

## Impact of Managers Skills Profile on His Managerial Behavior A Case Study of Jordan Kuwait Bank

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### *Abstract*

*The purpose of the study was to investigate the influence of managerial skills on managerial behavior at Jordan Kuwait Bank (JKB), by using Wilson's skill profile classification (Technical, Teambuilding and Drive). Practical data were used in the empirical analysis collected from 143 out of 947 employees working at JKB, by means of a questionnaire. Statistical techniques such as descriptive statistics, t-test, ANOVA test and correlation were employed. To confirm the suitability of data collection instrument, validity and reliability tests were used. The results of the study indicated a positive significant relationship between managerial skills and JKB managerial behavior. The results also indicated that the teambuilding skills were practiced by managers in JKB at moderate level, while the drive skills and technical skills were presented and practiced at high level. However, multiple regressions showed that the drive skills indicators were having the highest effect on managerial behavior, followed by technical skills, while still they have a lot of work to improve teambuilding skills. Furthermore, empirical results indicated that there are strong inter-relationships and interactions among the three components of managerial skills. The use of one organization and a single industry study design limits its generalization to other organizations and industries. The data is also limited to Jordanian setting; therefore, further research on other organizations, industries is highly recommended. The research results might help both academicians and practitioners to understand the components of managerial skills profile and provide them with insight into developing and increasing them within their organizations. JKB should coordinate different perspectives of managerial skills to improve managerial behavior and assign appropriate scales for each of the three components of managerial skills profile. This study also extends prior researches viewpoint about the linear relationship between managerial skills and managerial behavior with empirical evidence.*

**Key Words:** Jordan Kuwait Bank (JKB), Managerial Skills, Managerial Behavior, Drive Skills, Technical Skills, and Teambuilding Skills.

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### **Introduction**

The end of World War II has signaled the start of the Cold war era. The fast paced economical and informational expansions have caused a very turbulent and continuously changing environment. Business organizations have been affected dramatically by its changing environment and its needs for new generations of more effective managers have become a demanding requirement. Business organizations today are in a dire need for managers who not only can achieve efficient productivity, but also who possess

technical, human and conceptual skills that make them sensitive toward not only market needs for goods and services, but also speedily respond to other environmental factors that are continuously changing.

Contemporary successful managers need to possess much more dimensional abilities. They are not only capable to plan effectively and efficiently manage resources to achieve organizational objectives, but also they possess the leader/manager behavior and skills of teambuilding, coaching and mentoring, facilitating, and capable of creating a relatively informal work environment. The leader/manager can motivate his subordinates to learn from one-another, to experiment, to exchange information and assistance from others, and at the same time, become valuable resource and support to their fellow workers and colleagues.

Current business organizations seek every possibility to increase their competitiveness. Implementing flexible work-conditions are considered an important tool to deal with the never-ending environmental changes (Petrova, 2011). Traditional concept of administrating and directing greatly differ with the new concepts of guiding and mentoring. Successful managers recognize that today's employees aspire to be coached, guided, and to participate in all activities and decisions that affect their organizational life, not to be merely managed and directed. Another significant shift in today's managerial behavior is to think globally. Recognizing that our world is becoming smaller and smaller; the expansion of business to other countries that differ in religion and culture require today's managers be more innovative, proactive, anticipating problems and opportunities, as well as, new markets and products (Kahan, 2009).

Banking business, as any other sector, is facing tremendous challenges. Continuous information and technology advancement have changed much of the ways of banking management and operations. Nowadays, there is a high demand for innovative business solutions and new ways of managing people that enable, inspire and evoke their full potentials. The expansion of banking operations across the seas have enhanced the growth of 24/7 customer service, home banking and other services that seemed incredible just a few years ago.

Generally, Jordan banking sector has continuously grown despite area political unrest. This growth is attributed to effective and efficient management practices and a well regulated operating environment spearheaded by the Central Bank of Jordan (CBJ). Banking activities trace back to 1925 when the "Ottoman Bank" was established and then followed by the Arab Bank in 1948. Then, series of locally owned and foreign banks came to exist. The total commercial banks' assets rose from JD12.9 billion in 2000 to JD30.1 billion in August 2008. The banking sector is considered overbanked as it currently consists of 24 banks (including 3 Islamic ones). The top 3 banks (Arab Bank, HSBC Bank and Egyptian Arab Land Bank) controlled 76.9% of total customers' deposits while holding 71.6% of total sector assets. Therefore, an effort by JCB was made to force banks to consolidate. In 1976, a number of Jordanian and Kuwaiti investors had the idea to establish Jordan Kuwaiti Bank (JKB) in Jordan, which is known for its relative stability and highly developed workforce. The initial invest of JD 5 million in 1977 rose to JD 100 million in 2008 (Yaghmour, et. al., 2009).

After 35 years of banking activities, more experienced employees, modern technology tools, on-line facilities, modern private banking, and high quality standards, JKB stands ready today to meet the challenges and to fulfill the demands of retail and wholesale clients. It seems that it is worth to study the impact of manager's skill profile on managerial behavior in JKB, which affect all aspects of organization, as well as, it respond to current dramatic environmental changes.

