

## **Chapter 6**

### **QUALITIES OF STAR AND AVERAGE PERFORMERS**

#### **Recent Studies and views on Managerial and Leadership Qualities**

A lot of research is being done internationally on the qualities of leaders and the qualities or behaviours that make managers effective. Starting with Stephen Covey's seven habits of effective people which has become a land mark work on the qualities, many other writers and researchers have focused on the qualities.

Rao et al. (2007) have provided a recent review of many of the studies on global leadership. A few of the studies given below are quoted from this review.

In many ways literature on leadership can be taken as also indicative of the qualities needed to be successful star performer. Any one aspiring to be a star performer has to think like a leader and demonstrate leadership qualities.

Tichy and Cohen (1997) in their famous book on "Leadership Engine" pointed out that the scarcest resource in the world today is the leadership talent capable of continuously transforming organizations to win in tomorrow's world. The individuals and organizations that build leadership engines and invest in leaders developing other leaders have a sustainable competitive advantage.

Harwood (1992) in a recent survey of various studies on adaptive organizations outlined the qualities of adaptive managers. Some of these modified to suit Indian leadership context by Rao et al. (2007) include:

- Vision driven, (think big, think long term),
- Balance short and long term goals,
- Persistence,
- Curiosity,
- Energy,
- Self-motivation,
- Unconventionality
- Risk-taking,
- Broad entrepreneurial background,
- Open mindedness,
- Active listening skills,
- Able to integrate,
- Credit and empowers others,
- Continually learning,
- Proactive,
- Manage ambiguity,
- Honor commitments,
- Deliver results,
- Maintain character and values,
- Creative, innovative and change masters.

Harwood's list was prepared after a world wide survey of adaptive organizations and adaptive people that formed the basis for the Canada Public Service 2000 program. A good deal of insights in to management and leadership has been provided by Tichy. Working closely with Jack Welch and team, Tichy laid the foundation for making managers effective and achieve results in GE. The following are some of the salient points emerging from his work (Tichy, and Cohen 1997).

Winning organizations have leadership at all levels. Winning organizations produce leaders as contrasted with others. Leaders have ideas, values, energy and edge. Ideas and Values guide their decisions. Energy and edge get them implemented. Without leaders organizations stagnate. They don't keep pace with changing markets. They don't add shareholder value.

Great Leaders are great teachers. They accomplish their goals through the people they teach. They teach others to be leaders not followers. Winning leaders make teaching a priority. They consider teaching one of their primary roles. They use every opportunity to learn and to teach.

Winners have a Teachable point of view. They have clear ideas and values based on knowledge and experience. They articulate those lessons to others. Winning leaders draw from their past. Events early in life shape lessons that they use in the future. They consciously capture these lessons and use them as guides. Winning Organizations are built on clear idea. Quantum ideas set direction for every one. Incremental ideas are about strategy, structure and implementation. Leaders make sure that ideas are current and appropriate. They assess the realities and amend the ideas as necessary. The ideas lead to significant added value. Ideas are the framework for actions at all levels. They provide the context for every one's decision making.

- They motivate people towards a common goal.
- Winning organizations have strong values. Their values define desirable behaviours. They support organization's central goals.
- Winning leaders live the values. Their personal conduct embodies these values. Their actions reinforce the values in others. Values are key competitive tool. They are fabric of corporate culture. They provide instinctive grounding for smart actions.
- Winning leaders are High energy people. They are focused and determined. They like challenges and enjoy their work. Winning leaders create energy in others. They motivate with their enthusiasm and actions. Stretch goals and inspire ambitious effort. They turn negative energy into positive ones
- Winning leaders never take the easy way out. They face hard facts and make the tough calls. Risk and pain don't deter them. Winning leaders have the courage to see reality and

act on it. They may pursue new businesses and abandon the old ones. They promote risk takers and risk taking. They pursue the truth and explain to others.

- Winning leaders portray the future in an involving way like an unfolding drama. They tell stories that engage the followers emotionally and rationally. The stories weave together ideas, values and modes of behaviour. Winners' stories create scenarios of success. They describe a winning future. Winners' stories are dynamic and motivating.
- They cast workers as protagonists who make change happen. They guide participants to identify their own roles. Winning leadership is about building for the future.
- Leaders prepare organizations to respond to change. They create organizations that can sustain success.
- Companies with most leaders are most agile and effective. The legacy of winning leaders is other winning leaders.
- The best leaders know when it is time to leave. They don't hang on when it is time for the next generation to take over. They exit cleanly and let the new leaders lead.

Brian Lee (1997) of Franklin Covey after reviewing a number of studies on leadership states after a review of modern definitions of leadership that leadership is ". An intensely human enterprise, and does not fit neatly into definitions and boxes. Leaders have all the spontaneity, unpredictability, frailty, vulnerability and potential that is possible in the human race. If we are to lead with honour, we must start with the premise that flexibility, adaptability, and wisdom are possible, that we have seeds of greatness in us, and if we care deeply about the lives of others, we can work together to accomplish worthwhile things." (P265).

Tom Peters (1997) quoting Warren Bennis points out that one thing in common to most leaders is that they all make mistakes but bounce back from them. They use failures as building blocks.

The ability to spend more time framing contexts and less time defining the content more through coaching and supporting rather than directing and controlling becomes the model for middle managers (Ghosal and Bartlet, 1997)

Hessebain and Cohen (1998) of the Drucker Foundation say that leaders exist at all levels of the organization. They identified the following traits of leaders:

- They excel seeing things from fresh eyes and they challenge status quo
- They are energetic and seem to be able to run through obstacles
- They are deeply interested in a cause or discipline related to their professional arena
- They can tap convictions of others and connect them to the organizational arena
- They help every one see what their everyday work means to larger purpose They have a high quest for learning
- They are open to people and their ideas
- They are driven by goals or ideals that are bigger than what an individual can accomplish
- They are willing to push themselves from comfort zones even after they have achieved success

Smart (1998) in his book on "Top Grading" lists 50 critical competencies for top graders.

