



# Description and benefits of MANAGECAT®

19 July 2012

MANAGECAT® is the capability analysis tool (CAT) relevant to all managers in your organisation, from frontline supervisors to middle to senior level. It contains around 140 questions drawn from intensive research into management skills and from examining relevant capability frameworks internationally (e.g. Management and Leadership National Occupational Standards UK, 2007).

After completing the survey, the individual immediately receives a comprehensive report online, and later the organisation receives a whole-of-organisation report and section reports. The identities and results of individuals remain confidential.

MANAGECAT® is designed to provide both the data and the impetus for ongoing management development: it provides invaluable data about managers' existing skills and their aspirations for professional development; and the MANAGECAT® reports for individuals and the organisation provide a clear roadmap for future development.

Three versions of MANAGECAT®

MANAGECAT® *for all Managers* caters for people in every organisation, from frontline supervisors to middle and senior levels.

MANAGECAT® *for Educational Managers* contains four additional skills sets and 25 additional skill questions and caters for managers who have educational management responsibilities in vocational education and training organisations.

MANAGECAT® *for Public Service Managers* contains four additional skills sets and 22 additional skill questions and caters for managers who work in government departments.

Skills sets tested

The management skills tested in the survey are arranged into 8 groups and a total of 23 skills sets relevant to all managers; and a further group for educational managers.