## Theoretical Framework

Being an effective manager is not an easy task by any means regardless of the field of operation. However, basic management principles remain the same for business administration and management. Thadani (2010) stated there are some rules and concepts universally apply to every situation where people

management, time management and resource management are necessary. Regardless of the differences among authors, there are five functions that management must carry out effectively and efficiently:

- Planning: Defining goals, establishing strategies and developing plans to coordinate activities (Robbins and Judge, 2007).
- Staffing: The act to recruiting the right people with the right skills and experiences who are necessary for the smooth organizational functioning (Thadani, 2010).
- Organizing: The act of arranging and structuring work to accomplish the organizational goals, to determine tasks to be done, who is to do them, how tasks to be grouped, who reports to whom, and when decisions to be made (Robbins and Coulter, 2009).
- Controlling: After planning, organizing and leading activities, begins the process to monitor and evaluate performance to ensure that goals are being met and work is being done as it should be (Robbins and Coulter, 2009).
- Directing: A manager has to react once results have been compared to expected performance, reasons for disparity should be found; and he strives to make workers improve their performance in a positive manner (Thadani, 2010).

To achieve and follow those basic management principles and functions, managers depend on their function, level, organization and their working environment. A manager adapts to various circumstances in different ways and operates more or less successfully according to his own perceptions of the behavior expected, his experiences and his own personal characteristics. Armstrong (2004) categorized the following as typical characteristics of managerial work:

- Reaction and non-reflection: Much of what managers do is, of necessity, an unreflecting response to circumstances. Managers are not so much slower and methodical decision-makers as doers who have to react rapidly to problems and think on their feet. Much of manager's time is spent on day-to-day trouble-shooting.
- Choice: Managers can often exercise choice about their work. They informally negotiate different interpretations and dimensions of ostensibly identical jobs, with particular emphasis upon the development of personal domain to establish their own territory and the rules that apply within it.
- Communication: Much of managerial activity consists of asking or persuading others to do things, which generally involves face-to-face verbal communication of limited duration. Communication is the medium through which managerial work is constituted.
- Identification of tasks: The typical work of a junior manager is the organizational work involving normal procedures and routines in order to identify and negotiate the accomplishment of problems and tasks.
- Character of the work: Character of work varies by duration, time span, recurrence, unexpectedness and source. A manager spends little time on any one activity due to contradictions, cross-pressures, and the need to cope with and reconcile conflicts.

However, Thadani (2010) argues that managers must have certain skills, qualities and characteristics which help them make genuine connection with other people, and to get the best out of themselves. Thadani contends that good managers must mandatory possess the following features:

- Problem solving: One of the manager's principal functions is problem solving. Best managers search for problems, anticipating where and when they may pop up, and deal with them before they become urgent. They get to the root of the problem and distinguish between the cause and the symptom. Also, they are able to use their judgment, experience and intuition to discover the underlying causes of the problem (McBride, 2010).
- Logical thinking: Also called Critical thinking and described as the focusing on deciding what to do or believe. It is the process of actively skillful conceptualizing, applying, analyzing, evaluating information

gathered from, or generated by observation, experience, reflection, reasoning, or communication as a guide to belief and action (Facione, 2007).

- Technical knowledge: Corey Wick (2000) contends that technical knowledge supports manager's roles, not leadership, in knowledge management efforts. To deal with this challenge, technical communicators must carefully re-think how to define knowledge management, technical communication, and themselves as professionals. Technical communicators should define themselves, not in terms of the products they produce, but in terms of the core competencies by which they produce them, and must broaden their technical knowledge base to establish themselves as leaders in knowledge management.
- Ethical thinking: Ethical theory typically offered in managerial program based on abstract concepts which call for judgment in their application. The disorderliness of management practice is part of the context in which moral discourse in organizations is conducted, decisions taken, and behavior enacted. Case material and other learning resources should, therefore, provide basis for relating ethical thinking to the detail of particular situation, so that such contextualization for decision and everyday conduct is appreciated (MacLagan, 1997).
- Effectively communicating: Communication is the process of sharing information, thoughts and feelings between people through speaking, writing or body language. Effective communication extends the concept to require that transmitted contents are received and understood by the receiver in the way it was intended (Brown, 2011).
- Reasonable and understanding: "Reasonable management action". Reasonable action taken in a reasonable manner by employer to transfer, demote, discipline, deploy, retrench or dismiss the worker; or a decision of the employer, on reasonable grounds, not to award or to provide promotion, reclassification or transfer, or leave of absence or benefit in connection with the employment to the worker; or an expectation of the taking of such action or taking such a decision (Victoriam 2010).

Recent literature has given more attention to human nature, team work, and how to manage people. Good managers have to follow all the basic management principles and ensure that team members work for each other, and all disputes are solved amicably, with the sole aim of achieving the objectives and goals (Thadani, 2010). Hackman (2009) stated that: What differentiates good from bad teams is how teams are structured and supported.

Basically, the assumptions underlying management theory include the ideas that needs vary according to situation and stage of development; that different people have different needs; an individual may display different needs in different groups, and that organizational members respond to different managerial strategies in accordance to motives, abilities, and nature of the task. However, regardless of the shift in assumptions about people, the tasks of modern managers remain the same. Managers are required to ensure that people are capable of joint performance through common goals and values, set structures to facilitate interactions, and provide training and development to ensure performance (Bowditch & Buono, 1994). Later on, Hackman (2009) stated that "what differentiate good from bad teams is how teams are structured and supported?"

