that implement the vision and mission set by the executives, and provide objectives

and goals for the team leaders and supervisors under them. Company executives appoint *mangers* and supervisors to position of authority to further the interests of the company. Management may entail more than one level of the hierarchy.

The task and goal of the *manager* is to make production efficient and further the vision, mission, objectives, and goals of the company. The manager is trained in efficiency techniques, often without regard to human emotions. If human labor is in excess of need, then human labor must be cut. Managers study and use the relationships of money, men, materials, facilities, and equipment to produce a product in the most economically efficient way. A manager, as used in this paper, may have a different title from the company employing him, and very likely combines some of the talents of management, teaming and leadership.

TEAMING	M A N A G E M E N T	L E A D E R S H I P
THE POSITIVE		
- builds on the natural affinity of individuals to group together and aid each other in common cause	**- sets outcome objectives and goals for the productivity and efficiency of a group**	**- appeals to the emotions of followers to embrace a higher vision or cause with enthusiasm and vigor**
- excites camaraderie and esprit de corps among group	- uses an explicit set of tools and techniques, based on logical reasoning and testing.	- excites emotional attachment to follow.
- relies on psychological tools that reinforce cooperation and teaming.	- is formal and scientific, relying on logical tools such as planning, budget control, and technology.	- has few logical or psychological tools, remains somewhat of a mystery.
- Teamers achieve results by sharing responsibilities, tasks and rewards.	- Managers achieve results by directing the activities of others, often in great detail.	- Leaders achieve results by inspiring others to follow them.
THE NEGATIVE		
- counter-culture groups may form that are inimical to the welfare of the company	- The welfare of the company takes precedence over the welfare of the individual	- the welfare of the individual may take precedence over the welfare of the company
- very often teams within a company become too competitive with each other.	- very often management chooses efficiency at the expense of human needs.	- very often a leader has a minimum regard for a company's management needs.

TEAMERS

In a normal hierarchy, the level below the manager is the line supervisor and team leaders. In this paper, this would be the *teaming* level. A more common term for *teamer* is team leader. Most line supervisors are *teamers* more than they are managers, even though they may carry the term "manager" in their official title and have some managerial duties. Under the team leaders and supervisors are individuals and teams of individuals assigned to carry out increments of the work activities required for the corporation to survive and prosper. The *teamers* primary duty is to align the individuals on his team to be cooperative and efficient, and to interface well with other teams.

The table below further illustrates the different attributes of a teamer, manager and a leader:

Heart of a *TEAMER*	*Mind of a* *MANAGER*	*Soul of a* *LEADER*
Teamwork	Management	Leadership
Heart	Mind	Soul
Empathy	Logic	Emotion
Verse	Version	Vision
Influence	Authority	Attraction
Action	Objective	Inspiration
Solutions	Instructions	Direction
Empowerment	Control	Revelation
Unison	Uniformity	Unity
Commonwealth	Consistency	Commitment
Play	Plan	Ploy
Consensus	Assignment	Volunteer
Lateral thinking	Logical thinking	Emotive
Sociology	Business	thinking
Tasks	Duties	Religion
Performance	Plan	Dreams
Share	Costs	Potential
		Enjoyment

OFFICIAL & EXTANT

Official organizational leaders, managers, and teamers usually hold appointed office, sanctified by the executive command of the corporation, company or association. They are the official organizational staff. However, within every organization are natural leaders, managers and teamers that may or may not be aligned with the organizational vision, mission, objectives, or goals. Organizational staff should be sensitive to these naturally empowered individuals, as they can wield considerable influence and power within the workforce. Unrecognized and un-groomed, or worse – alienated, they may cause misalignment of the workforce at best, and disruption of activities at worst.

The most prevalent example of an extant leader is the union organizer. Organizations should take extensive measures to win the hearts and minds of the workforce to the extent bearable so that union organizers do not find a ready audience already alienated with management. Many a manager has

found himself at odds with natural leaders who have the ability to rally the workforce against them. Such events must be attended to quickly and not allowed to escalate into the general workforce. .

MANAGERIAL EFFICIENCY MODEL

The goal of the managerial efficiency model is to supply leaders, managers and teamers with an assessment tool to reveal where they are in skill level, and where improvement might be warranted.

In the *Managerial Efficiency* model, *Leadership* is defined as the ability or success of instilling loyalty and affection in a person for a cause. *Management* is defined as the ability or success of maximizing production and efficiency. *Teaming* is defined as the ability or success of instilling close cooperation among team and group members.
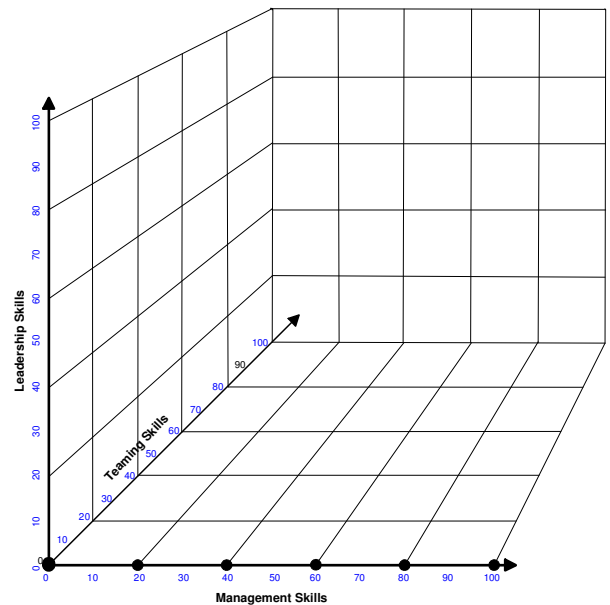
The *Managerial Efficiency* model defines *managerial efficiency* as a product of a *Leadership* skills score, a *Management* skills score, and a *Teaming* skills score. *Leadership*, *Teaming*, and *Management* are independent, input variables which are defined and measurable. *Managerial Efficiency* is the dependent variable in a four-dimensional model, which could be depicted as the density of a box defined by the management, teaming and leadership scores. Geometric depictions of relations in four dimensions is exceedingly difficult. With proper software tools, however, we can depict geometrically the three-dimensional *Leadership proficiency* and *Teaming Proficiency*.

In a 3-dimensional Cartesian coordinate system, the *Managerial Efficiency* variables of *Leadership*, *Management*, and *Teaming*, could be depicted as the three axes of the coordinate system. Each of the three axes would scale from 0 to 100 percent.

The *Leadership* axis is scored from zero to 100 percent, zero percent representing a complete lack of leadership skills, and 100% representing complete mastery of leadership skills.

The *Management* axis is scored from zero to 100 percent, zero percent representing a complete lack of management skills, and 100% representing a complete mastery of management skills.

The *Teaming* axis is scored from zero to 100 percent, zero percent representing a complete lack of management skills, and 100% representing a complete mastery of management skills.

