Tenth Edition

MANAGEMENT OF ORGANIZATIONAL BEHAVIOR

LEADING HUMAN RESOURCES

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Dedication:

To

RALPH E. HERSEY, SR., a retired telephone pioneer with more than 50 patents for Bell Laboratories, whose work made direct dialing a reality. In looking back over his 39 years of work with the telephone industry, he once commented that of all his contributions, the most rewarding aspect to him personally was that he became known as a developer of people.

and

the REAR ADMIRAL THEODORE BLANCHARD, USNR, former naval officer who was decorated with two Silver Stars, the Bronze Star, the Presidential Citation, and a Navy Unit Commendation for his courageous and competent World War II leadership in the Pacific. People who worked for him over the years always described him as an inspirational, dedicated, and caring leader who always fought for his people and the "underdog," whether in peace or war.

and

DEWEY EMANUAEL JOHNSON, entrepreneur, small-business owner, farmer, and community leader. He was known for his selfless dedication to others. He could always be counted on to give personal leadership and financial support to business and civic organizations.

CONTENTS

PREFACE

The 10th Edition of *Management of Organizational Behavior* truly reflects and integrates 50 years of the most significant theory and research developed by thought leaders in behavioral science. Our purpose is to share with you the special insights we have developed through our research and its practical application during that time with our clients in more than 40 countries throughout the world. The acceptance of our approach to leadership in these countries demonstrates that because it is *situation-based*, it is easily adaptable to organizations, small groups, individuals, and families, regardless of their culture. Simply stated, our focus is on the interaction of people, motivation, and leadership.

It seems appropriate to pause and look back, as well as forward, as we release this milestone edition.

LOOKING BACK: HOW DID SITUATIONAL LEADERSHIP® GET STARTED?

Some years ago, Dr. Paul Hersey was working as a Human Resources Director when he observed that leaders were effective in one situation. However, when they were assigned to different jobs, they were ineffective. Why? Because the situations they were facing were different. Their new jobs required different behaviors adapted to the tasks and relationships now involved. Paul shared his findings with Dr. Ken Blanchard and together they developed the initial foundation of Situational Leadership® that was first published in 1969. Since then, Situational Leadership® has been refined through the previous nine editions of *Management of Organizational Behavior*. This current edition reflects not only the most relevant research findings from the behavioral sciences, but insights gained through working with clients around the world. The adoption of Situational Leadership® by these clients is strong evidence that it works and assists them in building sustainable, high-performance organizations—whether they are businesses, educational institutions, hospitals, political or military organizations, or even families.

LOOKING FORWARD: WHERE IS LEADERSHIP GOING?

While we cannot say exactly where, we do know that leaders of the future will need to cope with velocity, complexity, and the unknown trajectory of technology. While the knowledge we gain about effective leadership practices may be shared virally, virtually, and stored "in the cloud," the need for leaders to adapt their situations may be one of the few things unlikely to change. Follow us on . . .

WHAT'S NEW IN THE TENTH EDITION?

Think of this edition as a tapestry, woven with threads as colorful, diverse, and well-worn as Freud, Machiavelli, and Maslow, and as newly spun as Google statistics and complexity science. You will be challenged to think about how you can apply ideas that have stood the test of time, as well as adapt to emergent trends that are transforming our workplaces as rapidly as our technologies.

Since we first published this book, management theory has certainly grown and evolved, and leadership practices have changed to tackle the turbulence of organizational life in the 21st century. Even the way we conducted our research for this edition demonstrates just how much change has taken place. Our updates are not the outcome of months spent in the card catalogs and stacks of academic libraries. Instead, we could access digital archives of the most recent journal archives, blog posts, and streaming video within seconds of starting a search.

Our goal in this 10th edition has been to add fresh mortar to the foundation we first laid half a century ago. Yes, the classic models and frameworks are still here, but you will also find new (we can no longer say "hot off the presses") content on key topics, including:

- Motivation: Emergence of the progress motive, renewal of the purpose motive (2-37)
- Emotional intelligence: Cultivating your self-awareness as a leader (11-189, 15-264)
- Teams: Building the collective EQ of your team (13-238)
- Communication: Gender and generational differences; when conversations falter (12-228)
- Decision Making: How brain structure and contexts impact decisions (15-264)
- Performance Management: Balanced scorecard metrics, feedforward (14-256)
- Leadership: Strengths and myths (4-82)

In addition, we have punctuated the text with illustrative stories, questions, and quotes (look for the Beatles and Bernie Madoff, the Miracle on the Hudson, and the Arab spring, to name a few).