However, achieving goals and targets is related to business survival and essential to job security of its staff. Good managers use inputs at their disposal to maximum outputs in the form of profit (Kanade, 2011). They gather the right people to do a certain job, and show them the right way to do it, and motivate them to do so consistently (Thadani, 2010). Yet, Whetten and Cameron (2011) insisted that there are different set of characteristics that differentiate good managers from other kinds of managerial characteristics and practices:

1. Management skills are behavioral. They are a core set of observable attributes in effective skill performance that are common across a range of individual differences.
2. Management skills are controllable. The performance of these behaviors is under control of the individual.
3. Management skills are developable. Performance can be improved by practice and feedback, unlike

certain personality traits or temperament attributes that remain relatively the same.

4. Management skills are interrelated and overlapping. It is difficult to demonstrate just one skill from others. Skills are not simple, repetitive behaviors, but are complex integrated sets of responses.
5. Management skills are sometimes contradictory or paradoxical. The core management skills are neither all soft (humanistic) in orientation nor all hard driving and directive (Whetten and Cameron, 2011).

An effective manager is hard to get, but the manager is crucial to the success or failure of the organization. He serves as consultant by asking about obstacles; as visionary to serve as conduit for information from the outside world; as experimenter to help the team to design work-process to improve its performance; as a coach to train and observe, provide constructive feedback, ensures timely and meaningful rewards for desired team behaviors and performance, as an educator by facilitating the discussion and implementation of lessons learned (Antonioni, 1994).

Until late 1980s, business school curricula emphasized the technical aspect of management, specifically focusing on economics, accounting finance, and quantitative techniques (Robbins and Judge, 2007). Course work in human behavior and people skills received minimal attention. However, recognition of the importance of developing manager's interpersonal skills is closely tied to organizations need to get and keep high-performing employee (Robbins and Coulter, 2009). Wilson (2003) categorized manager's operational skills into three sets:

- **Technical:** Technical skills guide manager's abilities to set goals, plan tasks, and direct the solution of problems, as well as they support manager's abilities to initiate, oversee, and complete their performance of tasks.
- **Teambuilding:** Managers must be able to direct and coordinate group operations, to define team tasks clearly, to demonstrate willingness to listen and develop team play, to coach and give feedback to groups of individuals to direct their collective performance.
- **Drive:** it is manager's ability to maintain standards, appraise performance; and exercise the control of quality, output, costs, and customer service, and to make it all happen as needed.

Finally, an effective manager is an effective leader, who plays different functions and roles. An over twenty years of research by Wilson and colleagues have yielded practical and validated profile of managerial skills. They focused on 11 observable categories of managerial behavior (table 1) that is much in tune with today's emphasis on managerial competencies (Kreitner and Kinicki, 2009).

Table (1): The Task Cycle Skills Exhibited By Effective Managers

1. Clarifies goals and objectives for everyone involved. (Technical)
2. Encourages participation, upward communication, and suggestions. (Teambuilding)
3. Plans and organizes for an orderly work flow. (Technical)
4. Has technical and administrative expertise to answer organization-related. (Technical)
5. Facilitates work through team building, training, coaching, and support. (Teambuilding)
6. Provides feedback honestly and constructively (Technical)
7. Keep things moving by relying on schedules, deadlines, and reminders. (Drive)
8. Controls details without being overbearing. (Drive)
9. Applies reasonable pressure for goal accomplishment. (Drive)
10. Empowers and delegates key duties to others. (Teambuilding)
11. Recognizes good performance with rewards and positive reinforcement. (Teambuilding)

**Sources:** Adapted from material in F Shipper, "A Study of the Psychometric Properties of the Managerial Skill Scales of the Survey of Management Practices," Educational and Psychological Measurement, June 1995, pp 468-79; and C L Wilson, How and Why Effective Managers Balance Their Skills: Technical, Teambuilding, Drive (Columbia, MD: Rockatech Multimedia Publishing, 2003).



Four important lessons can be learnt from Wilson's research:

- 1- Dealing effectively with people is what management all about. The skills constitute a goal creation, commitment, feedback, reward, and accomplishment cycle with human interaction at every turn.
- 2- Managers with high skills mastery achieve better performance and employ morale than others with low skills mastery.
- 3- Female and male managers do not have sufficiently different skill profiles.
- 4- At all stages, managers who failed to achieve their potentials usually rate themselves higher than their employees do (Wilson, 2003).

### Procedural Definitions of Key Terms

**Manager Skills Profile:** Managers are responsible to work with and through diverse groups of people efficiently, effectively and ethically to achieve organizational goals and objectives. Efficient and effective management utilizes multitude skills to accomplish the objectives (Wilson, 2003).

**Technical Skills:** Are those skills needed by managers to: organize their tasks, jobs, and projects that help them in implementing their assignments, education, training, and experience. These skills guide managers to set goals, plan tasks, and direct solution to the problems, as well as, support managers' abilities to initiate, oversee, and complete their tasks (Wilson, 2003). They enhance managers' ability to apply specialized knowledge of expertise. (Robbins and judge, 2009)

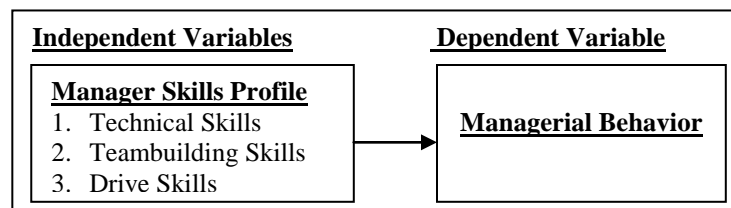
**Teambuilding Skills:** Are managers' ability to direct and coordinate group operations. They enable managers to define tasks clearly, to demonstrate willingness to listen and develop team play. These skills include the ability of the manager to coach and give feedback to individuals or groups, and direct their collective performance (Wilson, 2003).