Figure 1. Groups of skills sets tested in MANAGECAT®

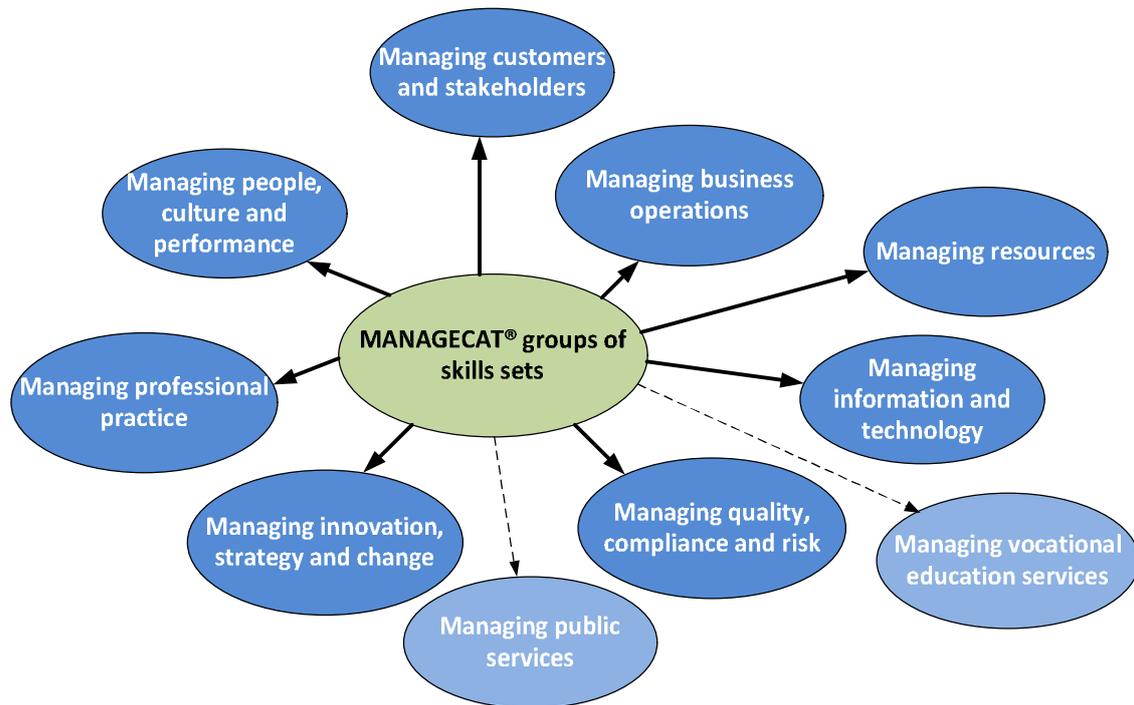


Table 1. Skills sets tested in MANAGECAT®

Groups of skills sets	Skills sets
1. Managing people, culture and performance	1. Managing team effectiveness 2. Managing team diversity and culture 3. Managing human resources 4. Managing performance 5. Managing workforce development
2. Managing customers and stakeholders	6. Managing customers 7. Managing stakeholder communication 8. Managing business operations and plans
3. Managing business operations	9. Managing projects 10. Managing marketing 11. Managing sustainability
4. Managing resources	12. Managing financial resources 13. Managing non-financial resources
5. Managing information and technology	14. Managing knowledge and information 15. Managing technology
6. Managing quality, compliance and risk	16. Managing quality and continuous improvement 17. Managing compliance and risk 18. Managing occupational health & safety
7. Managing innovation, strategy and change	19. Managing innovation 20. Managing strategy development and implementation 21. Managing change initiatives
8. Managing professional practice	22. Managing with ethics and integrity 23. Managing professional improvement
9. Managing vocational education	24. Managing training partnerships

services	
(only for MANAGECAT® for Vocational Education Managers)	25. Managing training practice 26. Managing assessment practice 27. Managing research and evaluation of training
10. Managing public service	28. Managing public service standards and values
(only for MANAGECAT® for Public Service Managers)	29. Managing public service clients and stakeholders 30. Managing public service diversity, performance, systems and policy implementation 31. Managing public service compliance with legislation

In the MANAGECAT® survey, between three and eight questions are asked on each of the skill sets above.

MANAGECAT® questions are mapped to qualifications, competencies and levels

The MANAGECAT® questions map to:

- 4 Training Package qualification levels – Certificate IV, Diploma, Advanced Diploma and Vocational Graduate Diploma
- 57 units of competence from Training Packages in MANAGECAT® for All Managers
  - 69 units of competence in MANAGECAT® for Public Service Managers
  - 72 units of competence in MANAGECAT® for Vocational Education Managers
- 110 skill elements in MANAGECAT® for All Managers
  - 132 skill elements in MANAGECAT® for Public Service Managers
  - 135 skill elements in MANAGECAT® for Vocational Education Managers
- 3 management levels: frontline, middle level and senior level.

This mapping to Training Packages and qualifications is deliberate, so that future capability development needs and programs, aligned to qualification levels, can be identified.

Please note that this mapping to qualifications may not be relevant to some users and organisations. They will still derive multiple benefits from using MANAGECAT®, as listed earlier.

Why MANAGECAT®?

MANAGECAT® is a constructive response to the research finding that management is both challenging and crucial. Research also highlights the sophisticated requirements of managers and the growing importance of their role.

1. The position of manager is one of the most common job roles in the Australian workforce: the Australian Bureau of Statistics (May 2011) reported that there are 1,477,000 managers in Australia, representing 13.2% of the 11.21m people in the national workforce.

However, few managers are highly skilled, according to a recent study of management in Australia, sponsored by the Society for Knowledge Economics with funding from the Federal Government (Boedker et al. 2011). In this major study over twelve months from 2010-2011 of

77 businesses across Australia, the report identified that only 15% of the companies surveyed were high-performing; and to be high-performing required highly skilled managers.

MANAGECAT® is a response to this need for more managers to become more productive and highly skilled, to drive high performing organisations.

2. The role of manager requires more skills and knowledge than in the past (Boyatzis 2008). Classical management roles included planning, organising, co-ordinating, commanding and controlling (e.g. Fayol 1949) and staffing, directing and budgeting. Contemporary researchers find that managers do not work according to the neat categories of the classical school: managers' activities are characterised by pace, brevity and variety (Mintzberg 1973) while remaining efficient (Kotter 1982). The role of manager is very demanding.
3. The role of manager requires the ability to adapt to more challenging conditions than in the past. Organisations live within fluid contexts, cannot control external variables and often need to adjust their objectives and priorities (Gold, Thorpe & Mumford 2010). Managers need not just a large suite of competencies but the ability to adapt their or enhance their current competencies to suit changing circumstances (Boyatzis 1982; 2008).
4. The role of manager requires much more working with others in group settings (Tengblad 2006), and building networks with other managers, colleagues, direct reports, stakeholders and customers (Kotter 1982). Managers also need to influence organisational culture (Adriopoulos & Dawson 2009).
5. Even in not-for-profit service industries the role of manager involves not just maintaining the status quo of product development and service delivery: the manager needs to help staff to create and add value (Cheverton 2010), particularly through guiding change, fostering creativity, managing knowledge, driving innovation and refining strategies (Galavan, Murray, & Markides 2008).