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This text's companion Web site at www.pearsonhighered.com/hersey contains valuable resources for both students and professors, including an online Study Guide, chapter quizzes, and additional case studies. In addition to these free resources, your students can also purchase access to additional media such as video lectures and case studies accompanied by activities that can be completed online and e-mailed directly to the professor. Students need an access code to enter this portion of the site.

ACKNOWLEDGMENTS

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We also want to express our gratitude and appreciation for the tremendous contributions of Ron Campbell, President, Center for Leadership Studies, to the preparation of this book and for his thoughtful review of the manuscript.

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Paul Hersey
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ABOUT THE AUTHORS

Paul Hersey, Ed.D., is chairman of the board and professor of Organizational Behavior and Management, California American University, Graduate School of Applied Behavioral Sciences. Paul is also founder and chairman of the board of the Center for Leadership Studies, Inc.

Paul has helped develop well more than 10 million managers and salespeople from more than 1,000 businesses and other organizations. He has made presentations in more than 125 countries and is an internationally known behavioral scientist and highly successful entrepreneur. He has been recognized by the Academy of Management and *Training and Development* magazine as one of the world's outstanding authorities on training and development in leadership, management, and selling.

Paul has authored or coauthored more than 50 books, monographs, and articles, including three Prentice Hall books: *Management of Organizational Behavior: Utilizing Human Resources* (with Ken Blanchard), *Organizational Change through Effective Leadership* (with Ken Blanchard and Robert Guest), and *Selling: A Behavioral Science Approach.* He has also coauthored *The Family Game: A Situational Approach to Effective Parenting* (with Ken Blanchard). His recent books include *The Situational Leader, Situational Selling: An Approach to Increasing Sales Effectiveness,* and *Situational Parenting* (with Ron Campbell).

Kenneth H. Blanchard, Ph.D., is the chief spiritual officer of The Ken Blanchard Companies, a full-service global management training and consulting company that he and his wife, Dr. Marjorie Blanchard, founded in 1979 in San Diego, California. Ken is also a visiting lecturer at his alma mater, Cornell University, where he is a trustee emeritus on the board of trustees. He teaches a master of science in the Executive Leadership Degree Program, jointly sponsored by the University of San Diego and The Ken Blanchard Companies. Ken is also cofounder of Lead Like Jesus, a nonprofit organization dedicated to inspiring and equipping people to walk their faith in the marketplace.

Ken's best-selling book, *The One Minute Manager*®, coauthored with Spencer Johnson, has sold more than 13 million copies worldwide, is still on best-seller lists, and has been translated into more than 25 languages. Among his many other books are *The Power of Ethical Management* with Norman Vincent Peale and *Managing by Values,* coauthored with Michael O'Connor. *Raving Fans*® and *Gung Ho!TM,* coauthored with Sheldon Bowles, continue to appear on best-seller charts. Ken's latest book, *Leading at a Higher Level,* translates 25 years of research and global experience into one volume of practical strategies for leaders.

Dewey E. Johnson, Ph.D., is Professor of Management Emeritus, California State University, Fresno.

Elected to more than a dozen offices in national and regional professional associations, Dewey is a cofounder and former chair of the Management Education and Development Division, Academy of Management; past National President and Fellow, Small Business Institute Director's Association; and recipient of the Provost's Outstanding Professor Award for Service from his university.

Prior to entering the academic community, Dewey served with the U.S. Air Force as a pilot, commander, and staff officer, retiring with the rank of colonel. He was awarded the Legion of Merit with one oak leaf cluster and many other decorations.

Dewey has published many articles and has been a presenter at more than 170 domestic and international conferences in the areas of leadership, small business, and performance management. He has made more than 36 consulting and teaching trips to the Peoples Republic of China.