**Drive skills:** Make managers able to maintain standards, appraise performance and exercise control of quality, costs, and customer service and make things happen as needed (Wilson, 2003).

### Study Model

Based upon study questions and hypotheses, manager's skills profile has been divided into three components: Technical, Teambuilding and Drive skills. The current research studied the effect of these elements on managerial behaviour as shown in the study model, figure (1).

Figure (1): Study Model



### Review of Previous Studies:

Wageman (1997) suggested that the design of teams is more crucial to team effectiveness than coaching. Given the common myth that most team problems can be solved via good coaching, it appears that even high-quality coaching can not compensate for poor quality team design. Leaders of teams must learn first how to design teams effectively before focusing on coaching aspects. Trinkka (2005) study aimed to

examine a wide range of possible managerial activities of USA government leadership. The findings support the establishment of a performance-management-based organizational culture that involves coaching and conscious dialogue within work teams to achieve a balance between driving for results and interpersonal skills. Carmeli and Tishler (2006) study purpose was to examine the effect of nine managerial skills of the firm's top management teams (TMT) on the firm's performance. The results showed that skills possessed by TMT strongly affect firm's performance, and human resources skills were found to be more important to firm's performance than intellectual abilities. Rees and Porter (2008) study aimed to investigate the re-branding of management development as leadership and the dangers it may bring if it results in key management skills being neglected. Results have identified four potential dangers: lack of emphasis on the need to match people to situations; a failure to distinguish between process and task leadership; lack of pathways for people to become leaders; and, neglect of critical managerial skills.

Hysong (2008) study purpose was to examine if technical skill provides incremental value in managerial performance. A sample of 107 first line supervisors in Houston, Texas completed on-line survey. Subordinates rated supervisors' technical skills, power, and influence tactics. The Findings showed that technical skill produce incremental subordinate perceptions of managerial performance over managerial skill. Gentry, et. al. (2008) study attempted to examine how changes in workplace over the past 15 years may have coincided with shifts in the importance of managerial skills and to identify managerial skills needed at different levels and functions in today's work context in USA. The study concluded that although managerial skills were important in the 1980s, they are still relevant today. However, the importance of "relationships", "administrative/organizational ability" and "time management" has shifted over the last 15 years.

Yukl, et. al. (2009) study examined more comprehensive set of leadership behavior than other studies made previously. The results showed that four of the five relations-oriented behaviors (supporting, recognizing, consulting, and delegating) were strongly related to leader-member exchange (LMX). Task-oriented behaviors (clarifying, planning, monitoring) were not significantly related to LMX. In the study of Measures and Bagshaw (2009) to develop competency framework for National Trust Company strategy in Swindon, UK. The authors familiarized themselves with previous literature in order to be familiar with existing problems. Findings showed that tension exist between immediate needs for building the future, and the need for collaboration among functions. Furthermore, the study of Manning and Robertson (2011) attempted to describe the research on leadership behavior and how it relates to effective performance in Scottish industry. Results showed that contingency approach is central to dynamic leadership concept, which represents a challenge to visionary or transformative leadership.

Moreover, a study by Whelan and Carcary (2011) focused on how the principles of talent management (TM) can enhance an organization's knowledge management (KM) initiatives in Ireland. The findings offered insights to how TM can benefit KM and showed that the fusion of the concepts is mainly considered by human resource scholars who tended to examine how learning from the KM field can be leveraged to advance TM. Finally, the paper of Garwood, (2012) aimed to lament poor quality managers in UK and highlighted four key skills (self-awareness, delegation, communication and organizational skills) that can help managers to improve their performance. The findings highlighted the role of a supportive organizational culture in management development and the high economic cost of the poorly performing managers.

### Study Purpose

This study aims at measuring the effect of manager's skills (Technical, teambuilding and drive) on his managerial behavior and performance. It will attempt to answer the following question: Is there a direct impact for manager's skills profile on managerial behavior within JKB? And to determine the technical, teambuilding and drive skills that managers need to have and the ways they can improve them.

### Study Importance and Scope

A better understanding of the effect of manager's skills profile on managerial behavior helps to draw conclusions that can be beneficial not only for JKB but also to other organizations, institutions and policy makers.

It is an initiative that investigates the quality and extent of technical, teambuilding and drive skills possessed and/or needed by managers in JKB as one of Jordanian economically dynamic sectors. This study is important in terms of the analysis of the situation of manager's skills profile in Jordanian organizations, and in determining some of the relevant manager's skills profile indicators used by JKB.

### Study Problem and Questions

Banking in Jordan is facing sever competition from local and foreign banks. In order to survive, grow and continues to thrive, managers must possess the necessary potentials and skills. So this study is attempting to assess the skills of JKB managers at its headquarters and branches in terms of their practices at work, and if managers possess the skills required to cope with changing environmental factors. The problem leads to pose following main question:

1. Do managers possess the required managerial skills (technical, teambuilding and drive) that make them efficient and effective?