Management, *teaming*, and *leadership* are independent variables. *Managerial Efficiency* is the dependent variable, the mathematical relation being as follows:

$E = m{\cdot}t{\cdot}l$ *where E = managerial efficiency score,   and*
                m = management skills score
                t = teaming skills score
                l = leadership skills score

The above mathematical relationship is of four variables, three independent (*m*, *t*, and *l*), and one dependent (*E*), would constitute a four-dimensional system, which is difficult to present on a two-dimensional sheet of paper. Indeed, it is difficult enough to present three-dimensions on a two-dimensional sheet of paper so that its meaning is clear. To simplify the geometric representation of

5

system variables, we will employ the partial efficiencies, which we will designate as *proficiencies*, i.e., *teaming proficiency*, and *leadership proficiency*, defined mathematically as follows:
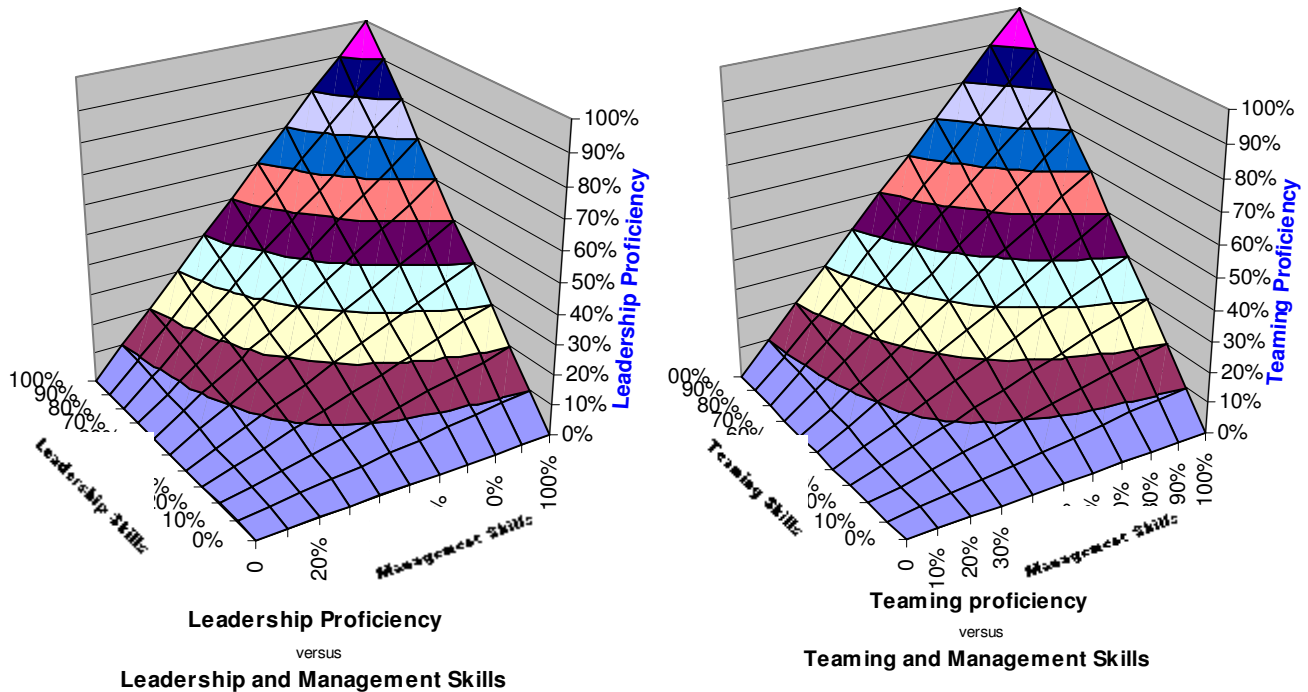
$T = m \cdot t$ *where T = Teaming Proficiency score,*

$L = m \cdot l\text{-}$ *L = Leadership Proficiency score, and as before*
m = management skills score
t = teaming skills score
l = leadership skills score

We can plot the range of possible Teaming Proficiency scores and the range of possible Leadership proficiency scores on a three-dimensional chart as depicted below:

The range of possible proficiency scores form a surface on the chart. The colored bands on the surface represent areas on the surface of equal proficiency. The surface plot indicates that maximum proficiency occurs when both scores are maximized. We will show later that training time and dollars are best utilized when the training results in equal *Management* and *Teaming* scores for *Teaming Proficiency*, and equal *Management* and *Leadership* scores for *Leadership Proficiency*.

Leadership Proficiency
versus
Leadership and Management Skills

Teaming proficiency
versus
Teaming and Management Skills

Distribution of Native Talent within the Population.

Managerial Efficiency requires that we be able to measure the three basic skills of *Management*, *Teaming*, and *Leadership* from 0% to 100%. This is a tall order, and not to be taken lightly. We approach this requirement by assuming a normal probability distribution of each skill within the general population. A normal probability distribution not only has defined mathematical characteristics, but most naturally-occurring traits within a population tend to be normally distributed, so it is a reasonable assumption to start with.
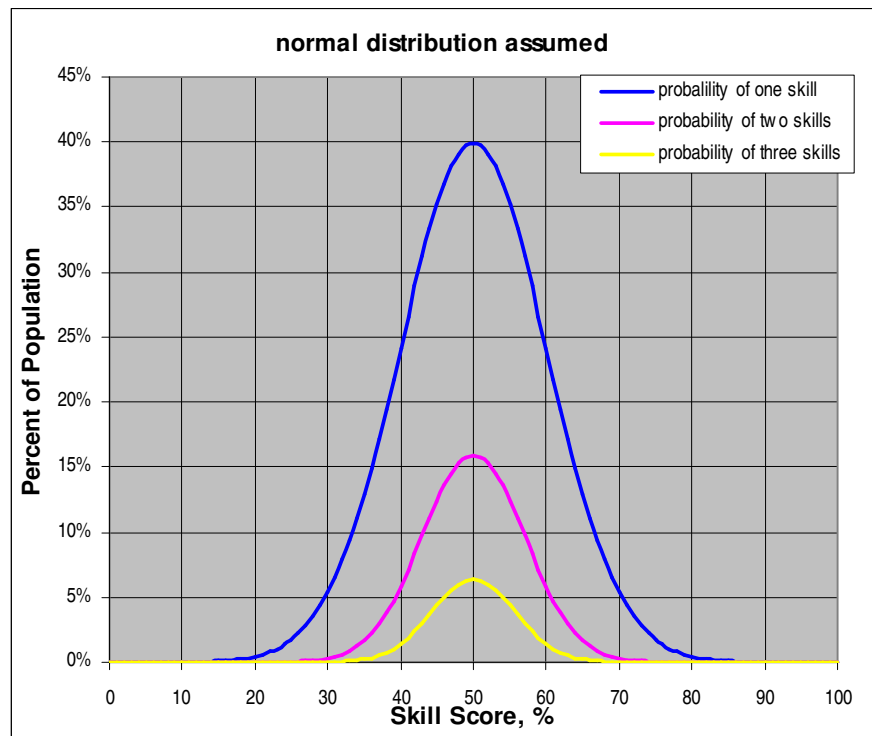
The chart below depicts the normal distribution of a skill measuring from 0% to 100%. The blue line represents the probability that a person in the population has a significant proficiency in one of the three skills. The pink line represents the probability that a person in the population has significant

proficiency in two of the three skills. The yellow line represents the probability that a person in the population has significant proficiency in all three skills.

In formulating a skill test, we would target a score of 50 percent to be the mean score of the population. Such a test requires a history of iteration and adjustment of the test instrument.

The normal distribution assumption with a mean score of 50 percent has some important ramifications for the selection of managers and leaders to run a company, corporation, government department, or military organization.

1) Slightly more than 6% of the general population would have score of 50% in all three skills. A score of 50% in each

skill would translate to a *managerial efficiency* score of only 12.5 % (50% x.50% x 50% = 12.5%) – hardly sufficient to run an organization efficiently and effectively.