1

Leadership and Management
An Applied Behavioral Sciences Approach

THE LEADERSHIP DIFFERENCE

Every country has many examples, past and present, of courageous men and women who have stepped forward and accomplished great things under extremely challenging conditions. Some are widely known, like Nelson Mandela, who fought apartheid in South Africa, or Aung San Suu Kyi, who continues to struggle for human rights in Burma. Mark Zuckerberg, founder of Facebook, harnessed the Internet so that millions can "friend" each other. Luis Urzua, the shift commander, organized and calmed the Chilean miners trapped underground for 69 days until they were rescued. Still others may live in your neighborhood or work in a nearby school but have never made headlines. All these men and women saw the need for action, believed in what they were doing, inspired others and, with them, changed their worlds. This is the essence of leadership—recognizing the need for action, motivating and inspiring others, and making things happen.

Effective leadership rarely happens by accident. Nor is it passed along through DNA. Rather, it is the result of relevant, proven skills that can be learned and applied by almost anyone in any organization who is trying to influence others. We can readily see what a difference leadership makes in the business world from research about retention. What is the number one reason people stay with an organization? They work with a good leader. This is the good news. But the source of the bad news is the same. The number one reason people leave an organization is that they work for a bad leader. Data show clearly that "managers trump companies."[1] In other words, alluring benefit packages and profit sharing cannot make up for the day-to-day damage that can be done by a manager who is insecure or unclear, overinvolved or unavailable. High-performing employees will seek out other opportunities if their leaders inhibit their talents. And with a workforce increasingly populated by younger "Gen X" and "Gen Y" employees who are more mobile and more loyal to their immediate leader than to an organization, the costs and consequences of losing people are high: team disruption, lower productivity, and managerial time diverted to selection and hiring. In fact, it costs 10 times more to recruit and train a follower than to provide the leadership environment to retain them. So learning to be an effective leader benefits you, your people, and your organization—now and in the future.

THE IMPACT OF GLOBALIZATION ON LEADERSHIP AND MANAGEMENT

Whether you live in the United States or in the United Kingdom, Laos or Latvia, we all know that the pace of technical, social, economic, and potential change has accelerated exponentially in the past few decades. Not only has the pace of our lives quickened, but so have the interrelated impacts of these changes. For example, the ability to instantly message or tweet a piece of information played an important communication role in the political uprisings known as the "Arab spring" of 2011. Technology touches politics, which then transforms the social and economic landscape, which in a country like Egypt, occurred within two weeks.

In the midst of this ongoing turbulence, organizations are breathlessly trying to both keep up and anticipate what is coming next. They outsource, downsize, and rebrand. The tools and technology alone are dizzying to keep up with. Today we have high-speed wireless Internet service that is accessible to millions. We have smart phones from which we can send e-mail to our customers and access satellite maps to locate their stores. We can e-mail a digital design to an overseas supplier today who can manufacture, ship, and have that product on the shelves of a store in less than a week.

Technology Is Making Your Competition One Click Away

It is a fact that in a few short years, e-commerce has transformed the global market place. And with this change, perhaps the most significant challenge facing organizations is that the power has shifted from sellers to buyers. With just one click, online buyers can search for the best quality, service, terms, flexibility, and innovation. If you are not pleased with one firm's products or services, another's Web site is just one more click away. Now that over 2 billion of us across the world use the Internet,[2] it is easier than ever for people to buy goods and services that they want rather than what suppliers think the buyers need.

Michael Hammer, coauthor with James Champy of the influential book *Reengineering the Corporation,* describes this shift:

> [P]owerful modern customers—whether consumers or corporations—want one thing: *more.* They want more products for less money, more quality and service, more flexibility and convenience, and more innovation. The guilty party in the morality play that is modern business is not the rapacious capitalist or the manipulative manager; it is you and I, every consumer who looks carefully at price and quality, who shops around, who abandons yesterday's product for today's better one. It is the powerful customer who has forced radical changes on the reluctant managers of organizations in every industry.[3]

In fact, as Andrew S. Grove, cofounder of Intel, knows, adaptability is the key to business survival in the face of runaway change:

> There are two options: Adapt or die. The new environment dictates two rules: First, everything happens faster; second, anything that can be done will be done, if not by you, then by someone else, somewhere. Let there be no misunderstanding. These changes lead to a less kind, less gentle and less predictable workplace.[4]

Faced with a radical need to continually adapt, successful organizations rely on a deep sense of purpose to both steady the course and chart new directions. That purpose helps clarify their responsibilities toward customers, employees, owners, society, and the environment—all of the key stakeholders who are affected by their performance.