Some of these include: Intelligence; Analytical skills; Judgement and decision making;

Conceptual ability; Creativity; Strategic skills; Pragmatism; Risk taking; Integrity; Initiative;

Excellence; Self awareness; Adaptability; Listening; Team Player; Assertiveness;

Communications; Political savvy; Running meetings; Vision; Change management; Conflict management; Energy; Ambition; Enthusiasm; Tenacity; and Balance in life.

Daniel Goleman (1998) considers Emotional Intelligence as central to leadership. In his chapter on the competencies of stars Goleman identifies personal and social competencies as constituting the emotional competence. The following characteristics have been included in his framework:

**A. Personal competencies determine how we manage ourselves. These include:**

- 1) Self-awareness (knowing one's internal states, resources, and intuitions). This includes emotional awareness, accurate self-assessment, and self-confidence.
- 2) Self-regulation including managing one's internal states, impulses and resources. These include self-control, Trustworthiness, Conscientiousness, Adaptability, and Innovation
- 3) Motivation, including the tendencies that guide or facilitate reaching goals. These include Achievement drive, Commitment, Initiative, and optimism.

**B. Social Competencies that determine how we handle relationships. These include:**

- 1) Empathy or awareness of others' feelings needs and concerns. These include understanding others, developing others, Service orientation, Leveraging Diversity, and political awareness. In others.
- 2) Social skills dealing with adeptness at inducing desirable response. These include
- 3) Influence, Communication, Conflict management, Leadership, Change Catalyst, Building bonds, Collaboration and Cooperation and building team capabilities.

Goleman observes " Emotional, a role whose essence is getting others to do their jobs more effectively. Interpersonal ineptitude in leaders lowers everyone's performance: It wastes time, creates acrimony, corrodes motivation and commitment, and builds hostility and apathy. A leader's strengths or weaknesses in emotional competence can be measured in the gain or loss

to the organization of the fullest talents of those they manage." (P32). Goleman indicates that the traits of outstanding leaders transcend cultural and national boundaries. The most effective CEOs have been found to have three main clusters of competencies. The first two fall under emotional intelligence. They include: personal competencies like achievement, self-confidence, and commitment and the second consists of social competence like influence, political awareness and empathy. The third clusters of competencies are cognitive: they think strategically, seeking out information with a broad scan, and apply strong conceptual thinking. They blend all these into an inspired vision and influence the thinking of others.

Jefery Pfeffer (1998) observes three qualities of most successful transformations:

- Build trust
- Encourage change
- Measure the right things and align the incentive system to new practices
- Pfeffer argues that a people centered approach can increase profits and give competitive advantage to itself.

Drawing from ancient wisdom, Robin Sharma (2005) outlined the following as qualities required to be a good leader:

1. Great organizations begin with great leaders. And every great leader has bold dreams. Effective leaders are visionaries who craft clear picture of their companies' future and then link them to the present activities of the people they are leading. Every visionary leader deeply connects with his followers.
2. Great leaders are great teachers and great coaches
3. They reward and recognize employees regularly. Give genuine appreciation.
4. They surrender to change and master it.

5. They create a learning culture and learning attitude.
6. They focus on the worthy and have a sense of priority and focus. (The person who tries to do everything achieves nothing. So the secret of getting things done is knowing what remain undone. Develop a sense of tunnel vision as a high priority. If you don't lead your time it will lead you. If you don't act on life it will act on you. If your priorities don't get put in to your planner other people's priorities get into to your planner.
7. They practice the ritual of creativity and innovation
8. They give time and put in effort for self renewal. (Failing to devote time to the ritual of self renewal is like saying that you are so busy driving you don't have time for gas).
9. They allow people to take risks and fail freely
10. They celebrate spontaneity and reward original thinking. Create playground of ideas.

Zenger and Folkman (2003) studied the 360 Feedback of about 20,000 leaders and compared the top 10% of them with the bottom 10% through the eyes of their subordinates, peers and bosses. Those with highest aggregate scores were considered as top performing group and those with lowest aggregates were considered as low performing group. From their study all vital and differentiating competencies of the leaders can be grouped into five clusters:

1. Character (integrity authenticity, ethical standards),
2. Personal capability (intellectual, emotional and skill make up) including technical competence and analytical and technical competencies, including an ability to create a clear vision and sense of purpose for the organization (emotional resilience, trust others and have self confidence);
3. Focus on results,
4. Interpersonal skills (communication, impact on others) and
5. Ability to produce change in an organization.



Ahmad and Chopra ((2004) found five clusters of variables distinguished the outstanding organizations. These include:

1. Inspiring Leadership
2. Innovative strategy
3. Implementation skills and process driven execution
4. Internal and external win win relationships
5. Identity –purpose, values and culture

It is interactive and dynamic configuration of these that gave a sustainable competitive edge to these companies. The following nine characteristics emerged as distinguishing characters of leaders of these organizations that gave them competitive edge:

1. Proactive and positive mind set
2. Passion and ambition
3. Competency building and wining paradigms
4. Clear vision and mission
5. Institution building and continued outstanding leadership
6. Openness learning and change
7. Thorough knowledge, attention to details and holistic view
8. People centric team based approach, empowerment and commitment
9. Simplicity values and character.

Ram Charan (2007) in his recent book has identified the following eight skills (know –hows) needed for success in the twenty first century:

1. Positioning and repositioning- finding the central idea for business that meets customer demands and that makes money
2. Pinpointing external change- detecting patterns in the complex world that put the business on the offensive
3. Leading the social system- getting the right people together with right behaviours and right information to make better and faster decisions

Judging people- calibrating people based on their actions, decisions, and behaviours and 4.

Matching them to non-negotiable goals on the job

1. Molding a team- getting highly competent and high ego leaders to coordinate seamlessly.
2. Setting goals- determining a set of goals that balance what business can become with what it can realistically achieve
3. Setting laser sharp priorities- defining the path and aligning the resources, actions and energy to accomplish goals
4. Dealing with forces beyond the market- anticipating and responding to social pressures you don't control but that can affect your business

Ram Charan (2007) also identifies six personal traits that can help or interfere with the skills.