2) To attain a *managerial efficiency* score of 50% would require scores of 80¯% in each of the three skills of *management*, *teaming*, and *leadership*. Less than 1 person out of 10 million of the population would naturally have all three such skill levels. A *managerial efficiency* score of 50% would be a lower limit for management and executive personnel to run an effective and efficient organization.

3) To be an industry leader or top-performing organization would require a managerial efficiency score of 75% or more. A managerial efficiency score of 75% would require scores of 91% in each of the three skills of *management*, *teaming*, and *leadership*, which would be exceedingly difficult to achieve. Only about 1 person in more than 1 trillion (1 in 1,000,000,000,000) would occur naturally in the population. Given the earth's current and past populations, centuries and millenniums may go by before such an individual might occur.

Education and Training.

It is obvious from the distribution figures above that organizations cannot wait for naturally-occurring managerially-efficient executives and managers to appear – their natural occurrence in the population is simply too rare. It is very necessary that educational institutions and organizations develop and evolve curriculums and training programs that accelerate the acquisition and development of management, teaming, and leadership skills.

Developing Management Skills. In the area of *management* skills, whole colleges are devoted to the study, refinement, and evolution of management and business skills. In addition, many commercial organizations offer seminars and courses to enhance ones skills. Some additional management theories are presented at the end of this paper which complement the concept of *managerial efficiency*.

7

Developing Teaming Skills. In the area of *teaming* skills, quite a lot has been accomplished, particularly by the Japanese in the promotion of *Kaizen*, and *Teian*, and by the American commercial development of *Grid Management Theory*™. Although Kaizen and its companion Teian are focused on *continuous quality improvement*, team building techniques are an important component. While Grid Theory uses the term "leadership," it is not well defined, and the concept in Grid Theory is geared more towards *teaming*, although that term is not used.

Considerable more effort needs to be devoted to the wider dispersion of *teaming* concepts in Schools and Colleges of Management and Business, along with recognition that teaming skills are very different than leadership or management skills. In fact *teaming* skill development starts very early in age, though we might not call it that. Socialization and accommodation within groups is an important development concept in the Orient. *Teaming* skills rely on psychological and sociological concepts and findings, and thus it is much more a "fuzzy" field of study and practice than is the study and practice of *management* skills.

Developing Leadership Skills. In the area of leadership skills, very little has been developed, and the even the term is often confused with cooperation and teaming skills. Leadership skill is often erroneously assumed for extroverted individuals, however extroversion in and of itself does not appear to be a requisite for leadership. Leadership is about exerting influence over others thoughts, feelings and actions:

> *An empathetic, sequential loop seems to occur that might start as a thought expressed by the leader for an action to be performed by followers. The mere expression of the thought causes an emotion in the follower to want to take action, so that when the action is taken, a feeling of satisfaction occurs in both the leader and the followers.*

Such an empathy loop takes place regularly between parent and child, student and teacher, between friends, and empathetic individuals. What sets the effective leader apart is that this process appears to occur simultaneously with dozens, hundreds, thousands, or even millions of followers, depending on the conveyance medium available to the leader.

Merely publishing opinions and calls to action, however, do not make one a leader. Many an editorial columnist emotes continuously on topics dear to their heart with little effect, and few or no followers. Conversely, very strong influence can be exerted by quiet persons who seldom speak, but when they do, millions of ears turn to listen.

Leaders may specialize in areas, such as technical, humanistic, organizational, spiritual, or other area. Some leaders may set out to be leaders and succeed, but most appear to just find themselves there, often mindful of the great responsibility being thrust upon them by their followers, and occasionally overcome by it. Occasionally, a rogue leader appears on the scene to mislead followers and even cause them harm or death.

Leadership is a respect and allegiance given to the leader by the followers. Respect is often conferred on one because of demonstrated expertise in some area. Little is known as to why followers confer upon a leader their allegiance. It does not seem amenable to being extracted by force. Whenever an individual comes to office by appointment or decree and has not developed a following on his own merits, the result is often dissension and revolt. However, in a representative style of governance, where leaders may vie for office, the winning candidate is often given a grace period to win the hearts and minds of those following his opponent

Training for Maximum Efficiency.

Assuming that the time devoted to acquiring a skill is proportional to proficiency in the skill, and that one's time has a finite limit, it can be demonstrated that *managerial efficiency* is maximized when the *leadership, teaming and management skill* scores are equalized, assuming equal training time yield equal skill gains.

In the table below, for example, fifteen days are assumed available for training to enhance ones management, teaming, and leadership skills. Each day devoted to training is assumed to lead to an increase of one percentage point in skill level. At the start of the training the trainee's *management skill* score is 75%, *teaming skill* score is 70% and *leadership skill* score is 65%, for a *managerial efficiency* score of 34$^+$%. The trainee may devote any particular day to either management skills training, teaming skills training, or leadership skills training. Each new day he (or she) may choose training in a different skill. What combination of management, teaming, and leadership training maximizes *managerial efficiency*?

The distribution that causes the three skill scores to be equal produces the maximum managerial efficiency score, which in this particular example is zero days devoted to enhancing management skills, five days devoted to enhancing teaming skills, and ten days devoted to enhancing leadership skills. This training distribution causes all the skill scores to be equal at 75%, which maximizes the managerial efficiency score at 42.19%. That this is so can also be derived algebraically.

In the above example we assume we can adequately measure management skill and leadership skill.
    In the real world a direct measurements would be daunting at best. Instead, we do as we do in
    all things sociological – we measure some easier-to-measure proxies which we assume
adequately represent the thing we wish to measure. Because we measure proxies, we are never
certain of our results, and the investigation never ceases – if it is to improve on accuracy and
representation. This proxy limitation is not just applicable to *managerial efficiency*, but to all
sociological and business models that employ non-physical traits.