The Domain of Leadership and Management Has Become Worldwide

Given the sharp impacts of globalization, what separates the leaders who feel overwhelmed by the tsunami of change from those who can ride the waves? Is it creativity or connections, moxie or optimism? Michael Porter sums it up this way:

> Real . . . leaders believe in change. They possess an insight into how to alter competition, and do not accept constraints in carrying it out. Leaders energize their organizations to meet competitive challenges, to serve demanding needs, and above all, to keep progressing . . . . Leaders also think in international terms, not only in measuring their true competitive advantage, but in setting strategy to enhance and extend it.[5]

But strategy can no longer take the form of a five-year plan. Effective leaders are those who can mobilize their people to accomplish results with strategic speed. *Agility, change, execution,* and *results*: These are the operative words for leaders in the new world order.

Technology is enabling faster performance of many processes; it is also giving organizations the systems and tools to be relentless cost cutters. Traditional layers of management are being stripped away as the Internet reduces the need for middlemen, brokers, and distributors. These managers, who are fewer in number, must have sharper business acumen and better people skills to get the job done. They must increasingly accomplish their goals through virtual teams since the geographic distance between leader and follower is increasing. Managers need employees to become self-directed faster than ever anticipated, which requires high levels of confidence, commitment, and motivation. The era of the knowledge worker is here, and it has already changed the way organizations function, lead, hire, and promote.

PEOPLE PROVIDE THE ADVANTAGE

From a historical perspective, we can see that the sources of competitive advantage have varied over time. According to Ed Lawler, organizations once focused primarily on the control of natural resources, but then had to progressively compete through economic and financial expertise, improved marketing ability, control of technology, and now the improved use of human resources.[6] Vincent Omachonu and Joel Ross, authorities on quality management, support Lawler's conclusion:

> Historically, productivity improvement has focused on technology and capital equipment to reduce the input of labor cost. Improved output was generally thought to be subject to obtaining more production by applying industrial engineering techniques such as methods analysis, work flow, etc. Both of these approaches are still appropriate, *but the current trend is toward better use of the potential available through human resources* [emphasis added].[7]

People are now the primary source of competitive advantage. That is why companies now view retention, talent management, and being seen as an "employer of choice" as key concerns in the age of the knowledge worker.[8]

DISTINCTIONS BETWEEN MANAGEMENT AND LEADERSHIP

Management Defined

Any review of the literature will quickly show that there are almost as many definitions of management as there are writers in the field. A common thread that appears in these definitions is that the manager is required to ***accomplish organizational goals or objectives***. We define *management* as the process of working with and through individuals and groups and allocating other resources (such as equipment, capital, and technology) to accomplish organizational goals. This definition applies to

organizations, whether they are businesses, educational or religious institutions, hospitals, political or military organizations, or even families. Everyone is a manager in at least certain activities.

Leadership Defined

In essence, leadership is a broader concept than management. Management is a special kind of leadership in which the achievement of organizational goals is paramount. The important distinction between the two, therefore, lies in the term *organizational goals*. Our definition of leadership is that leadership occurs whenever one person attempts to **influence the behavior of an individual or group**, regardless of the reason. It may be for one's own goals or for the goals of others, and these goals may or may not be congruent with those of the organization.

WARREN BENNIS   Warren Bennis, a highly regarded leadership scholar, has differentiated the roles of the leader from that of the manager through a number of provocative contrasts:

> Leaders conquer the context—the volatile, turbulent, ambiguous surroundings that sometimes seem to conspire against us and will surely suffocate us if we let them—while managers surrender to it. The manager administrates; the leader innovates. The manager is a copy; the leader is an original. The manager maintains; the leader develops. The manager focuses on systems and structure; the leader focuses on people. The manager relies on control; the leader inspires trust. The manager has a short-range view; the leader has a long-range perspective. The manager asks how and when; the leader asks what and why. The manager has an eye on the bottom line; the leader has his eye on the horizon. The manager imitates; the leader originates. The manager accepts the status quo; the leader challenges it. Managers do things right; leaders do the right things.[9]

While these polarities point to key differences in the roles, it is important to realize that leadership and management are complementary activities. John Kotter, an authority on leadership and change, has asserted that leaders must cope with setting direction, as well as aligning and inspiring others to follow, while managers need to focus on the complexity of implementation.[10] Both are necessary for an organization to achieve its goals.