These include:

1. Ambition (but not win at all costs)
2. Drive and tenacity (but not hold on too long)

3. Self confidence (but not the need to be liked and use power)
4. Psychological openness (but not shut other people down)
5. Realism (but not gloss over problems or assume the worst)and
6. Appetite for learning (but not repeat the same mistakes.

From these studies a few of the qualities that emerge as competencies needed to be Rao (2007) concluded the following list as qualities required to be global leaders :

1. Character (Including integrity – or coherence between thought, word and deeds, and commitment)
2. Vision and global thinking (think big, entrepreneurial thinking)
3. Value driven ( Have sense of purpose, high ethical values, respect for humanity and society etc.)
4. Initiative and pro-activity
5. High energy and activity level
6. Continuous learning and learning from various sources including learning from others
7. Ability to develop juniors and build leadership competencies across the organization or department (Investing on juniors, building others as leaders, coaching)
8. Unconventionality and openness to others' ideas
9. Risk taking and encouraging risks.
10. Creativity. They are creative problem solvers and they encourage creativity and innovation.
11. Persistence, not giving up
12. Having a teachable point of view (self reflection, review and learning from mistakes and learning from experience)
13. Openness to change and proactively managing change (Change management skills)

14. High degree of self awareness and focus on self renewal (not shy of feedback and actively seeks feedback)
15. Result oriented and they deliver results
16. Ability to empower, reward and recognize others continuously
17. They have a sense of priority and purpose ( good time management, respect for other's time and talent)
18. Integrating ability ( see relationship between present and future, small elements and the whole, time perspective)
19. Know when to leave ( succession planning, dis-possesiveness, opportunity to others and ability to delegate)
20. Bounce back from mistakes
21. Cultural sensitivity and Ability to seek and manage diversity
22. Communication skills
23. Social skills dealing with adeptness at inducing desirable response
24. Interpersonal skills and team work coming out of respect for others and free from biases (Empathy or awareness of others' feelings needs and concerns)
25. Strategic thinking (analytical skills, positioning and repositioning)

.These may be classified as transactional competencies and transformational competencies.

The transactional competencies are needed to manage an organization and are first steps to transformational competencies. The transactional competencies include:

1. Team work,
2. Developing subordinates,
3. Coaching and mentoring,
4. Interpersonal competence,

5. Cross cultural sensitivity,
6. Diversity management,
7. And openness to ideas.

The star performers and effective managers and leaders may be equated with global managers in Rao's framework (Rao, 2007): There have been many studies highlighting the qualities and characteristics of Indian Leaders. (Sinha, 1995; Singh and Bhandarkar, 1990; Píramal, Gita 1996; Pandit, 2001; Srivastava, 2003; Chary, 2002, Pareek 2001 etc.) Udai Pareek's (Pareek, 2001) emphasized that leaders should be institution builders. They should focus their attention on eight roles:

1. Identity creation;
2. Enabling (resource creation);
3. Synergizing;
4. Balancing (Conformity and Creativity) ;
5. Linkage Building;
6. Futuristic;
7. Impact making; and
8. Creating super ordination

The implication of Pareek's studies for leaders is to build institution building capabilities of top level managers and senior executives. R. M. Lala's study of an analysis of Indian leaders has indicated 13 Qualities of Leadership: Communication; Compassion; Competence; Courage; Decision-making; Humility and love; Integrity; Man-management; Stamina; Team work; Training; and Vision (Lala, 1986).

Srinivas Pandit studies 22 Indian leaders from various fields. These included entrepreneurs like Bhavarlal Jain, Deepak Kanegaonkar, Ravi Khanna, Kiran Mazumdar, Ronnie Screwala, and entrepreneur managers like H. Dhanrajgir, V. Kurien, Deepak Parekh Manager-entrepreneurs like Naryana Murthy, Ashok Soota, Pramod Chaudhuri family entrepreneurs like B. Kelkar, R. Chitale and Exceptional Managers like Anu Agha, R. Mashelkar etc. The common traits he found from among them include the following (Pandit, 2001):

1. Commitment (drive, dedication , passion, obsession and Zeal)
2. Persistence(Doggedness, determination, hard work and insistence and tenacity)
3. Difference (distinctness, differentiation, innovativeness and talent)
4. Curiosity (creativity, clarity of thought and intelligence)
5. Persuasiveness (negotiation, influencing and presentation skills)
6. Risk-taking or entrepreneurship
7. Focus (concentration, goal orientation and cantering)
8. Values (honesty, integrity, honouring commitment, truthfulness etc.)
9. High energy (spiritedness and stamina)
10. Learning
11. Humility (modesty and unpretentiousness)and
12. Non-listening (firmness and not obstinacy)

Chary (2002) studies seven Indian Business leaders: Kiran Mazumdar Shaw, Azim Premji, N.R. Narayana Murthy, Venu Srinivasan, Deepak Parekh, Dr. V. Kurien and Mukesh Ambani.

1. The following emerged from his study
2. They passionately committed to their goal;
3. They are visionaries re-writing management principles- they are ahead of their times;

4. They are missionaries of the world;
5. They have exalted goals and social concerns;
6. They had mission and then acquired core competence making us revisit the core competence theory;
7. They had a firm foundation of values (integrity, humility, compassion, honesty, customer service etc. are some of these);
8. Simplicity and humility characterize most of them;
9. Love for people
10. Out of the box thinking

A recent outline of the qualities of Dhirubhai Ambani a successful leader lead Krishnamurthy to postulate a new term called “Dhirubaism” to mean a kind of business leadership.(Krishnamurthy, 2007) In a study comparing the star performers with those of weak performers from a single company study of 25 top level managers assessed by 191 assessors in a 360 degree feedback program Rao and Rao (2005) found the following:

1. The strengths mentioned for the star performers were larger in number as compared to their weaknesses.
2. The following seem to characterize the star performers as strengths:
3. Confidence
4. Commitment (dedication, hard work, dependability)
5. Job knowledge
6. Openness
7. People management skills and
8. Result orientation

There was no consistency in the weaknesses identified. However rigidity and lack of receptivity seem to characterize more than two individuals among the star performers. Among the average performers the common weakness seems to be listening skills, and interpersonal relations especially in dealing with subordinates. At the same time job knowledge as well as listening skills are also mentioned as their strengths. The other findings from this study were as follows:

1. Star performers seem to perform some leadership activities much better than weak and average performers
2. Star performers do not delegate any more than the weak or average performers. They seem to do things more themselves than weak performers.
3. Star performers seem to be more proactive, innovative, change oriented, active and communicative. Most other qualities don't seem to differentiate
4. Star performers seem to be more likely result oriented, receptive and open to change, communicative, committed and dependable.
5. Star performers use more of development style while weak performers tend to use besides developmental a little more of benevolent style.
6. Star performers seem to create a climate of dependency and personal loyalty besides a climate of learning, satisfaction and empowerment.



