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**“AN EMPIRICAL EVIDENCE OF EFFECTIVENESS OF
EXECUTIVES’ SKILL WITH AND WITHOUT
FORMAL MANAGEMENT EDUCATION AND TRAINING.”**

**Thesis Submitted in Partial Fulfillment of the Requirement for the
Degree of Doctor of Philosophy to Saurashtra University**

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February 2012

DECLARATION

Herewith, I declare that the conceptual framework of the thesis has been developed based on the detailed and through literature review as shown in the bibliography section. I have quoted several statistics, notes, opinions and other information directly from the various books, journals, periodicals and other reference materials with clear mention of the source of the information in the references.

Apart from these, all other opinions, hypothesis, remarks, inferences, analysis and interpretation in this thesis are my own and original creation.

I declare that the thesis entitled “An Empirical Evidence of Effectiveness of Executives’ Skill With and Without Formal Management Education and Training” is record of independent research work carried out by me under the supervision and guidance of Dr. Daksha Pratapsinh Chauhan, Professor, Head & Dean, Department of Commerce and Business administration, Saurashtra University, Rajkot.

This work has not been previously submitted for the award of any diploma, degree, associateship or other similar title.

Place:

Date:

Jayesh S. Vachhani

CERTIFICATE

This is to certify that the thesis entitled “An Empirical Evidence of Effectiveness of Executives’ Skill With and Without Formal Management Education and Training” is a record of research work done by Jayesh S. Vachhani, during the period of study, under my supervision and guidance and thesis has not formed the basis for the award of any degree, diploma, associateship, fellowship or similar title to the candidate and it represents independent work on the part of the candidate.

The work is satisfactory and complete in every respect and the thesis is suitable for submission and examination.

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Research Supervisor

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CHAPTER – 1

INTRODUCTION

- 1.0 INTRODUCTION**
- 1.1 EVOLUTION AND GROTH OF MANAGEMENT**
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1.0 INTRODUCTION

In highly competitive global economy, companies realizing the fact that their employee, especially those at the managerial levels, is the only sources of competitive advantage. In the past decade managerial talent is the hottest issue and measuring manager's performance has increasingly focused and interesting area for researchers and practitioners. It is commonly believed that managers are the most important assets of nations, organization and institutions to meet the challenges of global competition. The long term stability of any organization depends on the knowledge skills, competencies, positive attitude and behavior of its managers. In the past decades substantial numbers of managers and management scholars have been involved in a debate concerning the effectiveness of management

It is generally believed that management education creates a vital link between economic progress, organizational effectiveness, and people's performance at organizational levels. In those respect managers have played a considerably more significant role in the overall success of their organizations and development of their nations.

Management institutions have incorporated new discipline and update their content to train their graduates in all aspects. Management education is the only source which will enhance the managerial effectiveness. No doubt, many factors influence managerial effectiveness but among all the factors management education attracts considerable attention across the world. In emerging business environment management education is in a central role for manager's education. Management education has been imparting formal business skill to a wide range of business leaders and has thus democratized business management.

Business institutions are striving towards creation of knowledge, skills and competencies and many more things which make management education compulsory for the companies as well as individual. These business colleges imparted basic skills about the principles of trade and commerce to clerks and supervisors from fields as diverse as banking, transport, and accounting. Management education is inevitable for sustainable development of managers. Requirement of various skills for performing various tasks with well equipped knowledge are of crucial importance for today's manager, hence management education scores over other streams of education.

It is assumed that business schools as supplier of business managers can produce well trained and ethically responsible managers and management education is potential source for managerial effectiveness. This research tries to link effectiveness of executive skill with and without formal education.

1.1 EVOLUTION AND GROWTH OF MANAGEMENT

There are many examples from past history that illustrates how management has been practiced for thousands of years.

- A. The Egyptian pyramids and the Great Wall of China are good examples of projects of tremendous scope and magnitude that employed tens of thousands of people. How was it possible for these projects to be completed? The answer is management.

- B. Other examples of early management practices can be seen through assembly lines, accounting systems, and personnel functions as just a few of the processes and activities in organizations at that time that are also common to today's organizations.

C. Adam Smith, author of the classical economics doctrine, *The Wealth of Nations*, argued brilliantly about the economic advantages that division of labor (the breakdown of jobs into narrow, repetitive tasks) would bring to organizations and society.

The Industrial Revolution can be thought of as possibly the most important pre twentieth century influence on management. The introduction of machine powers, combined with the division of labor, made large, efficient factories possible. Planning, organizing, leading, and controlling became necessary.

1.2 EVOLUTION OF MANAGEMENT IDEAS:

1.2.1 The Evolution of Management Theories

Trying to achieve goals through the judicious use of people and resources, getting the others to work toward these goals, and keeping track of whether or not we are accomplishing what we set out to do has been around for centuries. Expressed in other terms we could say that management is a very old concept. Generally, though, we think of “modern management” and the specific identification of planning, organizing, leading, and controlling being the functions of management as having begun at the end of the 1800s. Most of the contributors we recognize today have been twentieth century people.

1.2.2 Pre-classical Contributors: These contributors presented their ideas before the late 1800s.

Robert Owen (1771-1858) was a British factory owner who advocated concern for the working and living conditions of workers, many of them young children. Many of his contemporaries thought he was a radical for such ideas.

Charles Babbage (1792-1871) is considered to be the “father of modern computing.” He foresaw the need for work specialization involving mental work. His management ideas also anticipated the concept of profit sharing to improve productivity.

Henry E. Towne (1844-1924) called for the establishment of a science of management and the development of management principles that could be applied across management situations. An assessment of the pre classical contributors indicates that their efforts were fragmentary. By and large they applied their efforts towards developing specific techniques or solutions. They laid the groundwork for major management theories which came later.

1.2.3 CLASSICAL VIEW OF MANAGEMENT

Classical Viewpoint is divided into three parts:

1. Scientific management
2. Administrative management
3. Bureaucratic management

1. Scientific management:

Scientific management is defined as the use of the scientific method to define the “one best way” for a job to be done. Scientific management focuses primarily on the work to be done. (Peter F. Drucker, , 1986)

Frederick Winslow Taylor (1856-1915) was the first nationally known management thinker. His “Taylorism” or “scientific management” was a major contribution to business operations as we know them today. The overview of his studies is given below:

- a. Taylor developed scientific management to counter the problem of soldiering by workers—deliberately working below full capacity.

- b. Taylor pioneered the time-and-motion study, where by a work task is broken down into its various motions, is improved by eliminating unnecessary motions, and then the motions timed to determine optimal daily production.
- c. Through his four principles of scientific management, Taylor advocated scientific study of the task to find the best work method rather than relying on traditional methods handed down from one worker to another.
- d. Taylor successfully implemented his theory at Bethlehem Steel in two famous studies involving shoveling and pig-iron handling.
- e. Although real and imagined abuses or misuses of scientific management occurred (leading in one instance to a congressional investigation—and thereby adding to Taylor’s notoriety), Taylor’s strong support of science and his redefining the role of managers remains his primary contribution to management theory.

Taylor’s Four Principles of Scientific Management:

- 1. Study each part of the task scientifically, and develop a best method to perform it.
- 2. Carefully select workers and train them to perform a task using the scientifically developed method.
- 3. Cooperate fully with workers to ensure they use the proper method.
- 4. Divide work and responsibility so management is responsible for planning work methods using scientific principles and workers are responsible for executing the work accordingly.

Frank and Lillian Gilbreth (1868-1924 and 1878-1972 respectively) did studies aimed at eliminating unnecessary motions and way of reducing task fatigue.

- a. They perfected the time-and-motion study techniques first introduced by Taylor.
- b. Together they provided the first vocabulary for identifying hand, arm, and body motions used at work—which they called “Therbligs.”

- c. Lillian's doctoral dissertation was published as the book, *The Psychology of Management*, one of the first books published on the findings of psychology in the workplace.
- d. Frank "proved" the value of motion studies in his own construction company whose productivity was nearly three times better than his competitors who used the older work methods.

Henry L. Gantt (1861-1919):

One of Taylor's closest associates is best known for his Gantt chart, a graphic aide to planning, scheduling, and controlling. His other interests included a unique pay incentive system and the social responsibility of business.

To understand why scientific management was viewed as such an important development, you need to look at the times in which Taylor, the Gilbreths, and other scientific management advocates lived.

It was important because it could raise countries' standards of living by making workers more productive and efficient. Also, it's important to remember that many of the tools and techniques developed by the scientific management practitioners are still used in organizations today.

2. Administrative Management:

It is a term used for those early-day contributors who developed and taught principles to be used by managers, both individually and collectively, to improve the performance of the overall functions of the organization.

Henri Fayol (1841-1925) a successful French industrialist, developed theories about management he thought could be taught to those individuals with administrative responsibilities. Fayol's lasting contribution is the functional approach to management which is still used today. The major managerial functions, according to Fayol, were planning, organizing, commanding, coordinating, and controlling. Henri Fayol wrote during the same time period as Frederick Taylor. Fayol was the managing director of a large French coal-mining firm. His attention was aimed at the activities of all managers. He described the practice of management as distinct from other typical business functions. In the main, though, they still provide the basic framework for studying management as witnessed by the organization of this and most other principles of management texts used today. Like Weber, Fayol's works were not translated into English for a couple of decades after his death.

Fayol gives us 14 principles of management which are still being used now days. These principles are : Division of work, Authority, Discipline, Unity of Command, Unity of direction, Subordination of individual interests to the general interest, Remuneration, Centralization, Scalar Chain, Order, Equity, Stability of tenure of personnel, Initiative, Esprit de corps.

3. Bureaucratic management:

Max Weber (pronounced VAY-BAR) was a German sociologist who wrote in the early part of the 20th century. He developed a theory of authority structures and described organizational activity based on authority relations.

He described the ideal form of organization—the bureaucracy, defined as a form of organization marked by division of labor, a clearly defined hierarchy, detailed rules and regulations, and impersonal relationships. Max Weber, the most important early advocate of this approach, argued that too often organizational decisions and rewards were made because of who the worker was (possibly a relative of the manager) or who the worker knew rather than on the performance of the worker. Scientific management focused on the work or the job and how to do it better. Bureaucratic management, on the other hand, focused on how to structure the organization better so that better overall performance might be achieved.

Characteristics of Weber’s ideal bureaucracy:

The major characteristics of Weber’s ideal bureaucracy include:

- a. Specialization of a labor
- b. Formalization of rules and procedures
- c. Impersonality in application of rules and sanctions
- d. Formalization of lines of authority into a hierarchical structure
- e. Formalization of the career advancement process to be based on merit

The timing of Weber’s contributions is a little confusing. Although he was a contemporary of Taylor and others described as “classical contributors,” Weber’s works weren’t translated into English until the 1940s. Weber’s bureaucratic characteristics are still evident in many of today’s large organizations—even in highly flexible organizations of talented professionals where some bureaucratic mechanisms are necessary to ensure that resources are used efficiently and effectively.

BEHAVIORAL THEORIES OF MANAGEMENT

Behavioral Viewpoint:

Organizational behavior (OB) research has contributed much of what we know about behavioral views of management, human resources management, motivation, leadership, trust, teamwork, and conflict management. Four people stand out as early advocates of the OB approach. These include Robert Owen, Hugo Munsterberg, Mary Parker Follett, and Chester Barnard.

Robert Owen, a successful Scottish businessman, proposed a utopian workplace.

Hugo Munsterberg created the field of industrial psychology—the scientific study of individuals at work to maximize their productivity and adjustment. Hugo Munsterberg is considered to be the “father of industrial psychology” and is regarded by students of psychology as an important figure as Frederick Taylor is by students of management. Munsterberg attempted to develop practical applications of psychology. He argued that psychologists could help industry in three major areas:

- a. Finding ways to identify individuals best suited to particular jobs.
- b. Identifying the psychological conditions for optimum efficiency.
- c. Finding ways to influence individual behavior to be congruent with management’s objectives

Mary Parker Follett was a social philosopher who thought the manager’s job was to harmonize and coordinate group efforts. Mary Parker Follett brought to management the perspectives of political science and social work. She identified:

- a. The importance of the functioning of groups, not just individuals, in organization.
- b. The principle of “power with” rather than “Power over” in management employee relations.

- c. Conflict resolution through integration, i.e., finding a solution to a conflict that would satisfy both parties.
- d. The achievement of integrative unity, whereby the organization operates as a functional whole, with the various interrelated parts working together effectively to achieve organizational goals.

Chester Barnard, president of New Jersey Bell Telephone Company, saw organizations as social systems that required human cooperation. He believed that managers' major roles were to communicate and stimulate subordinates to high levels of effort. He also introduced the idea that managers have to examine the environment and then adjust the organization to maintain a state of equilibrium.

The Hawthorne Studies: Without question, the most important contribution to the developing Organization Behavior field came out of the Hawthorne Studies, a series of studies conducted at the Western Electric Company Works in Cicero, Illinois. These studies, started in 1924 and continued through the early 1930s, were initially designed by Western Electric industrial engineers as a scientific management experiment. They wanted to examine the effect of various illumination levels on worker productivity.

Control and experimental groups were set up with the experimental group being exposed to various lighting intensities, and the control group working under a constant intensity. If you were one of the industrial engineers in charge of this experiment, what would you have expected to happen? That individual output in the experimental group would be directly related to the intensity of the light? Seems perfectly logical, doesn't it?

However, they found that as the level of light was increased in the experimental group, output for both groups increased. Then, much to the surprise of the engineers, as the light level was decreased the productivity decrease was observed in the experimental group only when the level of light was reduced to that of a moonlit night.

What would explain these un-excluded that illumination intensity was not directly related to group productivity, and that something else must have contributed to the results. However, they weren't able to pinpoint what that "something else" was. In 1927, the Western electric engineers asked Harvard professor Elton Mayo and his associates to join the study as consultants. Thus began a relationship that would last through 1932 and encompass numerous experiments in the redesign of jobs, changes in workday and workweek length, introduction of rest periods, and individual versus group wage plans.⁹ For example, one experiment was designed to evaluate the effect of a group piecework incentive pay system on group productivity.

Hawthorne studies reflected the scientific management tradition of seeking greater efficiency by improving the tools and methods of work—in this case, lighting.

1. In the first set of studies, no correlation was found between changes in lighting conditions and individual work performance. In fact, performance nearly always went up with any change—brighter or darker—in illumination.
2. In the second set of studies, the concept of the Hawthorne effect emerged. The Hawthorne effect refers to the possibility that individuals singled out for a study may improve their performance simply because of the added attention they receive from the researchers, rather than because of any specific factors being tested in the study.
3. The third set of studies centered on group production norms and individual motivation.

4. Although simplistic and methodologically primitive, the Hawthorne studies established the impact that social aspects of the job (and the informal group) have on productivity.

Human Relations Movement:

This movement was an attempt to equip managers with the social skills they need.

Abraham Maslow (1908-1970) developed a theory of motivation that was based on three assumptions about human nature.

- a. Human beings have needs that are never completely satisfied.
- b. Human behavior is aimed at satisfying the needs that are yet unsatisfied at a given point in time.
- c. Needs fit into a somewhat predictable hierarchy ranging from basic, lower-level needs to higher-level needs: Physiological (lowest), Safety, Belongingness or social, Esteem, Self-actualization (highest and NOT achieved by everyone)

Douglas McGregor (1906-1964) developed the Theory X and Theory Y dichotomy about the assumptions managers make about workers and how these assumptions affect behavior.

- a. Theory X managers tend to assume that workers are lazy, need to be coerced, have little ambition, and are focused on security needs. These managers then treat their subordinates as if these assumptions were true.
- b. Theory Y managers tend to assume that workers do not inherently dislike work, are capable of self-control, have the capacity to be creative and innovative, and generally have higher-level needs that are often not met on the job. These managers then treat their subordinates as if these assumptions were true.
- c. Workers, like all of us, tend to work up or down to expectations.

The Behavioral Science Approach:

It emphasizes scientific research as the basis for developing theories about human behavior in organizations that can be used to develop practical guidelines for managers.

1. The emphasis is upon developing useful tools for managers. Unlike Scientific Management from the Classical Era, the findings in behavioral studies are often somewhat difficult to find with mathematical certainty. That does not mean however, that the scientific approach should not be attempted nor that the findings of such an approach are any less useful.
2. An example is the idea of improving performance by setting goals the individual finds to be attainable yet not too easy.

Contributions of the behavioral viewpoint:

1. Spotlight the managerial importance of such factors as communication, group dynamics, motivation, and leaders.
2. Articulates practical applications of behavioral studies.
3. Draws on the findings of a number of disciplines such as management, psychology, sociology, anthropology, and economics.
4. Highlights the importance of an organization's members as active human resources rather than passive tools.

Quantitative Approach to Management:

The quantitative approach involves the use of quantitative techniques to improve decision making. This approach has also been labeled operations research or management science. It includes applications of statistics, optimization models, information models, and computer simulations

Quantitative approach and Managerial Applications:

The quantitative approach has contributed directly to management decision making in the areas of planning and control. For instance, when managers make budgeting, scheduling, quality control, and similar decisions, they typically rely on quantitative techniques. The availability of sophisticated computer software programs to aid in developing models, equations, and formulas has made the use of quantitative techniques somewhat less intimidating for managers, although they must still be able to interpret the results. The quantitative approach, although important in its own way, has not influenced management practice as much as the next one we're going to discuss—organizational behavior—for a number of reasons. These include the fact that many managers are unfamiliar with and intimidated by quantitative tools, behavioral problems are more widespread and visible, and it is easier for most students and managers to relate to real, day-to-day people problems than to the more abstract activity of constructing quantitative models.

Branches in the Quantitative Management Viewpoint:

There are three main branches in the Quantitative Management Viewpoint:

- A. management science,
- B. operations management, and
- C. management information systems

Management science:

It is an approach aimed at increasing decision effectiveness through the use of sophisticated mathematical models and statistical methods. This is NOT a term to be used synonymously with either the term “Scientific Management” described earlier featuring Taylor and others or “The Science of Management,” a term that usually refers broadly, to a deliberate, rational approach to management issues.

Operations Management:

It is the function or field of expertise that is primarily responsible for the production and delivery of an organization’s products and services.

Management information systems (MIS):

It is the name often given to the field of management that focuses on designing and implementing computer-based information systems for use by management

CONTEMPORARY APPROACHES TO MANAGEMENT:

This school of thought or view point about management includes those major ideas about managing and organizations that have emerged since the 1950s. Some of the ideas, systems theory for example, are rooted in experiences gained during World War II.

The systems theory approach is based on the notion that organizations can be visualized as systems of interrelated parts or subsystems that operate as a whole in pursuit of common goals.

Contingency Theory is the view that appropriate managerial action depends on the particular parameters of each situation. This approach is in marked contrast to the earliest universal approach stemming from the classical management school which suggested that

there was one, and only one, best decision for managers to make which applied in all cases and to all organization, big or little, for profit, or not-for-profit, etc.

The generalized corollary to the universal approach is that the secret to successful managing was just to keep looking until that one best solution was “found.” “it all depends”, would be the slogan of contingency theory. The contingency approach applies particularly well in such areas as environmental factors, strategy, organizational design, technology, and leadership.

SYSTEM VIEW OF MANAGEMENT:

Another way to look at the manager’s job is from the perspective of managing systems.

A system is a set of interrelated and interdependent parts arranged in a manner that produces a unified whole. It’s a concept taken from the physical sciences and applied to organizations.

The two basic types of systems are Closed systems are not influenced by and do not interact with their environment. And Open systems dynamically interact with their environment.

Today, when we call organization systems, we mean open systems, that is, an organization that constantly interacts with its environment.

1. The systems theory approach:

It is based on the notion that organizations can be visualized as systems of interrelated parts or subsystems that operate as a whole in pursuit of common goals. The major components of a system are:

- a. Inputs: the various human, materials, financial, equipment, and informational resources required to produce goods and services.
- b. Transformation processes: the organization's managerial and technological abilities that are applied to convert inputs into outputs.
- c. Outputs: the products, services, and other outcomes produced by the organization.
- d. Feedback: information about results and organizational status relative to its environment.

2. Open versus closed systems:

These are terms indicating the relative degree with which a system interacts with its environment. While there are very few, if any, completely open or completely closed systems, we usually view open systems as those having continual interaction with its environment. Closed systems are those with little interaction and feedback from their environments. Two major characteristics of open systems are:

- a. Negative entropy is the ability of open systems to bring in new energy in the form of inputs and feedback from the environment in order for the organization to delay or to arrest entropy, the decaying process.
- b. Synergy is the ability of the whole to equal more than the sum of its parts.

The systems viewpoint suggests that managers are likely to be more successful if they attempt to operate their units as open systems rather than as closed system.

CURRENT VIEWS ON MANAGEMENT:

Now that you've got a good understanding of the evolution and past history of management theories and practices, current concepts and practices are shaping today's management history and changing the way that managers do their jobs.

A. Globalization:

Organizational operations no longer stop at geographic borders. Managers in all types and sizes of organizations are faced with the opportunities and challenges of globalization.

B. Entrepreneurship:

It refers to the process whereby an individual or a group of individuals uses organized efforts and means to pursue opportunities to create value and grow by fulfilling wants and needs through innovation and uniqueness. Three important themes stand out in this definition: The pursuit of opportunities, Innovation and Growth. Entrepreneurship will continue to be important to societies around the world.

C. Managing in an E-Business World:

E-business (electronic business)—a comprehensive term describing the way an organization does its work by using electronic (Internet-based) linkages with key constituencies in order to efficiently and effectively achieve its goals. E-commerce (electronic commerce) is any form of business exchange or transaction in which the parties interact electronically.

D. Need for Innovation and Flexibility:

The constant flow of new ideas is crucial for an organization to avoid obsolescence or failure.

Flexibility is valuable in a context where customers/ needs may change overnight, where new competitors come and go, and where employees and their skills are shifted as need from project to project.

E. Quality Management Systems:

Total quality management is a philosophy of management that is driven by customer needs and expectations and focuses on continual improvement in work processes. TQM was inspired by a small group of quality experts, of whom W. Edwards Deming was one of the chief proponents. He has also developed and presented his quality philosophy and theory of profound knowledge. TQM represents a counterpoint to earlier management theorists who believed that low costs were the only road to increased productivity. The objective of TQM is to create an organization committed to continuous improvement.

F. Learning Organizations and Knowledge Management:

Managers now must deal with an environment that is continually changing. The successful organizations of the 21st century will be flexible, able to learn and respond quickly, and be led by managers who can effectively challenge conventional wisdom, manage the organization's knowledge base, and make needed changes. A learning organization is one that has developed the capacity to continuously adapt and change. Knowledge management involves cultivating a learning culture where organizational

members systematically gather knowledge and share it with others to achieve better performance.

G. Theory Z :

William Ouchi's Theory Z combines positive aspects of American and Japanese management into a modified approach aimed at increasing managerial effectiveness while remaining compatible with the norms and values of society and culture. (Stephen P. Robbins, David A. Decenzo, Sanghamitra Bhattacharyya, Madhushree Nanda Agarwal, 2008.)