The Impact of Management and Leadership—For Better or Worse

Let us look at one study in which 500 respondents in a variety of organizations were asked to rank their concerns. The results are listed in Table 1–1.

Every concern listed is the result of ineffective leadership and management and can be corrected by enlightened leadership and management. As we will see, theories about effective leadership and management practices abound, but reliable metrics are often in shorter supply. But this is not the case at the statistical powerhouse known as Google. Google recently conducted an in-depth investigation, called Project Oxygen, into what makes its own best managers effective.[11] Its analysis was based on over 10,000 observations about managers across more than 100 variables and yielded the following list of behaviors, based on the order of importance (see Table 1–2).

What may be most interesting about the Google findings is that there are so few surprises. It seems that while the context in which managers operate today is fast and fluid, what makes them effective remains fairly consistent. As the list reveals, effective management of people in organizations comes down to the one-on-one or one-on-a-group influence process. Performance

TABLE 1–1 Top Ten Leadership and Management Concerns	
Concern	**Rank**
Ineffective communication	9.0
Crisis management for most situations	8.0
Lack of feedback on performance	7.0
No or inappropriate goal setting	6.2
Not enough training	5.7
Lack of opportunity for advancement	5.6
Rewards not related to performance	4.9
Unreasonable workloads	3.9
Boss will not let me do my job	3.2
Lack of challenging work	1.8

Source: Top Ten Leadership and Management Concerns from Richard I. Lester, Ph.D., Educational Advisor, Ira C. Eaker College for Professional Development, Maxwell AFB, AL, January 1995.
Note: 10 = most important: 1 = least important.

TABLE 1–2   Best Manager Behaviors

Google's Project Oxygen found the following 8 behaviors make managers most effective:

1. Be a good coach

2. Empower your team and don't micro-manage

3. Express interest in employees' success and well-being

4. Be productive and results-oriented

5. Be a good communicator and listen to your team

6. Help your employees with career development

7. Have a clear vision and strategy for the team

8. Have key technical skills, so you can help advise the team

Source: Adam Bryant, "Google's Quest to Build a Better Boss," *New York Times*, March 12, 2011.

starts with this essential building block. Peter Drucker, one of the most influential and respected observers of management, confirms our view:

> The center of a modern society is the managed institution. The managed institution is society's way of getting things done these days. In addition, management is the specific tool, the specific function, and the specific instrument, to make institutions capable of producing results. The institution, in short, does not simply exist within and react to society. It exists to produce results on and in society.[12]

THREE COMPETENCIES OF LEADERSHIP

Leading or influencing requires three competencies:

1. *Diagnosing*—understanding the situation you are trying to influence,
2. *Adapting*—altering your behavior and the other resources you have available to meet the contingencies of the situation, and
3. *Communicating*—interacting with others in a way that people can easily understand and accept.

We will discuss each of these competencies in greater detail in subsequent chapters, but for now here is a brief summary of each competency:

- *Diagnosing is a cognitive—or cerebral—competency.* It is understanding what the situation is now and knowing what you can reasonably expect to see in the future.
- *Adapting is a behavioral competency.* It involves changing behaviors—yours and theirs—and redirecting other resources in a way that helps close the gap between the current situation and what you want to achieve.
- *Communicating is a process competency.* Even if you are able to understand and adapt to meet the situation, you still need to communicate effectively. If you cannot communicate in a way that people can understand and accept, you will be unlikely to meet your goal.[13]

KEY MANAGEMENT FUNCTIONS

Many authors consider the functions of *planning, organizing, motivating,* and *controlling* to be central to any discussion of management. These functions are relevant regardless of the type of organization or level of management being discussed. As Harold Koontz and Cyril O'Donnell have said:

> Acting in their managerial capacity, presidents, department heads, foremen, supervisors, college deans, bishops, and heads of governmental agencies all do the same thing. As managers they are all engaged, in part, in getting things done with and through people. As a manager, each must, at one time or another, carry out all the duties characteristic of managers.[14]

In today's world, even a well-run household uses these managerial functions.