**FINDINGS: MEAN, SDs, MEAN DIFFERENCE AND T-VALUES OF THE  
360ASSESSMENT ON BEHAVIOUR QUALITIES OF STAR  
PERFORMERS AND AVERAGE PERFORMERS**

As given in section C of Appendix 1 the respondents were assessed using a seven point semantic differential scale. Twenty five bipolar adjectives were presented to each assessor and he/she was asked to assess each respondent on the point that characterises him the most. For example easily irritable versus calm and composed. If the candidate is easily irritable he was to indicate a rating of -3 and if the candidate is clam and composed the assessor was to rate him +3 or closer to it. To eliminate the negatives the scale was converted into a seven point scale ranging from 0 to 6. Where 6 represented the positive side of the quality and 0 represented the negative side of the quality. Data were available only on 22 qualities as the qualities were slightly modified for each company depending on the requirements. Tables 6.1 to 6.22 present the ratings obtained by the star performers and average performers.

The tables may be interpreted as follows: For example as indicated in table 6.1 the star performers in company No. 1 are rated on an average as 4.7885 on calm and composed while the average performers were rated at 5.53352 points. This clearly indicates that star performers are relatively less calm and composed than the average performers in company 1. The difference of 0.7467 in favour of average performers is statistically significant at .006 levels. In four of the five companies where data are available the difference is in favour of average performers indicating that the star performers tend to be more irritable as compared to the average performers. However none of the differences is statistically significant at the desired level. In case of company 6 the star performers seem to be calmer and composed in comparison to the average performers. This is however not statistically significant.

S No	<b>Table 6.1</b>					
	<b>Calm &amp; Composed Vs Easily Irritable</b>					
	Star	SD	Average	SD	Diff	T-value
CO1	4.7885	1.5635	5.5352	1.3505	-	0.0067
CO2	66.3146	18.947	68.1179	19.0588	-1.8033	0.8389
CO3	4.9118	1.7168	5.2209	1.5216	-0.3092	0.2455
CO4	5.0957	1.5475	5.1733	1.5367	-0.0776	0.7085
CO6	5.1912	1.3957	4.7097	1.7925	0.4815	0.1919

On the dimension of calm and composed while nothing can be drawn collusively the star performers seem to show tendencies to be more irritable. Perhaps it is their achievement motivation that makes them get impatient and irritable. It is perhaps a symptom of hard work and ambitiousness.

S No	<b>Table 6.2</b>					
	<b>Proactive versus Reactive.</b>					
	Star	SD	Average	SD	Diff	T-value
CO1	5.6538	1.3560	5.2319	1.3189	0.4220	0.0893
CO2	68.9012	10.178	66.5437	12.1925	2.3576	0.6555
CO3						
CO4	5.1340	1.3662	4.2667	1.4550	0.8673*	0.0000
CO6	5.1304	1.3711	4.1290	1.5219	1.0014*	0.0028

Table 6.2 indicates that the star performers are more proactive than the average performers. While this is the trend across all the four companies, the differences are significant across only two (50%) of the four organizations. In both of them they differ by 0.86 (14%) to 1.00 (17%) points. Abad Ahmad and Chopra's (2003) study indicates proactivity as one of the qualities of leaders.

S No	<b>Table 6.3</b>					
	<b>Participative versus Authoritarian</b>					
	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	5.0588	1.7483	5.5571	1.3793	-0.4983	0.0947
CO2	65.2258	12.207	65.3292	14.7266	-0.1034	0.9870
CO3						
CO4	5.1770	1.5356	4.9595	1.2761	0.2176	0.2349
CO6	4.9403	1.5461	4.2258	1.6675	0.7145*	0.0485

Table 6.3 indicates that in two of the companies star performers seem to be rated higher on authoritarian quality than on participative quality. However the differences are not statistically significant. In case of company 6 star performers were rated a significantly more participative than the average performers. Studies reviewed earlier indicate also inconsistent results on these dimensions.

S No	<b>Table 6.4</b>					
	<b>Generally takes a positive approach versus Negative approach</b>					
	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	6.1538	1.1612	6.0429	0.9079	0.1110	0.5690
CO2	76.4134	11.607	74.8207	11.7026	1.5927	0.7699
CO3	5.7353	1.2533	5.1860	1.3152	0.5492*	0.0091
CO4	2.9563	1.5501	3.5733	1.5349	-	0.0035
CO6	5.8261	1.2000	4.9677	1.2243	0.8583*	0.0019

Table 6.4 indicates that the star performers are rated as taking a positive approach much higher than the average performers in two of the companies and significantly less positive approach in one company. The results are not consistent and vary depending on the company. Nothing can be conclusively drawn except to say that the relationship depends on the nature of the company.

S No	<b>Table 6.5</b>					
	<b>Trusting versus Suspicious</b>					
	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	5.7692	1.2927	5.9714	1.3074	-0.2022	0.3970
CO2	72.1236	12.306	67.2133	14.6551	4.9102	0.4434
CO3	5.3529	1.3796	5.1860	1.4018	0.1669	0.4604
CO4	5.3780	1.4195	5.2400	1.3441	0.1380	0.4537
CO6	5.4493	1.5101	4.9677	1.4941	0.4815	0.1428

Table 6.5 indicates that there is no significant difference between the star performers and the average performers in terms of the extent to which they are trusting or suspicious. The null hypothesis may be retained. The differences are small. The same can be said with respect to rigidity and flexibility. Star performers seem to be as flexible as the average performers or vice versa. Null hypothesis is retained. The same is true with patience and impatience as indicated in Table 6.11; and delegation in table 6.19.

