

Literature Review: Effecting of Leading Skills to Performance

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1. Introduction

Business performance of businesses is always the most important concern of all businesses, because business performance reflects the ability to combine inputs, allowing minimizing operational costs. Business to achieve profitability goals. Thereby, business performance will reflect the ability of leaders to perform leadership functions in the business, the ability to use resources to accomplish goals and achieve the highest efficiency in operations. Therefore, businesses are constantly improving and improving business efficiency, especially in the context of increasingly fierce global competition today.

In fact, there are many factors affecting business performance of the enterprise, of which factors related to leaders are considered as factors that significantly affect the business performance of the business. A leader is an indispensable person in any business, whether it is a large enterprise or a small business, whether in the field of manufacturing or service provision, not only that, the leader also affects the Satisfaction and achievement of the people they lead (Bass, 1990) and leaders appear at all levels in the organizational structure of the business.

Among leadership elements, leadership skills are considered as one of the most important factors. Because, leadership skills are the ability to perform tasks, turn knowledge into actions of leaders, show the proficiency of leaders when applying the knowledge gained in practical implementation. Leadership function in order to achieve the set goals. Leaders in the enterprise must perform many different functions and tasks, so they need many different skills.

Until now, the topics on leadership skills and business performance of businesses have been studied by many authors in many different aspects. However, according to the author's study, there has not been any research on the relationship between leadership skills and business performance of businesses in the context of a country with a developing economy and the socialist institutions like Vietnam.

Therefore, the article reviews an overview of research related to leadership skills, performance and the relationship between leadership skills and performance.

2. Literature review

2.1. *Research related to leadership skills*

Leadership and leadership-related issues have long been a topic of interest to researchers around the world, and this interest has never stopped. Up to now, there have been thousands of different leadership studies and these studies have approached in many different directions. To facilitate leadership research, researchers have also synthesized and codified leadership theory in a variety of ways. According to Yulk, G., (2013), theories and empirical research on leadership can be divided into the following 5 approaches: (1) leadership qualities, (2) behavioral leadership, (3) influence / power approach, (4) situational leadership, and (5) integrated research.

The study of leadership skills is considered the center of quality leadership theory and situational leadership, and there have been many scholars studying directly and indirectly about leadership skills (Bass, 1990).

Based on the research content, researches on leadership skills can be divided into two main research groups, namely: the research team explores the skills that a leader needs and a research team for leadership. The relationship between leadership skills and the effectiveness of leadership. Details are as follows:

- The first group is studies that explore the skills a person will pursue a leadership career or excel as an unofficial leader in a required group (Katz 1955; Lord, De Vader and Alliger 1986 ; Stogdill 1974; Mumford et al 2000; Moore, LL, and Rudd, R. D 2004; Mumford, Campion and Morgeson 2007; Da'as, RA 2017). This research is often based on the roles, tasks and functions of the leader in the business, thereby suggesting the leadership skills needed to perform the job in the best way to achieve the business goals. It can be leaders in different industries or leaders in businesses of different sizes.

Katz's "The skills of an effective manager" (1955) can be considered a pioneering study of leadership skills. Because this research comes at a time when most studies are focused on identifying leadership qualities, and these qualities are considered to be innate. Katz (1955) transcended gender by emphasizing in addition to innate characteristics and characteristics, leadership needs to use the skills to perform the job effectively. And especially these skills can be developed if studied and practiced over time. With a leadership perspective who understands the organization's strategic vision, tasks and goals, manages the activities of others and is responsible for achieving the organization's goals, Katz (1955) states that A successful leader must have the following three basic skills: technical skills, human skills and cognitive skills. Technical skills are knowledge and proficiency in a specific type of work or activity, especially those related to methods, processes, procedures or techniques. Human skills are the knowledge and ability to work with people, while technical skills primarily affect objects. Human skills help leaders work effectively with employees, colleagues, and senior leaders in achieving the organization's goals. This skill is demonstrated in the way an individual perceives their superiors, colleagues and subordinates as well as how the individual acts later. Highly skilled human skills are those who are aware of their own attitudes and beliefs about other individuals or groups, who are able to see usefulness and limitations. of these feelings. And the third skill is cognitive skills. Cognitive skills are the ability to work with ideas and concepts, and are a key component in building vision and strategic planning for businesses. Of the three skills, technical skills are the most familiar, because they are the most specific and the skills required by most people, human skills are important for all levels of leadership in the business, in then technical skills are needed for lower level leaders, and cognitive skills are important for senior leaders in the business.