This question can be divided to following three sub-questions:

- 1.1. To what extent technical skills are present and practiced by managers in JKB?
- 1.2. To what extent teambuilding skills are present and practiced by managers in JKB?
- 1.3. To what extent drive skills are present and practiced by managers in JKB?

### Study Hypotheses

The main hypothesis H0: There is no statistically significant impact of manager's skills profile (technical, teambuilding and drive) on managerial behavior in JKB, at ( $\alpha \leq 0.05$ ).

The following sub-hypotheses can be derived:

H01: There is no statistically significant impact of technical skills possessed by a manager on managerial behavior in JKB, at ( $\alpha \leq 0.05$ ).

H02: There is no statistically significant impact of teambuilding skills possessed by a manager on managerial behavior in JKB, at ( $\alpha \leq 0.05$ ).

H03: There is no statistically significant impact of drive skills possessed by a manager on managerial behavior in JKB, at ( $\alpha \leq 0.05$ ).

### Methods and Procedures

Study methodology is a descriptive/analytical method which is appropriate to examine manager's skills profile and its impact on the manager's performance. The study data were collected by using a questionnaire that was especially designed. It was distributed to a sample of 143 respondents out of 947 employed in both headquarter and branches of JKB. The questionnaire consists of the demographic 6 items (gender, age, educational level, work experiences, specialization and managerial level of direct supervisor), and 65 questions covering the 3 independent variables: Technical 23 questions, teambuilding 15 questions, drive 18 questions, and 9 questions for dependent variable of managerial behavior. The five point likert scale was used to rate the answers from 1 to 5, which indicate (strongly disagree, disagree, neutral, agree, strongly agree).



and strongly agree). Before distributing the questionnaire, it was tested for content validity by 10 university professors and business experts. Their views and comments were taken into account. Then, questionnaire items were subjected to Cronbach's Alpha reliability coefficient test which proved that the questionnaire was highly valid with an Alpha ranges from 0.81 to 0.93 as shown in table (2). Finally, as descriptive analytical research, frequency distributions, arithmetic means, standard deviations, and simple and multiple regressions were used.

Table (2): Cronbach's Alpha Reliability Coefficients

Variable	Cronbach's Alpha
Drive	0.88
Managerial behavior	0.85
Teambuilding	0.90
Technical	0.81
Overall	0.93

## Data Analysis

### Demographic Analysis

Table (3) shows that JKB is oriented to employ new blood of young people (51% less than 30 years of age), qualified females (62.2%) with primary emphasis on university graduates holding a bachelor's degrees in accounting, business administration, finance and economics who composed 70% of functional employees. The new and relative less experienced staff is coached and guided by seasoned managers and supervisors (16.8%) who hold master's and doctorate degrees.

Table (3): Demographic Dimensions

		Frequency	Percent
Age	30 years old or less	73	51.0
	41 – 50 years old	48	33.6
	31 – 40 years old	10	7.0
	51 years old and over	12	8.4
Gender	Female	89	62.2
	Male	54	37.8
Education	Diploma or less	11	7.7
	Bachelor	107	74.8
	Master	22	15.4
	Ph.D.	2	1.4
Experience	5 years or less	58	40.6
	6 – 10 years	41	28.7
	11 – 15 years	19	13.3
	16 years and over	24	16.8
Specialization	Accounting	20	14
	Business	38	26.6
	Finance and Banking	15	10.5
	Economy	27	18.9
	Others	43	30.1
Managerial level	General Manager	9	6.3
	Assistant General Manager	30	21.0
	Executive Manager	33	23.1
	Senior Manager	38	26.6
	Branch Manager	33	23.1

### Study Variables Analysis

Main Question: Do managers possess the required managerial skills (technical, teambuilding and drive) that make them efficient and effective?

Table (4) shows analysis of answers to the main question, and the level of importance of each independent variable. Results show that only teambuilding skills received a mean of 3.73 and rated high level of importance on Likert scale, while technical and drive skills have moderate level of importance with means of 3.43 and 3.38, respectively. The overall results of all independent variables were moderate due, possibly, to the large group (51%) of recent graduates.

Table (4): Mean, Standard Deviation, Importance level and Rank for All Variables.

No.	Item	Means	STD	Level	Rank
	Technical Skills	3.43	0.39	Moderate	3
	Teambuilding Skills	3.73	0.75	High	1
	Drive Skills	3.38	0.61	Moderate	2
	All Independent Variables	3.51	0.31	Moderate	
	Managerial Behavior	3.35	0.43	Moderate	

#### Sub-question 1: Technical Skills

##### 1.1. To what extent technical skills are present and practiced by managers in JKB?

Table (5) shows all questions that relate to technical skills variable items. The item "The Manager clarifies the goals to all involved parties" has the highest level of importance with a mean equals (3.86). On the other hand, the item which states "Direct Manager usually does not have a clear explanation for the objectives set" received the lowest mean (2.55) and moderate level of importance. All statements on technical skills were rated moderate in importance with exception of the first four questions. This indicates that managerial technical skills are in need for improvement.

Table (5): Mean, Standard Deviation, Importance Level and Rank for Technical Skills.