S No	<b>Table 6.6</b>					
	<b>Flexible versus Rigid</b>					
	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	5.5577	1.5264	5.7000	1.3443	-0.1423	0.5935
CO2	69.7204	8.5048	66.5141	18.3231	3.2063	0.6403
CO3	5.0000	1.4465	5.1412	1.3728	-0.1412	0.5440
CO4	5.2392	1.4075	5.1467	1.3223	0.0926	0.6100
CO6	4.9275	1.6656	4.6774	1.3757	0.2501	0.4345

S No	<b>Table 6.7</b>					
	<b>Innovative versus Conformist</b>					
	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	5.8654	1.0484	5.5286	1.2125	0.3368	0.1035
CO2	68.8203	4.5347	67.9114	10.2658	0.9089	0.8111
CO3						
CO4	5.1971	1.2720	4.4267	1.2646	0.7704*	0.0000
CO6	5.4058	1.3647	4.2903	1.1887	1.1155*	0.0001

Table 6.7 indicates that that star performers tend to be more innovative as compared to the average performers though only two of the four differences in favour of the star performers are statistically significant. All mean differences are in favour of the star performers.

S No	<b>Table 6.8</b>					
	<b>Cost Conscious versus Insensitive to cost</b>					
	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	5.2115	1.5254	5.7042	1.0336	-0.4927*	0.0471
CO2	77.6521	7.5889	81.2143	6.5402	-3.5623	0.2872
CO3						
CO4	5.7143	1.2077	5.1333	1.3689	0.5810*	0.0015
CO6	5.6029	1.2713	5.1613	1.2935	0.4417	0.1187
S No	<b>Table 6.9</b>					
	<b>Quality conscious versus Does not bother about any</b>					
	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	6.0385	0.9067	6.2535	0.8057	-0.2151	0.1763
CO2	80.9620	4.4157	81.4313	7.2632	-0.4692	0.8693
CO3	6.2794	0.7888	5.4535	1.1340	0.8259*	0.0000
CO4	5.9714	0.8690	5.5600	1.0298	0.4114*	0.0025
CO6	6.0441	0.9687	5.6129	0.8032	0.4312*	0.0234

Table 6.9 indicates that the star performers are quality conscious as compared to the average performers. However in two of the companies the results are in the negative direction though not significant.

S No	<b>Table 6.10</b>					
	<b>Involves people versus Ignores people</b>					
	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	5.3077	1.4490	5.7391	1.2085	-0.4314	0.0851
CO2	71.2158	8.0055	74.1124	10.9433	-2.8966	0.5243
CO3	5.8209	1.1537	5.3372	1.1743	0.4837*	0.0117
CO4						
CO6	5.6667	1.1840	5.1290	1.2313	0.5376*	0.0457

Table 6.10 indicates that the star performers tend to be seen as involving people more than the average performers. However in two of the companies the differences are not statistically significant.

S No	<b>Table 6.11</b>					
	<b>Patient and accepting verses Impatient and Intolerant.</b>					
	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	5.0392	1.3994	5.4286	1.3140	-0.3894	0.1241
CO2	70.5520	13.470	69.2224	16.6317	1.3296	0.8517
CO3	5.2090	1.4826	5.3294	1.2477	-0.1205	0.5951
CO4	5.2667	1.3432	5.1333	1.3689	0.1333	0.4682
CO6	5.2174	1.3490	4.8065	1.4701	0.4109	0.1906

Table 6.11 indicates that the star performers tend to be as impatient as the weak performers. The difference is not significant and it is small.

S No	<b>Table 6.12</b>					
	<b>Encouraging versus Discouraging</b>					
	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	5.7885	1.2261	5.8406	1.0519	-0.0521	0.8063
CO2	73.3318	8.5448	71.0927	13.1934	2.2391	0.6713
CO3	5.8235	1.0782	5.5412	1.1079	0.2824	0.1140
CO4	5.7048	1.1402	5.2267	1.1098	0.4781*	0.0018
CO6	5.7647	0.9943	5.0968	1.1359	0.6679*	0.0068

S No	<b>Table 6.13</b>					
	<b>Has an open mind versus a closed mind</b>					
	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	5.9808	1.2125	5.9286	1.1587	0.0522	0.8111
CO2	74.8391	7.1968	76.6198	10.6096	-1.7808	0.6785
CO3						
CO4	5.6476	1.2602	5.0800	1.1480	0.5676*	0.0005
CO6	5.6812	1.1179	5.1935	1.0462	0.4876*	0.0390

The Table 6.13 indicates that the star performers tend to be more open ended than closed mind. At least in two companies the differences were significant.

S No	<b>Table 6.14</b>					
	<b>Cares for others versus preoccupied with his Concerns</b>					
	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	5.3269	1.4914	5.3188	1.4089	0.0081	0.9760
CO2	66.0799	8.6482	67.0361	17.4786	-0.9562	0.8845
CO3	5.4706	1.4401	5.1667	1.3870	0.3039	0.1906
CO4						
CO6	5.5362	1.4408	4.8065	1.2495	0.7298*	0.0123

Table 6.14 indicates that only in company the star performers were rated as significantly more caring for other people's concerns. The results are therefore inconclusive.

S No	<b>Table 6.15</b>					
	<b>Change oriented versus Status quo oriented</b>					

	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	6.1923	1.0297	5.9000	0.9192	0.2923	0.1078
CO2	68.4964	9.1179	68.6904	8.8980	-0.1939	0.9632
CO3	5.6618	1.2169	5.3412	1.1501	0.3206	0.0993
CO4	5.4737	1.3121	4.5467	1.3783	0.9270*	0.0000
CO6	5.3529	1.3468	4.6129	1.1741	0.7400*	0.0072

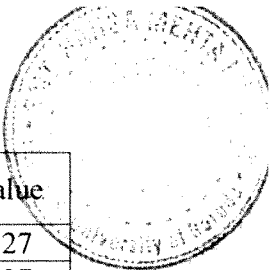
Table 6.15 indicates that the star performers tend to be rated as more change oriented than the average performers. Though the differences are significant in two of the five companies.