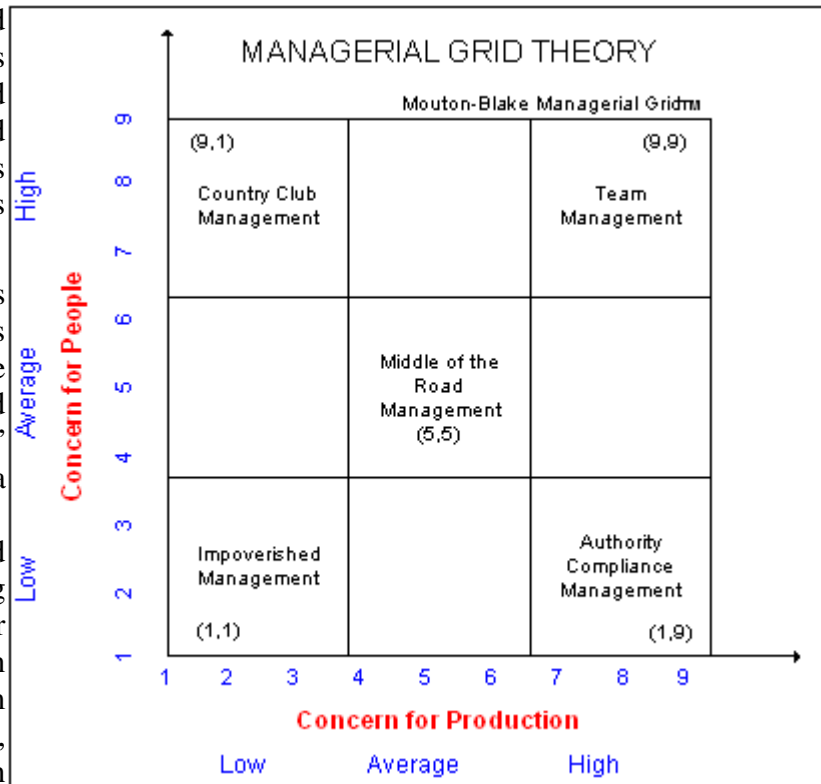|	Final Management skill score	Final Teaming skill score	Final Leadership skill score	Final Managegerial Efficiency score	Units devoted to management training	Units devoted to teaming training	Units devoted to leadership training
Start	**75%**	**70%**	**65%**	**34.13%**			
	90%	70%	65%	40.95%	15	0	0
	89%	71%	65%	41.07%	14	1	0
	88%	72%	65%	41.18%	13	2	0
	87%	73%	65%	41.28%	12	3	0
	86%	74%	65%	41.37%	11	4	0
	85%	75%	65%	41.44%	10	5	0
	84%	76%	65%	41.50%	9	6	0
	83%	77%	65%	41.54%	8	7	0
	82%	78%	65%	41.57%	7	8	0
	81%	79%	65%	41.59%	6	9	0
	80%	80%	65%	41.60%	5	10	0
	79%	81%	65%	41.59%	4	11	0
	78%	82%	65%	41.57%	3	12	0
	77%	83%	65%	41.54%	2	13	0
	76%	84%	65%	41.50%	1	14	0
	90%	70%	65%	40.95%	15	0	0
	89%	70%	66%	41.12%	14	0	1
	88%	70%	67%	41.27%	13	0	2
	87%	70%	68%	41.41%	12	0	3
	86%	70%	69%	41.54%	11	0	4
	85%	70%	70%	41.65%	10	0	5
	84%	70%	71%	41.75%	9	0	6
	83%	70%	72%	41.83%	8	0	7
	82%	70%	73%	41.90%	7	0	8
	81%	70%	74%	41.96%	6	0	9
	80%	70%	75%	42.00%	5	0	10
	79%	70%	76%	42.03%	4	0	11
	78%	70%	77%	42.04%	3	0	12
	77%	70%	78%	42.04%	2	0	13
	76%	70%	79%	42.03%	1	0	14
	75%	85%	65%	41.44%	0	15	0
	75%	84%	66%	41.58%	0	14	1
	75%	83%	67%	41.71%	0	13	2
	75%	82%	68%	41.82%	0	12	3
	75%	81%	69%	41.92%	0	11	4
	75%	80%	70%	42.00%	0	10	5
	75%	79%	71%	42.07%	0	9	6
	75%	78%	72%	42.12%	0	8	7
	75%	77%	73%	42.16%	0	7	8
	75%	76%	74%	42.18%	0	6	9
Maximum	**75%**	**75%**	**75%**	**42.19%**	**0**	**5**	**10**
	75%	74%	76%	42.18%	0	4	11
	75%	73%	77%	42.16%	0	3	12
	75%	72%	78%	42.12%	0	2	13
	75%	71%	79%	42.07%	0	1	14

COMPLEMENTARY MANAGERIAL THEORIES

MANAGERIAL GRID THEORY

Coauthored by Robert Blake and Jane S. Mouton, with development input from Anne McCanse, the *Managerial Grid* was published in 1964. Subsequently the term was trademarked, a corporation formed, and the concept extensively marketed as a management, team building, and leadership development tool. Blake and Mouton have passed on, and their corporation sold to new hands, but the Managerial Grid concept lives on and is still relevant to many commercial and non-profit organizations.

Managerial Grid theory is depicted in the figure to the right. It is depicted as a two-dimensional grid that pairs *concern for people* and *concern for production*, however, as discussed below, Grid Theory is more than two-dimensional.

Managerial Grid theory emphasizes that increasing the manager's *concern for people* would increase *productivity*. The two axis of the grid are often numerated, with a "1" representing little concern, and a "9", representing high concern. The so-called "9-9" manager would reap the greatest productivity, having the highest application of concern for both people and productivity. In some presentations the interval from 0 to 3 is replaced with the label *low*, the interval from 3 to 6 replaced with the label *medium*, or *average*, and the interval from 6 to 9 replaced with the label *high*.

The center of the grid is often presented as a "compromise" position, known as the *Middle-of-the-Road* or *Organizational Management* style – yielding a greater productivity than either the (1,9) or the (9,1) style.

The most productivity, according to the grid theory, would be the (9, 9) style, which would only result from the formation of highly cohesive and efficient teams, with team members aligned in mission, goals, and objectives, highly cooperative and largely self-directed.

Grid theory supports and encourages the formation of teams to execute work projects. However, the formation of a team, in-and-of-itself, does not guarantee high productivity. Without sufficient team training, a team may never get beyond the *storming* and *norming* stages, resulting in lower-than-expected productivity.
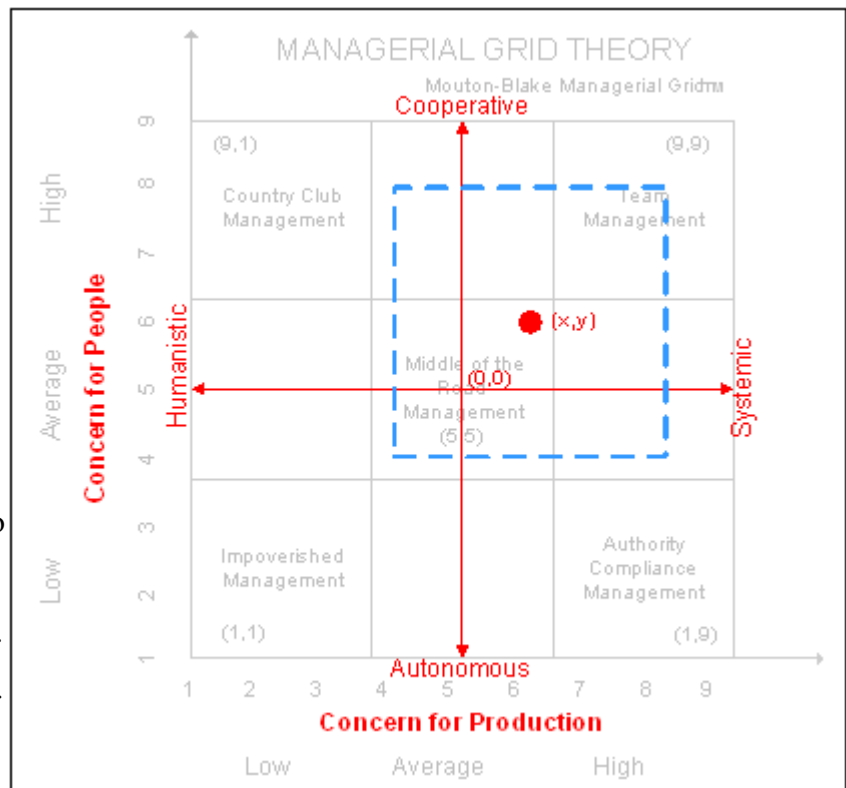
11

Measuring Grid Management.