No.	Item	Means	STD	Level	Rank
	Manager clarifies the goals to all involved parties.	3.86	0.88	High	1
	Manager informs us of the required goals and we only achieve them.	3.79	0.73	High	2
	Manager provides us with needed information related to our tasks if asked.	3.76	0.91	High	3
	Manager has respect for his subordinates due to large managerial experience.	3.75	0.93	High	4
	Manager has the technological and managerial capabilities.	3.66	0.99	Moderate	5
	High level management sets the goals and we only execute them.	3.64	1.05	Moderate	6
	Manager always urges us to provide new ideas	3.64	0.91	Moderate	7
	Manager usually explains the objectives and results for the implementers.	3.64	0.83	Moderate	8
	Manager provides us with the information, carefully and cautiously.	3.60	0.91	Moderate	9
	Manager provides us with the information in an encouraging constructive way.	3.60	1.08	Moderate	10
	Manager gives us the information honestly and conscientiously	3.57	0.92	Moderate	11
	Manager gives us the information about the bank's performance development	3.56	0.92	Moderate	12
	Manager works with all sides in the bank to produce new ideas.	3.55	0.89	Moderate	13
	Manager consults with us before setting the goals.	3.41	1.04	Moderate	14

Manager shows more interest in accomplishments of tasks.	3.36	1.07	Moderate	15
Goals are set based on the physical and mental ability of employees.	3.32	0.94	Moderate	16
Usually the manager involves us in goals setting.	3.29	1.00	Moderate	17
Goals are adopted after discussions and modifications with employees.	3.29	1.04	Moderate	18
Manager rewards the employee when submitting a good idea.	3.02	1.00	Moderate	19
Manager usually avoids involving himself in complex issues.	3.01	1.01	Moderate	20
Manager holds brainstorming sessions to produce new goals	2.98	1.04	Moderate	21
Manager is efficient in routine planning and organization, not creative one.	2.97	0.99	Moderate	22
Direct Manager usually does not have a clear explanation for the objectives set	2.55	1.01	Moderate	23
<b>Overall Means</b>	<b>3.43</b>	<b>0.39</b>	<b>Moderate</b>	

#### Sub-question 2: Teambuilding Skills

##### 1.2. To what extent teambuilding skills are present and practiced by managers in JKB?

Table (6) shows the questions that refer to teambuilding variable. The item 55 which states item "We consider our manager as reliable team member" was rated the highest with a mean of 3.87. On other hand, statement 59 "Our manager believes that the individual work leads to high productivity and give them all his support" received the lowest mean of 3.31 and moderate importance level. Results indicate that some managers really believe and practice teambuilding.

Table (6): Mean, Standard Deviation, Importance Level and Rank for Teambuilding Skills.

No	Item	Mean	STD	Level	Rank
	We consider our manager as reliable team member	3.87	0.98	High	1
	Manager respects his subordinates and gives them confidence.	3.87	0.87	High	2
	The communication process between the manager and his subordinates is done in a transparency and confidential way	3.86	0.88	High	3
	Manager believes in efficacy of training to his subordinates.	3.82	0.90	High	4
	Manager always puts his experience in our hands.	3.78	1.00	High	5
	Manager considers that it's one of his responsibilities to enable his subordinates	3.78	0.96	High	6
	Manager consults subordinates in matters that concern them	3.75	0.91	High	7
	Manager encourages the participation of subordinates and discussions.	3.71	0.89	High	8
	Manager is always there to support us in front of higher authorities	3.69	1.04	Moderate	9
	Manager is characterized by his ability to form effective and productive teams	3.67	0.89	Moderate	10
	Manager acts as a teacher because he provides us with the required details.	3.66	0.97	Moderate	11
	We rely on our manager in transfer of our suggestion and requests to top management	3.64	1.00	Moderate	12
	Manager always carries out us at what affects the bank's	3.61	1.00	Moderate	13
	Manager is not addicted in his opinion, he is open to suggestions and criticism	3.60	0.99	Moderate	14
	Manager believes that the individual work leads to high productivity.	3.31	1.00	Moderate	15
	<b>Overall Means</b>	<b>3.73</b>	<b>0.75</b>	<b>High</b>	

Sub-question 3: Drive Skills

1.3. To what extent drive skills are present and practiced by managers in JKB?

Table (7) analysis encompasses the drive skills variable. The means range from 3.68 for the item 36 "Our manager finds that monitoring is a code of ethics respected by all his subordinates" as a highest level of importance, to the lowest level mean of 2.65 for the question 34 "Our Manager depends on threatening methods to complete work tasks". This is a clear indication that JKB managers are a dire need to improve their drive skills.

Table (7): Mean, Standard Deviation, Importance Level and Rank for Drive Skills.

No.	Item	Mean	STD	Level	Rank
	Manager finds that monitoring is a code of ethics respected by subordinates.	3.68	0.78	High	1
	Manager finds that working as a team leads to better work results	3.67	1.01	Moderate	2
	Manager is personally committed to achieve the required targets.	3.60	0.94	Moderate	3
	Manager believes in his employees' capabilities and commitment.	3.56	0.92	Moderate	4
	Manager sees that the employees encouragement is an effective production tool	3.55	0.95	Moderate	5
	Manager is keen to give everyone what he deserves.	3.55	1.06	Moderate	6
	Manager sees that workflow can only achieve using predefined programs and schedules.	3.49	0.88	Moderate	7
	Manager believes that direct control is basic for work reasons.	3.48	0.90	Moderate	8
	Manager depends on specific dates for achievement.	3.47	0.96	Moderate	9
	Manager depends on useful reminder method.	3.46	0.96	Moderate	10
	Manager is capable of giving his subordinates for the bonuses they deserve.	3.36	1.15	Moderate	11
	The process of supervision and control is considered by our manager as personal things (self-audit)	3.29	0.94	Moderate	12
	Manager supports us physically, scientifically, morally and procedurally.	3.29	1.12	Moderate	13
	Manager is keen to fulfill his promises for bounces	3.22	1.05	Moderate	14
	Manager is always keen that bounces not lose their reasons.	3.20	0.98	Moderate	15
	Manager always connects between reward and good performance.	3.17	1.06	Moderate	16
	Positive rewards and encouragement confined to a certain class of subordinates.	2.99	1.08	Moderate	17
	Manager depends on threatening methods to complete work tasks.	2.65	1.25	Moderate	18
	<b>Overall Means</b>	<b>3.38</b>	<b>0.61</b>	<b>Moderate</b>	