S No	<b>Table 6.16</b>					
	<b>Organised versus Disorganised</b>					
	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	5.9038	1.1072	5.7571	1.3560	0.1467	0.5124
CO2	79.7050	6.2123	80.9152	5.0888	-1.2102	0.6470
CO3	6.2836	0.7549	5.2235	1.2381	1.0601*	0.0000
CO4	5.8565	0.9650	4.8800	1.4042	0.9765*	0.0000
CO6	5.5507	1.4301	4.9355	1.3149	0.6152*	0.0393

The star performers were significantly more organised than the average performers in three of the five companies. In one company the difference is practically one percent in favour of the average performers. This is a PSU and most results seem to be negative in this organization.

S No	<b>Table 6.17</b>
	<b>Invites &amp; listens to others in meetings versus preoccupied with own points</b>





	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	5.7115	1.2261	5.6338	1.2676	0.0777	0.7327
CO2	70.8221	7.0425	72.8034	15.6593	-1.9813	0.7337
CO3						
CO4	5.4466	1.3559	4.9733	1.2731	0.4733*	0.0076
CO6	5.3913	1.3636	4.8387	1.2935	0.5526*	0.0567

Table 6.17 indicates that the star performers are rated as inviting and listening to the opinions of others in two of the four companies at a significantly higher level.

S No	<b>Table 6.18</b>					
	<b>Delegates versus doesn't Delegates</b>					
	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	5.7115	1.2261	5.6338	1.2676	0.0777	0.7327
CO2	70.8221	7.0425	72.8034	15.6593	-1.9813	0.7337
CO3	5.6176	1.0794	5.5176	1.2781	0.1000	0.6007
CO4						
CO6	5.4118	1.2487	5.0645	0.9639	0.3472	0.1354

Table 6.18 indicates that there is no significant difference between the delegation ratings of the star and average performers. Table 6.19 indicates that the star performers are rated as having more clear and persuasive in communication.

S No	<b>Table 6.19</b>					
	<b>Clear and persuasive versus long-winding communication</b>					
	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	6.0769	1.2021	5.8310	1.2760	0.2459	0.2771
CO2	78.8128	10.019	77.0570	12.2715	1.7558	0.7389
CO3						
CO4	5.7225	1.1391	4.7467	1.3862	0.9758*	0.0000
CO6	5.8406	1.1584	4.5161	1.5889	1.3245*	0.0001

S No	<b>Table 6.20</b>					
	<b>Creates development opportunities for his people versus not concerned</b>					
	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	5.8039	1.0587	5.6232	1.0446	0.1807	0.3546
CO2	69.5922	8.1562	69.6449	15.7331	-0.0528	0.9929
CO3	5.6667	1.1001	5.2500	1.3068	0.4167*	0.0358
CO4	5.3850	1.1591	4.8649	1.3172	0.5201*	0.0033
CO6	5.4615	1.1191	4.6129	1.4301	0.8486*	0.0055

Table 6.20 indicates that the star performers create more development opportunities to their people as compared to the average performers. In three of the firms the differences are significant. Table 6.21 indicates that the star performers are rated as more transparent than the average performers.

S No	<b>Table 6.21</b>					
	<b>Transparent versus secretive</b>					
	Star	S. D.	Average	S. D.	Mean Diff	T-value
CO1	5.8039	1.0587	5.6232	1.0446	0.1807	0.3546
CO2						
CO3	5.2647	1.5222	5.0471	1.6177	0.2176	0.3942
CO4	5.4615	1.4441	4.9333	1.3885	0.5282*	0.0060
CO6						

<b>Table 6.22</b>	
<b>Summary of the trends observed in the mean differences of star and average performers in qualities</b>	
Quality	Whether the data are in the expected direction in favour of star performers scoring higher than the average performers on the positive side of the quality
Calm and composed Easily irritable.	No. star performers seem to be less calm and composed as compared to average performers. Only one difference in this direction significant and in another case it is reverse.
Proactive versus Reactive.	Yes. All cases the scores are in favour of star performers being more proactive than the average performers though only in two of the four companies the differences are significant
Participative versus Authoritarian.	No. the results are mixed indicating that this quality is not a clear differentiator and the relationship varies from company to company.
Generally takes a positive approach versus Negative approach.	Mixed results. Cannot be concluded.
Trusting versus Suspicious.	None of the differences is statistically significant. The trend is generally in favour of star performers as more trusting.
Flexible versus Rigid.	None of the differences is statistically significant. Star performers may be as rigid as the average performers.
Innovative versus Conformist.	Yes. All cases the scores are in favour of star performers being more innovative than the average performers though only in two of the four companies the differences are significant
Cost Conscious versus Insensitive to cost	No. Mixed star performers seem cost conscious in some companies and significantly less cost conscious in others as compared to average performers.
Quality conscious versus not bothered about quality	Yes. In three companies star performers were rated as more quality sensitive than their average counterparts.
Involves people versus Ignores people.	Yes. In three companies star performers were rated as more involving people than ignoring them.
Patient versus Impatient	No. there is no significant difference between the star and average performers.
Receptive versus Defensive.	
Encouraging versus Discouraging.	Yes. Four of the five cases the scores are in favour of star performers being more encouraging than the average performers though only in two of the four companies the differences are significant and in one case practically no difference and very low negative.
Has an open mind versus a Closed mind.	Yes. Star performers tend to be more open minded. More evidence is required as in two of the companies the differences are not statistically significant.

Cares for others versus preoccupied with his/her Concerns.	Star performers were rated as caring for others significantly higher in one company and in others the differences are not high. The results are inconclusive.
Delegates versus doesn't Delegates.	No. there was no significant difference between the delegation ratings of the star and average performers.
Change oriented versus Status quo oriented.	Yes. The star performers seem to be more change oriented than the average performers. The differences were significant in two of the five firms and in the positive direction in another two..
Organized versus Disorganized.	Yes, Star performers seem to be more organized than the average performers.
Invites & listens to others in meetings than preoccupied with own points	The trend is in favour of the star performers being rated as listening more.
Clear and persuasive than long-winding communication	Yes. All cases the scores are in favour of star performers being more clear and persuasive communication than the average performers though only in two of the four companies the differences are significant
Creates development opportunities for his people than does not create	Yes. All cases the scores are in favour of star performers being more innovative than the average performers though only in two of the four companies the differences are significant. In one case there was no difference.
Transparent versus secretive	The trend is in favour of star performers being more transparent than average performers. Only one of the three differences is statically significant.