Figure 1. 'Look within to pick up productivity', Ross Gittens, *Sydney Morning Herald*, 12 Oct 2011

...the most useful thing to come from last week's jobs forum in Canberra was the unveiling of a study on the leadership, culture and management practices of high-performing workplaces, sponsored by the Society for Knowledge Economics with funding from the federal government.

A team of academics from the University of NSW, the Australian National University, Macquarie University and the Copenhagen Business School examined 77 businesses in the services sector with more than 5600 employees. Most were medium size, and included law and accounting firms, advertising companies, consulting firms and employment agencies.

It's probably the most comprehensive study of workplace performance undertaken in Australia in the past 15 years. The performance of businesses was measured in six categories: profitability and productivity, innovation, employee emotions, fairness, leadership and customer orientation.

The study identified 12 high-performing workplaces and 13 low-performing workplaces, leaving most of the firms studied somewhere in the middle. So what are the characteristics of high-performing workplaces and how much better are they than the low-performing?

... the study is particularly concerned with the performance and attitudes of managers, which business-types these days put under the heading of "leadership". In high-performing outfits, managers and supervisors devote more time to managing their people, have clear values and practise what they preach.

They welcome criticism as a learning opportunity. They foster involvement and co-operation among staff, give them opportunities to lead activities, encourage development and learning, give them recognition and acknowledgement and encourage them to think about problems in new ways.

The management practices that do best, according to the study, are being highly responsive to changes in customers' and suppliers' circumstances, encouraging high employee participation in decision-making, achieving on-the-job learning through mentoring and job rotation, making effective use of information and technology and attracting and retaining high quality people.

Of course, different managers have different cultures or styles. Some emphasise results, some their people and some coping with change. The study finds all three approaches can make a high-performance workplace. The one style that doesn't work is the "control" culture.

Wow. How'd you like to work for such a boss in such an enlightened business? Pity is, such firms accounted for only 15 per cent of the sample.

Given the above research, to perform the challenging role of the manager requires continual management development, ideally based upon on a clear knowledge of current capability levels. MANAGECAT® provides that knowledge base, that essential platform, for ongoing development.

Definition of management within MANAGECAT®

The definition of management that informs MANAGECAT® is based on the research summarised above. The research shows that:

- Management is both operational and strategic. Managers not only contribute to the daily operation of businesses but also to the achievement of long-term business objectives; they are both operational and strategic, and the more senior, the more strategic (Mintzberg 1994). This also applies to frontline managers who can contribute to environmental scanning, strategic analysis and the implementation of strategies.
- Management is affected by context; and context can change. The tasks required of managers will vary from one organisation to another: the context affects the role. Additionally, organisational goals can change, requiring managers to readjust their approaches (Gold, Thorpe & Mumford 2010). Commonly, managers live with continual flux and their activities often are characterised by pace, brevity and variety (Mintzberg 1973).
- Management requires a substantial set of skills. The role of manager requires more skills and knowledge than in the past (Boyatzis 2008); that is, more skills than the classical management ones of planning, organising, co-ordinating, commanding and controlling, staffing, directing and budgeting. No longer is it possible for managers to simply say I prefer task-focused or people-focused aspects of management: tasks and people activities are intertwined. Managers are involved in creating and adding value (Cheverton 2010), change management, creativity, innovation, knowledge management, and strategy making (Galavan, Murray & Markides 2008).
- Management involves multiple networks. The image of a manager hidden in an office, working on documents, is obsolete. Managers often work within teams of managers, not as solo operators; more than that, they build networks with other managers, colleagues, direct reports, stakeholders and customers (Kotter 1982). Effective management behaviour often includes developing an agenda, building networks, working to multiple objectives, and working with and spending time with other people (Kotter 1982).