1.3 IMPORTANCE OF MANAGERIAL SKILLS:

However, economic growth and prosperity require 'good human capital': a population equipped with skills and resources to participate in the economy. Good human capital contributes to high levels of labour productivity and entrepreneurship which, in turn, drive growth in the economy. The key to creating good human capital is education. Once N R Narayana Murthy told the reason for the lack of progress in many developing nations is not the paucity of resources but the lack of management talent and professionalism. Being professional and effective in our work helps us optimally utilize our resources – human talent, raw materials, domestic and foreign investment and infrastructure, just to name a few. This is because a professional individual owes allegiance to his profession and not to any organization or person. The dream of making India a significant player in globalization would not have been possible without Jawaharlal Nehru's vision to create several institutes of higher learning including the Indian Institutes of Technology (IITs), the Indian Institutes of Management (IIMs), the Bhabha Atomic Research Centre (BARC)

and the All – India Institute of Medical Sciences (AIIMS). For India to play a central role in world trade, Indian industry must be able to compete globally. Management (and business) is seen as a major force for change, growth, and prosperity. In this current environment, management professionals have a tremendous responsibility in making India competitive so demand for management and management education is growing rapidly.

Organizations are confronted by continuous change to their products, services, processes, markets, competition and technology. These changes require managers to respond with new ways of thinking and behaving. How successfully an organization achieves its objectives, and satisfies social responsibilities as well, depends to a large extent on its managers. If managers do their jobs well, and organization will probably achieve its goals. Organization must make effective use of their human resource in order to succeed in today's global market place. It is commonly believed that managers are the most important assets of nations, organizations and institutions to meet the challenges of global competition.

A manager's job is varied and complex. Hence, managers need certain skills to perform the functions associated with their jobs. During the early 1970s, Robert K. Katz identified three kinds of skills for administrators. These are technical, human and conceptual skills.

It is a normal practice to categorize management into three basic levels: Top Level or Third Level Management (Executives), Middle level or Second Level Management (Managers) and Bottom Level or First Level Management (Supervisors).

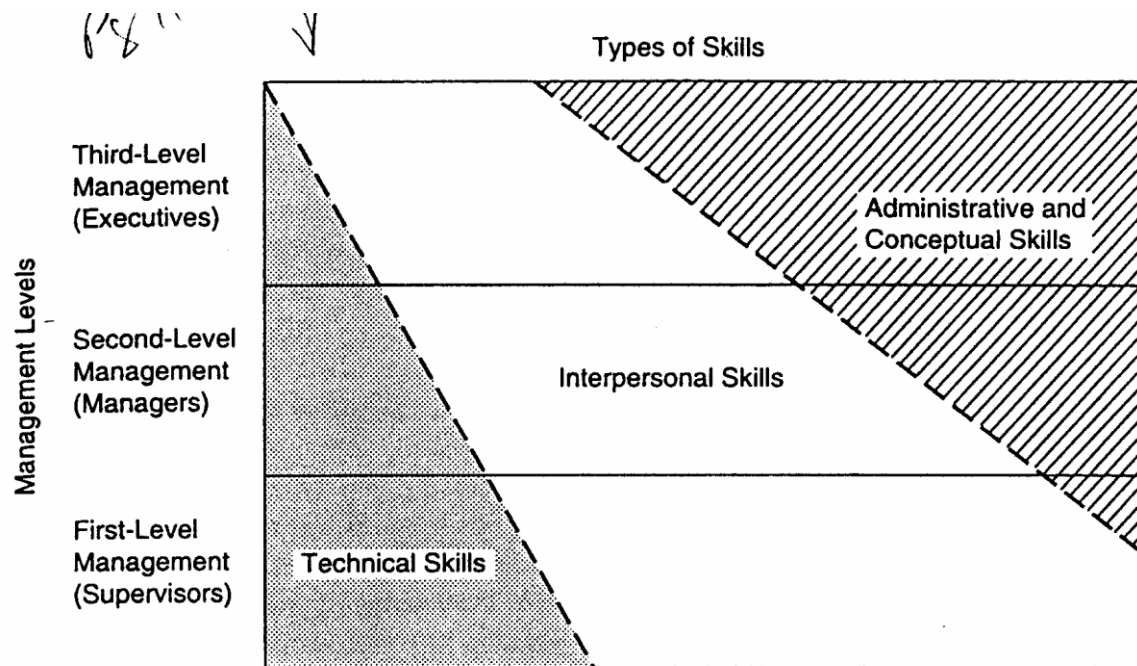


Figure 1.1: Relative Need for the Main Categories of Skills.

Increasingly, it is recognized that the knowledge and skills of managers affect the competitive advantage of organizations. Numerous researchers have studied the managerial role and the skills required for effective performance. (Badawy, M. K., 1995)

Babcock (1996) argues that one of the prime responsibilities of the project manager is to build the project team. This involves a whole spectrum of management skills to identify, commit and integrate various project groups from traditional functional organizations into a single program management system. (Babcock, D.L., 1996)

Toffler (1990-a) argues that while skills in human interaction will become more important, due to the growing need for collaboration in complex tasks, there will be a concomitant reduction in group cohesiveness.

It is necessary to determine which skills differentiate effective managers from less effective ones. Several studies have attempted to identify the skills and competencies that separate effective performers from less effective ones. The major focus was to identify

those skills associated with the most effective managers compared to the least effective managers. Results revealed that significant differences in skill levels existed in the following areas: (i) building power and influence; (ii) communication with insiders and outsiders; (iii) goal setting; (iv) managing conflict; and (v) decision making.

A survey of 428 personnel administrators asked them the skills managers needed in order to be successful in their organizations. It was reported that interpersonal skills, written communication, enthusiasm, technical competence, and the ability to listen and give counsel were listed as critical.

Camp et al. focused their research on why managers fail. Their sample included 830 managers in various industries in the United States. The study included 166 focus groups and revealed that the major reasons managers fail include ineffective communication skills, poor interpersonal skills, failure to clarify expectations, poor delegation, inability to develop teamwork, inability to motivate others, and a lack of trust.

Another study identified 402 individuals rated as highly effective managers in their organizations in the fields of business, healthcare, education, and state government by asking senior officers to name the most effective managers in their own organizations (Whetten, D.A. and Cameron, K.S., 2002). Those individuals were then interviewed to determine common characteristics of managerial effectiveness. The ten most common characteristics of effective management skills identified were all behavioral skills. They are common across industries, levels, and job responsibilities. They are also very similar to other published management studies on the subject.

The most frequently cited skills of effective managers based on this study are:

1. Verbal communication (including listening).
2. Managing time and stress.
3. Managing individual decisions.
4. Recognizing, defining, and solving problems.
5. Motivating and influencing others.
6. Delegating.
7. Setting goals and articulating a vision.
8. Self-awareness.
9. Team building.
10. Managing conflict.

1.4 INTRODUCTORY IDEAS: MANAGERIAL EFFECTIVENESS

Managerial effectiveness is a leader's ability to achieve desired results. How well he applies his skills and abilities in guiding and directing others determines whether he can meet those results effectively. If he can, his achievements are poised to help the organization gain a competitive edge against rival organizations heading into the future.

Managerial effectiveness is fast becoming a competitive advantage for organizations. Therefore, they have started investing in retaining competent managers and putting in place systems for developing new cadre of effective managers. Managerial effectiveness is often defines in terms of output – what a manager achieves. This result oriented definition leads us to look for the factors that contribute towards the “results”. Studies find three factors to be responsible for the results that an organization achieves through its managers.

These are: (a) the efforts and ability of the managers, (b) the environment in which the managers and the organization operates, and (c) the efforts and ability of the subordinates. Thus, the managers' ability is the key element in achieving the desired results.

Until the late 1980s, business school curricula emphasized the technical aspects of management, focusing on economics, accounting, finance, and quantitative techniques. Course work in human behavior and people skills received relatively less attention. Over the past three decades, however, business faculty have come to realize the role that understanding human behavior plays in determining a manager's effectiveness, and required courses on people skills have been added to many curricula.

As the director of leadership at MIT's Sloan School of Management put it, "MBA students may get by on their technical and quantitative skills the first couple of years out of school. But soon, leadership and communication skills come to the fore in distinguishing the managers whose careers really take off." (R. Alsop, 2002.)

Developing managers' interpersonal skills also helps organizations attract and keep high-performing employees. Regardless of labor market conditions, outstanding employees are always in short supply.

Companies known as good places to work – such as HCL Technologies, Hindustan Zinc, Taj Hotels Resorts and Palaces, Cisco Systems, ITC-Welcome group, Intuit Technology Services, Eureka Forbes, LG Electronics, Domino's Pizza, Marriott Hotels, Godrej Consumer Products, and Becton Dickinson – have a big advantage. A recent survey of hundreds of workplaces, and over 200000 respondents, showed the social relationships among co-workers and supervisors were strongly related to overall job satisfaction.

Positive social relationships also were associated with lower stress at work and lower intentions to quit.

So having managers with good interpersonal skills is likely to make the workplace more pleasant, which in turned makes it easier to hire and keep qualified people. Creating a pleasant a workplace also appeared to make good economic sense. Companies with reputations as good places to work have been found to generate superior financial performance.

So, I have come to understand that in today's competitive and demanding workplace, manager can't succeed on their technical skills alone. They also have to have good people's skills and Conceptual Skills.

Let's begin by briefly defining the term managers and organization – the pace where managers' work. Managers get things done through other people. They make decision, allow resources and direct the activities of others to attain goals. Managers do their work in organization, which is a consciously coordinated social unit, composed of two or more people, that functions on a relatively continues basis to achieve a common goal or set of goals. By this definition, manufacturing and service firms are organizations, and so are schools, hospitals, churches, military units, retail shops, police departments, local and state and central government agencies. The people who oversee the activities of others and who are responsible for attaining goals in these organizations are managers. Sometimes they also called administrators, as especially in Non Profit Organizations. In the early part of 20th century, French industrialist Henry Fayol wrote that all managers perform five management functions; Planning, Organizing, Commanding, Coordinating and Controlling. (Fayol, H. (1949). Because organizations exist to achieve goals, someone has to define those goals and the means for achieving them; management is that

someone. The planning function encompasses defining an organization's goals, establishing an overall strategy for achieving those goals, and developing a comprehensive set of plans to integrate and coordinate activities. Evidence indicates this function increases the most as managers move from lower-level to mid-level management. (A. I. Kraut, P.R. Pedigo, D.D. McKenna and M.D. Dunnette, 2005)

Managers are also responsible for designing an organization's structure. We call this function organizing. It includes determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made. Every organization contains people, and it is management's job to direct and coordinate those people. This is the leading function. When managers motivate employees, direct their activities, select the most effective communication channels, or resolve conflicts among members, they are engaging in leading.

To ensure things are going as they should, management must monitor the organization's performance and compare it with previously set goals. If there are any significant deviations, it is management's job to get the organization back on track. This monitoring, comparing, and potential correcting is the controlling function. So using the functional approach, the answer to the question "What do managers do?" is that they plan, organize, lead and control.

In the late 1960, Henry Mintzberg, then a graduate student at MIT undertook a careful study of five executives to determine what they did on their jobs. On the basis of his observation, Mintzberg concluded that managers perform duties that are ceremonial and symbolic in nature. They perform ten different but highly interrelated roles or sets of behaviors. (H. Mintzberg, 1973) these ten roles are primarily: interpersonal, informational and decisional.

All managers are required to perform duties that for instance, when a president of a college hands out diplomas at commencement or a factory supervisor gives a group of students a tour of the plant, he or she is acting in a figurehead role. All managers also have a leadership role. This role includes hiring, training, motivating, and disciplining employees. The third role within the interpersonal grouping is liaison role or contacting others who provide information. The sales manager who obtain information from the quality control manager in his or her own company as an internal liaison relationship. When that sales manager contacts with other sales executives through marketing trade association, he or she has an outside liaison relationship.

All managers, to some degree, collect information from outside organizations and institutions, typically by scanning the news media and talking with other people to learn of changes in the public tastes, what competitor may be planning. Mintzberg called these the monitor role. Managers also act as a conduit to transmit information to organizational members. This is the disseminator role. In addition, manager performs a spoke person's role when they represent the organization to outsiders.

Mintzberg identified four roles that require making choices. In the Entrepreneur role, managers initiate and oversee new projects that will improve their organizational performances. As Disturbance handlers, managers take corrective actions in response to unforeseen problems. As Resource Allocator, managers are responsible for allocating human, physical and monetary resources. Finally, managers performs negotiator role in which they discussed issues and bargain with other units to get advantages for their own unit.

Still another way of considering what managers do is to look at the skills or competences they need to achieve their goals. Researchers have identified a number of skills that differentiate effective from ineffective managers (R.L. Katz, 1974).

Technical skills encompass the ability to apply specialized knowledge or expertise. When you think of the skills of professionals such as civil engineers or oral surgeons, you typically focus on technical skills they have learned through extensive formal education. Of course professionals don't have a monopoly on technical skills and not all technical skills have to be learnt in schools or formal training programs. All jobs require some specialized expertise and many people develop their technical skills on the job.

Human skills is the ability to understand, communicate with, motivate and support other people, both individually and in groups, define human skills. Many people are technically proficient but poor listeners, unable to understand the needs of others, or weak at managing conflicts. Because managers get things done through other people, they must have good human skills.

Managers must have mental ability to analyse and diagnose complex situation. These tasks required conceptual skills. Decision making, for instance, requires managers to identify problems, develop alternative solutions to correct those problems, evaluate those alternative solutions and select the best one. After they have selected a course of action, managers must be able to organize a plan of action and then execute it. The ability to integrate new ideas with existing processes and innovate on the job is also crucial conceptual skills for today's managers.

Fred Luthans and his associates looked at what managers do from a somewhat different perspective. (F. Luthans, 1988). They asked, “Do managers who move up the quickest in an organization do the same activities and with the same emphasis as managers who do the best job?” you might think the answer is yes, but that’s not always the case. Luthans and his associates studied more than 450 managers. All engaged in four managerial activities: Traditional management: Decision making, planning, and controlling.

1. Communication: Exchanging routine information and processing paper work.
2. Human Resource Management: Motivating, disciplining, managing conflict, staffing, and training.
3. Networking: Socializing, politicking, and interacting with outsiders.

The average manager spent 32 percent of his or her time in traditional management activities, 29 percent communicating, 20 percent in human resource management activities, and 19 percent networking. However, the time and effort different individual managers spent on those activities varied a great deal. Among managers who were successful (defined in terms of speed of promotion within their organization), networking made the largest relative contribution to success, and human resource management activities made the least relative contribution.

Among effective managers (defined in terms of quantity and quality of their performance and the satisfaction and commitment of employees), communication made the largest relative contribution and networking the least. More recent studies in Australia, Israel, Italy, Japan, and the United States confirm the link between networking and social relationships and success within an organization. And the connection between communication and effective managers is also clear. (P. Wu, M. Foo, and D.B. Turban, 2008)

A study of 410 U.S. managers indicates those who seek information from colleagues and employees – even if it’s negative – and who explain their decisions are the most effective (A.S. Tsui, S.J. Ashford, L. St. Clair, and K.R. Xin, 1995).

One common thread runs through the functions, roles, skills, activities, and approaches to management: Each recognizes the paramount importance of managing people, whether it is called “the leading function”, “interpersonal roles”, “human skills”, or “Human resource management, communication, and networking activities.” Its clear managers must develop their people skills to be effective and successful. These are the basic role sets of successful manager’s behavior:

1. Controlling the organization's environment and its resources (*i.e.*, the ability to be proactive and stay ahead of environmental changes in both short and long range planning),
2. Organizing and coordinating (the manager organizes subordinates' behaviors around tasks and coordinates interdependent relationships to accomplish organizational goals),
3. Information handling (using information and communication channels for identifying problems and for understanding the changing environment to make effective managerial decisions),
4. Providing for growth and development (the manager's roles to provide opportunities for his or her professional growth as well as subordinates professional growth),
5. Motivating employees and handling conflict (the manager enhances the positive aspects of motivation to foster a climate whereby subordinates are encouraged to perform well), and

6. Strategic problem solving (the manager takes responsibility for his or her own decisions and ensures that subordinates' effectively use their decision-making skills).

Research has concluded that these six behaviors explained greater than 50 percent of the managerial effectiveness. Managerial effectiveness is gauged by the results a leader achieves. Results are generally believed to be influenced by the organization's established culture. A good leader must adapt to the organization's culture and make sure her skills are aligned with organizational goals in order to achieve positive results. The manager's job is linked with three major skills – technical, conceptual, and human. The productivity of any organization can be increased by the effective management of the entire three dimensions and specially by managing the conceptual and human dimensions of management. All managers need to work with and through subordinates to optimize organizational performance. Therefore, certain behavioral skills are required of individuals if they are to be effective as managers. Managers have many resources at their disposal and the quality of work is dependent on how well these resources have been used. The performance of a manager can be measured by the extent to which goals that are important to the group and organizations are met through the productive efforts of subordinates (Herbert, 'Dimensions of Organizational Behavior' Macmillan Publishing Co Inc. 1976). In other words, effective management is the accumulation of synergy of effectiveness of individual managers in the organization (Sen and Saxena, 1999).

Das indentified the characteristics of an efficient branch manager as setting an example by personal qualities, job knowledge, and business acumen and management ability. (Das G. S. 1987) Miles suggested that constructive use of authority entails the ability to formulate clear goals and to determine what steps are necessary to achieve them, including getting people to do what is necessary for achieving the targets. (Miles Mary,

1992). Misumi and Peterson define the ideal manager in Japan in terms of both performance and maintenance orientations, namely a manager who leads the group towards goal attainment and preserves its social stability (Misumi J & MF Peterson, 1985).

Gupta has developed a 16-factor scale to measure managerial effectiveness. These factors are tapping three important aspects of effectiveness: activities of his position, achieving the results, and developing further potential. (Gupta S, 1996) The managerial effectiveness has been measured by experts in several different ways at different times. Some models focus on individual competencies of managerial effectiveness, while most of the studies have taken performance measure and superior's appraisals rather than self report measures while deciding the effectiveness of a manager.

In the long run, managerial effectiveness has the potential of creating efficiencies that create a sustainable competitive advantage against rival organizations and increase opportunities for future enterprise. It also fosters individual growth in the manager and her followers and, over time, generates shareholder value for the organization.

1.5 CURRENT SCENARIO OF MANAGEMENT EDUCATION:

Corporations, now a day, face pressures from different stakeholders of the business environment. The changes in the environment have created threats to all of today's Organizations. So, the managers have to look for finding the best possible ways of striking the implications brought by the changes. Mostly, it depends on better way of educating their people to convert previous knowledge and experience into today's competencies required for best possible strategies. (Mohammed Abdullah Mamun, Ariffin Bin Mohamad (2009).

In the present day world of business, where every aspect of our life is ruled by management, it is very essential for an individual to understand the essence of management at least to the relative terms. It is because, the world has become so complex with times, that it would not function at all when 'management' is not there. Management' is the soul of every business. When we take up the topic of business, we can look into the past where business was carried out since primitive ages. Only the size, nature and complexity have changed. Doing business, possessing the qualities of a businessman is an inborn or inner trait of an individual.

It was present even in our ancestor who had laid down the bases of business earlier though at a small scale. But the scenario has changed with the fast paced world. With industrialization bringing the entire world under one network, the need for 'managing' such a huge complex and multidimensional world is felt which can't be done without proper guidance and training. Having understood the need of the upcoming markets and its trend, 'management education' has spread all over the world and is helping the aspirant entrepreneurs or the professionals to get the latest knowledge and skills as per the need and expectations of the developments in business.

The Education system in India is limited to theoretical knowledge which is confined to just some degrees. But 'management education' gives practical embossing over theoretical approach. This gives a complete understanding of the activities of business and the role required to be played by the individuals at a later stage. It's not that business cannot run without management education. But now, with the increasing competitiveness all over the world, to become the cut over the edge, the upcoming generations of professionals need to possess the required qualities of setting their place in the tough competition by constant innovation and logical and analytical thinking. And

'management education' adds up these to an individual's personality. So, with the Business is required to be managed, and Management is the backbone of business. Hence, both "Management" and "Business" go hand in hand and that contributes to the growth of the business at a world wide scale.

A business school is normally a university-level institution that teaches topics such as accounting, finance, marketing, organizational behavior, strategic planning, quantitative methods, etc. These include schools of "business", "business administration", and "management". It must also make students aware of application software such as ERP, POS, Simulation, SCM & logistics. In addition to this they must also get to learn of the actual running of an enterprise. Business school must have a branding and that can come from the quality of teaching and their richness. The alumni bring prestige to the school. Placement is a sequel to quality of teaching staff and education provided in the school.

In the modern economic scenario all over the world- "Management" – as a stream of education and training has acquired new dimensions. Management is an exciting field where you can have an immediate impact on the operations of any business. The field of Management is dynamic in nature. New tools and techniques are continually being introduced to improve the efficiency, productivity, and profitability of any organization. All organizations and their departments, functions, or groups use Management methodologies, which include problem solving techniques and guidelines for various related activities. Education in management should have mainly focused on Increase the understanding of the factors which influence the conduct of organizations and Provide students with the tools and techniques that they may use to influence organizational life.

More than twenty-five years ago, Mintzberg stated: Management schools will begin the serious training of managers when skill training takes its place next to cognitive learning. Cognitive learning is detached and informational, like reading a book or listening to a lecture. No doubt much important cognitive material must be assimilated by the manager-to-be. But cognitive learning no more makes a manager than a swimmer. The latter will drown the first time he jumps into the water if his coach never takes him out of the lecture hall, gets him wet, and gives him feedback on his performance. Our management schools need to identify the skills managers use, select students who show potential in these skills, put the students into situations where these skills can be practiced, and then give them systematic feedback on their performance.

Management skills are linked to a rather complex knowledge base (more so than other skills such as those associated with a trade or a sport). In addition, management skills are inexplicably connected to the interaction of other people. As such, effective use of these skills often involves a non standardized approach to managing human beings (unlike a standardized approach to performing trade skills such as welding). Given that the name "skills" implies one can develop and improve upon them (*e.g.*, basketball, clinical), it is imperative that, to develop and improve management skills, students receive a significant dose of practical application. However, it must be recognized that practice without the requisite conceptual knowledge is not optimum. Thus, developing requisite management skills must include both conceptual learning and behavioral practice. (Whetten, D.A. and Cameron, K.S., (1983).

Management education cannot be compared with studying other subject areas like chemistry, physics, mathematics or law etc. Management education can rather be compared with medicine. No doctor is allowed near a patient purely on the basis of theoretical knowledge. Doctors learn the professional skills by acquiring the practical knowledge that is taught by practicing doctors and hence they become experts in diagnosing the real physical condition of patients. In the similar way, in a business scenario also you have to do things, take decisions, take actions, and monitor results. You cannot operate any business by just planning what to do on paper. Planning is, though an important step in the process, there are many examples of businesses with excellent plans having failed because of non-implementation of proper ideas. Management education should actually supplement on job training being given by the companies to the management trainees. It should also develop the analytical skill and improve the ability to assimilate complex external and internal factors influencing an organization.