Dependent Variable: Managerial Behavior

Table (8) consists of questions related to dependent variable of managerial behavior and indicate a moderate level of importance. The means ranged from 3.7 for item number 57 "Our manager delivers the needed information to his subordinates on time" to 2.8 for item number 15 "The manager plans and organize without consulting the subordinates". These results are indicative of the weak impact of managers'

skills on their behavior and performance. In other words, managerial technical, teambuilding and drive skills have only moderate level of importance on their behavior, practice and performance.

Table (8): Mean, Standard Deviation, Importance Level and Rank for Managerial Behavior.

No.	Item	Mean	STD	Level	Rank
	Manager delivers the needed information to his subordinates on time	3.70	0.88	High	1
	Manager controls the supervision using specific standards and procedures.	3.59	0.84	Moderate	2
	The information provided by manager is what is needed in executing tasks.	3.57	1.00	Moderate	3
	Manager look into details in every idea or comment to take advantage of it	3.54	0.84	Moderate	4
	Manager applies reasonable pressure in order to achieve the goals on schedule.	3.48	0.87	Moderate	5
	Manager controls all the details without disturbing or troubling subordinates	3.43	0.97	Moderate	6
	Manager plan according to the wishes of his superiors without any changes	3.21	1.01	Moderate	7
	Manager rewards his subordinates in accordance equality principles.	3.00	1.08	Moderate	8
	The manager plans and organizes without consulting the subordinates.	2.80	0.90	Moderate	9
	<b>Overall Means</b>	<b>3.35</b>	<b>0.43</b>	<b>Moderate</b>	

## Hypothesis Testing

To test hypotheses, a multiple regression analysis was used to analyze the relationship between the manager's skills profile variables and managerial behavior. The coefficient of determination ( $R^2$ ) indicates the goodness and fitness of the model. The higher the  $R^2$ , the better the independent variable(s) explain(s) that the variation in the dependent variable. The t-value indicates the significance of the relationships found.

Main hypothesis H0: There is no statistically significant impact of manager's profile skills (technical, teambuilding and drive) on managerial behavior in JKB, at ( $\alpha \leq 0.05$ ).

Table (9): Multiple Regressions of Manager's Skills Variables against Managerial Behavior:

Variable	R	$R^2$	ANOVA F- Value	Sig.
Manager's Skills Profile Variables	0.547	0.299	19.767	0.000*

The R square value is 0.299; therefore, the model is regarded as being suitable to be used for multiple regressions with the data.

The results of the multiple regressions analysis that regress the three variables of manager's skills profile are shown on table (9). It shows that the three variables together explained 29.9 percent of the variance, where ( $R^2 = 0.299$ ,  $F = 19.767$ ,  $Sig. = 0.000$ ). Therefore, the null hypothesis is rejected and the alternative hypothesis which states that the manager's skills profile variables have significant impact on managerial behavior of JKB managers is accepted, at ( $\alpha \leq 0.05$ ). The following table shows the significant effect of each variable within the manager's skills profile variables.



Table (10): Multiple Regressions of Manager's Skills Variables against Managerial Behavior:

Manager's Skills Variables	Un-standardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t-value	p
(Constant)	1.800	0.282		6.388	0.000*
Drive	0.417	0.100	0.597	4.480	0.000*
Teambuilding	-0.213	0.072	-0.371	-2.944	0.004*
Technical	0.273	0.136	0.249	2.010	0.046*

The conclusion of table (10) shows that the drive variable has the highest effect on managerial behavior, where (Beta=0.597, sig.=0.000). Thus, it indicates that the drive variable is the most significant, and it positively and directly regresses to managerial behavior, followed by technical variable, where (Beta=0.249, sig.=0.046), while the teambuilding variable has significant negative effect on managerial behavior, where (Beta=-0.371, sig.=0.004). The relationship between the dependent and independent variables derived by this model can thus be expressed as:

$$\text{Manager's Skills} = 0.1800 + 0.417 (\text{Drive}) + 0.273 (\text{Technical}) - 0.213 (\text{Teambuilding})$$

It seems that the managers with high technical and drive skills do not concern themselves with teambuilding skills.

The following sub-hypotheses encompass the study variables and answer the questions that were raised earlier in the study problem:

#### Sub Hypothesis H0-1

H01: There is no statistically significant impact of drive skills possessed by a manager on managerial behavior in JKB, at ( $\alpha \leq 0.05$ ).

From table (10), it is concluded that there is a significant positive direct effect of the drive skills variable on managerial behavior, where (Beta=0.597, sig.=0.000). Since ( $t=4.480$ ,  $p < 0.05$ ), the null hypothesis is rejected and the alternative hypothesis which states that the drive skills variable affects managerial behavior is accepted, at  $\alpha = 0.05$ .