Planning involves setting goals and objectives for the organization. Once plans have been made, *organizing* becomes meaningful. This step involves bringing together resources—people, capital, and equipment—in the most effective way to accomplish the goals. Organizing is essentially about integrating of resources.

Along with planning and organizing, *motivating* plays a large part in determining the level of performance of employees, which in turn influences how effectively the organizational goals will be met. In his research on motivation more than a century ago, psychologist William James of Harvard University found that hourly employees could maintain their jobs (i.e., not be fired) by working at approximately 20 to 30 percent of their ability. His study also showed that highly
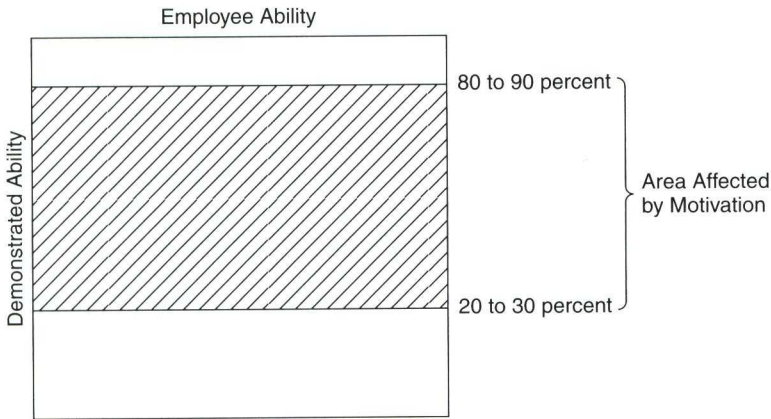
FIGURE 1–1   The Potential Influence of Motivation on Performance

motivated employees work at close to 80 to 90 percent of their ability.[15] Figure 1–1 illustrates that if motivation is low, employees' performance will suffer as much as if their ability were low. While today's work environments undoubtedly require more from people who want to keep their jobs, there is an area of discretionary performance affected by motivation that managers can and need to influence if they want to achieve results and remain competitive.

Another function of management is *controlling*. This involves feedback of results and follow-up to compare accomplishments with plans and to make appropriate adjustments where outcomes have deviated from expectations.

Although these management functions are described separately and as if they have a specific sequence, they are actually interrelated, as illustrated in Figure 1–2. At any one time, however, one or more functions may be of primary importance.

SKILLS OF A MANAGER

In a classic analysis, Robert Katz was among the first to conclude that effective management depends more on using skills that you can learn and develop than exhibiting personality traits you were born with. He classified these skills into three major areas: technical, human, and conceptual.[16]

- *Technical skills.* These are the skills of *doing your job*. You must be able to use the specific knowledge, methods, techniques, and equipment necessary in order to perform key tasks and activities. For example, in a research laboratory, you might need to handle chemical
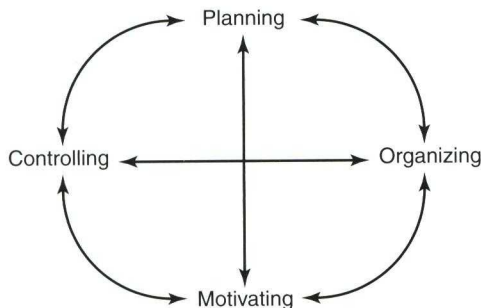
FIGURE 1–2   Interrelated Management Functions

compounds safely, while in sales you need to know and describe your product's benefits. Your technical skills contribute directly to creating and delivering the products and services your company delivers.

- *Human skills.* These are the skills of *relating to people.* You must be able to communicate with your customers, colleagues, and employees; manage conflict; demonstrate teamwork; and lead others. Unlike technical skills, these activities take place between people, which requires listening to them, understanding their perspectives, and motivating and involving them in decisions. For example, a manager may need to inspire a team to meet a stretch target, gain consensus on next steps, or build trust with a new employee.
- *Conceptual skills.* These are the skills involved in *seeing the whole.* Conceptual skills are about navigating the wider world of ideas, patterns, and trends. They enable you to understand the direction and complexities of the overall organization, the competitive or social context in which it operates, and how they fit together. For example, a software programmer might see that an application will enable a product to go to market faster, a manager could recognize the disconnection between customer demand and manufacturing capability, or an executive could envision how new governmental regulations will affect pricing. This systems knowledge permits an individual to act according to the objectives of the total organization rather than only on the basis of the goals and needs of one's own immediate group.[17]

The appropriate mix and time spent using these skills vary as people advance from supervisory to top management positions, as illustrated in Figure 1–3.