Management courses are offered in wide range of disciplines. Management covers courses in major areas such as marketing, human resources/ organizational behavior and strategic management etc. Teaching in these courses is drawn on a range of disciplines, which include mathematics, psychology, sociology, philosophy and economics. The ideas and practices from these diverse disciplines are applied to the understanding and management of voluntary, commercial and public sector organizations.

Education in management has two aims. Firstly, to increase the understanding of the factors which influence the conduct of organizations and secondly to provide students with the tools and techniques which they may use to influence organizational life. The constantly changing management paradigms, in response to growing complexity of the business environment today have necessitated that Industry and Academia come closer.

Over the last decade and a half, the falling of barriers to international trade and investment has led to a more integrated and interdependent framework of international business. Employers today, as a result, operate in an environment that demands constantly developing skills to retain global competitiveness. Extremely dynamic business world and the rapidly developing knowledge based service economy have put in an increased demand for professionals to manage the business effectively.

There are a lot of paradigm shift going on in the corporate world. Growth for an individual in an organization relates to the value added by him/her to the organization in the particular period of the job tenure. Moreover organizations today help people find the areas where they can succeed, thus becoming valuable assets for the organization.

There has been a paradigm shift in the way management education is imparted across the B-schools. Education is no longer equivalent to just knowledge. Today is the era of knowledge management where knowledge needs to be assimilated, synthesized and employed appropriately. The difference between success and failure is how one is able to use knowledge effectively. Other than knowledge, companies are looking for skill sets such as critical thinking, problem solving, brain storming, decision making skills, etc. It has become imperative for one to have adequate thinking and behavioral skills. There is need for global managers who are able to adapt as per the external environment and embrace diversity, ambiguity and complexity.

1.6 MANAGEMENT EDUCATION AND ITS EFFECTIVENESS:

Mark H. McCormack advocates 'street smarts' in his book 'What They Don't Teach You at Harvard Business School.' Here 'street smarts' means having ability to make active, positive use of your instincts, insights, and perceptions. To use them to get where you want to go, preferably by the shortest route, even if this means jumping some fences or going through a few alleys. Can you really learn to apply gut reactions to business? Perhaps not totally, but what you can learn may not be the result of management education but the results of street-smart thinking.

Mr. McCormack said, the best lesson anyone can learn from business school is an awareness of what it can't teach you – all the ins and outs of everyday business life. Those ins and outs are largely a self-learning process. Whether it is a matter of closing a deal or asking for a raise, of motivating a sales force of 5000 or negotiating one-to-one, of buying a new company or turning around an old one, business situations almost always come down to people situations. And it is those executives with a finely tuned people sense, and an awareness of how to apply it, who invariably take the edge.

Mr. McCormack believes with reference to business school, what they don't teach you is what they can't teach you, which is how to read people and how to use that knowledge to get what you want. Masters in business can sometimes block ability to master experience. Many of the MBAs are victims of their business training. The result is a kind of real-life learning disability – a failure to read people properly or to size up situations and an uncanny knack for forming the wrong perceptions. Intellect, intelligence or graduate degrees are not substitutes for common sense, people sense and street smart. (Mark H. McCormack, 'What they don't teach you at Harvard Business School', Bantam books)

Mortan T. Hansen, Herminia Ibarra and Urs Peyer declared the list of The Best 50 CEOs of the world. That review says that only 14 (merely 28%) out of these 50 CEOs are having formal management degree while 36 (staggering figure of 72%) are not having formal management education. According to this review the top 3 CEOs, Steve Jobs of Apple Computers, Yun-Jong-Yong of Samsung Electronics and the CEO of Allxe Miller of Russia, are not Management Graduates. When Steve Jobs became CEO of famous Apple in 1997, the condition of the company was pathetic. After becoming CEO he gave the astounding 3118% Industry Adjusted Return (34% average yearly return). The other in this list are John Martin, Jeffery P. Bezo of Amazon.com, Eric Sumidts of Google, Weng Jinaho of China Mobile, Fujio Mitari of Canon, Fred Kindle of ABB Group and Chung Hung Mong of Hyundai Motors.

This entire world renowned CEOs have not attended any session in any management school. This leads to the belief that formal management education may not require to become successful manager. On the other hand, researchers argued that CEOs from companies based in Germany, Britain, France and United states, where reliable information on degrees is available (1109 CEOs in total), they found that 32% of CEOs who had an MBA ranked, on average, 40 places better than the CEOs without an MBA. Even in the beleaguered financial sector, the MBAs tended to rank better than the non-MBAs. This finding suggests that MBA CEOs have not destroyed value, as some critics would have it. **With these types of different beliefs and opinions, I have dilemma about effectiveness of management education to managers. This research is an attempt to find answer about whether formal and informal management education and training helpful to mangers? Are there any effects of management education and training towards executives skills?**

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CHAPTER – 2

CONCEPTUAL FRAMEWORK OF MANAGERIAL SKILLS, MANAGERIAL EFFECTIVENESS AND MANAGEMENT EDUCATION

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2.0 CONCEPTUAL FRAMEWORK OF MANAGERIAL SKILLS, MANAGERIAL EFFECTIVENESS AND MANAGEMENT EDUCATION:

2.1 MANAGERIAL SKILLS AND MANAGERIAL EFFECTIVENESS:

A 2007 report commissioned by the Australian government titled '2020 Vision, The Manager of the 21st Century', suggested that Australian managers of 2020 will need very different skills to today's business leaders (The Boston Consulting Group 2007).

The report identifies major changes in the business environment up to 2020:

- There will be three very different generations in the workplace for the first time. The needs and aspirations of Generation X and Generation Y are likely to prove very different from those of the baby boomers, which have dominated the workplace for the last 20 years.
- The services economy is likely to globalize (possibly following the path of manufacturing during the 1980s), creating a major change task and a much more complex management environment.
- A likely long-term structural labor shortage will lead to much more flexible working environments, more organized to suit employee needs and desires. Flexibility will become the key to attracting and retaining high caliber staff.
- The obsession with short-term shareholder value, which dominated the last decade, will be replaced by a much broader perspective on the obligations of a company to a wider range of stakeholders.

These changes are likely to have a major impact on the skills and attributes that successful managers will require:

- Managers will need to rethink their role in the years to 2020. They will be asked to balance a wider range of interests, under greater internal and external scrutiny. Managers will still be required to achieve good returns for shareholders, but the results they achieve will also be assessed on the basis of how well they have met a wider range of stakeholder needs.
- Managers will need to become more team focused. The cult of the CEO, a world wide phenomenon of the last decade, is likely to decline, with greater focus on the team rather than the individual.
- Managers will face greater personal challenges about the balance in their own lives. Dramatic increases in remuneration will give them greater choices than their predecessors. They will need to become much better at managing their personal wealth, and will face more tensions and trade-offs between work life and personal life. Executives will need to spend more time thinking about their personal choices and managing stress than any previous generation.

Management is a practice of consciously and continually shaping organizations. All organizations have people who are responsible for helping them to achieve their goals. These people are called Managers. These managers – coaches, conductors, sales executives – may be more obvious in some organizations than in others, but without effective management, organizations are likely to founder. Management is the principle activity that makes a difference in how well organizations serve people affected by them. (Harold Koontz., 2007).

How successfully an organization achieves its objectives, and satisfies social responsibilities as well, depends to a large extent on its managers. If managers do their jobs well, and organization will probably achieve its goals. How well managers do their jobs – managerial performance – is the subject of much debate, analysis and confusion. The measures of how efficient and effective a manager is – how well he or she determines and achieves appropriate objectives can be defined as managerial performance.

The measure of how efficient and effective an organization is – how well it achieves appropriate objectives can be defined as organization performance. Organizations are confronted by continuous change to their products, services, processes, markets, competition and technology. These changes require managers to respond with new ways of thinking and behaving. (Udai Pareek., 2009.) Increasingly, it is recognized that the knowledge and skills of managers affect the competitive advantage of organizations. Numerous researchers have studied the managerial role and the skills required for effective performance.

Limerick and Cunnington (Australia) (1987), McCall et al (USA) (1988), Cox and Cooper (UK) (1989) identified a set of fundamental managerial skills, which include: strategic thinking (seeing the big picture, visioning, helicopter view, setting and implementing agendas), analytical, problem solving, decision making, action orientation (getting things done), interpersonal and team skills, leadership, learning from failure (personal reflection), and personal attributes relating to maturity and Temperament and personal awareness.

Government, industry, and education groups have also explored skill requirements for managers and business graduates. In Australia, the Business/ Higher Education Round Table reported concerns that students have insufficient breadth of knowledge and poor capacity to apply their knowledge in business decision making and problem solving (Commissioned Report No.2 issued. by the Business/ Higher Education Roundtable, 1992).

With reference to this research, business leaders were asked to rate the importance of desired characteristics of newly graduated professionals. The key characteristics identified were: communication skills, capacity to learn new skills and procedures, capacity for cooperation and team work, capacity to make decisions and solve problems, ability to apply knowledge to the workforce, capacity to work with minimum supervision, Theoretical knowledge in professional field.

The Industry Task Force on Leadership and Management Skills (Karpin Cornminee) prepared a report titled “Renewing Australia’s Managers to meet the challenges of the asia-pacific century” for the federal government on how Australia, prepares its managers for work and leadership. The eight managerial skill areas identified by the Task Force as needing improvement by managers are: soft or people skills, leadership skills, strategic skills, international orientation, entrepreneurship, broadening beyond technical specializations, relationship building skills across organizations, and Utilization of diverse human resources.

A number of managerial skills are common to most of the above streams of research. They are: Analytical/problem solving skills are important along with strategic thinking, Decision making, team skills, communication and Leadership.

There is a clear need to incorporate these desired characteristics into the teaching and learning strategies employed in schools of business. If this is not done, university programs will attract continued criticism from business for their lack of relevance.

The importance of generic management skills is reinforced by examining likely changes in the HR profession. Over the past decade, management scholars have built a strong case for a shift to a more strategic and integrated approach to the management of employees and some pioneering organizations have successfully made this transition. Should the strategic approach be widely adopted, the job of the HR professional will be substantially enlarged, to include roles such as business partner, strategy formulator, innovator, and change manager. The HR professional of the future will need to be able to perform these new strategic roles as well as integrate them with traditional HR knowledge and competencies.

A manager's job is varied and complex. Managers need certain skills to perform the duties and activities associated with being a manager. According to Management skills, effective managers must be competent in four different skill areas:

1. Conceptual skills involve an understanding of how the different components of the business are related to each other and to the business as a whole. Decision-making, planning, and organizing are specific managerial activities that require conceptual skills.
2. Human Skills require the ability to understand oneself, work with others, to understand and to motivate others. Human skills include developing self-awareness, managing personal stress, coaching, counseling, motivating, managing conflict effectively, and empowering others.

3. Technical skills revolve around the ability to use the tools, procedure, and specialized knowledge and techniques of one's field. This might include competency in financial management techniques, general and specific computer skills, and pharmaco-economic analysis.
4. Political skills include the ability to enhance one's position, build a power base, and establish the right connections. Skills in this area include gaining power and influence.

Katz's taxonomy of managerial skills was probably the first major classification of the skills that were thought to be required by all managers (1974). In his classical article 'skills of an effective administrator', which was first published in the Harvard Business Review in 1974, Katz showed concern for the sets of skills that managers needed for their increased effectiveness. Lately, managerial skills have been conceptualized in terms of basic observable inter-related categories that are termed; task, people-related and self and career development sets (Analoui, F. (1993). Research by Robert L. Katz (1974) found that managers needed three essential skills. These are: Technical skills, Human skills and Conceptual skills.

Technical skills include:

- Knowledge of and proficiency in a certain specialized field, such as engineering, computers, financial and managerial accounting, or manufacturing.
- These skills are more important at lower levels of management since these managers are dealing directly with employees doing the organization's work.

Human skills involve:

- The ability to work well with other people both individually and in a group.
- Because managers deal directly with people, this skill is crucial!
- Managers with good human skills are able to get the best out of their people.
- They know how to communicate, motivate, lead, and inspire enthusiasm and trust.
- These skills are equally important at all levels of management.

Conceptual skills are:

- The skills managers must have to think and conceptualize about abstract and complex situations.
- Using these skills managers must be able to see the organization as a whole, understand the relationship among various subunits, and visualize how the organization fits into its broader environment.
- These skills are most important at top level management.

However, Managers at different levels may need to be more proficient at some skills than others. For example, as one moves up in an organization (*e.g.*, upper level executives), conceptual skills are required to a greater extent than at lower managerial levels (Caproni, P.J., 2001) . It has also been shown that human skills (*i.e.*, ability to listen, verbally communicate, show patience and empathy, and understand a subordinate's needs) are most important to success at any managerial level. (Whetten, D.A. and Cameron, K.S., 2002).

In today's demanding and dynamic workplace, employees who are invaluable to an organization must be willing to constantly upgrade their skills and take on extra work

outside their own specific job areas. There is no doubt that skills will continue to be an important way of describing what a manager does. Management training programs and management training courses are meant to hone the managerial skills of a person.

2.2 MANAGERIAL LEVELS AND SKILLS:

Level of Managers in an Organization:

- Top Managers
- Middle Mangers
- First-Line Managers
- Non-managerial Employees

First-line managers (or **first-line supervisors**) are those managers having the least authority and are at the lowest level in the hierarchy of the organization. First-line managers are at the lowest level of management and manage the work of non-managerial individuals who are involved with the production or creation of the organization's products. They're often called supervisors but may also be called line managers, office managers, or even foremen. They are directly responsible for the work of operating (non managerial) employees.

- a. Titles often include the term, "supervisor."
- b. Factors changing the jobs of first-line managers include emphasis upon worker participation and teamwork and the use of computers to regulate many activities formerly regulated by first-line managers.
- c. The jobs of first-line managers are likely to change toward a greater emphasis on dealing with internal human relations. (Richard L. Daft, 2009).

Middle-level managers are those managers beneath the top-levels of the hierarchy and directly supervise other managers below them. It includes all levels of management between the first-line level and the top level of the organization. These managers manage the work of first-line managers and may have titles such as department head, project leader, plant managers, or division manager. (L. M. Prashad, 2007).

- a. Typical titles include “manager,” “director of,” “chief,” department head,” and “division head.”
- b. Middle managers are mainly responsible for implementing overall organizational plans so that organizational goals are achieved as expected.
- c. They plan, allocate resources to meet objectives and coordinate and link groups, departments, and divisions within a company.
- d. They monitor and manage the performance of the subunits and individual managers who report to them.
- e. Implement changes or strategies generated by top managers.
- f. The modern trend of adding layers of middle management is reversing as companies reduce the number of levels in the managerial hierarchy.
- g. Reducing the number of levels of managers’ results in greater power and responsibility for those managers who remain.
- h. It is predicted that there will be increasingly less emphasis on hierarchical levels in organization.

Top managers are those managers at the very top levels of the hierarchy who have the most authority and who are ultimately responsible for the entire organization. They are those who are responsible for making organization-wide decisions and establishing the

plans and goals that affect the entire organization. These individuals typically have titles such as executive vice president, president, managing director, chief operating officer, chief executive officer, or chairman of the board.

a. Other titles include “chief executive officer (CEO),” “president,” “executive vice president,” “executive director,” “senior vice president,” and sometimes, “vice president.”

b. They oversee overall planning for the organization, work with middle managers in implementing and planning, and maintain overall control over the progress of the organization.

c. In those public corporation that sell their stock to the public, top managers’ report to the board of directors whose function is to represent the interests of the stockholders.

d. They are responsible for the overall direction of the organization and for creating the context for change.

e. They develop in employees the attitudes of commitment to and ownership in the company’s performance and create a positive organizational culture through language and action.

f. The board of directors appoints the CEO (who sometimes also serves as the Chairman or Chairwoman of the Board). The CEO then appoints the other top managers subject to board approval.

2.3 MANAGEMENT FUNCTIONS WITHIN THE HIERARCHY:

A number of aspects of the management process differ within the hierarchy. The importance of each of the **functions of management** differs from one managerial level to another.

a. Planning tends to be more important for top-level managers.

b. Organizing tends to be more important for both top and middle-level managers.

c. Leading is more important for first-line managers.

d. Controlling is important among all levels of the hierarchy.

Management Skills, Knowledge and Performance:

Managers need a **knowledge base**. This knowledge base provides a context for the manager's activities. It can include information about an industry and its technology, company policies and practices, company goals and plans, company culture, the personalities of key organization members, and important suppliers and customers.

Managers need three types of **key skills** to perform the duties and activities associated with being a manager.

1. **Technical skills** are skills that reflect both an understanding of and a proficiency in a specialized field. Technical skills include knowledge of and proficiency in a certain specialized field, such as engineering, computers, accounting, or manufacturing. These skills are more important at lower levels of management since these managers are dealing directly with employees doing the organization's work.
2. **Human skills** are associated with a manager's ability to work well with others both as a member of a group and as a leader who gets things done through others. Because managers deal directly with people, this skill is crucial! Managers with good human skills

are able to get the best out of their people. They know how to communicate, motivate, lead, and inspire enthusiasm and trust. These skills are equally important at all levels of management.

- 3. Conceptual skills** are skills related to the ability to visualize the organization as a whole, discern interrelationships among organizational parts, and understand how the organization fit into the wider context of the industry, community, and world. Conceptual skills are the skills managers must have to think and to conceptualize about abstract and complex situations. Using these skills, managers must be able to see the organization as a whole, understand the relationships among various submits, and visualize how the organization fits into its broader environment.

Indeed, it is ironical that India has a peerless demographic advantage in being a young country. Over 770 million of its population of 1.2 billion is under 35 years and the country's average age is 25 years, a near decadal advantage over China's average age of 34 years. Also, India churns out about 200,000 MBAs, 600,000-plus engineering graduates and an even larger number of ordinary graduates every year — among the highest in the world.

Yet, by some estimates, only a third to a fourth of these are employable. Again, there are about 7,000 Industrial Training Institutes (ITIs) in the country, but it is an open secret that most of these have curriculums that are so outdated as to be useless. The net result — as elsewhere in the education sector — is the mushrooming of dubious private institutes that derives rents from this yawning delivery gap. At the other end of the scale is persistent unemployment. According to government statistics, about 13 million people enter the

labor market every year, but the government is able to provide only 2.5 million vocational training seats.

To understand the crisis, consider the steel industry. Indian steel makers plan to add 120 million tone of capacity in 2010-2020. To achieve that, according to one website, the sector will require more than eight million people. Yet today, finding even a crane operator is a huge issue; it entails paying huge premiums for relatively low-value skills, a practice that will eventually eat into companies' competitive advantage.

To be sure, the government has launched various initiatives to create 500 million skilled people by 2022 but given the fate of similar past initiatives, it would be optimistic to pin too much hope on them. That brings us to the private sector; it is already finding its own solutions by investing heavily in training. The issue, however, is one of rapid scalability, which is why it is difficult to escape the PPP model. Some early partnerships are beginning to pay rich dividends, notably in Haryana where the state government allowed vocational training institutes to be registered as not-for-profit societies. Similar ventures on these lines will go a long way towards converting private initiatives into a sustainable public good.

Four trends are likely to impact managerial work in the future.

1. Successful managers in the twenty-first century will have to be able to guide their companies through shifts in economic conditions, modifications in customer preferences, rapidly changing technology, and other changes. Increasingly, successful companies will rely on innovation to successfully meet these changes.

2. The work force is becoming increasingly diverse. Managers will need to be able to effectively utilize a much broader selection of personnel in the immediate future. Managing diversity is the planning and implementing of organizational systems and practices that maximize the potential of employees to contribute to organizational goals and develop their capabilities unhindered by group identities such as race, gender, age, or ethnic group. In the coming millennium, managers themselves will reflect the emerging diversity and, at the same time, will need to be able to effectively utilize and increasingly diverse work force.

3. Businesses increasingly face global competition; therefore, managers need to have greater knowledge of international business and to develop a global perspective. Businesses are also more likely to be operating in more than one country.

4. Quality management programs have become increasingly important and total quality management program aimed at continuous improvement have been implemented in many business. Global competition has created an emphasis for better quality.

Continuous changes in both the economy and technology, as well as changes in the speed of change, suggest that managers who lead modern organizations need to be engaged in a constant learning process. It is axiomatic in today's world of business that change is the only constant. Successful managers walk a learning treadmill to keep up, and run that treadmill to succeed. (Robert Hogan, Rodney Warrenfeltz. "Educating the Modern Manager", Academy of Management Learning and Education, 2003, Vol. 2, No. 1, 74–84.)

2.4 CURRENT SCENARIO OF MANAGERIAL EFFECTIVENESS:

Effectiveness of executives is very important for the success of an organisation in the contemporary business arena (Bao, C., 2009).

Organizations need effective and competent managers to be able to reach their objectives efficiently and effectively (Boyatzis, R., “The competent manager: A model of effective performance”. New York, NY: Wiley, 1982). In fact, executives employ their competencies and enhance the economic value of raw resources to play a crucial role in the development and the execution of organizational operations and effectiveness of the implemented strategies/policies (Analoui, F., “Strategic human resource management”. London: Thompson Learning. 2007).

Organizations need effective and skilled executives to facilitate corporate success in the long run. Moreover, managerial effectiveness is a key component, which enables effectual operation and delivery of complex initiatives (Analoui, F., “Eight parameters of managerial effectiveness: a study of senior managers in Ghana”. *Journal of Management Development*, 18(4), 1999.). In the words of Drucker, an executive is expected to get the right things done and this is simply saying that he is expected to be effective. (Drucker, P.F., “The effective executive”. London: Henman, 1988).

Researchers have described managerial effectiveness in various ways, though there is yet no conformity on concept and method of mapping managerial effectiveness (Luthans, F. “Successful versus effective real managers.” *Academy of Management Executive*, 2, 1988). Broide and Bennett defined managerial effectiveness as, “...results and

consequences, bringing about effects, in relation to purpose, and giving validity to particular activities.”

(Broide, M., & Bennett, R., “Perspective on managerial effectiveness.” Slough: Valley Regional Management Center. 1979). Reddin explicated managerial effectiveness as the degree to which managers achieve the output requirements corresponding to their respective positions. (Reddin, W. J., *Managerial effectiveness in 1980s. Management by Objectives*, 3(3), 1974). In other words, it is the act of fulfilling multiple expectations rather than optimizing one objective (Kirchoff, B. A., “Organizational effectiveness and policy. *Academy of Management Review*, 2(3), 1977).

Boyatzis underlined effectiveness as qualities, intrinsic abilities or personality strengths of an individual, (Boyatzis, R., 1982) while Mintzberg defined an effective manager as one who identifies the need to understand the functions and uses the available resources to carry out these managerial functions. (Mintzberg, H.,1973).

Drucker differentiated efficiency and effectiveness and delineated effectiveness as the foundation of success. A review of the literature revealed that there is not a lone definition of managerial effectiveness, which could be single handedly applied in every aspect of management. (Drucker, P.F., 1988). *Managerial Effectiveness* The result of new researches show that high performance organizations are consistently outperforming their competitors on a number of human resource factors, including the level of teamwork and openness between co-workers, the training and development opportunities they offer to employees and the degree of pro-activity in HR planning. (Jean-Marie, H. (1999).