#### Sub Hypothesis H0-2

H02: There is no statistically significant impact of teambuilding skills possessed by a manager on managerial behavior in Jordan Kuwait Bank, at ( $\alpha \leq 0.05$ ).

From table (10), it is concluded that there is a significant negative direct effect of the teambuilding variable on managerial behavior, where (Beta=-0.371, sig.=0.004). Since ( $t=-2.944$ ,  $P < 0.05$ ), the null hypothesis is rejected and the alternative hypothesis which states that the teambuilding variable negatively affect managerial behavior is accepted, at  $\alpha = 0.05$ .

#### Sub Hypothesis H0-3

H03: There is no statistically significant impact of technical skills possessed by a manager on managerial behavior in Jordan Kuwait Bank, at ( $\alpha \leq 0.05$ ).

From table (10), it is concluded that there is a significant positive direct effect of the technical variable on managerial behavior, where (Beta=0.249, sig.=0.046). Since ( $t=2.010$ ,  $P < 0.05$ ), the null hypothesis is rejected and the alternative hypothesis which states that the technical variable affects managerial behavior is accepted, at  $\alpha = 0.05$ .

## Results Discussions

The results of this study are limited to only one bank out of 24 banks. Results show relatively moderate skills profile possessed by managers in both technical and drive, and thus, their managerial behavior and performance. Several indicators were quite evident.

As demographic picture shows that the bank is trying to establish a strong fast hold in this growing, dynamic and very competitive sector. The bank's advantage of injecting new blood that composed 51% of its staff has temporary disadvantage in staff's lack of experience. Furthermore, the percentage of seasoned managers (16.8%) is quite low to coach and guide the newly employed. As to the moderate technical skills it seems that the present managers need more training and more information so that they become efficient in planning tasks, clarifying goals, and providing accurate and objective feedback to their subordinates.

The results also show that managers' drive dimension is relatively moderate. It seems that they rely on rules and regulations that need to be revised and modernized. Managers should not rely on schedules, deadlines and overbearing reminders to keep things moving toward achieving the task/objective. However, Wilson (2003) emphasized the importance of drive skills among managers, which takes different path from applying reasonable pressures to accomplish tasks.

Managerial teambuilding skills profile seems to be more adequate than other skills. It appears that managers have relatively close relationship with their peers and followers. Subordinates seem to trust, have confidence and consider their manager as a member of the team. The manager appears to put his experience and assistance under the disposal of his employees. Yet, he seems stringent in employee participation. Also, managers do not strongly support their subordinates before higher authorities, and they are not strongly considered as teachers or mentors.

As a result of these insufficiencies and drawbacks, managers' behavior is affected and that was reflected on his performance. He is viewed by subordinate as a mediocre superior in relying on standards and pressure for task accomplishment, controlling details, and impartially providing rewards and benefits.

## Study Conclusion

The results of the study indicated a positive significant relationship between managerial skills and JKB managerial behavior. By having stronger managerial skills within JKB, managers can manage and leverage the present managerial skills profile to achieve further performance improvement in the future. The results also indicated that while drive and teambuilding skills were practiced by managers in JKB at moderate level technical skills were demonstrated and practiced at high level. Therefore, it seems that the JKB place a heavy emphasis and significance on technical indicators over drive and teambuilding indicators. Such results suggest that there is a need to adopt a more comprehensive approach to manage all three types of managerial skills profile. Although, multiple regressions showed that drive skills indicators were having the highest effect on managerial behavior, followed by technical skills, they still have a lot of work to improve teambuilding skills. Yet, empirical results indicated strong inter-relationships and interactions among the three components of managerial skills with each other.

## Study Limitations and Recommendations

The use of one organization and a single industry will certainly limits its generalization of results to other organizations and industries. The data is also limited to Jordanian setting; therefore, generalizing results of one organization and/or one industry within Jordanian setting to other organizations, industries and countries may be inadequate. Extending the analyses to other settings represent future research

opportunities. Further testing with larger samples within same industry is important, and including other industries will help mitigate the issue of generalizing conclusions on other organizations and industries. Moreover, further empirical researches involving data collection over diverse countries especially Arab countries are recommended.

## **Contributions and Practical Implications**

The research makes significant theoretical and empirical contributions to literature regarding influence of managerial skills on the managerial behavior. The research results might help both academics and practitioners to be more ready to understand the components of managerial skills profile and provide insight into developing and increasing them within their organizations. Managerial skills are important source of organizations' wealth and therefore it should be taken into serious consideration when formulating the JKB strategy. This strategy formulation process can be enhanced by fully integrating managerial skills into management practices. JKB should coordinate different perspectives of managerial skills to improve managerial behavior and should assign scales for each of the three components of managerial skills profile. Finally, the researchers recommend that further studies to be carried out with larger samples in the banking industry, also, further research to be extended to other organizations and other industries in order to provide a clearer picture for managerial skills profile present/needed by the various economic sectors in Jordan.

## **Expected Value**

The current research may be considered as primary study that highlighted the effect of managerial skills on managerial behavior in Jordan. The empirical results of this study builds on previous researches work regarding the relationship between managerial skills and managerial behavior. This study also extends prior research's viewpoint about the linear relationship between managerial skills and managerial behavior with empirical evidence.

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