Based on the definition above, MANAGECAT® is designed to be used as a key contributor to ongoing management development. MANAGECAT® will help highlight those aspects of management practice the individual currently possesses and which ones need further development. MANAGECAT® can provide unique insights that can make more efficient and accelerate management development. Based on the results of MANAGECAT®, both individual

managers and teams of managers may decide to undertake a range of development activities.

#### MANAGECAT® benefits

MANAGECAT® is a powerful tool for assessing individual skills and expertise across a comprehensive range of management roles and responsibilities.

MANAGECAT® operates at several levels:

- At the individual level:
  - The MANAGECAT® Individual Report takes a user through a thorough range of management competencies and provides a trigger for the user to consider the extent to which they can manage those areas in their day to day operations, in the establishment of their work goals and in their longer term career planning.
  - MANAGECAT® enables individual users to identify specific gaps in their management skills and expertise and suggests the acquisition of current Training Package Qualifications and Units of Competence as one option for addressing those gaps.
  - Where appropriate, individuals can use the detailed mapping of their current skills and gaps provided in their MANAGECAT® report as a basis for performance review and development of their personal learning plans.
- At the organisation level:
  - Non-identifying aggregated MANAGECAT® reports provide a valuable analysis tool for team/workgroup and organisational capability and capability development.
  - The data can provide specific guidance for establishing extensive and detailed workforce development plans and appropriate professional development initiatives to enhance management performance.

#### Integrating MANAGECAT® with the lived experience of management

The recommended implementation steps for MANAGECAT® are to ensure that MANAGECAT® is integrated into the culture, context and direction of the organisation, in response to Bolden and Gosling (2006). For example, the MANAGECAT® planning meeting, the provision of tools and readings such as this document, and the conducting of the workshop and the debrief session are designed to ensure that individual managers use their MANAGECAT® reports not only for personal reflection but also for group reflection and discussion about:

- balancing the individual's management skills and knowledge as recorded in their reports, with their lived experiences of managing
- balancing their perception of their individual practice as a manager with the shared practice of managers within their organisation
- balancing their individual skills as a manager and the strategic needs of their organisation
- balancing their individual initiatives to develop themselves with their desired support from their organisation for management development.

#### Relevant management areas

MANAGECAT® will identify current levels of skills of managers and their demand for professional development, relevant to a range of management skill areas, including but not limited to:

- Organisational culture

- Communication
- Financial management
- Information management
- Business technology
- Human resources
- Customer service
- Marketing
- Innovation
- Sustainability
- Quality, compliance and risk
- Project management
- Professional practice.

#### Complementary tools to MANAGECAT®

MANAGECAT® is one core component of an integrated set of tools:

- VETCAT® is the VET capability analysis tool for VET practitioners in training and assessment
- CURCAT® is the capability analysis tool for VET practitioners to maintain their industry currency
- ADMINCAT® is capability analysis tool for any organisation, for administrative staff, and is suitable for the majority of clerical, administrative and support staff
- MANAGECAT® *for All Managers* is the capability analysis tool for all managers in any organisation, from frontline to middle and senior level managers
  - MANAGECAT® *for Vocational Educational Managers* caters for managers who have educational management responsibilities in vocational education and training organisations
  - MANAGECAT® *for Public Service Managers* caters for managers who work in government departments
- LEADCAT® is the capability analysis tool for leaders in any organisation.

Descriptions of benefits of each of these tools are available at <http://www.jma.com.au/CapabilityAnalysis.aspx>

These tools are enabling mechanisms for building and supporting a culture of individual performance enhancement and organisational capability development.