Developing this capability begins with the realization that effective human resource management underpins the competitiveness of organizations. What is effectiveness? Which factors are involved in increasing the effectiveness of Managers? In response to these questions definitions of managerial effectiveness often provide a starting point. Though expected to clarify, their diversity may point to the presence of confusion rather than creating an understanding, as they should. This however, is not unique to the topic of managerial effectiveness (Langford, V., 1979).

The dictionary definition refers to effectiveness in terms of results and consequences, bringing about effects in relation to purpose and giving validity to particular activities. How effective are managers? How effective can they become? These are two basic questions. The notion of managerial effectiveness has always been an important part of managerial thought and action, but recent years have seen a dramatic increase in pressures and constraints on managers and on what they are expected to achieve (Brodie M. and Bennett R., 1979).

Reddin also views effectiveness as being the extent to which the manager achieves the output requirements of the job, by what he or she achieves, rather than by what he or she does. (Reddin, W. J., 1970), Thus, effectiveness from the stance of managerial output seems to be a function of three interrelated factors: behavior, task and circumstances (Analoui, F., 1998).

Moreover, from this point of view, the conversion of input to output in a given system would prescribe congruence or fit between managerial inputs and output, this however, may not necessarily be true. There is also another cluster of theorists and writers on

effectiveness who subscribe to the presence of multiple contingencies, both internal and external to the organizations as influential factors that affect the degree of the managers effectiveness (Child, J., 1977).

There is also another group of theorists and researchers whose work could be viewed under the banner of an alternative perspective; they place the individual managers, the social actors in the centre of analysis. (Silverman, D. 1993)

This view is in contrast with the views of those writers who subscribe to the underlying assumption of positivism and therefore they do not tend to view the organization and management as part of an objective and concrete reality (Willcocks, S. G. (1992).

The social action approach is therefore based on the premise of interpretative paradigm (Burrell and Morgan, 1979; Silverman, 1993), which places emphasis on pluralism and goes as far as suggesting that the form and content of managerial work is shaped by political forces within the organization (Willmott, H. C., 1984). In line with the social action theorists, Mintzberg (1973) and Stewart (1982) cautiously state that, managers themselves shape the nature and design of their jobs, as a result of the demands, constraints and choices they experience while carrying out their jobs (Steward, R. (1982).

Drucker (1974; 1988) is a firm believer that effective skills such as use of time focus on outward contribution, building strengths, concentrating on priorities and systematic decision-making could be taught. There are indeed a host of management writers and theorists, such as Willmott (1984); Kakabadse et al (1987); Jones (1988); Drucker (1988);

Peters (1989) and Analoui, (1998), who support the view that the acquisition of the right managerial skills will contribute to the effectiveness of managers.

The views of major works in the literature concerning managerial skills and effectiveness could be summarized as:

- A. Managers are aware of their own effectiveness.
- B. Managers can learn from their own experiences and the experiences of others with whom they interact.
- C. Managers can become more effective by the acquisition of managerial skills, which enable them to deal with the task in hand, people, and situational demands and constraints.
- D. Manager's perception of the range of skills which they require to realize their increased effectiveness reveals aspects of their job believed to play a significant part in their effectiveness.
- E. The range of skills which managers perceive as necessary for their increased effectiveness includes those which will consequently enable them to overcome the demands, constraints, choices and situation at work.

(Analoui, F., 1997).

To varying degrees, the aim of organization and management theory has always been to gain practical knowledge, or to generate normative theories. This is also manifested in the effectiveness concept, which lays at the heart of many organization theories (Arie Y. Lewin, John W. Minton, 1986). At the same time the literature shows uneasiness with the fact that, when scrutinized more closely, effectiveness keeps proving to be an elusive concept. Difficulties pertain to definitions, levels of analysis, criteria for measurement, and predictors for effectiveness (Goodman, P., Atkin, R.S. and Schoorman, F.D., 1983).

The quest for universal theories of effectiveness seems doomed to failure in the face of the complexity of organizations. According to the principal agents theory managers pursue value-maximizing ends in proportion to the buffers they can secure for themselves against the demands and pressures put on them. Here, managerial effectiveness is evaluated from an external, economic perspective (Glenn M. Macdonald, 1984).

2.5 MANAGEMENT EDUCATION AND ORGANIZATION NEED:

After economic liberalization in 1991, management education in India really took off and it is ensuing structural changes in the economy of the country. However, India is already known for its large collection of engineers and it may be the next day when the country will also be known for its managerial talent. As we know that Business Schools are proliferating and turning out management graduates but, this is not enough to meet the growing demand for management education in India and corporate management training requirements of the flourishing manufacturing and services sectors. With a work force of over 400 million, India will require around 15 to 20 million managers, a requirement that existing management education infrastructure simply may not fulfill. (Dr. Surinder Singh Kundu and Dr. Sanjeet Kumar, 2009).

Generally, it is accepted that knowledge is the driving force in the rapidly changing globalised economy and society. There are two determinants i.e. quantity and quality of human resource by which a person conquers the world. In the same way, the skills of the human resources determine the competency of a person in the global market. (Dorai swamy, P. K., 2004).

Globalization is the boon for the countries having the highly skilled human capital and it is the bane for those countries that have not such type of human capital. Therefore, developing and transition countries like India are challenged in a highly competitive world economy because their higher education systems are not adequately developed for the creation and use of knowledge as per the demand of global market.

Therefore, such types of countries have to adapt the changed environment or reform educational system to converting the challenges into opportunities. In the present era, it may be realized that Indian government and Indian corporate sector have recognized the significance of management education in the changing international scenario.

Therefore, the reforming economic conditions, integration of the Indian economy with world economy take for granted efficiency and competitiveness in the domestic front as well as in the international arena. As the process of globalization is technology-driven and knowledge-driven therefore, the success story of economic reform policies depends only upon the competence of human capital available in the nation. (Joshi, Mahesh Chandra, 2008).

Many current management concepts and practices can be traced to early management theories. The practice of management has always reflected the times and social conditions, so many organizations are responding to technology breakthroughs and developing Web-based operations. These new business models reflect today's reality: information can be shared and exchanged instantaneously anywhere on the planet.

Management courses have a rich heritage from humanities and social science courses.

Anthropology—the study of societies, which helps us learn about humans, their activities, and differences in fundamental values, attitudes, and behavior between people in different countries and within different organizations.

Economics—concerned with the allocation, distribution of scarce resources, and understanding the changing economy, as well as the role of competition and free markets in a global context.

Philosophy—examines the nature of things, particularly values and ethics.

Political Science—studies the behavior of individuals and groups within a political environment, including structuring of conflict, allocating power in an economic system, and manipulating power for individual self-interest.

Psychology—science that seeks to measure, explain, and sometimes change the behavior of humans and other animals.

Sociology: the study of people in relation to their fellow human beings.

Soon after gaining independence in 1947, making education available to all had become a priority for the government. As discrimination on the basis of caste and gender has been a major impediment in the healthy development of the Indian society, they have been made unlawful by the Indian constitution. The 86th constitutional amendment has also made elementary education a fundamental right for the children between the age group- 6 to 14. According to the 2001 census, the total literacy rate in India is 65.38%. The female literacy rate is only 54.16%. The gap between rural and urban literacy rate is also very significant in India.

This is evident from the fact that only 59.4% of rural populations are literate as against 80. In order to develop the higher education system, the government had established the University Grants Commission in 1953. The primary role of UGC has been to regulate the standard and spread of higher education in India.

There has been a marked progress in the expansion of higher education if we look at the increase of higher educational institutes in India. The higher education system in India comprises of more than:17000 colleges, 20 central universities, 217 State Universities, 106 Deemed to Universities and 13 institutes of National importance. This number will soon inflate as the setting up of 30 more central universities, 8 new IITs, 7 IIMs and 5 new Indian Institutes of Science are now proposed.

One primary objective of management education is to prepare people to be outstanding managers and leaders. This means helping people develop the functional, declarative, procedural, and met cognitive knowledge needed. For example, market segmentation for a new product, the time it takes a polymer to set, calculating the present value of a capital acquisition, and ethical principles as applied in international business transactions, respectively

Management decisions are the result of complex factors influencing an organization. Management education cannot be offered as textbook education. Those who are the practicing managers can give better training to the management students. Management education is training not typical classroom teaching. Classroom interactions are nothing but exchange of ideas and communication centers. This actually makes it different from

other educations such as Technical education and other subjects to go along side management education.

Traditionally, collegiate business education is marked by the founding of the Wharton School of Finance and Economy at the University of Pennsylvania in 1881(Pierson 1959). The initial growth in business schools occurred in the first part of the 20th century in the years prior to World War I. These business schools developed from different roots – some from economics, others from accounting, liberal arts, or secretarial-book keeping trade skills (Pierson 1959). Despite these differences in origin, the first decade of 20th century saw a decided shift from business schools' early liberal arts roots to a practical vocational orientation that emphasized specific trade practices an business skills.

Then, management of organizations using scientific management thought given by Taylor was introduced in business school, virtually initiated by Harvard Business School. Though some schools directly imitated the Harvard model (e.g., University of Chicago and Dartmouth), the larger effect was to influence the development of a concept of management based on generalized principles, a basic assumption of the scientific model.

The decades following World War II were filled with many changes affecting both business schools in general and management education in particular. First, there was tremendous growth in both student enrollment and in the sheer number of schools offering business curriculum.

Although there had long been questions about the quality and direction of business education programs, its great size give new urgency to these concerns. Second, older returning students put pressures on schools to increase the educational and long term value of a business degree. Third, field level players, such as the Academy of Management and the American Association of Collegiate Schools of Business (AACSB), gained in strength and influence. Fourth, business education began to be seen by organizations outside the field as ripe for change.

In the 1940s and 1950s, the state of business education captured the attention of two organizations external to the organizational field management education: the Ford Foundation and the Carnegie Foundation. Working through academic confederates, both foundations aspired to put the study of business on a more serious footing by making business education, including management, scientifically based. Of the two foundations, the Ford Foundation had more extensive involvement in transforming business education. It spent US\$35 million between 1954 and 1966 on interventions designed to improve the academic quality of business education.

In the two foundations education and research were tightly coupled because the scientific Method was viewed as common to both endeavors. Important reports came out from their efforts to improve the situation. While the two foundations targeted business education in general, their efforts were an important impetus pushing a massive infusion of science into management education.

There have been at least two broad waves of change in graduate management education. One wave during 1960s was marked by increasing professionalism. A second wave,

during the 1990s, was marked by global competition and featured the emergence of many new MBA programs (D' Aveni 1996). Fueled largely by increasingly prominent MBA program rankings, a key facet of the second wave of change was a move among MBA programs toward specialization or finding a niche in the marketplace. Consequently business schools differentiate their offerings by emphasizing a functional strength with a high quality faculty in that functional area. For example Wharton and University of Toronto have historically emphasized finance, whereas Northwestern has emphasized its strength in marketing (Latham et.al. 2004).

Business schools, however, are continuously criticized by industry for failing to produce graduates who have mastered business administration (Neelankavil 1994; O' Reilly 1994). Functionalism in the MBA curriculum has unintended consequences for MBA graduates and the organizations that hired them. Witness the anger and frustration in industry with MBAs who understand mathematical equations, excel in finance, and are analytically sound but are not team players and do not understand customer driven strategies or consider the needs of the people who they assume will implement them.

A modern day Business Manager is required to have proficiency in: Functional knowledge of a business organization, In-depth knowledge of minimum one discipline of Management, The ability to adapt to new environments at micro- and macro- levels, Problem analyzing and solving, Inter-personal skills, Knowledge of functional interdependencies and adaptability, Communication skills, Self-confidence and motivational skills, Drive to succeed and control with initiatives, Entrepreneurial Skills and Management skills.

The present management education survived for nearly five decades in India and struggling to expand beyond national and geographical boundaries. With the boon of rapid changing technology and communication, the educational system is undergoing drastic changes although the pace is slow.

When government decided to liberalize its policies to attract more foreign investment in the country, and the foreign investors faced an acute problem of qualified workmen for to help them manage their businesses here. Government also loosened its lead on education sector and liberalized it. This privatization move resulted into a lot of management institutes all over India. The privatization raised a staunch competition in between the colleges and institutions and forced the survivors to provide high level of education which is directly applicable to current industries.

Management education is one of the most sought after options today. Aspiring MBA set their eyes on getting a toehold in the best business school. In order to become good managers, students should know what management is. It is part of every walk of life. Many aspirants have some vague idea about management. There are sub-options like finance, human resources, marketing, IT, communications and so on in the management field. Management schools should act more as academic institutes. They give knowledge and create a solid foundation. To be an effective manager or leader, a person needs the ability to use knowledge and to make things happen. These can be called competencies, which Boyatzis (1982) defined as “the underlying characteristics of a person that lead to or cause effective and outstanding performance” whether direct empirical research is reviewed or meta-analytic syntheses are used there are a set of competencies that have been shown to cause or predict outstanding manager or leader performance.

Regardless of author or study, main abilities from three clusters: (1) Cognitive or intellectual ability, such as systems thinking; (2) self-management or intrapersonal abilities, such as adaptability; and (3) relationship management or interpersonal abilities, such as networking. The latter two clusters make up what we call emotional intelligence competencies (Goleman, D. 1998).

Beyond knowledge and competencies, the additional ingredient necessary to outstanding performance appears to be the desire to use one's talent. This seems driven by a person's values, philosophy, sense of calling or mission, and unconscious motives and traits. These three domains of capability (i.e., knowledge, competencies, and motivational drivers) help us to understand what a person can do (i.e., knowledge), how a person can do it (i.e., competencies), and why a person feels the need to do it (i.e., values, motives, and unconscious dispositions).

Management education denotes those activities traditionally conducted by colleges and universities that focus on developing a broad range of managerial knowledge and abilities. Unquestionably, the major issue in management education is the curriculum offered in our business schools and this concern has been labeled the competency movement (Wexley, Kenneth N. and Baldwin, Timothy T., 1986).

The traditional management education curriculum, as presently constituted, may not be adequately preparing individuals for the challenges they experience as professional managers (Pfeffer J., 1977). Today one fundamental question comes, whether the

curriculum of a business school can produce future leader of the corporation with required management skill to meet contemporary challenges.

In today's rapidly changing business environment, capable managers are crucial to organizations' success in gaining and sustaining competitive advantage. This must be achieved against a background of intensified competition, incessant change, a power shift to the customer, collaborations across organizational and geographical boundaries, and a need to maintain high levels of talent (Tannenbaum, S. I., 2002).

Business programs across the nation recognize the need to change in response to external pressure from key stakeholders. An important dimension of such change is the redesign of business curricula. Achieving greater integration across curriculum is often a central focus of such efforts (McCuddy & Pirie 1988).

Management is a structured career as an activity, the purpose of which is to make the best use of available resources such as man, material, money and time in order to achieve the objective that is given. Management as a career at times seems to be a transferable skill that managers often take their expertise from one type of organization to another – say from manufacturing to travel and tourism industry. Managers are decision makers. They set goals and policies as a business executive, manages well to direct others in sales, purchase, accounting, production and research. As far as the nature of management people are concerned, they are expected to work principally as an analyst or a consultant who will be assigned to follow up/case study a team that works to solve a specific problem.

Such given task generally involved in the following stages:

- Defining the nature and extent of the project, identifying the problem/other issues
- Gathering data, collecting information, researching facts
- Analyzing and synthesizing the data
- Developing recommendations/proposing solutions
- Preparing written reports and/or making formal oral presentations
- Assisting in the implementation of their recommendations

With the future of businesses being affected by climate and environment changes, corporate governance, geo-political issues and redundancy, innovation and inclusive growth with environment empathy will define strategies in HR, marketing, finance, and product design almost every aspect of business.

Business organizations continue to transform themselves in response to the challenges posted by increased competition, the globalization of business, and rapid change in information technology (Hammer, M & Champy, J., 1993). Pfeffer (1994) argued that because of the accelerating rate of change, the workforce in terms of human and social capital should be seen as one of the critical factors in developing and maintaining competitive advantage, joining traditional factors such as technology and protected market. He also claims that an appropriate development of the workforce is closely related to appropriate management.

Related to this perspective and from a knowledge based view of the firm, Leonard-Barton saw core capability as comprising managerial activities and systems or what she describes as “the whole system of knowledge management” bound up with a particular competitive

advantage. Perform or perish are the key words in the industry. How to perform effectively, efficiently and intelligently will be taught in the best B-schools. Yet, a lot more will depend on the right attitude, competitive skills and personality of the individual. (Leonard – Barton D., 1995)

Conger, Spreitzer, and Lawler (1999) argue that intense and global competition, rapid technological change, new complex organizational forms, organizational alliances, and international capital markets are creating an increased demand for change leadership at a time when such leadership is increasingly difficult to find.

Quinn and Snyder (1999) suggests that before expecting others to change, a leader must understand strategies such as those based on confrontation, facilitation, persuasive discourse, and the management of meaning to ensure that their actions are consistent with their vision of the future.

These scholars and others are suggesting that individual employees, not just top management, must become leaders who can work with the technological revolution and globalization of business and can continually acquire new knowledge and remain flexible (McDonald, Kimberly S. and Mansour-Cole, Dina 2000).

Therefore the business schools, responsible to educate future leaders of business organizations, need to understand the challenges faced by the organizations. This is how; they can try to bring necessary changes in their curriculum according to the needs of the changing situation of the environment. Which challenges are important to consider is more important to them? The following section of the paper describes the nature of the organizational challenges today. It can be termed as ‘paradigm shift’ of managing today’s businesses.

The management of business organizations has changed in significant ways since early 1990s.

The sources of these changes include the following (Hallinger and Snidvongs 2008).

- Growth and integration of a global, increasingly free market economy has raised standard of competition in all sectors providing goods and services.
- Greater openness of political systems among nation states allows greater access to global information and exchange of cross broader business.
- Developments in information technologies have fundamentally changed the way in which business is conducted, allowing for less expensive communication, easier sharing of information, and greater efficiencies in production and management of goods and services. (Hallinger, Philip and Snidvongs, Kamontip (2008). *Education Leaders: Is There Anything to Learn from Business Management? Educational Management Administration & Leadership*, 36(1), 11-12.)

Global change forces have brought fundamental changes to the way in which business organizations are managed. For example, we find the following management trends (Hallinger and Snidvongs 2008):

- Organizations are more restructured in response to more open competition.
- There is an increased emphasis on entrepreneurship and entrepreneurial management as engines of global economic growth.
- The recognition that ethical crises and environmental problems located in a single nation or organization are magnified in a global society has led to a greater emphasis on moral leadership and corporate social responsibility among business leaders.

- The ability to manage and use information for decision making is now a core competency required of managers throughout business organizations.
- There is increased emphasis on linking corporate goals with human resource practices, especially through the use of performance management and measurement.
- Knowledge is viewed as a key currency of organizations that requires conscious, proactive management.
- Capacities for innovation and change are viewed as competencies that distinguish Organizations that thrive vs. others that flounder in a rapidly changing.

These changes have required a cadre of business leaders who possess a broader set of both leadership and management capacities (Hallinger and Snidvongs 2008). More recently, attention from both academics and practicing managers has focused on the formulation and implementation of strategic initiatives within the realm of human resource management.

Organizational survival, development and prosperity reflect the extent to which an organization is able to obtain, allocate and control its resources to take advantage of changes in its environment perceived as opportunities: and avoid or overcome the threat posed by changes perceived as constraints.

Managerial competency is vital in such responsibility of the organizations. The more dynamic the environment, the more strategically important management development is to the organization. There is a growing awareness that survival and future success reflect to a considerable extent the ability of an organization to develop its management resource

in appropriate and anticipated ways. In response, educational institutions have made significant adaptations in the curriculum designed for business leaders.

Since long time ago, scholars from within the management education fraternity had questioned the ways of management schools. Henry Mintzberg wrote a book titled “Managers, not MBAs”. Joan Magretta a former editor of Harvard Business Review wrote: “Leading business schools certainly played a role in legitimizing the culture of easy money in 1990s.” Prof Jeffery Pfeffer of Stanford is a strong critic of what he calls ‘the economic model of human behavior’ taught at most of the management institutes. But these moderating voices did not get much attention in media as placements of management institutes. C K Prahalad emphasizes that to be successful in bottom-of-the-pyramid (BOP) markets managers need to possess not only contextual knowledge but more importantly right mindset and sensitivity. Institutes need to examine whether their entrance tests are leaving out potential managers who are best suited for tapping the BOP markets or social sectors.

An MBA degree in India is considered as a green card to earn a decent livelihood and an entry into the corporate world. The institutes and colleges offering MBA programs offer placement services to students so they don’t require hunting for job. National and International recruiters from diverse industries visits MBA Colleges to recruit MBA graduates in various domains, viz. Marketing and Sales, HR, Finance, IT, Retail etc. The candidates with an MBA degree from India enjoys lucrative pay packages and responsible position in the industry. MBA education, which is at the tertiary level, is to create gainfully functioning individuals for the corporate sector who will be required to deliver results on an ongoing basis as otherwise they can not survive. The question is, will

students doing their MBA today be groomed to face these new scenarios, with limited and different resources to work with?

This would certainly require a fresh way of designing and delivering management education. Therefore, when students and their guardians are scouting for an MBA qualification from here on, they will need to look for signs of a futuristic management programme. Most MBA students fail to grasp the interrelationships among the knowledge, skills and abilities they are acquiring in one discipline and those that they are acquiring in another. MBA students merely perceive that numbers are numbers and people are people. That numbers are interpreted and acted on by people indifferent ways often escapes them. Thus recruiting companies complain that MBA graduates fare linear thinkers who lack flexibility.

Business schools need to reposition themselves to leverage the present wave of change in business. The first step in redesigning MBA programs is to establish a vision or purpose. Such a vision must be worthy of the faculty's commitment. For example, a vision that would get faculty commitment is as follows "An internationally recognized business school that prepares high potential individuals to manage, build, and lead value creating, globally competitive organizations primarily by providing integrated management education". So, the vision of MBA program should be to create talented future leaders of successful entities.

A second step in the redesign process is to develop a structure for the business school that will enable it to function effectively while focusing on current and emerging market demands. From this perspective functionalism in an MBA program appears to be

dysfunctional. Whether growing leaders are for profit or non-profit organizations, the organizational challenges are similar. First, one must understand the environmental influences that affect the organization and the dynamic nature of those influences.

Second, an organization needs to develop strategies for competing effectively within its environment. Third, managers must understand the key financial drives of an organization, because it is difficult to implement a strategy unless the firm has the financial strength to do so. Finally, the organizations must have the leadership capabilities to put a team in place that can implement the strategy indifferent environments in ways that allow the organization to prosper.

Teaching students the leadership, strategic, and financial skills necessary to successfully compete globally must be fully integrated. To master one aspect of this challenge and not the others condemns MBA graduates of the 21st century to a career marked by frustration, ineffectiveness, and inefficiency.