None of the twenty one qualities have provided consistent and uniform results favouring star performers or the average performers. However, the star performers scored higher than the average performers in all except one of the competencies in the expected direction. The exception is in terms of irritability. Star performers seem to be less calm and composed as compared to the average performers.

Given the trend of the results the hypothesis can neither be rejected nor accepted. The trend is clearly in favour of the star performers showing the following qualities significantly to a higher level as compared to the average performers:

- |                         |                        |
|-------------------------|------------------------|
| ▪ Proactive             | ▪ Encouraging          |
| ▪ Innovativeness        | ▪ Organised            |
| ▪ Quality consciousness | ▪ Clear and persuasive |
| ▪ Involves people       | communicator           |
| ▪ Encouraging           | ▪ Creates development  |
| ▪ Has an open mind      | opportunities          |
| ▪ Change oriented       |                        |
| ▪ for his people        |                        |

When the number of statistically significant differences among the 21 qualities is compared for the six firms the following trends can be noticed.

In firm 1 only for two of the qualities star performers scored significantly different than the average performers. For firm 2 and five none of the qualities differentiated between the star and average performers. For companies 4 and 6 there were 13 and 14 statistically significant differences (out of 21 qualities) between the star and average performers. For these two firms (firms 4 and 6) the number of qualities for which the differences were significant exceeds 50% of those that are not significant. While in the other firms the number of significant differences was none to three qualities. This also indicates the inter firm differences in the star performers and average performers.

**Open Ended feedback on Qualities:**

The respondents were also asked to assess the candidates on an open ended question where they listed the strengths and areas needing improvement of the candidate. Each respondent was asked to list up to five strengths and weaknesses.

However in many cases the strengths and weaknesses listed were few. Only for 65 of the candidates (39 stars and 26 average performers the open ended data were available. In all for the open ended data for the 39 star performers the strengths were listed and

Table 6.23					
Total numbers of strengths and weaknesses listed for star and average performers					
Category of performers	Number of candidates	Total Number of strengths and weaknesses listed			
		No assessing	No. of Strengths listed	No Assessing	No. of Weaknesses listed
Stars	39	447	1469 (3.29)	447	651 (1.46)
Average	26	289	562 (1.84)	289	420 (1.45)

Table 6.23 indicates that the number of strengths mentioned per candidate was 6.29 for star performers and 1.84 for average performers. The table indicates the possibility that the number of strengths seen for star performers is higher than those perceived for average performers. However the average number of weaknesses seen for the low performers were not much different from those of the stars on an average each low performer was given 1.45 qualities. This table is sued to develop a hypothesis that's tar performer's strengths are more in number as compared to the low performers. The detailed categorisation of strengths and weaknesses

are presented in Tables 6.24. 6.25. 4.26 and 6.27. The results indicate the following as most predominantly mentioned strengths taking a 10% mention as cut-off point.

- Star performers significant strengths are:
- Commitment and Hard work
- Domain Knowledge
- Communication skills
- Collaboration, Team work and Team skills
- Accessible or Approachable
- Change Oriented and Receptive
- Creative and Innovative, solves problems creatively
- Delegates, Develops and empowers
- Honest and Trustworthy

Interpersonal skills, Gets along well with people Respects colleagues, juniors and others  
opinion

**In the same way the significant strengths of low performers also seem to be the following:**

- Communication
- Team worker and Team skills
- Calm & composed
- Change oriented and flexible
- Job Knowledge

The table indicates that low performers may also have the same strengths as the star performers giving rise to the possibility that the qualities like communication, job knowledge, team work, change orientation and calm and composed may not always give advantage to become a star performer. What perhaps distinguishes is what the person has done or does than what he characteristics he possesses.

### **Weaknesses of the star and low performers**

The following emerge as the significantly noticed weaknesses of star performers (more than 10% mentioning this weakness)

- Reactive blunt, harsh and need to control anger, irritable
- Not open to ideas, rigid, inflexible

However no significant weakness emerged for the average or low performers.

The results by and large support the hypothesis that qualities alone may not differentiate the star performers from average performers. It is possible that with passage of time more and more managers are acquiring higher level competencies and the factors distinguishing the star performers from the average is vanishing. Things may be becoming situational to a large extent.



(N= 39 candidates assessed by 447 assessors candidates. For others assessments were not made. A total of 1469 strengths were mentioned. **Average per respondent strengths identified for star performers = 3.29)**

<b>Table 6.24</b>	
<b>Strengths of Star Performers from open ended feedback</b>	
<b>Quality</b>	<b>Percentage mentioning this out of 447</b>
Commitment and Hard work	27
Domain, Functional and technical Job knowledge, Industry Knowledge	25
Communication skills	19
Collaboration, Team work and Team skills	13
Accessible approachable	12
Change Oriented and Receptive	12
Creative and Innovative, solves problems creatively	12
Delegates, Develops and empowers	11
Honest and Trustworthy	10
Interpersonal skills, Gets along well with people Respects colleagues, juniors and others opinion	10
Positive attitude & thinking	8
Relationship Oriented Sociable Friendly	8
Analytical and detail oriented	7
Calm & composed and humble	7
Focussed	7
Decision making skills	6
Leader	6
Learning/Participative Encourages staff to put in their view points, their performance and involvement in activities, helps them learn from mistakes	6
Time management	6
Trustworthy and dependable	6
Cost conscious	5
Learns	5
Listens has listening skills	5
Monitors well	5
Motivator	5

Table 6.24	
Strengths of Star Performers from open ended feedback	
Quality	Percentage mentioning this out of 447
Organised	5
Quality conscious	5
Character	4
Intelligent	4
Participative	4
Proactive	4
Vision	4
Achievement driven	3
Assertive	3
Customer centric	3
Experienced	3
Fair and unbiased	3
Loyal	3
Planner	3
Result oriented	3
Self confident	3
Sets example	3
Systems driven	3
Acknowledges	2
Administrative skills	2
Authoritative	2
Caring	2
Flexible	2
Helpful	2
Influential	2
Patient	2
Trusts	2
Aggressive	1
Firm	1
Networked	1

(26 candidates assessed by 289 candidates - for others assessments were not made)

A total of 562 strengths were mentioned.