Following that, Mann (1965) argues that an organization's supervisor should have technical skills, human relations skills, and governance capabilities (considered to be similar to cognitive skills). Accordingly, supervisors are those who guide and combine the duties and activities of followers in their group, and link these activities to the activities of other lower-level work groups or higher. Mintzberg (1973) observed managers about work and found that, besides traditional skills such as direction and control, managers also used a number of skills such as facilitating, influencing. , training, negotiation and problem solving. In the early 1990s, a group of researchers, sponsored by the US military and the US Department of Defense, considered leadership effectiveness based on three factors. factors, such as creative problem-solving skills, social assessment skills and knowledge (Mumford et al 2000). Mumford et al. (2000) placed skills developed at the center of leadership achievement at all management levels, while Katz and Mann proposed different skills for different management levels. Although this classification is more complex than the models of Katz (1955) and Mann (1965), this classification of leadership skills is attractive to anyone who is interested in becoming an effective leader. (Northouse, 2007).

In recent years, with significant changes in the business and working environment, emotional intelligence has also been studied as one of the leadership skills required. Emotional intelligence is defined as the ability of individuals to track their own and others' emotions, distinguish between emotions and use this information to guide thinking and action (Goleman) , 1998).

Then, based on the previous research on leadership skills, Mumford, Campion and Morgeson conducted a separation and suggested that the leader should have 4 skills, namely: cognitive skills, human skills, business skills, and strategic skills (Mumford, Campion and Morgeson, 2007)

In addition, depending on the subjects and different research objectives, the researchers propose some necessary skills for leaders such as decision-making skills (Edmunds, 1998); team motivation skills (Edmunds, 1998); planning skills (Edmunds 1998; Marshall-Mies et al. 2000); motive (Connelly et al 2000; Mumford et al 2000) ...

- Besides the first research group as mentioned above, some authors follow the second research group on the relationship between leadership skills and leadership effectiveness in current management positions. of the leader.

- Based on the research on the components of leadership skills, the study of leadership skills in the world often uses one of three research directions as three components of Katz's leadership skills (1955). , the components of the leadership skills of Mumford et al. (2000), or the four-element model of the leadership skills

of Mumford, Campion and Morgeson (2007). In addition, based on the above constituent elements, the authors also suggest additional skills such as personal values (Edmunds, 1998; Lord and Hall, 2005). ; Kalargyrou, Pescosolido and Kalargiros, 2012); knowledge-related knowledge skills (Robbins, Bradley and Spicer, 2001; Moore and Rudd, 2004; Connelly et al., 2000; Mumford et al., 2000); interpersonal skills (Edmunds, 1998; Moore and Rudd, 2004); solution building skills (Mumford et al., 2000; Mumford et al., 2000; Marshall-Mies et al., 2000); decision-making skills (Edmunds, 1998); team motivation skills (Edmunds, 1998); planning skills (Edmunds, 1998; Marshall-Mies et al., 2000); motive (Connelly et al., 2000; Mumford et al., 2000); emotional intelligence (Goleman, 1995; Goleman, Boyatzis and McKee, 2002; Mayer and Salovey, 1995).