If business schools are to survive and prosper in the future, they will need to be structured Around five core integrated subject areas: (a) leadership skills that capitalize on knowledge of (b) strategy, (c) finance and (d) information technology (IT) within the context of and influenced by a (e) global economy. To understand the financial drives of a business, one must have a command of basic accounting principles to craft a business strategy, one must understand market dynamics to meet market imperatives for high quality as low cost with minimal delay, IT competencies is crucial to exercise leadership, one must be aware of global and cultural influences. It follows from this reasoning that the core competencies delivered by a leading business school should be fivefold, namely,

the (1) leadership capability to build a team that will implement (2) competitive strategies that will enable an organization to be (3) financially healthy in a (4) global market place, through effective use of (5) information technology (Latham et. al. 2004).

McDonald and Mansour (2000) emphasized on the academics' role to ensure that organizational change and transformation is at the core of the program's curriculum. To ensure that the new MBA program has got the competencies described above, the curriculum goals and objectives are to include functional knowledge, problem solving, global perspective, leadership, ethical judgment and decision making, adaptability, communication, managing information technology and finally management competency.

2.6 MANAGEMENT EDUCATION SYSTEM AND ISSUES:

Corporate today are talking about reaching the bottom of the pyramid and seeing the business connect between being socially responsible and business-wise innovative and meaningful. In India, there are abundant issues that need to be resolved in every day walk of life, making the environment conducive to problem solving. All of this also requires business schools to look for students beyond their cognitive and mathematical abilities and also give due consideration to qualities such as: creative ability, capacity to work in a unstructured environment, ability to observe beyond the obvious and other such soft skills.

So, while a B-School may have taught you how to fish in the past, it's time to look for one that can teach you how to sustain the fish in the pond and keep the planet breathing. Reengineering of management education does not mean just examining pros and cons of

certain type of financial institutions and instruments. Institutes need to focus their attention on some far bigger issues such as:

- Free market economy:

How to balance freedom of different stakeholders in a free market economy? If the corporate world wants to enjoy freedom in its product-market choices, how can the same be denied to farmers if they want to diversify into bio fuels?

- Value addition:

What is the right metric for assessing a manager's long term value addition to an organization? How to reward managers for their value addition in one sector without creating imbalance in other sectors of economy and social sectors such as defense, judiciary, law and order and education health.

- Real versus virtual economy:

What is the right mix of real and virtual economy?

- Scale of operations:

How to balance the need for economies of scale with the need of governments to ensure that it does not become impossible for them to 'bail out' organizations, if need be?

- Economic minorityism:

When the majority of world's population belongs to BOP markets, should rural or BOP issues become a mainstream subject or only one of the specializations?

- Achievement motivation:

How to ensure that high achievement motivation does not lead to uncontrolled greed? Is it right to present business as warfare meaning a zero sum game? Management institutes need to ask themselves whether they are overdoing the competitive strategy and opportunity cost stuff.

- Management of incremental and distant threats:

How to create willingness to deal with incremental and distant threats like climate change? Will it be possible to ‘bail out’ our mountains, oceans, forests etc. after a climatic meltdown?

Management institutes may think in terms of quantitative targets for representing interest of varied stakeholders in all the three phases, viz, input, processes (curriculum, pedagogy, internship, examination system, etc) and output. For example, institutes need to ask in each of the course they teach, how many case studies are related to non-business issues? How many assignments are related to small-and-medium enterprises?

Very few business situations will fit the textbook examples. Each situation can be described as unique, requiring its own unique solution. To be able to do this, one should be able to analyze a situation, examine various alternatives and come out with solutions to solve the particular problem being faced or to achieve organizational goals. A qualified faculty understands these situations and can correctly incorporate them into the learning process.

In the real world of business, few people can be expected to solve a problem themselves. The value of multiple inputs in reaching a better solution is widely understood. Management education enhances the managerial skills by sharing of ideas, the acceptance of others’ ideas and many of healthy discussions. Learning from other approaches is not always a natural and single study process. It has to come with active participation in a group of people and it happens in the Management Courses.

Faculty and other students challenge statements, attack and defend ideas. The assimilation of other approaches forms an important part of the learning process. Students coming from different spheres of life, bring with them all the advantages, disadvantages, fairness

and prejudice of centuries of cultural heritage. These characteristics manifest themselves sometimes, in totally different approaches towards solving business problems and learning fundamentals of management. From all of these approaches there is something to learn.

The curricula of most Indian business schools dwell at the length of psychologist Abraham Maslow's Theory of "Hierarchy of Needs" model that helps to understand human behavior and motivation. Maslow coined the term "self actualization" to describe an individual's yearning for excellence. Now it seems that the top B-Schools themselves have taken a leaf out of Maslow's books and are searching for their own "self actualization" to emerge as centre of excellence through ground breaking research.

Indian B-Schools now wants to be seen as thought leaders and not just disseminators of extant managerial wisdom. So cutting edge research by faculty is in. it not only enriches the pedagogy, but also provides the interface with the wider academic and corporate world.

India's best B-School IIM Ahmadabad has seen a steady increase in its research projects. From 595 back in 1998-99, projects went up to 791 in 2009-10. it has evolved an incentive based structure for its faculty who get paid Rs. 5 lakh for research papers published in the front ranking journals. It has also developed in place for faculty development allowances and conferences grants.

Managers are required to work under high pressure most of the times. They may be expected to spend many weeks each year at clients' out-of-town locations, sacrificing

social and family concerns. But the financial and other benefits offered to management people are tremendous.

On the individual level, there is the reward of working in a field that values creativity and initiative, has a real impact on a client organization, and commands a great deal of status and respect in the business world! Everyone inherits these attributes depending upon one's background, yet to a larger extent a lot of learning and unlearning will have to be gone through by the students which will be a lifelong process, as otherwise CEOs & MD's will not be going to Harvard & IIMs for upgradation / updating programmes. MBAs will also have to be innovators, and innovation never ends. Joining the best B-schools cannot guarantee a placement if the students don't work hard dedicatedly, or if they exhibit negative attributes and attitudes, although the brand of the institute may attract great companies to the campus.

Similarly, a student from little known institute may get great jobs, if not immediately but ultimately within a short period of time if he has good attitude and earning capacity. The key words here are discipline, dedication and determination. The MBA institute provides a forum for specially including these attributes.

The dictum "fore-warned is fore-armed" was never more true than in today's fast changing world. The ancient Chinese strategist Sun Tzu, who wrote "The Art of War" in 650 B.C. said, "Rules of war never change - only weapons change". Thus, be it Alexander defeating Porus in 326 BC, Babur defeating Ibrahim Lodhi in 1526 AD or Robert Clive defeating Nawab Sirajuddaula at Plassey in 1757 AD, and the rules were the same, only weapons and technology differed. While the above warriors fought to rule the roost for

territory and booty, today's corporate warriors fight for market share and market domination.

MBA education, thus, has to teach these students to keep re-inventing themselves. It has to give them the latest tools and weapons to deal with, resolve, and overcome every new situation. More than this, it has to inculcate in them the capacity to anticipate situations, so that they can be dealt with and overcome before they actually occur.

The MBA institutes must have efficient faculty who have played this game before (and won). As industry-academia collaboration is the need of the hour, Good B-schools try to achieve by inviting industry veterans for interface with the students on a regular basis. They must be aware of the law of the land (legislation), tools and weapons (place, promotion, price, packaging), be able to change belief of the target market (product, market stance) and so on.

The corporate stalwarts, being the fish of the water, have the capability to effectively transmit this knowledge to the students and the capacity to inspire them to learn, adopt and adapt in order to achieve goals. No management institute can install all the capacities in all the students. If an institute provides 50% of the competencies through various forms of grooming, the rest of the 50% will depend on the individuals themselves.

The MBA aspirants should question themselves as to why a student from the same class, with the same degree, taught by the same faculties in the same specialization and groomed in the same environment gets into a top class company with excellent compensation, whereas others get lesser packages in the campus placement.

Therefore, a lot will depend on the individual. And if they work hard systematically and are determined, they can surely be the winners. The biggest democracy of the world with the greatest industrial growth will definitely need more and more MBAs. Therefore, obviously post graduation in management is the right choice. The fact remains that geniuses are made not born. Nothing is impossible, and it is the duty of the B-schools to develop and nurture these competencies.

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CHAPTER – 3

REVIEW OF LITERATURE

3.0 REVIEW OF LITERATURE

3.1 LITERATURE REVIEW ON MANAGERIAL SKILLS, MANGERIAL EFFECTIVENESS AND MANAGEMENT EDUCATION

3.2 REFERENCES

3.0 REVIEW OF LITERATURE:

3.1 LITERATURE REVIEW ON MANAGERIAL SKILLS, MANGERIAL EFFECTIVENESS AND MANAGEMENT EDUCATION.

David A. Latif research focuses on the management skills component of managerial effectiveness. It reviews the relevant management literature related to what effective management skills are, why they are important, and describes one model, based on empirical research, for teaching management skills to pharmacy students. This paper focuses on the last component of managerial effectiveness: management skills. The goal is to use research findings from the business literature in an attempt to answer the aforementioned questions concerning the managerial skills component of pharmacy management education.

Mr. Ortrun Zuber – Skerritt (1995) indicated some specific facts regarding ideas and issue related to management education and development for the new learning organization and presents an example of a course design for experienced managers. It was highlighted in the article by him.

Burke, Michael J.; Day, Russell R. presented (1986). Meta-analysis procedures were applied to the results of 70 managerial training (MT) studies. The meta-analysis results for 34 distributions of MT effects representing 6 training-content areas, 7 training methods, and 4 types of criteria (subjective learning, objective learning, subjective behavior, and objective results) indicated that MT was moderately effective. For 12 of the 17 MT method distributions, the 90% lower-bound credibility values were positive, and thus the effectiveness of these training methods, at least minimally, can be generalized to new situations.

Accenture's High-performance Workforce Study, an exclusive and comprehensive survey of senior executives in multiple countries, shows that many organizations are dissatisfied with the manner in which they prepare their employees for today's challenges. The need to provide learning opportunities to millions of Gen Y entering the workforce over the next decade in India, will not be met by the traditional learning environment.

Roger Bennett, Vicky Langford, (1980) stated an underlying assumption of all management education has been that exposure to the theories, concepts and techniques of the various disciplines and functions of management will help managers do their work better. In short, the result should be more effective managerial practices.

During the 20th century, management education has adapted to new developments and insights generated by research and experiment. The principles of scientific management were mellowed by the findings of the Hawthorne experiments; the Human Relations School built upon the Hawthorne work gave way slightly as quantitative decision making grew; and the concepts relating to the "psychologically mature" individual were developed by various contingency approaches, denying the previously held universals of management.

The effectiveness of the processes involved in business administration programmes for managers in Iran. It aims to understand the foundation of appropriate business administration for managers and to explore their views and perceptions in relations to the skills and knowledge required of them.

Rastogi, Renu and Vandana Dave (2004) did research and published "Managerial Effectiveness: A Function of Personality Type and Organizational Components" in Singapore Management Review, Vol.26, No.2, pp.79-87. This study tests managerial effectiveness of top and lower level managers in production and marketing departments in

relation to their personality type in private sector organizations. A 2x2x2 factorial design was employed, in which there are three independent variables with two levels each: departments (production and marketing), managerial positions (top level and lower level), and personality type (Type A and Type B). Managerial effectiveness is a dependent variable.

The main effects of management positions and personality types have been found significant and interaction effects between managerial positions x personality type and among departments x managerial position x personality types have been found significant. The major findings are that in production department, both top and lower level managers having Type B personality are found more effective and in marketing department top-level managers having Type A personality and lower level managers having Type B personality have been found more effective in comparison to their counterparts.

Mr. Mohammad Shamsuddoha, Mr. Syed Ahsanul Alam and Mr. A.M. Javeed Ahsan (1995) study on the various MBA programs at universities of Bangladesh, which can keep a vital contribution to build a skilled executive after that who can handle the things properly in the organization. Mr. Robert Hogan and Mr. Rodney Warrenfeltz (2003) believe continuous changes in both the economy and technology, as well as changes in the speed of change; suggest that managers who lead modern organizations need to be engaged in a constant learning process. They review executive education with three goals in mind.

First, to define some key terms associated with learning and education that are often left unspecified. Second, to propose taxonomy of learning outcomes associated with self-

knowledge; the taxonomy is exhaustive in that it can account for all existing competency models. And third, to suggest that executive education will proceed most efficiently and productively when it is preceded by an assessment of the executives' capabilities, relative to their role responsibilities (present and future) and the organizational culture in which they work.

Richard E. Boyatzis, Elizabeth C. Stubbs, and Scott N. Taylor indicated a major challenge to MBA education is to develop the ability to use management knowledge. Entering and graduating data from six full-time and three part-time cohorts taking an MBA program designed to develop these competencies is analyzed and compared to baseline data on two full-time and two part-time cohorts. Results show that cognitive and emotional intelligence competencies can be developed in MBA students, but not with a typical MBA curriculum.

Clinton O. Longenecker and Sonny S. Ariss (2002) discusses how organizations can use management education to create competitive advantage by an article titled "Creating competitive advantage through effective management education and concludes that management education and development is essential in order for an organization to remain competitive.

Roger Bennett and Vicky Langford (1980) underlying assumption of all management education has been that exposure to the theories, concepts and techniques of the various disciplines and functions of management will help managers do their work better. In short, the result should be more effective managerial practices.

Judy D. Olian , Cathy C. Durham , Amy L. Kristoff , Kenneth G. Brown , Richard M. Pierce , Linda Kunder (1998) focuses on strategically aligned training and development systems that advance and sustain the organization's competitive position in its market.

Traditionally, T&D systems were relegated to narrowly defined support roles, where individuals were trained around current job-based deficiencies or predicted knowledge and skill needs. A few exemplary organizations, however, view a workforce with superior skills as a primary source of sustainable competitive advantage. Edward E. Lawler (1994) examines the relationship between education, management style, and organizational effectiveness. The increasing education level in the society is pointed to as a strong force toward a more participative management style.

However, it is stressed that much of the education which is taking place in the United States may not equip people to participate effectively in a more democratically managed workplace. Finally, a model of a new more participative management style is presented and its relationship to education and skills is explicated.

Hercules Visser submitted Ph.D.thesis in “Transformation of Managerial Skills of Engineers” at the Rand Afrikaans University and focus on in spite of the centrality of engineers and management in industrial organizations and modern society, engineers are generally viewed to be unsuccessful in management roles due to the following shortcoming of skills: inadequate managerial education during engineering studies, administrative skills, interpersonal skills, personality and career orientation, management knowledge.

This research argues that there is a difference in leadership style between experienced and inexperienced engineers in South Africa. It was found that experienced engineers in Eskom are more transformational and more transactional compared to inexperienced post-graduated engineering students at the Rand Afrikaans University. The findings of this research indicate that inexperienced engineers prepare themselves for management and

obtain knowledge about management and development management skills during their formal studies.

Farhad Analoui, Mirza Hassan Hosseini, (2001) present that the effectiveness of the processes involved in business administration programs for managers in Iran. It aims to understand the foundation of appropriate business administration for managers and to explore their views and perceptions in relation to the skills and knowledge required of them. The results showed that a combination of these skills enables the managers to work more effectively. However, there seems to be a gap between what is offered and what managers actually need. Also it was discovered that in Iran business managers tend to place more emphasis on the importance of the task and self-development categories of knowledge and skills rather than the people-related ones. These results have numerous implications for the business schools and other universities who deal with managers in Iran.

Developments in Business Simulations and Experiential Learning indicates that traditionally, the views surrounding the issue of managerial effectiveness have tended to be largely based on the assumptions about what managers do, and what they should do to be successful according to Robotham and Jubb (1996). These assumptions are challenged (Luthans, Rosenkrantz, & Hennessey, 1985) in that rather than relying on an evaluation of managers' performance that is based on the activities traditionally prescribed for managerial success, a focus on the activities managers actually perform has emerged. Models abound in the literature for measuring the behaviors and knowledge of managers and provide a suitable basis to measure managerial effectiveness.

In a paper, Kenworthy (2003) proposes the use of the Hay/McBer (McBer, 1997) Managerial Competency Questionnaire (MCQ) as a reliable, valid set of scaled

competencies that have sets of behaviors ordered into levels of sophistication or complexity (Spencer & Spencer, 1993), as a suitable assessment tool to examine the extent to which the different programmes impact on the managerial competency of the individuals participating in the programmes.

The Hay/McBer MCQ competencies found to be the most critical for effective managers include Achievement Orientation, Developing Others, Directiveness, Impact and Influence, Interpersonal Understanding, Organizational Awareness, Team Leadership. The Hay/McBer MCQ provides a robust, reliable tool to consider as a basis of measuring managerial behaviors suitable for this research study (Kenworthy, 2003). The use of a well-tested competency instrument to assess behavior change on a 180° basis provides sufficient objectivity (Wimer, 2002) without being overly burdensome to the participants, the client organization and the researchers.

Mohammed Abdullah Mamun and Ariffin Bin Mohamad (2009) present that an attempt to understand the changing need of management expertise to face the contemporary challenges of management and the roles of business school in this concern. The business has to know the implications of the changes and accordingly has to prepare the people by their capabilities required to implement the strategies.

Darryl Reed, York University, Toronto writes in Information Age Publishing, 2002, about “Management Education in an Age of Globalization: The Need for Critical Perspectives.” The purpose of this paper is to examine how the analysis of these processes of globalization and their effects should be incorporated into management education. A basic premise underlying the argument developed in this paper is that management is a profession and that, as such, it has a responsibility to critically examine

the effects of how it functions and investigate how its contributions to society may be improved.

Such a responsibility implies that management education cannot have a narrow (instrumental) focus on training (potential) managers how to maximize profits. Rather, the profession must introduce students to the larger questions about the role of management (and business more generally) in society and provide them with the conceptual skills to evaluate what it means for management and business to act responsibly.

While these tasks are a challenge at the best of times, they are becoming increasingly more difficult as processes of globalization complicate the nature of corporate responsibilities and our ability to effect change. The basic argument of this paper is that in incorporating the analysis of globalization into management education, it is necessary to employ critical perspectives. The adoption of critical perspectives will be a key to enabling management education to meet the increased challenges of promoting responsible corporate behavior in an age of globalization.

The objective of this research is to find the relationship between managers' skills and organizational learning in the context of Pakistan's SME business sector. The research finding showed that human skills have significant effect on organizational learning however conceptual skills also partly desirable. The results also demonstrated that among the conceptual, human and technical skills; human skill has more meaningful share in the process of organizational learning.

A thesis submitted to Victoria University of Technology by Shane Douglas Muldoon titled "Excellent Managers: Exploring the Acquisition, Measurement, and Impact of Leader Skills in an Australian Business Context". This thesis explores the acquisition,

measurement, and impact of leader skills in relation to business manager's performance in an Australian context. The central problem explored in this thesis is whether effective managers are the same as successful managers, and the role of leader skills in that respect. Studies of managers commonly equate effectiveness with success.

However, Luthans, Hodgetts and Rosenkrantz (1988) have shown that effectiveness and success are not identical concepts. In this thesis, research results are classified into four categories. Managers recognized as achieving both individual success and leader effectiveness are classified as excellent. Those who are comparatively high in individual success but low in leader effectiveness are classified as career managers. Highly effective managers with low individual success are classified as achievement managers. Finally, those low in individual success and low in leader effectiveness are classified as student managers.

Shu-hui Lin of National Changhua University of Education and Shing-yang Hu of National Taiwan University did a study on "A Family Member or Professional Management? The choice of a CEO and its impact on performance." In this study, they explore what kinds of firms are more likely to have a family CEO or professional CEO, and investigate the performance of CEOs from different backgrounds. The results show that firms with low requirements in managerial skills and a high potential for expropriation are more likely to choose a CEO from the largest shareholder's family (nepotism). As for the relationship between CEO background and firm performance, it depends on firm operating characteristics and control environment.

When a firm requires high managerial skill, firm performance will be improved if the CEO is a professional manager and the largest shareholder has low cash-flow rights and weaker control. When there is large opportunity for expropriation in a firm, a firm's

performance will be better if the CEO is a family member and the largest shareholder has highly persuasive cash-flow rights. Dr. Oluseyi A. Shadare (2009) investigated the influence of management style on conflict resolution effectiveness in work organizations in South-Western Nigeria.

This was for the purpose of ascertaining the relative impact of managerial strategy on conflict resolution effectiveness towards ensuring sustainable industrial peace and harmony in Nigeria. The findings of the study revealed that: A significant relationship exists between management style and conflict resolution effectiveness. It was also found that there was no significant difference between male and female managers' conflict management style. Also, a significant difference exists between female and male managers' conflict resolution effectiveness.

Based on the findings of the study, it was recommended that democratic management style be encouraged as conflict resolution strategy in order to guarantee effective management of industrial conflict and sustainable peace and harmony. Also, both male and female managers should avoid the use of autocratic management style in the course of managing industrial conflict. Rather, participatory management style should be employed during collective bargaining process in order to foster effective management of conflict in work organizations.

A Thesis "The Role of Technical Competence in Managerial Effectiveness: Mediators and Moderators" by Sylvia J. Hysong submitted to Rice University, Houston, Texas. This study tested three hypothesis: (a) technical skill provides incremental value over administrative and interpersonal skill in managerial effectiveness; (b) technical skill is related to social power and influence tactics; and (c) group autonomy significantly moderates the relationship between technical skill and expert power. The hypotheses were

partially supported; technical skill provided incremental value, and was related to power and influence tactics only when measured judgmentally.

In 1998 the Center for Creative Leadership (CCL) embarked on a research study designed to understand the capacities of individuals who are effective in global roles. It was created to examine the relationship between measures of effectiveness and the individual's background, personality, learning skills, knowledge of the job, and the enactment of role behaviors.

Seen from a larger perspective, the study worked within the scope of more than a decade of reports, books, articles, and other work devoted to answering the questions of what individuals need to be effective managing and leading global organizations. CCL has been part of that work (see, for example, London & Sessa, 1999; Sessa, Hansen, Prestridge, & Kossler, 1999; Wilson & Dalton, 1998).

Despite all of this activity, CCL believed that there had not been a well-designed empirical study that tested the theories and investigated whether the skills and capacities that are critical to effectiveness in the global role differ from those skills and capacities critical to managerial effectiveness in a domestic role.

Furthermore, if global and domestic leadership and management skills do differ, CCL wanted to determine if there were ways to develop those different skill sets in aspiring international executives. CCL took that approach partly to assist human resource professionals in multinational organizations that have been scrambling to work out staffing strategies (policies, programs, and procedures) to recruit, develop, select, and reward individuals capable of assuming responsibility for business functions across multiple country and cultural borders.

Edward E. Lawler examines the relationship between education, management style, and organizational effectiveness. The increasing education level in the society is pointed to as a strong force toward a more participative management style.

However, it is stressed that much of the education which is taking place in the United States may not equip people to participate effectively in a more democratically managed workplace. Finally, a model of a new more participative management style is presented and its relationship to education and skills is explicated. Gainmore Leadership Advantage published “A Study of the Attributes of Managerial Effectiveness in Singapore: Implications for a Competency model for Managers in Singapore” by John Kenworthy and Annie Wong. The purpose of this paper is to summarize the findings of a study to establish the attributes demonstrated by managers deemed to be effective, in Singapore. The paper synthesizes relevant previous research in the field of study and develops a useful new competency framework from research forums with business leaders, practicing managers and human resource professionals. This study attempts to identify the attributes or characteristics or behaviors associated with effective managers such that a useful framework may be developed that may be used to help organizations recruit, retain or develop their managers – be they foreigners or Singaporeans – to the benefit of the individuals, organizations and the economy.