Technical skills become less important as you advance from lower to higher levels in the organization, but more conceptual skill is necessary. Supervisors at lower levels need considerable technical skill because they are often required to train and develop their employees. At the other extreme, executives in a business organization do not need to know how to perform all the specific tasks at the operational level. They should, however, be able to see how all these functions are interrelated in accomplishing the goals of the total organization. These conceptual skills are particularly important at the higher organizational levels because executives must increasingly focus on external trends and global competition.

Notice, though, that human skills are crucial at all levels. In recent years, a number of these skills have become part of what is now widely known as "emotional intelligence"—awareness
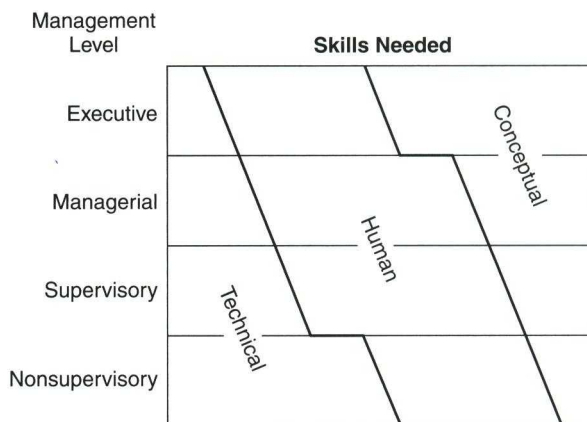
FIGURE 1–3 Management Skills Necessary at Various Levels of an Organization

of your emotions and those of others, and the ability to read and influence other people in social and work settings. In his pivotal work on the topic, Daniel Goleman has asserted that emotional intelligence is critical to leadership effectiveness, particularly building relationships.[18] It is so critical, in fact, that career derailment—being fired, forced out, or intentionally marginalized—could occur if you rely too heavily on a single skill set over time or lack the interpersonal skills necessary to lead people at different levels.

ORGANIZATIONS AS SOCIAL SYSTEMS

Although the emphasis in this text will be on developing human skills, most managers operate in organizations that are complex social systems. The human/social subsystem is only one of several subsystems. Others include an administrative/structural subsystem, an informational/decision-making subsystem, and an economic/technological subsystem.[19]

The focus of the administrative/structural subsystem is on authority, structure, and responsibility within the organization: "who, what, how, when, where, and why." The informational/decision-making subsystem emphasizes key decisions and the information needed to keep the system operating. The main concern of the economic/technological subsystem is the work to be done and its cost-effectiveness within the specific goals of the organization.

Within a systems approach, changes in one subsystem affect changes in other parts of the total system. As illustrated in Figure 1–4, if the total system is healthy and functioning well, each
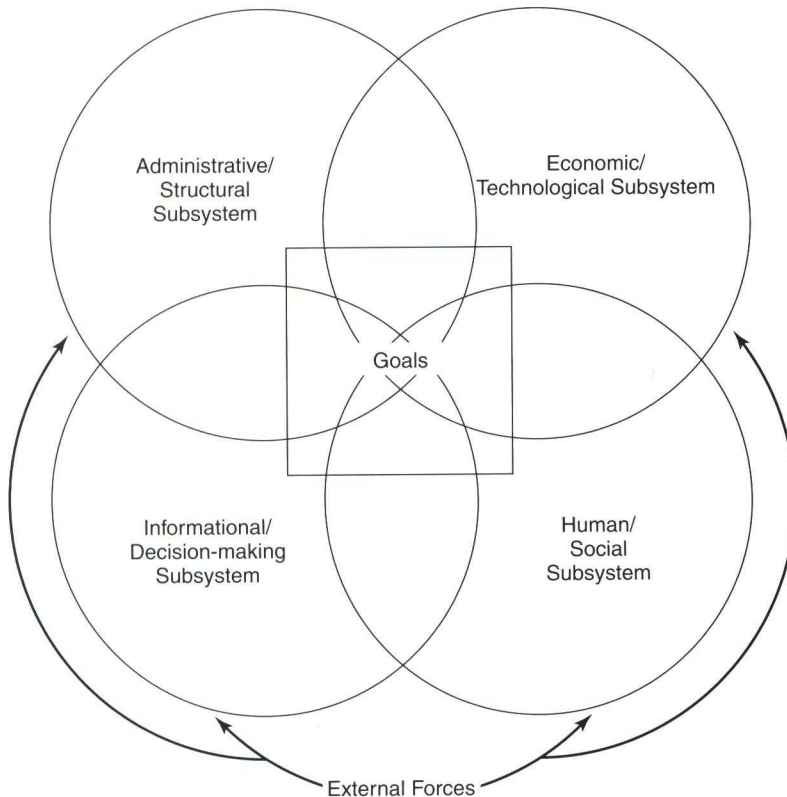
FIGURE 1–4   The Interrelated Subsystems of an Organization