A self-assessment instrument has been developed for the *Managerial Grid*. The instrument measures four characteristics in opposing pairs: cooperative versus autonomous, and humanistic versus systemic, as depicted in red in the figure to the right. Such opposition pairs are common in psychological profiling, and allows a complex four-dimensional description to be reduced to an x-y pair score that can be graphed on a two-dimensional grid.

However, such simplicity comes at a price in accuracy and meaning. The pairs juxtapositioned as opposites (cooperative versus autonomous, and humanistic versus systemic) are really not mutually exclusive. That is, a person can be both cooperative and autonomous, depending on the situation. One may also tend to be autonomous in temperament, but situational circumstance force cooperative responses, or vice versa. Likewise, a person can be both humanistic and systemic. One may also tend to be systemic in temperament, but situational circumstance force humanistic responses, or vice versa.

A further criticism of the scoring of the managerial grid instrument is that typically only the predominant tendency is reflected, and not the spread in the score. In the depiction above, one's managerial grid score is depicted as the red dot labeled *(x, y)*. The score spread, depicted as the blue dashed box, would not be revealed, although one could construct it from the raw scores. The spread would reflect ones range of accommodation. Another criticism of the measure is that the characteristics *humanistic* and *cooperative* are not completely separable concepts. That is, one cannot be totally cooperative without also being somewhat humanistic.

A rough comparison may be made between the *teaming proficiency* model proposed herein, and the two-dimensional Grid-Management concept trademarked by Mouton and Blake. Although the managerial Grid was an inspiration for the managerial efficiency model, the two models differ substantially in construction and purpose.
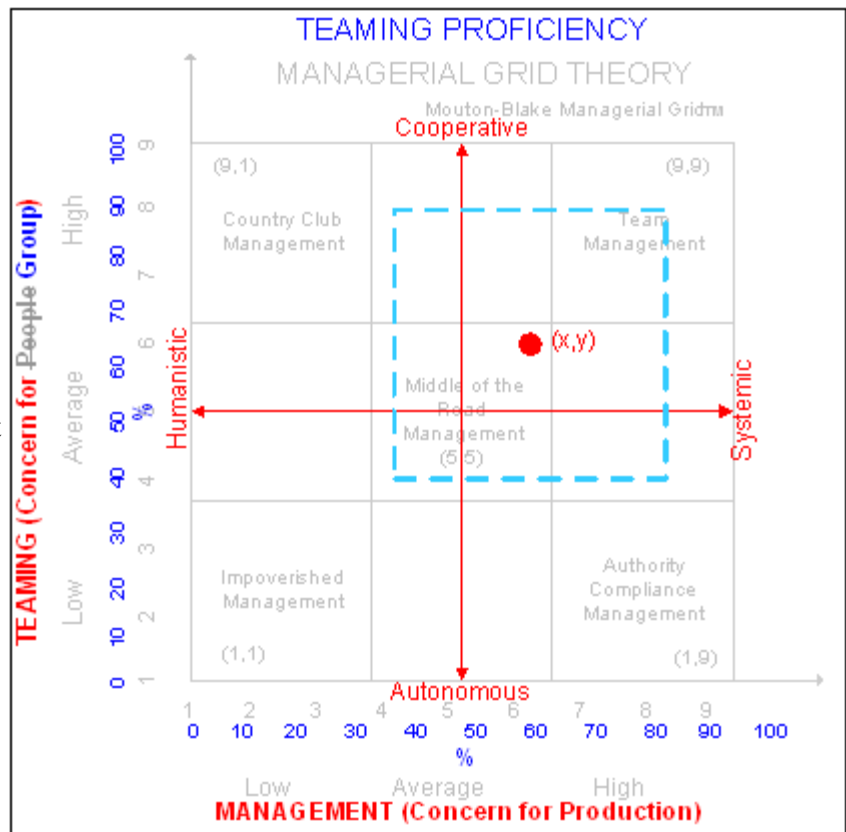
TEAMING PROFICIENCY versus MANAGERIAL GRID THEORY

Managerial Grid theory is becoming somewhat dated, and its trademarked nature and commercialization makes it distribution and utility limited. *Team Proficiency* is a new concept developed and presented herein that recasts the *concern for production* and *concern for people* in a different manner, and changes the result from a two dimensional coordinate score to a product of the *management* and *teaming* scores. *Teaming Proficiency* provides a direct measurement of the effectiveness of a team that can be inserted into the larger *Managerial Efficiency* product..

The Managerial Grid self-assessment instrument can be used for estimating a *Team Proficiency score* with a few alterations in the scoring system. The scoring modifications require the substitution of a 0% to 100% range in place of the 1 to 9 range on each axis, as depicted in the figure to the right. Of course, then we could no longer refer to the instrument or results as Grid Management, as that term is trademarked. So we would of legal necessity refer to it only as
Teaming Proficiency.

The structure and type of questions used in the Managerial Grid self-assessment instrument, prevents it from revealing much about leadership. Managerial grid theory is about cooperation and teamwork, and leaders are not necessarily

cooperative. In fact, most leaders are very assertive and controlling. They work very hard to have their views and positions prevail over any competing ones.

This modified evaluation tool will help managers find where they are in self-assessed *aptitude* levels for management and leadership, and how to divide their training time to maximize their *management efficiency* score. The modified evaluation instrument is presented at the end of this paper.

13

SITUATIONAL/CONTINGENCY MODELS

Managerial Efficiency is not the end-all, cure-all of management tools, but an additional tool to help the manager maximize his effectiveness. There are other models that can complement it. Fielder and others proposed that work environments are not static, but change situationally.

For example, the life cycle of a work environment may start out in confusion, with a need for a high degree of production-oriented direction to achieve acceptable productivity. As the work environment matures, and the work force aligns its processes, less concern needs to be focused on production-oriented directives, and more on people-oriented concerns to continue to improve productivity. Besides the work environment changing, an employee also changes, starting out with little knowledge of, or alignment with, company processes, and maturing (hopefully) to follow and even improve company processes, eventually reaching a development stage needing little or no supervision.

Fielder proposed that individual managers had an innate preferential management style, either production oriented, or people oriented. He suggested that it was better to place the manager in a situation that required his preferential style, rather than try to change the manager's preferential style to fit the situation. Fielder, similar to Keirsey, believed that individual managers could not effectively deviate from their preferred style for sustained periods of time.

Thus, under Fielder's view, the initial manger must be production focused, but later, as the work environment matured, replaced by a manager more people-focused. Whenever abrupt changes occurred in a mature work environment, such as a company merger, takeover, sale, or turn-around, the production-oriented manager would be returned to refocus on production concerns.

Hersey and Blanchard suggested that the most important factor affecting the selection of a leadership style is the development (maturity) level of a subordinate. *Development level* is the task specific combination of an employee's task competence and motivation to perform (commitment). Both the competence to perform a given task, and the commitment to do so, vary among employees inherently, and with their maturity development with the company. Therefore development levels demand different responses from leaders. Hershey and Blanchard use a combination of guidance and supportive orientations to create four major styles matches with the progressive development levels of the employees.

Situational leadership recommendations for leadership style to be used with each development level

Employee Development Level	Recommended Management Style
Low ability, low willingness	Telling (directive; high support)
Low ability; high willingness	Selling/Coaching (directive; supportive)
High ability; low willingness	Participating/Supporting (supportive; low direction)
High ability; high willingness	Delegating (low direction; low support)

PATH-GOAL MODEL OF LEADERSHIP

This model states that the leader's job is to use structure, support, and rewards to create a work environment that helps employees reach the organization's goals. The two major roles involved are to create goal awareness and to improve the path toward the goal so that they will be attained.