Judy D. Olian, Cathy C. Durham, Amy L. Kristoff, Kenneth G. Brown, Richard M. Pierce and Linda Kunder focuses on strategically aligned training and development systems that advance and sustain the organization's competitive position in its market.

Traditionally, T&D systems were relegated to narrowly defined support roles, where individuals were trained around current job-based deficiencies or predicted knowledge and skill needs. A few exemplary organizations, however, view a workforce with superior

skills as a primary source of sustainable competitive advantage. In these organizations, T&D becomes the critical means for creating readiness and flexibility for change across all organizational levels, and there are strong linkages between all facets of the T&D system and the strategic leadership and planning processes of the business. Readiness and flexibility are achieved largely through supervisory, management, and executive training, as these individuals set the boundaries for modification and continuous improvement of existing organizational practices.

Farhad Analoui, (1995) concluded research about the effectiveness of the senior officials within the public sector has been disproportionately associated with task instead of people-related skills. A study of 74 senior managers within Indian Railways, over three years, has revealed that managers, in order to become effective, not only require task and people skills but also self-development knowledge and skills.

Moreover, the above broad categories of managerial skills form a hierarchy which suggests that the more senior positions which managers occupy, the greater the need for people and self-development and explores the implications of the above for senior management training and development in public sector briefly.

F. Analoui, H. Labbaf and F. Noorbakhsh (2000) suggested Managerial skills are viewed as being of fundamental importance for improved managerial performance and effectiveness as the whole. Recent developments in the field point to the presence of three paramount and overlapping categories of managerial skills namely, task-, people- and self-related, that play a crucial role towards increasing the effectiveness of the senior managers in both private and public sector organizations.

The results of a survey of executive and senior managers in the steel industry of Iran point to the emergence of distinct patterns delineating clusters of skills with various degrees of

extent of generalization to the universe of managerial skills. It is concluded that while people-related skills are strongly interrelated, and should be regarded as an integrated set of skills, the same does not apply, at least to the same extent, to the other two categories of skills. People-related skills, however, constitute the most important category for the increased effectiveness of senior managers, irrespective of their position in the hierarchy.

Clinton O. Longenecker, Sonny S. Ariss, (2002) States that the twenty-first century has brought with it the global marketplace, and with it unparalleled business opportunities which have competitive pressures. Richard E. Boyatzis, David A. Kolb (1995) contends that a typology of skills based on a framework of learning styles and experiential learning theory, rather than a framework of job performance or some other personality construct, provides a language and guidance for assessment methods to describe knowledge at the performance level of adaptation.

It requires development of the concept of learning skills which are: domain specific and knowledge-rich; descriptive of an integrated transaction between the person and the environment; and developed by practice, reviews and reports data from numerous studies to establish the ESP's reliability, relational validity, criterion validity and construct validity. The ESP can be used as a vehicle for providing personal and organizational feedback on skills, and expectations and intent regarding skills in jobs and development programs.

Roger Bennett, Vicky Langford, (1980) stated an underlying assumption of all management education has been that exposure to the theories, concepts and techniques of the various disciplines and functions of management will help managers do their work better. In short, the result should be more effective managerial practices.

During the 20th century, management education has adapted to new developments and insights generated by research and experiment. The principles of scientific management were mellowed by the findings of the Hawthorne experiments; the Human Relations School built upon the Hawthorne work gave way slightly as quantitative decision making grew; and the concepts relating to the “psychologically mature” individual were developed by various contingency approaches, denying the previously held universals of management.

Elizabeth C. Thach, (2002) focused on Does executive coaching really work? Does it help improve leadership effectiveness and productivity? This action research study answers these questions by tracking the progress of 281 executives participating in a six-month coaching and 360 feedback processes.

The results suggest that the combination of multi-rater feedback and individual coaching do increase leadership effectiveness up to 60 per cent -- according to direct report and peer post-survey feedback. Implications of the results for future executive development programs are discussed, and specific recommendations are provided.

Executive education is changing. As we move into the 21st century, numerous forces are causing a transformation in not only its delivery but also its purpose. According to executives from 25 global firms, executive education will be more directly geared to making leadership and change management work.

They describe shifts in six areas: learning needs, learning content, pedagogy, instructors, participant mixes, and organizational integrating mechanisms.

Problem areas also are explored, particularly in the areas of program assessment and sponsorship. The concluding section describes what the authors feel must be the

ultimate outcomes of these trends in terms of the transformation of executive education in the 21st century as a critical lever for facilitating strategic transitions.

Edward Zlotkowski (1996) stated that a major criticism of contemporary business education centers on its failure to help business students achieve sufficient educational breath, particularly with regard to the external environment of business.

The service-learning movement offers business faculty an excellent opportunity to address this deficiency. By developing curricular projects linked to community needs, faculty can further their students' technical skills while helping them simultaneously develop greater inter-personal, inter-cultural, and ethical sensitivity.

Richard E. Boyatzis, Elizabeth C. Stubbs, and Scott N. Taylor (2002) concluded that a major challenge to MBA education is to develop the ability to use management knowledge. Entering and graduating data from six full-time and three part-time cohorts taking an MBA program designed to develop these competencies is analyzed and compared to baseline data on two full-time and two part-time cohorts. Results show that cognitive and emotional intelligence competencies can be developed in MBA students, but not with a typical MBA curriculum.

Debasish N. Mallick (2000) stated that study attempts to explore the content and process of technology management education in the context of masters of business administration (MBA) programs in the US.

Based on two mail surveys, the research identifies the knowledge and skills that are necessary for effective management of technology. Except for a few specific knowledge and skill areas, general agreement was found to exist between academicians and practitioners as to what knowledge and skills are important for effective management of

technology. Knowledge of business strategy and competition, the strategic role of technology in business, new product development and the understanding of issues related to implementation of new technology were found to be important for management of technology.

Moreover, effective oral and written communication and the ability to achieve implementation are considered essential skills for managing technology. Based on a 61% response rate, findings were obtained regarding issues such as needs assessment, management training and development approaches, reasons for selecting particular programs, characteristics of participants, how decisions are made regarding who will participate, preparation and follow-up of participants, evaluation of management training programs, future management training trends, and needed training content. Significant findings by company size and industry type also are reported.

Kim T. Mueser, Ph.D., Steve Aalto, M.P.A., Deborah R. Becker, M.Ed., John S. Ogden, A.A., Rosemarie S. Wolfe, M.S., Diane Schiavo, B.A., Charles J. Wallace, Ph.D. and Haiyi Xie, Ph.D (2005) evaluated whether a supplementary skills training program improved work outcomes for clients enrolled in supported employment programs.

Thirty-five recently employed clients with severe mental illness who were receiving supported employment services at a free-standing agency were randomly assigned to participate in either the workplace fundamentals program, a skills training program designed to make work more "successful and satisfying," or treatment as usual. Knowledge of workplace fundamentals (for example, identifying workplace stressors, problem solving, and improving job performance) was assessed at baseline and at nine months; employment outcomes and use of additional vocational services were tracked for 18 months. Clients in the workplace fundamentals group (N=17) improved more in

knowledge of workplace fundamentals than those in the control group (N=18) at the nine-month follow-up, but the two groups did not differ in the number of hours or days worked, salary earned, or receipt of additional vocational services over the 18-month period.

In general, clients in this study had higher educational levels and better employment outcomes than clients in most previous studies of supported employment, making it difficult to detect possible effects of the skills training intervention on work. Supplementary skills training did not improve work outcomes for clients who were receiving supported employment.

John D. Bigelow (1994) concluded that. Current US skills courses are strongly influenced by studies done in the US. Are they relevant for international managers? This study identifies and compares skills seen as important in US and international literature. It concludes that: 1) while most skills currently covered are relevant for international managers, they need to be extended to international settings, and 2) current skills courses need to add a component on entry skills. Implications for skill teaching are discussed.

According to Nonaka (1994) knowledge of organization related aspects assist in the organizational learning. Learning is the main subsystem of a learning organization and it will occur at three levels namely the individual, the team and the organization. Skill of management is positively related to organizational learning (Harrison et al, 2010; Wade & Parent, 2001/2002) and Mausolff (2004) postulated that feedback is the main element which enhances this. Moreover, Kim (1998) argues that management, their tactics and skills are closely related to organization learning.

Huber (1991) suggested steps approach in learning process cycle: Acquire learning gain with attainment of knowledge of organization, knowledge is grow by controlling environment, by research implementation, information systems to memorize and recycle data, training etc. Dissemination is process through which information is shared. Knowledge can be communal and spread in formal or informal notes, articles, report and in form of skills.

Interpretation, this refers to how information is analyzed and interpreted before sharing. This step is work like a brain which shared understanding of information in organization. Organizational memory refers to a center where the knowledge will be memorized. This plays a vital role in organizational learning. Undoubtedly, putting this theory in to practice has a close relationship with the role and effectiveness of managers and managerial skills and knowledge. Katz (1955) further posits that acquire skills by manager are the main reason of his success and accomplishments, and these skills are technical skill, human skill, and conceptual skill. Technical skill is defined as the understanding of, or proficiency in, specific activities that require the use of special tools, methods, processes, procedures (Katz, 1955). Human skills are defined as the ability to work cooperatively with others, to communicate effectively, to resolve conflict (Katz, 1955). Finally conceptual skill is defined as the ability to see the organization as a whole or to have a systematic viewpoint (Mintzberg, 1973).

Understanding every change leads to changes throughout organization. Kunz et al (1998) claim another skill titled problem solving which is the ability to solve problems to achieve organizational benefits. Management is an interdisciplinary field with contributions from various fields such as psychology, social psychology, sociology, anthropology, political science, economics and finance. (Muniapan, 2005).

Management is an art of getting things done through people, efficiently and effectively. Henry Mintzberg (1973), in his book *The Nature of Managerial Work* (cited in Robbins, 2003) provided ten roles of managers play for increasing managerial effectiveness, which can be divided into interpersonal roles, informational roles and decisional roles. In order to play these roles effectively, managers need some sets of skills; Robbins (2003) also cited Robert Katz three types of managerial skills, which includes technical skills, human skills and conceptual skills.

Mortan T. Hansen, Herminia Ibarra and Urs Peyer (2010) declared the list of The Best 50 CEOs of the world. That review says that only 14 (merely 28%) out of these 50 CEOs are having formal management degree while 36 (staggering figure of 72%) are not having formal management education.

According to this review the top 3 CEOs, Steve Jobs of Apple Computers, Yun-Jong-Yong of Samsung Electronics and the CEO of Allxe Miller of Russia, are not Management Graduates. When Steve Jobs became CEO of famous Apple in 1997, the condition of the company was pathetic. After becoming CEO he gave the astounding 3118% Industry Adjusted Return (34% average yearly return). This entire world renowned CEOs have not attended any session in any management school. This leads to the belief that formal management education may not require to become successful manager.

On the other hand, researchers argued that CEOs from companies based in Germany, Britain, France and United states, where reliable information on degrees is available (1109 CEOs in total), they found that 32% of CEOs who had an MBA ranked, on average, 40 places better than the CEOs without an MBA. Even in the beleaguered

financial sector, the MBAs tended to rank better than the non-MBAs. This finding suggests that MBA CEOs have not destroyed value, as some critics would have it.

Dr. Appa Rao Korukonda (1994) presents on distinction between management training, which refers to the acquisition of specific skills often on the job and management education which is the acquisition of a conceptual appreciation of management skills and knowledge.

Organizations are confronted by continuous change to their products, services, process, markets, competition and technology. These changes require managers to respond with new ways of thinking and behaving. Increasingly, it is recognized that the knowledge and skills of managers affect the competitive advantage of organizations (Korter, 1988; Pedler, 1989). Numerous researchers have studied the managerial role and the skills required for effective performance (Kaltz, 1955; Mintzberg, 1975; Burgoyne and Stuart, 1976; Boyatzis, 1982).

Australia Limerick and Cunnington (1987) explored the kinds of skills and competencies required by managers; Cox and Cooper (1989) studied the abilities of successful British managers; and McCall et al (1988) in the US developed a set of fundamental managerial skills.

In Australia, the business / higher education round table reported concerns that students have insufficient breadth of knowledge and poor capacity to apply their knowledge in business decision making and problem solving. Geeta Rana, Rekha Rani and Alok Goyal of I.I.T Roorkee present a study titled "Management Education as Potential Source of Managerial Effectiveness" in Eighth AIMS International Conference on Management, this paper address the effectiveness of the processes involved in business administration programs for managers in India.

It aims to understand the foundation of appropriate business administration for managers and to explore their view and perceptions in relation to the skills and knowledge required of them. This research may help management institutions to rethink and redesign their intuitional priorities to increases managerial effectiveness.

This study tries the link with management education as an antecedent of the managerial effectiveness. The methodology employed consists of survey of questionnaire as the main source of data. Taking up this issue, the study investigates the perception of management education improve the managerial effectiveness.

Studies concerning effective managers and successful managers continue to equate effectiveness with success, which is frequently ascribed to a manager's strategies or skills as a leader, usually without coherent theory (Calonious 1990; Lipshitz and Nevo 1992; Davidhizar and Shearer 1993; Hill 1998; Landry 1999; Miller 1999).

Typical concerns have included breaking rules, learning strategy, avoiding aggressive conduct, emotional intelligence, time management, and contextual influences. Some studies are more focused upon what makes for a successful (assumed to mean effective) management career, and they too tend to emphasis leadership skill sets. To succeed, managers need to develop skills to fit into the corporate culture (Pearse and Bear 1998), and to have an ability to learn from experience (Spreitzer, McCall and Mahoney 1997).

Luthans et al. (1988) have convincingly shown that effectiveness and success are not identical, that the distinction is at least real, if not of crucial importance. Their study was four years long, large and rigorous, using multiple techniques, and collecting and analysing information on 457 managers across many companies and industries. It demonstrates that effective managers differ from successful managers in terms of what they do and how often they do it.

In 1988, Luthans, Hodgetts and Rosenkrantz published results of their four-year study of management practices, involving 457 managers. Their study produced findings directly relevant to the problem to be investigated in this thesis. They distinguished, for the first time in the literature, between managers who were successful in terms of career progression, and those who were effective in the sense of satisfied, organizationally committed subordinates and work unit performance. They found successful managers and effective managers systematically differed in relative frequency of their activities.

In Australia, the Karpin Report (1995) was commissioned by the Federal Government to review the performance of Australia's managers compared to their counterparts in other countries. Its findings conclude: [a] Australian managers lack competitive leadership skills and even awareness of the need, [b] this twin deficit requires urgent redress, and [c] redress is constituted by ongoing measures. Particularly, research supporting this report found that international best practice warranted high priority to upgrading front line managers' leadership skills in an Australian context (Vines, Ivanoff, Griss and Prentice 1995); yet Australian management education, training, and development practices neglected them (Rothman and Stewart-Weeks 1995).

Dr. Farhad Analoui (2003) researches on "Increasing Women Senior Managers Effectiveness: Evidence from Romania". In the wider context of increased participation of women to managerial positions, the issue of effectiveness at work has become equally important for female managers. Therefore it is important to identify the factors, which can determine an increase in their managerial effectiveness.

This article looks at the factors conducive to managerial effectiveness in organizations, as perceived by women senior managers in Romania. The research was carried out through questionnaires and semi-structured interviews applied to a sample group of 35 Romanian

women managers at various levels, in both public and private institutions. The empirical results were then analysed with theoretic instruments.

The main conclusion of the research was that, for Romanian female managers, work effectiveness is determined primarily by the managerial skills and knowledge acquired by women. These in turn are connected with the years of accumulated work experience, seniority, and education, especially if it is centered on managerial education.

Research Gap:

Referring above literature, it is obvious that there is a gap present to link executive effectiveness and their managerial education (Formal and/or Informal). Here attempt has been made to find the association between executive effectiveness and their management education status. At the same time, relationship between demographic characteristics of executives and organizational performance in terms of Sales of the organization, Profit of the organization and turnover of the organization has been studied.

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CHAPTER 4

RESEARCH METHODOLOGY

- 4.0 INTRODUCTION**
- 4.1 STATEMENT OF THE PROBLEM**
- 4.2 MOTIVATION OF THE RESEARCH**
- 4.3 RESEARCH OBJECTIVES**
- 4.4 RESEARCH HYPOTHESIS**
- 4.5 RESEARCH DESIGN**
- 4.6 SAMPLING ELEMENT**
- 4.7 SAMPLING DESIGN AND DATA COLLECTION**
- 4.8 STATISTICAL TOOLS USED IN THE RESEARCH**
- 4.9 LIMITATION OF THE STUDY**
- 4.10 OUTLINE OF THE THESIS**
- 4.11 REFERENCES**

CHAPTER: 4
RESEARCH METHODOLOGY

4.0 INTRODUCTION:

At a time when many Western economies are grappling with the effects of older and, in some cases, shrinking workforces, the balance of global labour supply is shifting to emerging economies. The size of workforces in these economies is staggering, with both China and India's individual workforces being larger than those of Europe, the United States and Japan Combined. India's labour force is expected to grow by 31 per cent over the next 20 years (2010-30). By 2050, India will have only 19 per cent of its population above age 60, compared to 39 per cent, 53 per cent and 67 per cent of populations above the age of 65 in the United States, Germany and Japan respectively (Accenture's High-performance Workforce Study, "learning transformation", Business today.)

Having a large young population can be a great asset for India, provided it is able to take on the challenging task of educating and training the workforce of tomorrow to equip them to contribute to its growth story. Harnessing the demographic dividend through appropriate skill development efforts would provide an opportunity to achieve inclusion and productivity within the country and also address the gap in the global skill shortage.

In this study, my main focus is on the relations between executives' effectiveness and management education and training. In addition to this, I also verified executives' effectiveness with reference to different demographic factors like Gender, Age, Education and Experience. In this research, it has been taken in to consideration that whether executives' effectiveness affects organization's profit, sales and turnover.

4.1 STATEMENT OF THE PROBLEM:

Therefore the statement of the problem under the study that has been selected is “AN EMPIRICAL EVIDENCE OF EFFECTIVENESS OF EXECUTIVES’ SKILL WITH AND WITHOUT FORMAL MANAGEMENT EDUCATION AND TRAINING”.

4.2 MOTIVATION FOR THE STUDY:

Organization must make effective use of their human resource in order to succeed in today’s global market place. It is commonly believed that managers are the most important assets of nations, organizations and institutions to meet the challenges of global competition, but what we can learn may not be the result of management education but the results of street-smart thinking. With all this dilemmas and doubts, this study tries link with management education as an antecedent of the managerial effectiveness.

4.3 RESEARCH OBJECTIVES:

- (1) To identify relationship between executive effectiveness and demographic variables such as Gender, Age, Education and Experience.
- (2) To identify relationship between executive effectiveness and Management Education Status.
- (3) To study the relationship between organizational levels and managerial Skills.
- (4) To analyze the relationship between Management Education status and Sales of the organization.

- (5) To analyze the relationship between Management Education Status and Profit of the organization.
- (6) To analyze the relationship between Management Education Status and Turnover of the organization.

4.4 RESEARCH HYPOTHESIS:

- Ho1: There is no significance difference between executive effectiveness and demographic variables.
- Ho2: There is a significance difference between organizational levels and managerial Skills.
- Ho3: There is a significance difference between Management Education status and sales of the organization.
- Ho4: There is a significance difference between Management Education status and profit of the organization.
- Ho5: There is a significance difference between Management Education status and turnover of the organization.

4.5 RESEARCH DESIGN:

A research design is a framework or blue print for conducting the research project. It details the procedures necessary for obtaining the information need to structure and/or solve research problems. The research design lays the foundation for conducting the project. The descriptive research design is being used to study the

formulated problem. Primary and secondary data has been collected according to the need of the study. For collecting primary data, structured questionnaire has been prepared considering objectives of the study. Moreover important factors have been considered to measure the interested variable of the study.

4.6 SAMPLING ELEMENT:

Each and every executives or managers at different levels in organization, has been identified as a sampling element.

4.7 SAMPLING DESIGN AND DATA COLLECTION:

- The universe of the study consists of all executives or managers at different levels in organization.
- Sample size is 350.
- Sampling method is Convenient Sampling Method.
- Data type is Primary data and Secondary Data.
- Data collection tool is Structured Questionnaire.

4.8 STATISTICAL TOOLS USED IN THE RESEARCH:

Various Parametric Tests have been used to analyze the collected data. Namely, Frequency statistics, Reliability of the scale test, ANOVA, Z Test, Chi square and others.

4.9 LIMITATIONS OF THE STUDY:

- The sample size is not too much to generalize the result of the study.
- There are other variables besides Management Education which affect executives' effectiveness.
- Evaluation is based on the primary data generated through questionnaire and accuracy of the finding entirely depends on the accuracy of such data and unbiased responses of the customers.

4.10 OUTLINE OF THE THESIS:

Chapter: 1

INTRODUCTION:

The fundamental regarding management, managerial skills, managerial effectiveness and management education is done as a part of this study is included in this chapter.

Growth and development of management, different managerial skills with different managerial levels, past, present and future about management education and managerial effectiveness fundamentals discussed in this chapter.

Chapter: 2

CONCEPTUAL FRAMEWORK OF MANAGERIAL SKILLS, MANAGERIAL EFFECTIVENESS AND MANAGEMENT EDUCATION:

In this chapter, include conceptual framework of managerial skills, managerial effectiveness and management education. This chapter deals with mainly History, growth and development of these concepts and present situation regarding these concepts. It also includes different theories, research and study regarding to these

concepts. There are many recent developments and analysis with references to these concepts.

Chapter: 3

REVIEW OF LITERATURE:

The focused and detailed review of literature is done as a part of this study concerning managerial skills, managerial effectiveness and management education. It includes many research, analysis, surveys, studies, papers, thesis and projects with references to managerial skills, managerial effectiveness and management education.

Chapter: 4

RESEARCH METHODOLOGY:

The detailed overview of the research methodology used for this study is mentioned here in this chapter. This chapter covers, defining the problem, objectives of the study, defining the hypothesis of the study, explaining the sample design, describing the tools used for data collection, explaining the methods of data analysis and citing the limitations of the study.

Chapter: 5

ANALYSIS AND INTERPRETATION:

In this chapter, explain the various methods used for analyzing the collected data. It also discussed the various statistical tools used for the analysis. Parametric tests of hypothesis testing and measure of central tendency were used to analyze the data. SPSS was used for analysis purpose of the collected data. More specifically,

Z test, ANOVA as a parametric test and Chi square test are used to test the various hypotheses.

Chapter: 6

FINDING AND CONCLUSION:

This Chapter highlights the conclusions based on the analysis carried out. It also provides the findings from the study and contribution. Based on the findings and conclusion chapter also includes suggestions for managerial implications.