Considering the scope of the research space, researches on leadership skills in the world are conducted in many different fields of industry and business size. Specifically, the study of leadership skills in the military (Zaccaro et al., 2000); research on leadership skills in education (Kalargyrou, Pescosolido and Kalargiros, 2012; Da'as, R. A., 2016); research on leadership skills in the health sector (Zilz, D. A. et al 2004; Robbins, C. J. et al., 2001); research on leadership skills in banking activities (Kehinde, J.S et al. 2012); research on leadership skills at public service enterprises (Haq, S. 2011); Mumford, Campion and Morgeson 2007); research on leadership skills in small and medium enterprises (Kunene, T. R. 2009) ...

Direct research on leadership skills in Vietnam includes a PhD research study on developing leadership skills in Vietnam's non-state enterprises by Nguyen Thi Thu Trang (2016) and a technical article Leadership skills of deans at a regional university in Vietnam are posted at the 7th International Conference on Educational Reform (ICER 2014) of Hung, NM, Tesaputa, K., & Sri-ampai (2014).

With the purpose of analyzing and providing solutions to develop leadership skills in enterprises, Nguyen Thi Thu Trang (2016) used the model of Warren Blank (2007) to evaluate leadership skills in businesses. non-state enterprises of Vietnam. Accordingly, leadership skills are divided into 3 main skill groups with a total of 15 skills, namely: foundation skills, influence skills and leadership-oriented skills. Basic skills include 6 skills: leadership skills; strategy building skills; skills to set expectations and goals; time management skills; decision-making skills and professional knowledge. Influencing skills includes 5 skills: influence; communication and presentation skills; negotiation skills, conflict resolution; building an environment of encouragement; build and develop relationships. Leadership skills group includes 4 skills: empowering subordinates; result oriented; staff development; adapt and manage change.

The research results show that only one skill that all leaders rated well was the skill of understanding the field of business activities, the remaining skills were assessed only above average. jar. This study clarifies the rationale for leadership and leadership skills, giving the basic content of leadership development in non-state enterprises in Vietnam. However, the scope of the research is limited, in addition, the topic has not analyzed in depth the extent of the influence of factors such as: regional culture, diplomas, and skills groups religion.

Different from the above approach, Hung, NM et al. (2014) inherited elements of the leadership skills of Katz (1955), Mumford, Campion and Morgeson (2007), Jones and Rudd (2007), Cheng, HC (2011) and Kalargyrou et al (2012) and propose the skills assessment of the deans of 5 Hue University colleges including 6 main skill groups: cognitive skills; people skills; business skills; strategic skills; communication skills and emotional intellectual skills. The research results show that business skills are the most important, followed by strategic skills, human skills, emotional intelligence skills, cognitive skills and communication skills. In terms of response, strategic skills are most valued, followed by business skills, emotional intelligence skills, human skills, cognitive and communication skills, and Dean's leadership skills are rated above average. Although the research has achieved some of the results mentioned above, the research object is quite narrow, only within the scope of Hue University, and the study did not clarify the difference in skills. leadership between leadership characteristics, so that research results may be affected.

In general, the research on leadership skills is very rich and diverse in content, constituent elements and is conducted in many fields of industries and scales. Most studies confirm leadership skills are very important and affect the achievement of business goals of the business.

2.2. Research related to performance

Up to now, researches on business performance are very diverse, diverse, and often accessed in three main directions:

- The first is to evaluate business efficiency and propose solutions to improve business efficiency of the business. Most research related to business performance in Vietnam focuses on this direction. The research approach in this direction is often based on the theoretical basis of business performance to conduct an assessment of the business performance of the enterprise, then, looking for factors affecting business performance of the enterprise. Research and propose solutions to improve business efficiency for different research subjects (Chu Thi Thuy 2003; Nguyen Van Tao 2004; Nguyen Thi Mai Huong 2008; Doan Ngoc Phuc 2014).