Goal setting is the establishment of targets and objectives for successful performance. It provides a measure of how well individuals and groups are meeting performance standards.

The steps surrounding goal setting represent only half of the path-goal leadership process. Leaders also need to consider some contingency factors and the range of leadership options open to them before deciding how to go about smoothing the path toward a goal. In particular, the need for *task, and psychological support* must be weighed for path improvement.

According to path-goal theory, the leader's roles are to help employees understand what needs to be done (the goal) and how to do it (the path). Further, leaders need to help employees see how achieving the goals will be beneficial to them and the organization. This leadership action should result in perceptions of high expectancy (effort leading to goal achievement and hence to valued rewards). Leaders, however, have to decide which style to use with each employee. The path-goal model identifies four alternatives:

<u>Directive Leadership</u>- the leader focuses on clear task assignments, standards of successful performance, and work schedules

<u>Supportive Leadership</u>- the leader demonstrates concern for employees' well-being and needs, while trying to create a pleasant work environment

   <u>Achievement-oriented Leadership</u>- the leader sets high expectations for employees, communicates confidence in their ability to achieve challenging goals, and enthusiastically models the desired behavior.

<u>Participative Leadership-</u> the leader invites employees to provide input to decisions and seriously seeks to use their suggestions as final decisions are made.

VROOM/YETTON/JAGO DECISION-MAKING MODEL

In this model, managers assess a current decision situation according to its *problem attributes*, especially the perceived importance of *technical quality* and *employee acceptance*. *Decision-quality* dimensions include cost considerations and the availability of information and whether or not the problem is structured. *Employee-acceptance* dimensions include the need for their commitment, their prior approval, and the congruence of their goals with the organization's, and the likelihood of conflict among the employees. By carefully following this analysis in a structured decision-tree format, managers can identify and classify several unique kinds of problems.

Guiding questions:

- How important is technical quality with regard to the decision being made?
- How important is subordinate commitment to the decision (employee acceptance)?
- Do you already have sufficient information to make a high-quality decision?
- Is the problem well structured?
- If you made the decision, would the subordinates be likely to accept it?
- Do subordinates share the goals to be attained in solving the problem?

15

- Is there likely to be conflict among subordinates over alternative solutions?
- Do subordinates have sufficient information to allow them to reach a high-quality solution?

The usefulness of Vroom's Model rests on three key assumptions:

- that managers can accurately classify problems according to the criteria offered
- that managers are able and willing to adapt their leadership style to fit the contingency conditions they face for each major decision
- that employees will accept the legitimacy of different styles being used for different problems, as well as the validity of the leader's classification of the situation at hand

NEUTRALIZERS, SUBSTITUTES & ENHANCERS

Leadership roles can and often do create an unhealthy dependency on the leader which stifles the growth of subordinate. A leader may lack the necessary traits, knowledge, and skills to fulfill roles effectively. Further, *Neutralizers* may intervene. These are attributes of subordinates, tasks, and organizations that actually interfere with or diminish the leader's attempts to influence.

If the situation or leader cannot be readily changed, there may be substitutes or enhancers for leadership. *Substitutes* for leadership are factors that make leadership roles unnecessary through replacing them with other sources. *Enhancers* for leadership are elements that amplify a leader's impact on the employees.

Neutralizers	Substitutes	• Enhancers
• Physical distance between leader & employee	• Peer appraisal / feedback	• Super-ordinate goals
• Indifference toward rewards	• Gain-sharing reward systems	• Increased group status
• Intrinsically satisfying tasks	• Staff available for problems	• Increased leader's status and reward power
• Inflexible work rules	• Job redesigned for more feedback	• Leader as the central source of information supply
• Rigid reward systems	• Methods for resolving interpersonal conflict	
• Cohesive work groups	• Team building to help solve work-related problems	• Increased subordinates' view of leader's expertise, influence, and image
• Employees with high ability, experience, or knowledge	• Intrinsic satisfaction from the work itself	• Use of crises to demonstrate leader's capabilities
• Practice of bypassing the manager (by subordinates or superiors)	• Cohesive work groups	
	• Employee needs for interdependence	

CLASSIC STYLES OF MANAGEMENT

	Authoritarian	Democratic	Laissez-faire
Authority	Retained	Delegated	Abdicated
Responsibility	Retained	Shared	Abdicated
Workload	Assigned	Fairly divided	Self-determined
Communications	Downward	Two-way	Horizontal
Primary strength	Predictable	Promotes commitment	For self-starters only
Primary Weakness	Stifles initiative	Time consuming	Aimless drifting
Recommended for	Poor performers	Committed & aligned	High performers

SELF LEADERSHIP

Advocated by Charles Manz and Henry Sims, the process has two thrusts: leading one's self to perform naturally motivating tasks, and managing one's self to do work that is required but not naturally rewarding. It requires application of *behavioral skills* of self-observation, self-set goals, management of cues, self reward, rehearsal of activities prior to performance and self criticism. It also involves the *mental activities* of building natural rewards into tasks, focusing thinking on natural rewards, and establishing effective thought patterns such as mental imagery and self-talk. The net result is employees who influence themselves to use their self-motivation and self-direction to perform well.

SUPER LEADERSHIP

Super-leadership is leadership with a positive belief about workers. It requires practicing self leadership and modeling it for others to see. Super-leaders communicate positive self expectations to employees, reward progress toward self-leadership, and make self-leadership an essential part of the units desired culture.

COACHING

Coaching means that the leader prepares, guides, and directs the team, but does not play the game. These leaders recognize that they are on the sidelines, not on the playing field. Coaches see themselves as facilitators, while recognizing the occasional need to be tough and demanding.

TEMPERAMENT THEORY

Per se, temperament is not a management theory. It provides, however, very valuable insight in to what motivates different types of people, and thus is a valuable leadership resource allowing the manager to be better tuned to the emotional needs of team members and subordinates.

Temperament study is as ancient as Plato, and has caught the attention of such psychological luminaries as Freud and Jung, all of whom have commented and given some thought and structure to theories on *inherent* personality characteristics called *temperament*. But it was not until Myers-Briggs that a practical temperament evaluation tool was developed in the Myers-Briggs Temperament Test.

Meyers-Briggs. Myers-Briggs evaluates one's tendencies to react in four distinct psychological characteristics:

1) Whether one is **I**ntroverted or **E**xtroverted, assuming they are mutually exclusive.

2) Whether one is i**N**tuitive or **S**ensitive, assuming they are mutually exclusive.

3) Whether one is **T**hinking or **F**eeling, assuming they are mutually exclusive., and

4) Whether one is **J**udgmental or **P**erceptive, assuming they are mutually exclusive.