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CHAPTER – 5

ANALYSIS & INTERPRETATION

5.1 SAMPLE STATISTICS:

5.2 TESTING OF HYPOTHESIS:

Chapter 5

Analysis & Interpretation

Questionnaire is one of the tools of the primary data collection. In this research, responses have collected through questionnaire.

5.1 Sample Statistics:

Frequency statistics is one of the important aspects of interested variables therefore frequency statistics of the variables is mentioned below.

Table 5.1 Sample Statistics

		Gender	Qualification	Organizational Level	Management Education	Other Management Education
N	Valid	336	336	335	336	335
	Missing	1	1	2	1	2

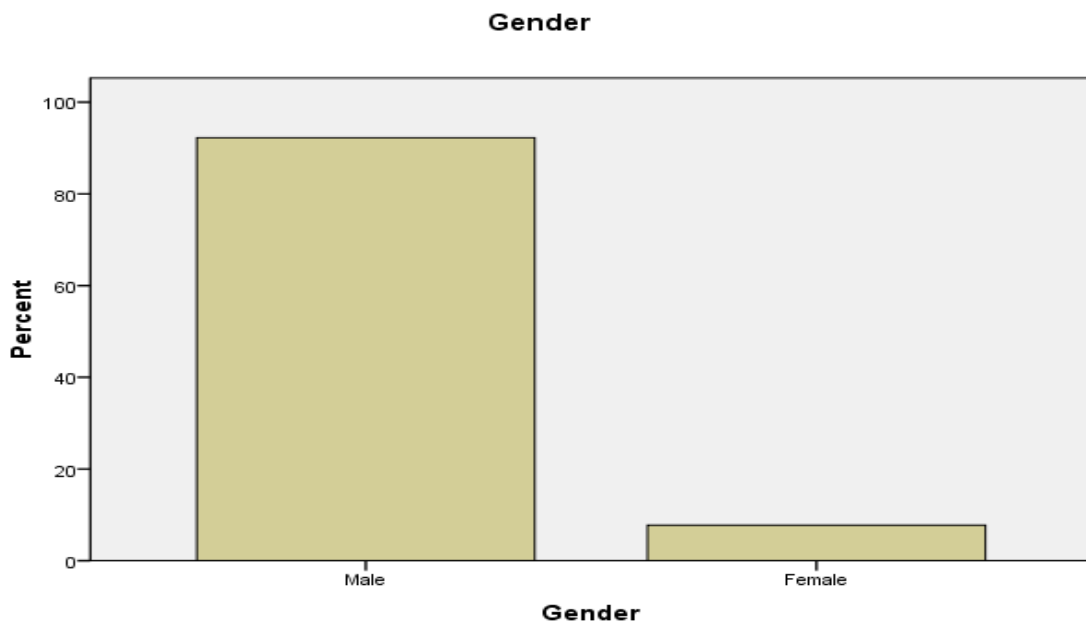
Out of total 337 questionnaires, one questionnaire has not been filled completely. So analysis is done for the above mentioned valid questionnaire data.

Frequency Table

Table 5.2 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	310	92.0	92.3	92.3
	Female	26	7.7	7.7	100.0
	Total	336	99.7	100.0	
Missing	System	1	.3		
Total		337	100.0		

Chart 5.1



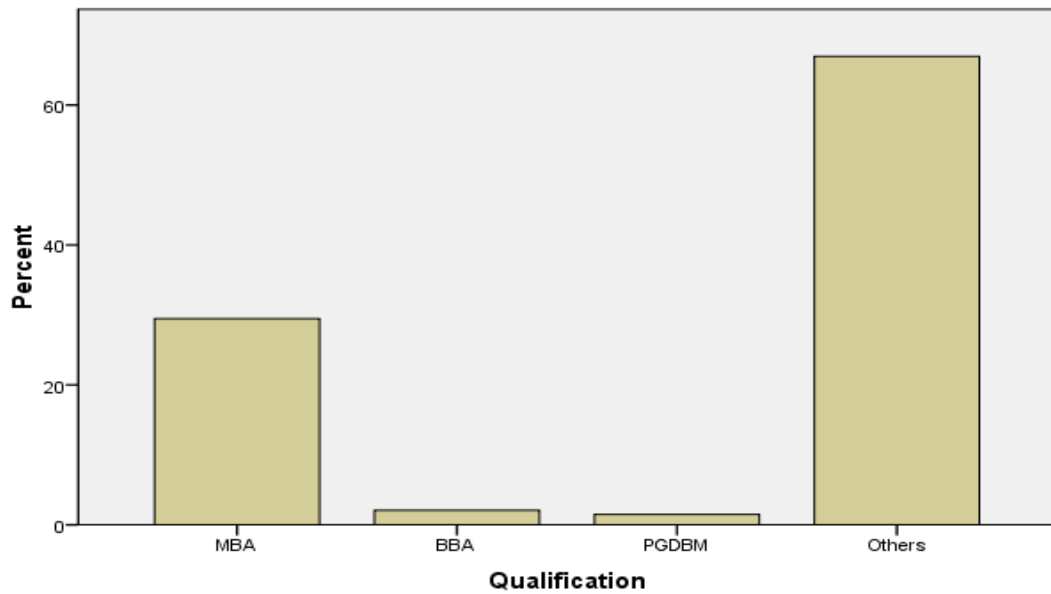
Out of total respondents, there are 92 % male and 8% Female participated in the survey. Frequency of both gender types are more than 5. So, statistical analysis can be done without the adjustment of the frequency of the respective category.

Table 5.3 Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MBA	99	29.4	29.5	29.5
	BBA	7	2.1	2.1	31.5
	PGDBM	5	1.5	1.5	33.0
	Others	225	66.8	67.0	100.0
	Total	336	99.7	100.0	
Missing	System	1	.3		
Total		337	100.0		

Chart 5.2

Qualification



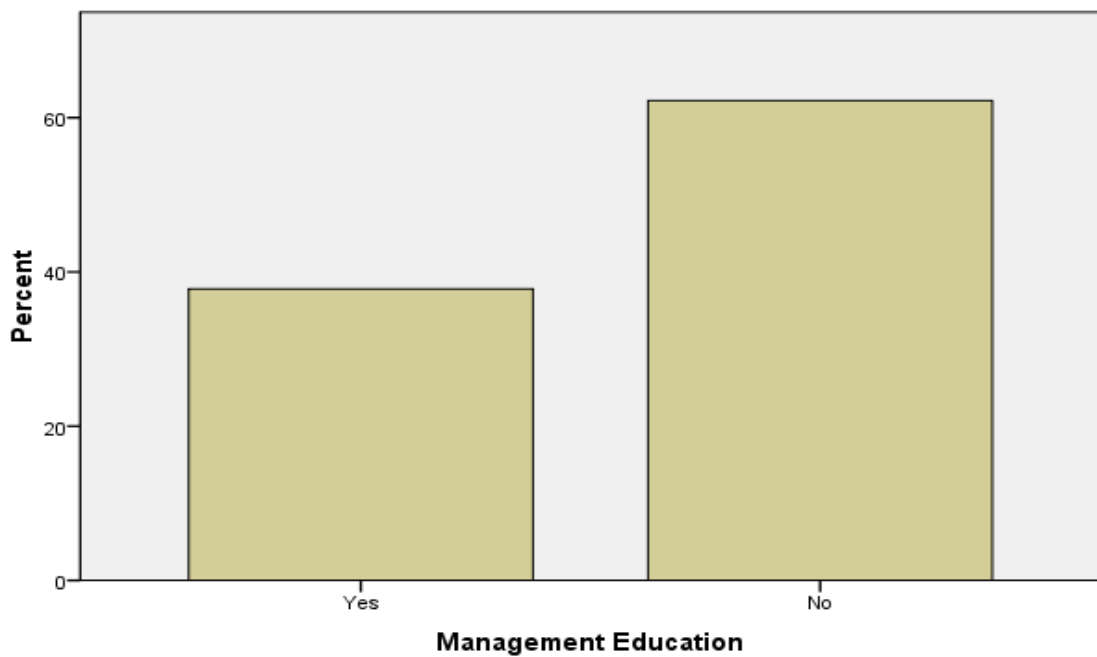
Out of total respondents, there are 99 MBA, 7 BBA and 5 PGDBM, participated in the survey. Frequency of qualification types are more than 5. So, statistical analysis can be done without the adjustment of the frequency of the respective category.

Table 5.4 Management Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	127	37.7	37.8	37.8
	No	209	62.0	62.2	100.0
	Total	336	99.7	100.0	
Missing	System	1	.3		
Total		337	100.0		

Chart 5.3

Management Education



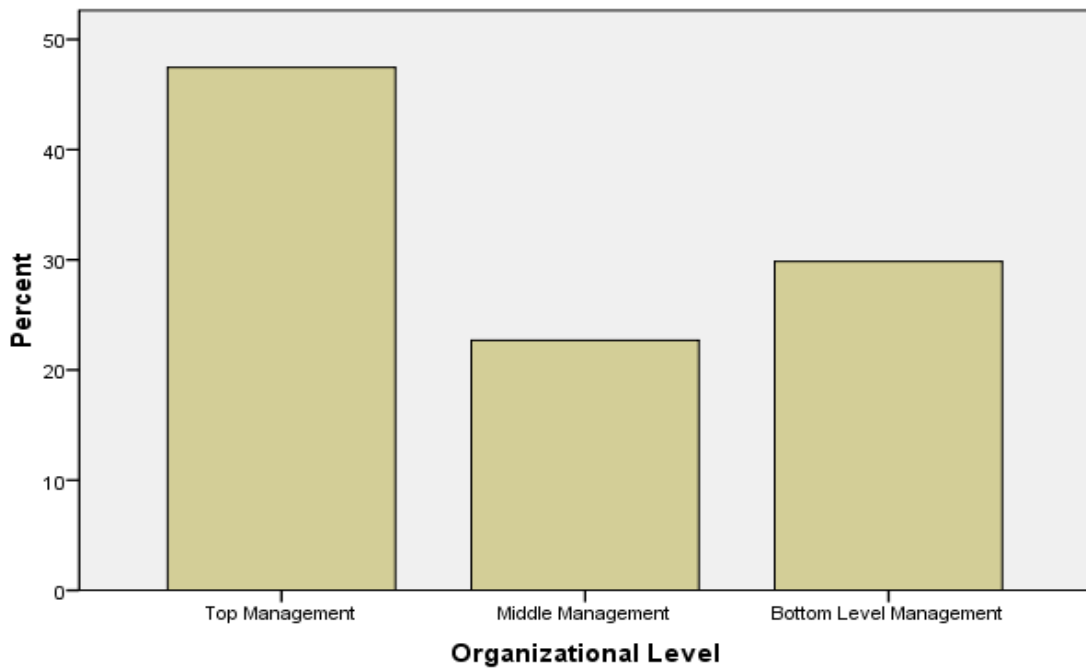
Out of total respondents, there are 127 respondents taken formal management education while 209 respondents have not taken any formal management education.

Table 5.5 Organizational Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Top Management	159	47.2	47.5	47.5
	Middle Management	76	22.6	22.7	70.1
	Bottom Level Management	100	29.7	29.9	100.0
	Total	335	99.4	100.0	
Missing	System	2	.6		
Total		337	100.0		

Chart 5.4

Organizational Level

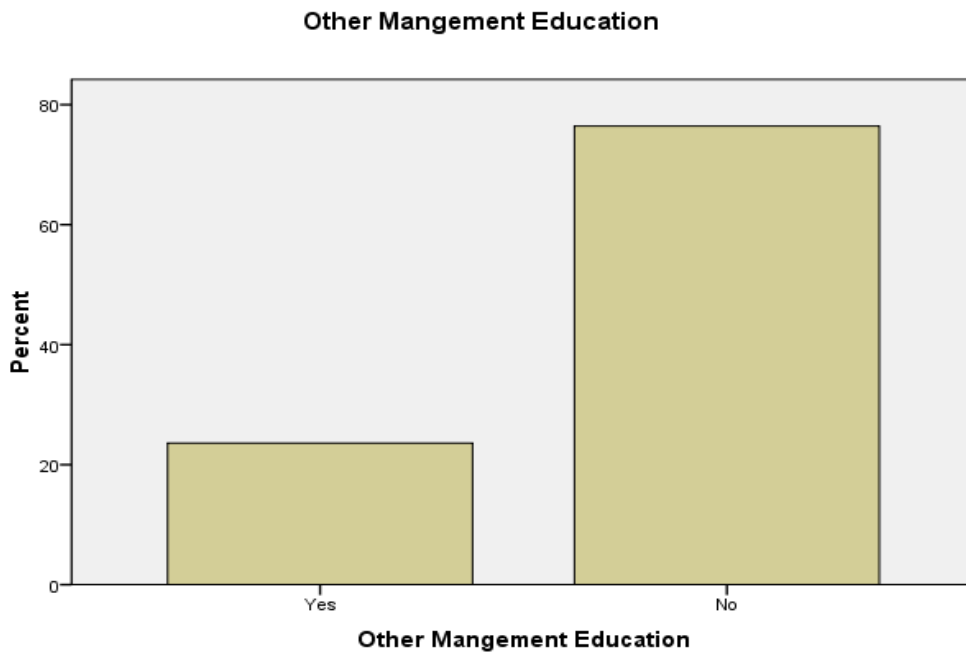


Out of total respondents, there are 159 respondents working at top management, 76 respondents are working at middle level management and 100 respondents working at bottom level management.

Table 5.6 Other Management Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	79	23.4	23.6	23.6
	No	256	76.0	76.4	100.0
	Total	335	99.4	100.0	
Missing	System	2	.6		
Total		337	100.0		

Chart 5.5



Out of total respondents, there are 79 respondents taken other forms of management education (conference, Seminar etc...) while 256 respondents have not taken the same.

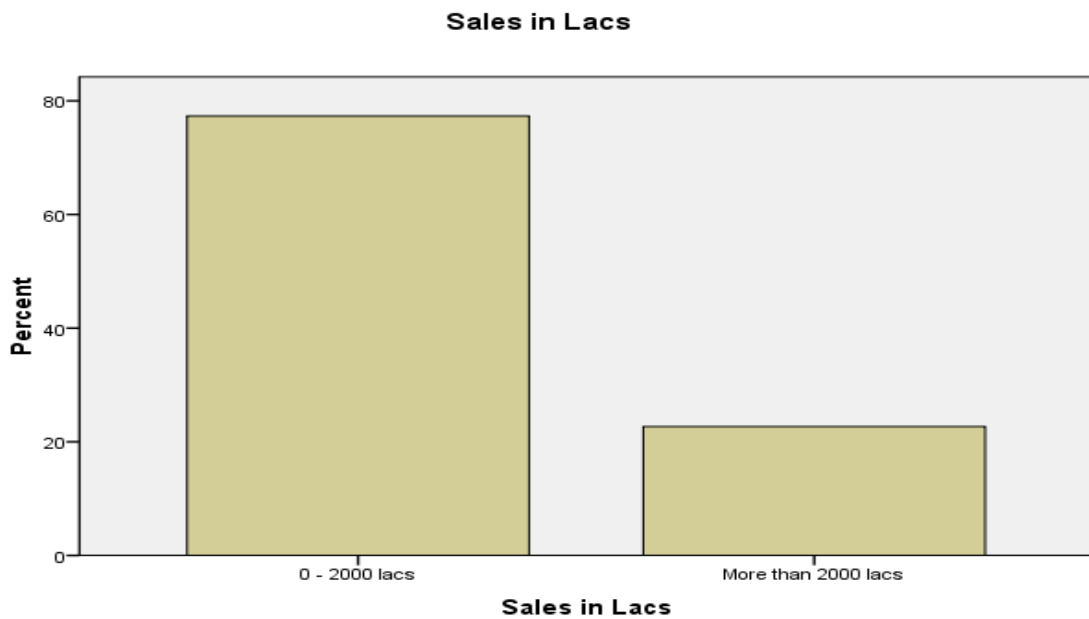
Table 5.7 Statistics

		Sales in Lacs	Profit in Lacs	Turnover in lacs
N	Valid	335	331	334
	Missing	2	6	3

Table 5.8 Sales in Lacs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 - 2000 lacs	259	76.9	77.3	77.3
	More than 2000 lacs	76	22.6	22.7	100.0
	Total	335	99.4	100.0	
Missing	System	2	.6		
Total		337	100.0		

Chart 5.6



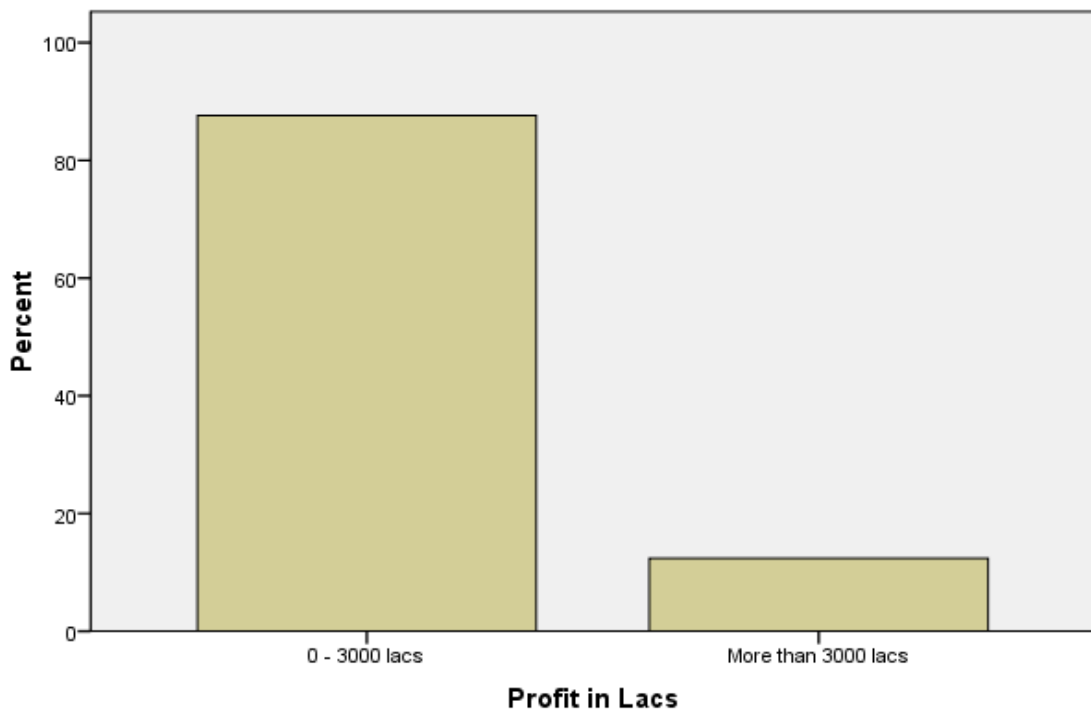
Out of total respondents there are 259 respondents are working with the company having sales Rs 2000 lacs or less than that. There are 76 respondents working with the company having sales more than Rs 2000 lacs.

Table 5.9 Profit in Lacs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 - 200 lacs	290	86.1	87.6	87.6
	More than 200 lacs	41	12.2	12.4	100.0
	Total	331	98.2	100.0	
Missing	System	6	1.8		
Total		337	100.0		

Chart 5.7

Profit in Lacs

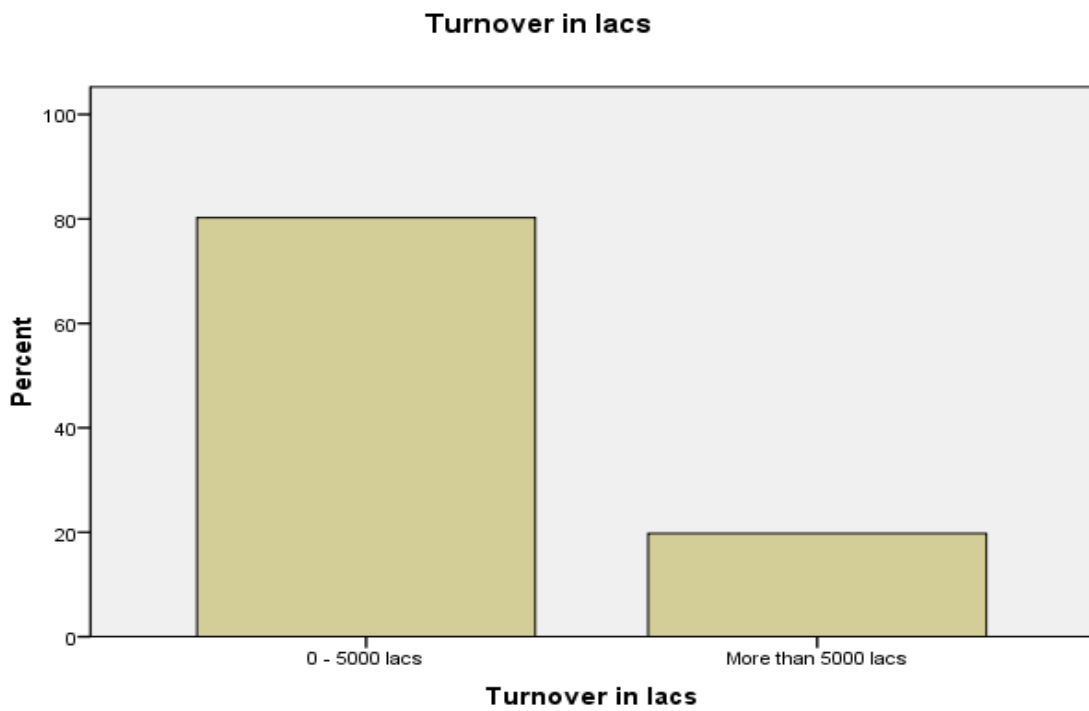


Out of total respondents there are 290 respondents are working with the company having profit Rs 200 lacs or less than that. There are 41 respondents working with the company having profit more than Rs 200 lacs.

Table 5.10 Turnover in lacs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 – 5000 lacs	268	79.5	80.2	80.2
	More than 5000 lacs	66	19.6	19.8	100.0
	Total	334	99.1	100.0	
Missing	System	3	.9		
Total		337	100.0		

Chart 5.8



Out of total respondents there are 268 respondents are working with the company having turnover Rs 5000 lacs or less than that. There are 66 respondents working with the company having turnover more than Rs 5000 lacs.

Questionnaire is one of the tools of the primary data collection. In this research consumer responses have collected through questionnaire. It is imperative to test the reliability o the tool used for the data collection. So, reliability analysis of the scale is done as mentioned below. Moreover Item wise statistics and inter item correlations presented.

Reliability Analysis of Scale:

Reliability

Table 5.11 Case Processing Summary

		N	%
Cases	Valid	336	99.7
	Excluded ^a	1	.3
	Total	337	100.0

a. List wise deletion based on all variables in the procedure.

Table 5.12 Reliability Statistics

Cronbach Alpha	Cronbach Alpha Based on Standardized Items	N of Items
.840	.859	27

Testing the reliability of the questionnaire Cronbach Alpha is calculated and found that the value is 0.840 which is greater that 0.7. It shows that the instrument is reliable to measure what it intents to measure. So, with the help of designed questionnaire, effectiveness of managers with and without formal management education can be measured.