- Secondly, studying the system of indicators to evaluate business performance of enterprises (Nguyen Ngoc Tien 2015; Kaplan, RS and Norton, DP, 1996; Neely, A., Gregory, M, and Platts, K 1995 ; Hudson, M., Smart, A. and Bourne, M., 2001; Santos, JB and Brito, LAL, 2012) and research on business performance evaluation activities (Do Huyen Trang 2012; Tran Thi Thu Phong 2012). Like the above studies, the studies approaching this direction also study the theoretical basis of business performance of the enterprise, and study the criteria to assess the business performance of the enterprise. However, the difference is that the researches approach in this direction then analyze in depth the specific characteristics of each industry and propose the criteria system and methods to perform business performance evaluation for each research object. assist.

- Thirdly, study the business performance in the relationship of interaction with other factors such as the effects of dispute resolution in international trade and business performance of import-export enterprises in Vietnam. (Bui Ngoc Son, 2012); capital structure and corporate performance (San, O.T. and Heng, T.B., 2011; Saeed, M.M., et al, 2013); research on the impact of corporate governance on the performance of firms (Doan Ngoc Phuc 2014; Sami, H., et al, 2011; Wu, MC, et al. 2009; Khatab, H., et al., 2011); and study the relationship between leadership and business performance. Foreign studies often focus on this approach.

Depending on the research subjects and different approaches, the authors propose a system of indicators to evaluate the business performance of different businesses.

- With the viewpoint of the business performance of the enterprise reflects the level of using the resources of the business to achieve the results of business operations goals in the field of business, the authors Bui Xuan Phong (2004), Nguyen Van Cong (2005), Nguyen Thi Mai Huong (2008), Doan Ngoc Phuc (2014) think that enterprises can use indicators reflecting production capacity, waste rate and profitability to evaluate business performance. Production capacity indicates the ability to produce production results from inputs. The consumption rate is an indicator of how much a unit of cost or an input must reflect in order to have an output unit reflecting production or profit. Profitability reflects a unit of input or an output unit that brings in several units of profit. In another study, Nguyen Van Cong (2009) suggested that business performance of enterprises is shown. The three contents are performance, performance and performance. Performance reflects the correlation between output and the amount of inputs or inputs used to produce the output. Operational performance shows the performance that businesses can achieve when using the inputs or when conducting each activity and is often expressed through indicators that reflect the rotation speed of inputs. Finally, operating efficiency, measured by profit per unit of input. Operational efficiency is a manifestation of business efficiency because the ultimate purpose of business is profit. Meanwhile, Do Huyen Trang (2012) suggested that the following three criteria can be used to assess business performance of enterprises, namely: indicators reflecting utilization efficiency, rotation speed and fertility. words of cost or inputs. In particular, profitability is the main group of criteria to evaluate business performance of a business is high or low. Although the above approaches propose three criteria for evaluating business performance with different names, they are quite similar in nature. The indicators are a reflection of the correlation between outputs and inputs; The ability to use inputs and ultimately the ability to generate profits from the inputs of the business. At the same time, the above studies also emphasize the role of profitability assessment criteria of enterprises.

- With the view that the end result of a business is profit, the authors Josette Peyrard (2005), Ngo The Chi - Nguyen Trong Co (2008), Nguyen Tan Binh (2010), Nguyen Ngoc Tien (2015)) think that when analyzing business performance of an enterprise, only need to focus on profitability analysis.

- With the view that enterprises are cells of the economy, under the influence and domination in the general management of the State, therefore the economic efficiency of enterprises must be associated with social efficiency. Since then, the authors suggest that enterprises should further analyze some criteria under the social efficiency such as tax (Nguyen Van Tao 2004; Huynh Duc Long 1999; Do Huyen Trang 2012; Nguyen Ngoc Tien 2015); Average income of employees (Huynh Duc Long 1999; Nguyen Ngoc Tien 2015; Chu Thi Thuy 2003); some indicators related to foreign currencies (Nguyen Thi Mai Huong, 2008) and some other non-financial indicators.