Average number of strengths identified per respondent = 1.84 for average performers

<b>Table 6.25</b>	
<b>Strengths of Average Performers from open ended feedback</b>	
<b>Quality</b>	<b>Percentage respondents mentioning for average performers</b>
Communication	15
Team worker and Team skills	15
Calm & composed	13
Change oriented and flexible	13
Job Knowledge	13
Organised	9
Commitment	8
Customer oriented	8
Positive	7
Listening skills	6
Quality conscious	6
Analytical	5
Develops Subordinate	5
Transparent	5
Trustworthy	5
Honest and Integrity	4
Delegates	4
Encouraging	4
Innovative	4
Leadership	4
Networking	4
Time management	4
Approachable	3
Interpersonal skills	3
Learning	3
Motivates	3
Patient	3
Vision	3
Punctual	2
Fair and unbiased	1

(N= 447. A total of 651 weaknesses were mentioned by 447 respondents for 39 candidates. Average number of weaknesses per respondent mentioned by respondents for star performers = 1.46)

<b>Table 6.26</b>	
<b>Weaknesses of Star Performers from open ended feedback</b>	
<b>Quality</b>	<b>Percentage mentioning weakness</b>
Reactive blunt, harsh and need to control anger, irritable	16
Not open to ideas, rigid, inflexible	12
Subordinate Development	9
No Delegation	8
Low Team Skills	7
Less Info Sharing	7
Poor Communication Skills, presentation skills	7
No Decision Making Ability	7
Biased	6
Impatient	6
Listening	6
Not have trust in his people, suspicious	5
Time Management	5
Authoritarian	4
Not Organised	4
Less Assertive	3
Not Empathic	3
Interpersonal skills	3
Not Vision oriented	3
Poor Analytical thinking	2
Social	2
Status conscious	2
Leas Strategic Orientation	2
Innovative	2
Not Approachable	2
Knowledge	2
Over trusting	2
Inflexible	1
Motivation	1
Negative approach	1
Less System Thinking	1
Introvert	1
Low Problem solving Skills	1
Role model	1

N = 289 ( a total of 420 weaknesses were mentioned for 26 candidates.)

Average number of weaknesses per respondent mentioned by respondents for average performers = 1.45

<b>Table 6. 27</b>	
<b>Weaknesses of Average Performers from open ended feedback</b>	
Quality	Percentage of respondents mentioning this
Low Decision making ability and slow in decision-making	5
Not Flexible, doesn't listen to others opinion	5
Team Skills	5
Poor Time Management	5
Poor Communication with staff	4
Short tempered and rebukes openly	4
Assertive	3
Biased	3
Delegation	3
Impatient	3
Irritating	3
Less knowledge of job, system and technology	3
Low Leadership Skills	3
Low Listening Skills	3
Disorganised	3
Authoritative	2
Not Cost Conscious	2
Less Customer orientation	2
Egoistic	2
Less Info Sharing	2
Less Monitoring	2
Low Motivation for staff	2
Not Proactive	2
Low Problem Solving Ability	2
Reactive	2
Not Sociable	2
Subordinate Development	2
Low System Thinking	2
Less Technology Orientation	2

Table 6. 27	
Weaknesses of Average Performers from open ended feedback	
Quality	Percentage of respondents mentioning this
Doesn't trust others	2
Low Vision Orientation	2
Aggressiveness	1
Low Analytical Skills	1
Not Approachable	1
Not details oriented	1
Less Innovation	1
Interpersonal skills	1
Not a Role Model	1
Submissive, succumbs to pressure, surrenders	1
Yes Man	1
Low Commitment	0
Negative Approach	0

## IMPLICATIONS

The study has not shown any consistently occurring qualities of star performers as compared to average performers.

The study indicates therefore that star performers may have somewhat similar qualities as average performers and qualities alone may not be able to distinguish high and low performers. However though statistically not significant and significant only in some of the companies than the others the following qualities seem to be more perceived among the star performers than the average performers:

- Proactive
- Innovativeness
- Quality consciousness
- Involves people
- Encouraging
- Has an open mind
- Change oriented
- Encouraging
- Organised
- Clear and persuasive communicator
- Creates development opportunities for his people

Impatience and irritability I a variable to watch. Star performers seem to have somewhat more of this than others. Also star performers seem to have more number of strengths while the

nature of qualities themselves distinguishes a star performer from a low performer. It is perhaps the combination that does the magic than the quality itself. In their view besides the Individual leadership, the leadership culture and organizational practices are important variables that constitute leadership gap. If all the three work together the leadership gap can be bridged. Which means that the individual capacity of a leader gets moderated by the organizational support and the leadership culture.

That is perhaps the reason why the difference between the star and average performers were high only in some of the organizations and not others. Perhaps in those organizations where the organizational support is lacking and leadership culture is not well established star performers do not stand out and their qualities may get overshadowed. This is a hypothesis that deserves further research.

The study indicated in sum the following: The activities undertaken by the managers and how well they are carried out differentiate the stars from average performers. Performance of stars is not only in getting results but also reflected in terms of how well they carry out their work and influence the perceptions of others around them including their seniors, juniors, colleagues. Styles are situational and do not differentiate stars from average performers. Both groups may use Benevolent, critical and developmental styles equally effectively depending on the situation

Leadership qualities seem to play a role but their capacity to differentiate stars from average performers seem to be weak and vary from company to company. Among those that differentiate initiative, innovation, change management, organized, positive thinking etc. seem to differentiate stars from average performers.

However, stars seem to create a positive climate