Many people would be appropriate to use both MANAGECAT® and LEADCAT®, as the two tools are *complementary*, not in opposition:

1. The one person can be both a manager and a leader; the one team can be both a management and leadership team.
2. Organisations need both management and leadership.
3. MANAGECAT® highlights the operational and strategic skills and tasks required of managers to enable the organisation to function on a daily basis, and to achieve its overall business objectives.
4. MANAGECAT® focuses on managers' skills, and at different levels of management, from frontline to middle and senior level.

5. LEADCAT® highlights the different aspects of leaders that help them influence their people to achieve a common goal (Northouse 2004).
6. LEADCAT® focuses on the traits, skills, behaviours and styles of effective leaders.

Table 2. What MANAGECAT® and LEADCAT® measure

MANAGECAT®	LEADCAT®
1. Management capability in relation to 23 skills sets	1. Leadership traits: aspects of personality that are linked to effective leadership
2. Management capability in relation to 110 specific skills	2. Leadership skills and behaviours: skills and behaviours linked to effective leadership
3. Management capability in relation to 4 qualification levels	3. Leadership styles: levels of the two primary styles of leadership
4. Management capability in relation to 57 Training Package units	4. Leadership learning: preferences for different types of, and approaches to, professional development, based on four quadrants
5. Management capability in relation to three levels of management, supervisory, middle and senior level	

## REFERENCES

- Adriopoulos, C. & Dawson, P. 2009, *Managing Change, Creativity & Innovation*, Sage, Los Angeles.
- Australian Bureau of Statistics, May 2011, '2011 Labour Statistics in Brief,' Catalogue 6014.0, Canberra.
- Boedker C., Vidgen R., Meagher K., Cugin J., Mouritsen J., & Runnalls J. M. 2011, *Leadership, Culture and Management Practices of High Performing Workplaces in Australia: The High Performing Workplaces Index*, Society for Knowledge Economics, Sydney.
- Bolden, R. & Gosling, J. 2006, 'Leadership Competencies: Time to Change the Tune?', *Leadership*, Vol. 2; 147.
- Boyatzis, R. 1982, *The Competent Manager: A model for effective performance*, John Wiley & Sons, New York.
- Boyatzis, R. 2008, 'Competencies in the 21<sup>st</sup> Century', *Journal of Management Development*, Vol.27, No.1: 5-12.
- Cheverton, P. 2010, *Building the value machine. Transforming your business through collaborative customer partnerships*, Kogan Paul, London.
- Fayol, H. 1949 *Administration Industrielle Generale*, English translation, Pitman Harper, London.
- Galavan, R., Murray, J. & Markides, C., 2008, *Strategy, Innovation and Change*, Oxford University Press, Oxford.
- Gittens, R. 2011, 'Look within to pick up productivity', *SMH* 12 Oct. available from <http://www.smh.com.au/opinion/politics/look-within-to-pick-up-productivity-20111011-1liz3.html#ixzz1IAmDLpX9> Accessed 5 Feb. 2012.
- Gold, J., Thorpe, R. & Mumford, A. 2010, *Leadership and Management Development*. Fifth Edition, CIPD, London.
- Jacobs, T.O. & Jacques, E. 1990, 'Military executive Leadership', in K.E. Clark and M.B. Clark (eds) *Measures of Leadership*, Leadership Library of America, West Orange, New Jersey.
- Kotter, J. 1982, *The General Managers*, Free Press, New York.
- Kouzes, J.M. & Posner, B.Z. 1995, *The Leadership Challenge*, Jossey-Bass, San Francisco.
- Management Standards Centre (MSC) UK, 2007, *Management & Leadership National Occupational Standards*.

- Mintzberg, H. 1973, *The Nature of Managerial Work*, Harper & Row, New York.
- Mintzberg, H. 1994, *The Rise and Fall of Strategic Planning*, Prentice Hall, New York.
- Northouse, P.G. 2004, *Leadership Theory and Practice*, 3<sup>rd</sup> Edition, Sage Publications, Thousand Oaks, California.
- Tengblad, S. 2006, 'Is there a new managerial work? A comparison with Henry Mintzberg's class study 30 years later', *Journal of Management Studies*, Vol.43, 1437-61.