Myers-Briggs was the first to present temperament as a combination of these four characteristics, yielding sixteen distinct temperament types:
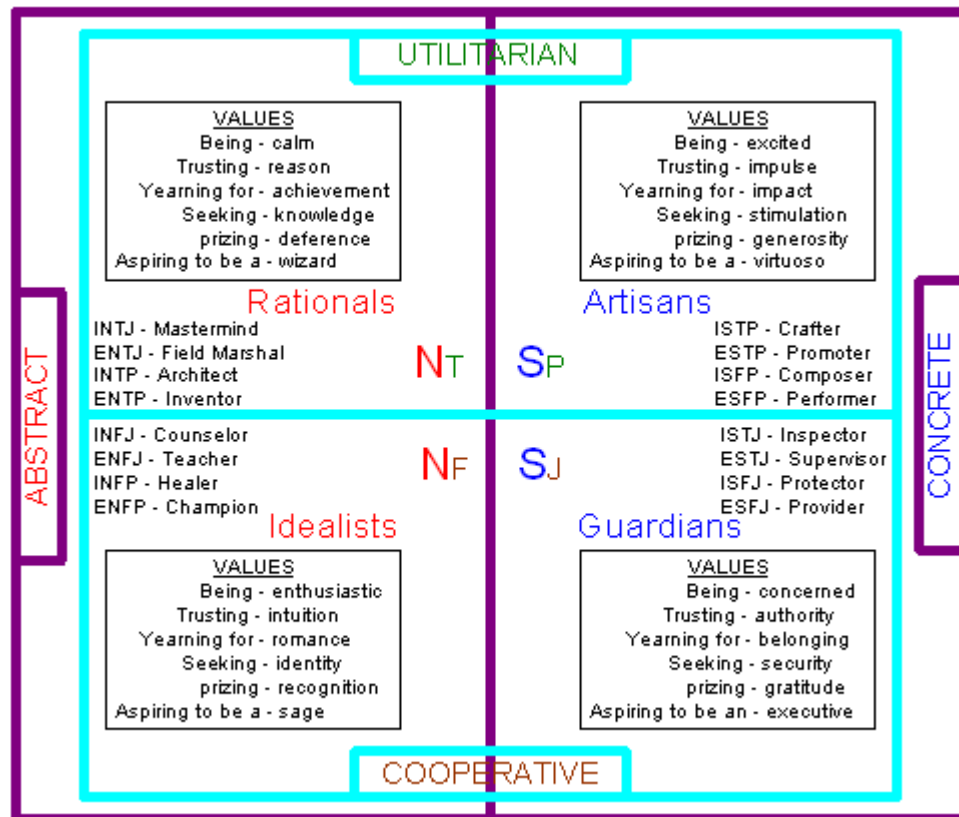
INTJ	INTP	INFJ	INFP	ISTJ	ISTP	ISFJ	ISFP
ENTJ	ENTP	NFJ	ENFP	ESTJ	ESTP	ESFJ	ESFP

Isabel Myers-Briggs assigned a psychological aspect to each letter, and described the four-letter personality by aggregating the aspects of each letter without any interaction. The Myers-Briggs Institute carries on the tradition of Isabel Meyers-Briggs in psychological profile tests available only to professional psychologists. Many workshops in team building skills still use the Myers-Briggs temperament test as a tool for providing some insight into an individual's preferences. However, the Myers-Briggs test and its aggregated personality descriptors have not proved to be very helpful, accurate, or useful in everyday management.

Keirsey. David Keirsey, in his book *Please Under-stand Me*, builds and improves on the works of the late Isabel Myers-Briggs. Keisey utilizes the same four-letter combinations to identify 16 distinct temperament types, but assigns very different meanings to some of the individual letters. But his most striking departure from Myers-Briggs was to describe temperament characteristics as an interactive set of the four letters, and not as a mere aggregate of the four letters. Those who have taken both Myers-Brigs Temperament Test and Keirsey Temperament Sorter remark on how much clearer, more accurate and more useful are Keirsey's temperament descriptions.

Myers-Briggs assigned great importance to the Introvert-Extrovert characteristic, but Keirsey assigns it a minor role. Instead Keirsey assigns greatest importance to four basic sets of two-letter combinations: **NT NF SJ** and **SP**. In contrast, Keirsey sorts each basic temperament type by how they make decisions. Keirsey's main sort is to divide the population into those who rely on *abstract* principals, and those who rely on *concrete* examples. He then subdivides those two groups into those that make decision *independently*, and those that make decisions *cooperatively*. The abstract-independent he calls Rationals; the abstract-cooperative he calls Idealists; the concrete-independent he calls Artisans, and the concrete-cooperatives he calls Guardians. In the figure below, Keirsey describes these four basic temperament types in considerable detail.

Keirsey's division of abstract and concrete has a twist to it. Abstracts (Rationals and Idealists) are identified as independent or cooperative by whether they use thi**N**king (logic) or **F**eelings (emotions) to reach a decision or take action. The thinking of Rationals is an independent endeavor, while the feelings of Idealists involve emotional reactions to others. This is important to *managerial efficiency*, as influencing the emotions of followers is a key leadership skill.

Concrete (Artisans and Guardians) are identified as independent or cooperative by whether they are impulsive (**P**erceptive) or restrained (**J**udgmental). Both impulse and restraint also have emotional context and are important to our treatment of *management efficiency* in that influencing the emotions of others is a key leadership skill.

A leader needs followers to function, and not everyone will follow. Keirsey's treatment of temperament reveals that Rationals, otherwise the epitome of a good manger, are the least apt to follow, instead inclined to see ulterior motives and shortcomings in logic in a leader's passionate call to action. Fortunately, Rationals are also more likely self-starters, and in less need of being motivated or led.

Keirsey's detailed descriptions of the four basic personalities, and their 16 variants, is particularly useful in helping managers and supervisors identify and appreciate the different *values* and *motivators* that exist in the general population, and the workforce in particular. Keirsey also discusses the strengths and weakness of the various personality types in regard to leadership abilities, and potential areas of conflict.

While Keirsey's descriptions of the different temperaments, in-and-of-itself, does not present a management or a leadership model, it is a valuable adjunct to the *managerial efficiency* model.
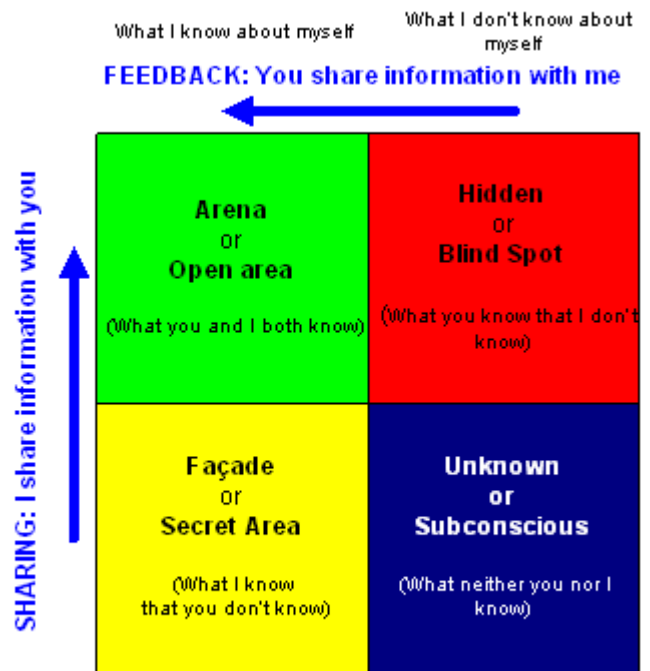
JOHARI WINDOW

The JoeHari Window, depicted in the figure to the right, was developed by two psychologists, aptly named Joe and Harry, for the purpose of personal development. The original goal was to encourage personal growth and social interaction by encouraging a person to share more about his (or her) self with his (or her) colleagues, and accept feedback from others about himself (or herself). Most JoHari self-assessment instruments are of the personal type - how well do I share information about myself with my colleagues, and how well do I accept feedback from them about myself.