of its parts or subsystems is effectively interacting with the others. Therefore, an organization cannot overemphasize the importance of one subsystem at the expense of the others over a sustained period of time without problems arising. At the same time, the internal management of the organization cannot ignore the needs and pressures from the external environment.

INGREDIENTS FOR EFFECTIVE HUMAN SKILLS

If you accept the fact that human skill development is important, you may ask what kind of expertise managers and leaders must have in order to influence the behavior of other people. Simply put, they must understand past and current behavior, then use it to direct, change, and influence behavior.

Understanding Behavior

First, to get things done through other people, managers need to understand why people behave as they do. What motivates people? What produces the patterns of behavior that are characteristic of an individual or group? Motivation and its causes are the areas on which most of the literature in the behavioral sciences focuses. In this book, we will explore motivation in considerable depth, particularly how different levels of willingness—which includes confidence, commitment, and motivation—affect performance.

Influencing Behavior

The next level of expertise that an effective manager or leader needs is the ability to influence behavior. Note that understanding is a perquisite but passive skill, whereas influencing requires action involving other people.

Learning to Apply Behavioral Science Theory

Learning to apply behavioral science theory is much like learning anything. For example, you learn to hit a baseball by stepping up to the plate and swinging—by doing what you are attempting to learn. There is no way you are going to learn to hit a baseball by merely reading books (even those written by people considered to be experts in the field) or by watching great hitters (in person or on slow-motion film). All those methods will do is give you conceptual knowledge of how to hit a baseball.

Psychologists define learning as a change in behavior—being able to do something differently than you did before. So, by reading or watching others, we can perhaps change our knowledge or our attitude, but that does not necessarily translate into a change in behavior. If we want to actually learn something, we have to practice new behaviors and hopefully gain competence in doing them.

Another thing to keep in mind in terms of learning is how you feel about learning something new. How did you feel the first time you ever tried to hit a baseball? If you were like most people, you felt anxious, nervous, and uncomfortable. This is the way most of us feel any time we attempt to do something new—something significantly different from the things we are already comfortable doing.

It is the same with learning to use behavioral science. Much of what you read in this book may have an impact on your knowledge and attitudes, but this book will only become relevant if you are willing to risk the discomfort of "trying on" some new behaviors. We have to go through a period of "unfreezing" if we want to learn.

Another caution is to be patient with yourself—give the new behavior time to work. After all, how likely is it that you will get a base hit the very first time you try to hit a baseball? The probability is low. It is no different when you try to learn and apply behavioral science theory. Initially you will probably be less effective than you would have been had you used your old style of behavior. People who go through a training experience in which they gain knowledge and shift attitudes often find that when they try on a new behavior for the first time, it may not work. As a result, they begin to question the value of the whole training experience, claiming that it does not work in the "real world." It is this kind of response that has hindered managers from attempting to make behavioral science theory an integral part of managing more effectively. All of us have to recognize that, just like hitting a baseball, applying behavioral science theory takes practice. The first few times up, the probability of success is quite low, but the more we practice and the more we attempt to get relevant feedback, the more the probability of success will increase.

Our intention in this book is to help you understand apply behavioral science concepts that can have an impact on making you more effective as a leader—whether you are an executive, supervisor, teacher, or parent. But remember that applied behavioral science is not an exact science such as physics, chemistry, and biology. There are no universal truths when it comes to leadership and management. People are difficult to predict. But behavioral sciences can give you ways to increase your behavioral batting average.

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