- Different from the above approach, the authors (Kaplan, RS and Norton, DP 1996; Neely, A., Gregory, M. and Platts, K. 1995; Hudson, M., Smart, A. and Bourne, M. 2001; Dang Thi Huong 2010; Santos, JB and Brito, LAL 2012; Ngo Quy Nham 2011; Nguyen Minh Tam 2014; Le Thi Phuong Thao 2016) argue that financial measures are short-term and only reflect the outcome. As a result, the authors have added the measures to be the motivation for future business development. The goals and measures to evaluate the effectiveness of an organization come from four perspectives: finance, customers, internal processes and development learning. From a financial perspective, profitability indicators are commonly used to measure business performance of an enterprise. Goals in the prospect can be measured through: customer satisfaction, customer retention, customer attraction, customer profitability, and the proportion of target customers that are often used. In the perspective of internal processes, businesses must identify the core internal processes that they need to invest in order to excel. It is possible to use indicators such as speed and cost for research and development of new products and services, time or cost of order processing, capacity of machinery and equipment, timely delivery, ... to measure the quality of internal processes. And finally, the perspective of learning and development, including three main sources: people, systems and organizational processes. This model is a system of financial and non-financial indicators, built to balance each other, support each other, have a close relationship and interact with each other.

Most researches on business performance in Vietnam have the same limitation of being too focused and emphasizing financial indicators to assess business performance of enterprises. Some scholars believe that business performance indicators are affected by business activities (Tran Thi Kim Thu 2006; Nguyen Thi Mai Huong 2008; Do Huyen Trang 2012; Nguyen Ngoc Tien 2015), therefore, depending on the business line, businesses should choose appropriate criteria to evaluate business performance.

2.3. The relationship between leadership skills and performance

Research on the relationship between leadership skills and leadership performance, business performance (Connelly et al., 2000; Boyatzis 1982; Cheng, HC, 2011; Kehinde, J. S Jegede, CA and Akinladi, HB 2012; Abosede et al., 2011) is one of the main research branches related to business leadership and business performance. These studies often identify a leader's skills through testing, problem solving, self-assessment or evaluation by others, and then determine the influence of a leader's skills on leadership efficiency. Leadership effectiveness is measured by the performance of the work of individuals, groups and the whole enterprise (Yukl, G., 2013). These include: sales, profits, market share, return on investment (ROI), return on assets (ROA), employee satisfaction, employee motivation, and develop employee skills, solution quality ...

Connelly et al. (2000) suggest that creative problem-solving skills and social judgment skills have an important influence on leadership performance, leadership effectiveness is valued through the quality of solution solutions. leadership issues and leadership achievements. Cheng, H. C. (2011) used multivariate regression, hierarchical regression and Anova to study the relationship between leadership skills and leadership effectiveness. Leadership skills include cognitive skills, human skills, business skills and strategic skills, leadership effectiveness is assessed through the overall management effectiveness, effectiveness of leadership, effectiveness of leadership. Leadership compared to other leaders ... Research results show that business skills are the key for leaders to be more appreciated for leadership performance. The higher the business skills of leaders, the leaders Leadership is highly valued for leadership effectiveness, while higher human skills have a poor relationship with leadership. In addition, the research results also show that the appearance of leaders such as height, overall attractiveness affects leadership effectiveness. Kehinde, J. S Jegede, C.A. and Akinladi, H.B.

(2012) studied the relationship between leadership skills and organizational performance in the banking sector in Nigeria. Accordingly, research shows that leadership skills have a significant relationship with the effectiveness of the organization and greatly influence the performance of banks. Leadership effectiveness is measured through ROI and long-term profitability, leadership skills are measured through the following 10 skills: leadership skills, passion, organization, authorization, ownership. and responsibility, effective communication skills, courage and friendliness, listening to followers, understanding of followers. Abosede, A. J. et al. (2011) said that leadership skills have a positive influence on the performance of banks in Nigeria.

In Vietnam, although not directly researching leadership skills, but through leadership studies, Do Anh Duc (2014) and Le Thi Phuong Thao (2016) also assessed the influence of leadership. leadership skills to the effectiveness of the business.