The JoHari window also has direct application to private and public organizations. Instead of personal information, however, the information is the organizational information required for members to function within the organization. It is the organizational use of the JoHari Window that can aid management to increase the sharing of information which enlarges the *arena* of interaction and reduces the organizational *façades* and *blind spots* which inhibit open communication between team members and between sub-organizational units.

The JoHari Window model provides the manager and the team member with a concept of change – by suggesting that *sharing* information and requesting *feedback* can reduce organizational blind spot and facades, which in turn enlarge the Arena of organizational interaction, and thus increase productivity and efficiency.

Like Keirsey's Temperament Types, the JoHari Window is not a management model, but another valuable adjunct to the *managerial efficiency* model.

Managerial Efficiency Evaluator

EXAMPLE

Instructions

Below are 60 statements arranged in 30 sets of opposing pairs. Each pair of statements is intended to describe more or less opposite behaviors - typically you will not do both simultaneously for any one instance, but over time, one statement may more represent your tendency over many instances. For each pair of statements, pick the statement that best typifies your behavior over many instances in a professional or work environment, and estimate how strongly the statement represents you on a scale of 0 to 5, with 0 being never, and 5 being always. For most people, the remaining statement of the pair will have a lesser strength such that (A + B) = 5. Occasionally you might find that both statements are strong, or both weak, in which case assign each statement the appropriate score between 0 and 5 that best represents you

Scoring

0	If A is:	Always	Mostly	Frequently	Occasionally	Seldom	Never
	then score A as	5	4	3	2	1	0
	and score B as	0	1	2	3	4	5
	if B might be:	Never	Seldom	Occasionally	Frequently	Mostly	Always

Score the following paira of statements

Set	Pair	Score	Statement
1	A	1	I like to get to know my co-workers better and establish friendships.
	B	4	I like to use my coworkers to get the job accomplished.
2	A	0	I assume the follower role more than the leader role.
	B	5	I assume the leader role more than the follower role.
3	A	2	I am a less frequent contributor to group conversation.
	B	3	I am a more frequent contributor to group conversation.
4	A	5	I focus conversations on tasks, issues, business, or subject at hand
	B	0	I allow the conversation to take its own direction, even if it strays from the subject.
5	A	2	I tend to keep my thoughts and feelings private, sharing only when asked or necessary.
	B	3	I tend to express my personal thoughts and feelings about things, whether asked or not.
6	A	0	I prefer that others lead the way.
	B	5	I prefer to lead others.
7	A	5	I tend to make my decisions objectively, without regard to the personalities involved.
	B	0	I tend to make my decisions based on my feelings or relationship with the people involved.
8	A	2	I frequently use gestures, facial expressions, and voice intonation to emphasize my point.
	B	3	I seldom use gestures, facial expressions, and voice intonation to emphasize my point.
9	A	5	I frequently take charge of the situation.
	B	0	I seldom take charge of the situation.
10	A	3	I am more likely to say " This is my position on that issue!", or to that effect.
	B	2	I am more likely to say " What do you think about that issue?", or to that effect.
11	A	3	I am more likely to champion or promote a particular solution to a problem.
	B	2	I am more likely to champion or promote group cohesion and consensus.
12	A	5	I know where we should be going and I urge people to follow me
	B	0	I look for someone who knows where we should be going and I folow them
13	A	1	I am more likely to seek or accept other point's of view on a subject under discussion.
	B	4	I am less likely to seek or accept other point's of view on a subject under discussion.
14	A	0	I have a weak, fuzzy vision of the long haul
	B	5	I have a strong, clear vision of the long haul
15	A	5	I tend to focus mostly on the idea, concept, or outcome.
	B	0	I tend to focus mostly on the interest level of other participants or their personalities.
16	A	2	My colleagues seldom ask my opinion and advice.
	B	3	My colleagues frequently ask my opinion and advice.

21

17	A	3	I am more likely to join a group of colleagues at a social gathering.
	B	2	I am more likely to wander around by myself at a social gathering.
18	A	4	I am only willing to become involved with a group when there is a well-defined objective.
	B	1	I am always willing to involved with a group regardless of the objective.
19	A	5	I often find that others look to me for guidance or direction.
	B	0	I seldom offer others guidance or direction.
20	A	4	I am not inclined to interrupt production to attend to workforce dissatisfaction.
	B	1	I am inclined to interrupt production to attend to workforce dissatisfaction.
21	A	0	I don't like to be responsible for others.
	B	5	I don't mind being responsible for others
22	A	1	I like to do things with my friends and colleagues.
	B	4	I like to strike out and explore on my own.
23	A	5	I often correct the misbehavior of others I find to my dislike.
	B	0	I seldom correct the misbehavior of others I find to my dislike.
24	A	4	I am more likely to express my own views in a group setting.
	B	1	I am more likely to sit quietly and listen to others express their views in a group setting.
25	A	5	I like to respond to changes that promote efficiency and production.
	B	0	I like to respond to changes that alleviate human discomfort..
26	A	5	I prefer that people be useful and accomplish something.
	B	0	I prefer that people be helpful to each other.
27	A	0	I would rather follow than lead the way.
	B	5	I would rather lead the way than follow.
28	A	0	I tend to consult with my colleagues before taking corrective action.
	B	5	I tend to take corrective action without discussing it with my colleagues.
29	A	5	I rather work on a project or hobby.
	B	0	I'd rather party or hang out with my friends.
30	A	0	I tend to make my decisions after consulting with my colleagues.
	B	5	I tend to make my decisions without consulting with my colleagues.

Management Scoring				Teaming Scoring				Leadership Scoring			
Humanistic		Systemic		Cooperative		Autonomous		Acquiescing		Controling	
1A	1	1B	4	3A	2	3B	3	2A	0	2B	5
4B	0	4A	5	5A	2	5B	3	6A	0	6B	5
7B	0	7A	5	8B	3	8A	2	9B	0	9A	5
11B	2	11A	3	10B	2	10A	3	12B	0	12A	5
13A	1	13B	4	17A	3	17B	2	14A	0	14B	5
15B	0	15A	5	22A	1	22B	4	16A	2	16B	3
18B	1	18A	4	24B	1	24A	4	19B	0	19A	5
20B	1	20A	4	26B	0	26A	5	21A	0	21B	5
25B	0	25A	5	28A	0	28B	5	23B	0	23A	5
29B	0	29A	5	30A	0	30B	5	27A	0	27B	5
Raw totals:	6		44		14		36		2		48
Management score		S/(S+H)	88%	Teaming score		C/(C+A)	28%	Leadership score		C/(C+A)	96%
Managerial Efficiency:				Teaming Proficiency:				Leading Proficiency:			
$E = xyz$	24%			$T = x\,y$	23%			$L = x\,z$	79%		

Assuming the individual's self-assessment was done in a fair and objective manner, the *management* score is very good at 88% compared to an 80% or better goal. And the *leadership* score is excellent at 96% compared to an 80% or better goal. But the *teaming* score is dismal at 28% of an 80% goal.

The dismal teaming score of 28% causes the Managerial Efficiency score to reach only 24%, far below the goal of 50% or better. Future training for this individual should be directed predominantly to improving the teaming score by encouraging more collaboration with colleagues and subordinates..