Do Anh Duc (2014) assessed the skills of the director of SMEs in Hanoi including: (1) problem-solving skills, (2) skills to use power and influence, (3) skills to create. employee motivation, (4) negotiation skills, (5) conflict handling skills, (6) stress management skills, (7) proxy skills, (8) skills control, (9) computer skills, (10) foreign language skills. The research results show that the managerial skills of SMEs directors have the greatest influence on the business results of enterprises. However, this study only assesses the business results of enterprises based on leadership factors, regardless of other factors such as capital, size, ... Le Thi Phuong Thao (2016) studied the influence of leadership capacity of small and medium-sized enterprises in the North Central region on the performance of SMEs through the ASK model. price through ASK, results of business operations c assessment based on 4 aspects, including finance: customer, internal processes and training. Similar to the research results of Do Anh Duc (2014), the research results show that leadership skills have a strong impact on the performance of enterprises. The leadership skills in this model include : (1) skills to understand yourself, (2) skills to balance work and life, (3) study skills, (4) problem-solving skills, (5) interpersonal communication skills. leadership, (6) encouragement skills, (7) team development skills, (8) influence and image building skills, (9) team establishment and leadership skills, (10)) vision and strategy-building skills, (11) organizational and implementation skills, (12) skills to mobilize and coordinate resources, (13) skills from initiating change, (14) skills to build and develop corporate culture; however, this study is limited in geographical location and has not clarified the differences in specific professions. The evaluation result is that the skills of Vietnamese business leaders are still limited.

3. Conclusion

In the world, research on leadership skills is very diverse and diverse, is done in many different research models, and is conducted in many different fields of industry. Most studies suggest that skills play a very important role in a career of leadership, and these skills are not innate, but skills can be formed and developed through learning. practice, practice and practice over time. At the same time, studies also show that leadership skills have a large role, and affect the achievement of business goals. On that basis, studies propose training programs and activities to improve leadership skills to improve leadership efficiency, thereby improving the business efficiency of the business.

In Vietnam, there are many relevant studies on business performance of businesses, but the research on leadership and leadership skills is quite limited. Research on leadership is primarily focused on leadership competencies and leadership styles, with a small number of studies on the individual roles and qualities of leadership in business. In terms of leadership in Vietnam, there is a common limitation that only research on leadership in general, leadership in different types of businesses, different geographical locations, has not gone into making a clear difference about leader in various professions. Direct research on leadership skills has only Hung, Nguyen Manh et al. (2014) researching leadership skills in the field of education, and Nguyen Thi Thu Trang (2016) researches on developing leadership skills. in non-state enterprises of Vietnam.

According to leadership studies, competencies are composed of three main factors, namely knowledge, skills and qualities / attitudes (Le Thi Phuong Thao 2016; Do Anh Duc 2014; Le Quan and Nguyen National Day 2012). Accordingly, knowledge is understood as the capacity to collect data, the ability to understand problems, the capacity to apply, the capacity to analyze, synthesize and evaluate. The main skill is the ability to

perform tasks, turn knowledge into actions. Usually skills are divided into major levels such as: mimicking, applying, manipulating, applying creativity. Attitudes or qualities often include elements of the worldview that receive and respond to facts, determine values, prioritize values. Qualities and behaviors reflect the individual's attitude to work, motivation, as well as the qualities needed to perform a job well (Le Quan and Nguyen Quoc Khanh, 2012).

Meanwhile, Yukl (2013) argues that competency is often a combination of skills and traits related to leadership. Traits refer to a range of personal attributes, including personality / personality, temperament, needs, motivation, and values, and skills that refer to abilities.) do something effective. According to Katz (1955), a skill implies an ability, and this ability can be developed, not necessarily innate, and shown in action, not just pure potential. Leadership needs 3 skills, namely: technical skills, human skills and cognitive skills. According to Mumford et al. (2000), leadership needs problem-solving skills and social judgment skills. According to Mumford, Campion and Morgeson (2007), leaders need 4 skills, namely receiving skills knowledge, human skills, business skills and strategic skills, which shows that the approach to leadership and leadership skills is completely different.

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