Table 5.13 Item Statistics

	Mean	Std. Deviation	N
stat1	1.77	.862	336
stat2	2.10	1.350	336
stat3	1.97	.817	336
stat4	2.54	1.001	336
stat5	2.05	.866	336
stat6	2.02	.914	336
stat7	1.98	1.419	336
stat8	2.03	.872	336
stat9	2.13	.951	336
stat10	2.09	.889	336
stat11	2.32	1.012	336
stat12	1.89	.822	336
stat13	2.11	.849	336
stat14	2.19	1.011	336
stat15	1.96	.927	336
stat16	2.20	1.933	336
stat17	2.28	1.064	336
stat18	2.04	.821	336
stat19	2.14	.876	336
stat20	1.99	.834	336
stat21	2.13	.931	336
stat22	2.12	.950	336
stat23	2.13	.915	336
stat24	2.03	.938	336
stat25	1.95	.850	336
stat26	2.25	1.027	336
stat27	2.09	1.077	336

Table 5.14 Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.093	1.774	2.536	.762	1.430	.022	27

5.2 TESTING HYPOTHESIS:

Ho1: There is no significance difference between mean score of executive effectiveness and demographic variables.

Ho11: There is no significance difference between mean score of executive effectiveness and Gender.

Table 5.15 Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Executive Skill	Male	310	1.8746	.41592	.02362
	Female	26	1.9434	.40457	.07934

Table 5.16

	Z -test for Equality of Means						
	Z	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Executive Equal Skill variances assumed	-.811	334	.418	-.06876	.08475	-.23547	.09795

Here, at 5 % level of significance the value of the Z test is greater than 0.05 ($0.418 > 0.05$) it is concluded that there is no significant difference between Executive effectiveness and gender as one of the demographic variables. Therefore, Executive effectiveness does not differ according to gender wise. Both male and female executives are equally effective and henceforth there is no significant difference between Male and Female executive effectiveness in the organization.

Ho12: There is no significance difference between mean score of executive effectiveness and Age.

Table 5.17 Descriptives

Executive Skill								
Age	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
20-30 Years	161	1.9315	.42678	.03363	1.8651	1.9979	.90	4.04
31-40 Years	81	1.8576	.34068	.03785	1.7822	1.9329	1.08	2.66
41-50 Years	66	1.8206	.43486	.05353	1.7137	1.9275	.90	2.78
Above 50 Years	28	1.7884	.47164	.08913	1.6055	1.9713	.90	2.66
Total	336	1.8800	.41487	.02263	1.8354	1.9245	.90	4.04

Table 5.18 ANOVA

Executive Skill					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.936	3	.312	1.825	.142
Within Groups	56.725	332	.171		
Total	57.660	335			

Here, at 5 % level of significance the value of the ANOVA test is greater than 0.05 (0.142 > 0.05) it is concluded that there is no significant difference between Executive effectiveness and Age as one of the demographic variables. Henceforth, executive effectiveness does not differ age wise. Therefore, Age of the executive is not important while evaluating one's effectiveness. So, hypothesis of more age more effective the executive not supported by this empirical research study.

Ho13: There is no significance difference between mean score of executive effectiveness and their management education status.

Table 5.19 Descriptives

Management Education	N	Mean	Std. Deviation	Std. Error Mean
Yes	127	1.8957	.36020	.03196
No	209	1.8704	.44539	.03081

		Z - test for Equality of Means						
		Z	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Executive Skill	Equal variances assumed	.541	334	.589	.02527	.04673	-.06665	.11719

Here, at 5 % level of significance the value of the Z test is greater than 0.05 ($0.589 > 0.05$) it is concluded that there is no significant difference between Executive effectiveness and management education status as one of the demographic variables. So, it is immaterial whether executive has taken any management education. Besides that management education does not guarantee the effectiveness of the executives. Moreover, applying is important than merely taking management education. It should not be concluded that the executive should not pursue the management education but one should be convinced fully that merely taking management degree does not bring the effectiveness.

Ho14: There is no significance difference between mean score of executive effectiveness and Education.

Table 5.20 Descriptives

Executive Skill								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
MBA	99	1.9031	.37374	.03756	1.8285	1.9776	.90	3.30
BBA	7	1.9161	.26748	.10110	1.6687	2.1635	1.59	2.26
PGDBM	5	1.6630	.22661	.10134	1.3816	1.9443	1.29	1.91
Others	225	1.8735	.43829	.02922	1.8159	1.9311	.90	4.04
Total	336	1.8800	.41487	.02263	1.8354	1.9245	.90	4.04

Table 5.21 ANOVA

Executive Skill					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.307	3	.102	.592	.621
Within Groups	57.353	332	.173		
Total	57.660	335			

Here, at 5 % level of significance the value of the ANOVA test is greater than 0.05 (0.621 > 0.05) it is concluded that there is no significant difference between Executive effectiveness and Education as one of the demographic variables. Here type of Management education is not contributing to deliver executive effectiveness. So, besides their management education type other variables could have contributed to executive effectiveness. Therefore being effective to take decisions only management education is not important.

Ho15: There is no significance difference between mean score of executive effectiveness and Organizational Level.

Table 5.22 Descriptives								
Executive Skill								
Organizational Level	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Top Management	159	1.8284	.44241	.03509	1.7591	1.8977	.90	4.04
Middle Management	76	1.8963	.40212	.04613	1.8044	1.9882	1.08	2.84
Bottom Level Management	100	1.9542	.36782	.03678	1.8813	2.0272	.90	2.70
Total	335	1.8814	.41470	.02266	1.8368	1.9259	.90	4.04

Table 5.23 ANOVA					
Executive Skill					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.994	2	.497	2.923	.055
Within Groups	56.446	332	.170		
Total	57.440	334			

Here, at 5 % level of significance the value of the ANOVA test is greater than 0.05 (0.055 > 0.05) it is concluded that there is no significant difference between Executive effectiveness and their organizational level. Henceforth, it is obvious that at any level of organization executive can be effective. So, irrespective of their organization level they are effective to contribute for the attainment of the organization objectives.

Ho16: There is no significance difference between mean score of executive effectiveness and Experience.

Table 5.24 Descriptives								
Executive Skill								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
o to 5 years	151	1.9121	.38530	.03136	1.8502	1.9741	.90	3.30
5 to 10 years	72	1.9568	.39898	.04702	1.8631	2.0506	1.08	2.68
More than 10 years	113	1.7880	.44873	.04221	1.7044	1.8716	.90	4.04
Total	336	1.8800	.41487	.02263	1.8354	1.9245	.90	4.04

Table 5.25 ANOVA					
Executive Skill					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.537	2	.769	4.560	.011
Within Groups	56.123	333	.169		
Total	57.660	335			

Here, at 5 % level of significance the value of the ANOVA test is less than 0.05 ($0.011 < 0.05$) it is concluded that there is significant difference between Executive effectiveness and their experience. Also mean value of more than 10 years experience is 1.7880 which suggests that they are effective in managerial practices. Henceforth what important to become effective is the experience. So, more than anything that count is the experience of the executive to become effective.

Ho2: There is a significance difference between organizational level and managerial Skill.

Ho21: There is a significance difference between organizational level and Human Skill.

Table 5.26 Descriptives								
Human Skill								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Top Management	159	1.8805	.47438	.03762	1.8062	1.9549	.92	4.28
Middle Management	76	1.8941	.41209	.04727	1.7999	1.9883	.92	3.03
Bottom Level Management	100	2.0378	.49284	.04928	1.9400	2.1356	.92	3.85
Total	335	1.9306	.47066	.02571	1.8800	1.9811	.92	4.28

Table 5.27 ANOVA					
Human Skill					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.648	2	.824	3.783	.024
Within Groups	72.338	332	.218		
Total	73.987	334			

Here, at 5 % level of significance the value of the ANOVA test is less than 0.05 ($0.024 < 0.05$) it is concluded that there is significant difference between Organizational level and their Human skills. It supports the theory of managerial skills and their classification. Further human skill is the skill which is required at the each and every organization level. Exactly same is proved with this empirical study.

Ho22: There is a significance difference between organizational level and Conceptual Skill.

Table 5.28 Descriptives								
Conceptual Skill								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Top Management	159	1.8532	.55185	.04376	1.7668	1.9397	.90	5.37
Middle Management	76	1.9370	.45393	.05207	1.8332	2.0407	1.02	3.14
Bottom Level Management	100	1.9738	.43630	.04363	1.8873	2.0604	.90	3.06
Total	335	1.9082	.49967	.02730	1.8545	1.9619	.90	5.37

Table 5.29 ANOVA					
Conceptual Skill					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.974	2	.487	1.961	.042
Within Groups	82.416	332	.248		
Total	83.389	334			

Here, at 5 % level of significance the value of the ANOVA test is less than 0.05 ($0.042 < 0.05$) it is concluded that there is significant difference between Organizational level and their Conceptual skill. Also it supports the theory of Managerial Skills that Conceptual skills is required at the top management at most, average at middle level of the management and very low is at bottom level of managing.

Ho23: There is a significance difference between organizational level and Technical Skill.

Table 5.30 Descriptives								
Technical Skill								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Top Management	159	1.7514	.50343	.03992	1.6725	1.8303	.86	3.78
Middle Management	76	1.8578	.54671	.06271	1.7329	1.9827	.86	3.28
Bottom Level Management	100	1.8511	.51181	.05118	1.7496	1.9527	.86	3.25
Total	335	1.8053	.51700	.02825	1.7497	1.8609	.86	3.78

Table 5.31 ANOVA					
Technical Skill					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.881	2	.441	1.655	.047
Within Groups	88.394	332	.266		
Total	89.275	334			

Here, at 5 % level of significance the value of the ANOVA test is less than 0.05 ($0.047 < 0.05$) it is concluded that there is significant difference between Organizational level and their Technical skills. Therefore with this analysis it is proved and supported the theory that requirement of the technical skills at the various level of the organization is different. High technical skills required at the bottom level of management, medium at the middle level and low at the top managerial positions in the organization.

Ho3: There is a significance difference between Management Education status and sales of the organization.

Crosstabs

Table 5.32 Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Sales in Lacs Management Education	335	99.4%	2	.6%	337	100.0%

Table 5.33 Sales in Lacs Management Education Cross tabulation

Count

		Management Education		Total
		Yes	No	
Sales in Lacs	0 - 2000 lacs	100	159	259
	More than 2000 lacs	27	49	76
Total		127	208	335

Table 5.34 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.237 ^a	1	.626	.688	.364
Continuity Correction ^b	.124	1	.724		
Likelihood Ratio	.239	1	.625		
Fisher's Exact Test					
Linear-by-Linear Association	.237	1	.627		
N of Valid Cases ^b	335				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 28.81.

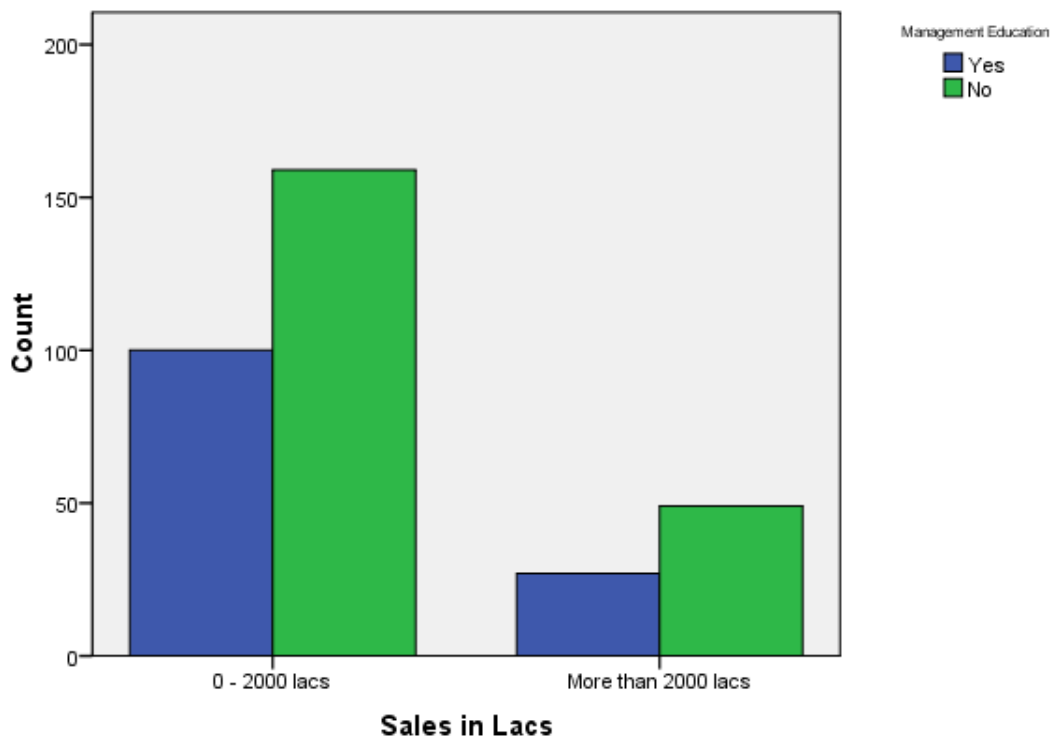
b. Computed only for a 2x2 table

Table 5.35 Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.027	.626
N of Valid Cases		335	

Chart 5.9

Bar Chart



Here, at 5 % level of significance the value of the Chi square test is greater than 0.05 ($0.688 > 0.05$) it is concluded that there is no significant difference between Management Education status and sales of the organization. Therefore, sale as one of the measures of the organization performance is not related with the management education status of the executives.

Ho4: There is a significance difference between Management Education status and profit of the organization.

Crosstabs

**Table 5.36
Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Profit in Lacs Management Education	331	98.2%	6	1.8%	337	100.0%

**Table 5.37
Profit in Lacs Management Education Cross tabulation**

Count				
		Management Education		Total
		Yes	No	
Profit in Lacs	0 - 3000 lacs	112	178	290
	More than 3000 lacs	13	28	41
Total		125	206	331

Table 5.38
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.730 ^a	1	.393		
Continuity Correction ^b	.466	1	.495		
Likelihood Ratio	.746	1	.388		
Fisher's Exact Test				.492	.249
Linear-by-Linear Association	.728	1	.393		
N of Valid Cases ^b	331				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.48.

b. Computed only for a 2x2 table

Table 5.39
Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Contingency Coefficient	.047	.393
N of Valid Cases	331	

Chart 5.10

Bar Chart



Here, at 5 % level of significance the value of the Chi square test is greater than 0.05 ($0.492 > 0.05$) it is concluded that there is no significant difference between Management Education status and Profit of the organization. Further, profit is also one of the measures of the performance of the organization does not related to management education of the executives. So, regardless of their formal and informal management education organization can do profit.

Ho5: There is a significance difference between Management Education status and turnover of the organization.

Crosstabs

**Table 5.40
Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Turnover in lacs Management Education	334	99.1%	3	.9%	337	100.0%

**Table 5.41
Turnover in lacs Management Education Cross tabulation**

Count				
		Management Education		Total
		Yes	No	
Turnover in lacs	0 - 5000 lacs	104	164	268
	More than 5000 lacs	22	44	66
Total		126	208	334

Table 5.42 Chi-Square Tests

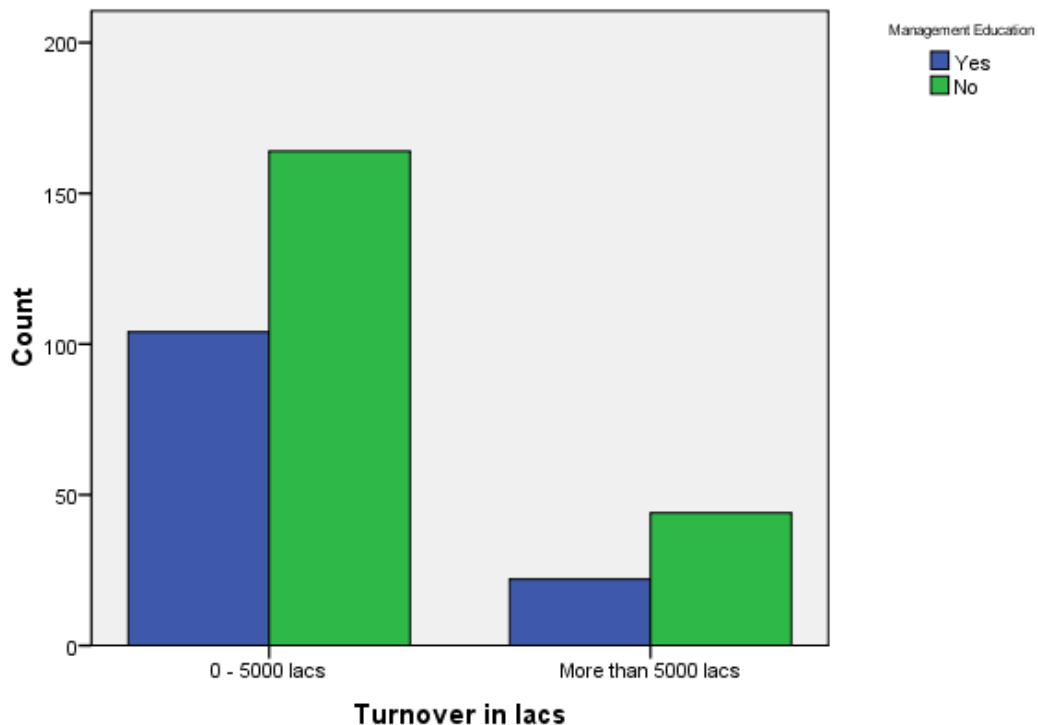
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.675 ^a	1	.411		
Continuity Correction ^b	.462	1	.497		
Likelihood Ratio	.684	1	.408		
Fisher's Exact Test				.479	.250
Linear-by-Linear Association	.673	1	.412		
N of Valid Cases ^b	334				
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.90.					
b. Computed only for a 2x2 table					

Table 5.43
Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.045	.411
N of Valid Cases		334	

Chart 5.11

Bar Chart



Here, at 5 % level of significance the value of the Chi square test is greater than 0.05 ($0.479 > 0.05$) it is concluded that there is no significant difference between Management Education status and turnover of the organization. Just like profit and sales, it is also proved in case of turnover of the organization. Therefore turnover of the company and executive's management education are not related. Henceforth performance of the organization is not entirely depends on the management education of the executives.

CHAPTER – 6

FINDING & CONCLUSION

Chapter 6

FINDING & CONCLUSION

Management education has developed well in India thanks to the vision of past governments that set up IIMs as role models. Now we must consolidate and get the many institutions that exist to upgrade their standards so that students get something of value apart from their own inherent quality. Management education has seen a kind of growth that no other technical education in India has seen in the past decades. The All India Council for Technical Education (AICTE), which regulates technical education in India, finds that it has not been able to stop the proliferation in the business schools in the country, though it had intended to do so.

Management education, thus, has to teach these students to keep re-inventing themselves. It has to give them the latest tools and weapons to deal with, resolve, and overcome every new situation. More than this, it has to inculcate in them the capacity to anticipate situations, so that they can be dealt with and overcome before they actually occur.

Managers are required to work under high pressure most of the times. They may be expected to spend many weeks each year at clients' out-of-town locations, sacrificing social and family concerns. But the financial and other benefits offered to management people are tremendous. On the individual level, there is the reward of working in a field that values creativity and initiative, has a real impact on a client organization, and commands a great deal of status and respect in the business world!

Considering present situation of the management education it is imperative to assess the ability of the institutions to fulfill the objectives of various management programmes. At the same time it is equally important to analyze the role of management education in executive effectiveness in terms of performance of the organization.

Referring literature review, it is obvious that there is a gap present to link executive effectiveness and their managerial education (Formal and/or Informal). Here attempt has been made to find the association between executive effectiveness and their management education status. At the same time, relationship between demographic characteristics of executives and organizational performance in terms of Sales of the organization, Profit of the organization and turnover of the organization has been studied.

According to the most of the research studies, work effectiveness is determined primarily by the managerial skills and knowledge acquired by managers. These in turn are connected with the years of accumulated work experience, seniority, and education, especially if it is centered on managerial education.

In today's demanding and dynamic workplace, employees who are invaluable to an organization must be willing to constantly upgrade their skills and take on extra work outside their own specific job areas. There is no doubt that skills will continue to be an important way of describing what a manager does. Management training programs and management training courses are meant to hone the managerial skills of a person.

It is concluded that there is no significant difference between Executive effectiveness and gender as one of the demographic variables. So, Implication is that the gender as a one of

the demographic variables does not affect the Executive effectiveness. Above it, in the recruitment procedure the equal weighted should be given to both the types of gender. Also Work assignment should be done looking to the merit of the candidate instead of the gender. In other words, gender is not the mediating variable to analyze the executive effectiveness.

Further, it is concluded that there is no significant difference between Executive effectiveness and Age as one of the demographic variables. So, age is not only the merit now a day. Equal opportunity should be provided to young people in the organization and they should be a part of decision making as and when required in a situation.

Also, it is concluded that there is no significant difference between Executive effectiveness and management education status as one of the demographic variables. In More details, management education is not only the thing which contributes to the success of the employees. So in the research study it is tested those managerial skills can be equipped and polished not only with perusing management education. It supports the ideas presented in the book titled “Mangers not MBAs” written by Henry Mintzberg.

It is concluded that there is no significant difference between Executive effectiveness and Education as one of the demographic variables. So, effectiveness of programmes like MBA, BBA and PGDBM does not have significance difference for contributing to the executive effectiveness. At an Extent, all these programmes add values but value addition is not significant different.

Adding to it, it is concluded that there is significant difference between Executive effectiveness and their experience. Also mean value of more than 10 years experience is 1.7880 which suggests that they are effective in managerial practices. Here the study reveals that experience counts to the effectiveness of the employees. It is clear that experienced executive has the merit over the other executives. This is one of the important criteria (Experience) which is helpful to design the recruitment policy and other management decisions. Therefore it can be concluded from the research study that the more experienced executives are effective in general.

Moreover, it is concluded that there is no significant difference between Executive effectiveness and their organizational level. So, Irrespective of the organizational level at which they are working contribute to effectiveness according to their job profile. So, it would be wrong to conclude that only top level executives are effective and not others as supported by this research study. But, it is supported that there is significant difference between Organizational level and their Human skills. So at all levels of the organization executives do not possess the equal degree of human skills. Bottom level of executives possesses less degree of human skills compare to other organizational levels as suggested by the study.

Contributing further to managerial Skills, it is concluded that there is significant difference between Organizational level and their Conceptual skill. Greater degree of conceptual skills possessed by top level executives in the organization supported by various managerial skills theories in the management literatures.

In case of technical skills, it is concluded that there is significant difference between Organizational level and their Technical skills. Greater degree of technical skills

possessed by bottom level executives in the organization supported by theories in the management literatures.

It is concluded that there is no significant difference between Management Education status and sales of the organization. So, it is inferred that there is no association between management education status of the executives and sales of the organization. In fact other than management education status might have contributed to the sales of the organization. Topping to it, it is concluded that there is no significant difference between Management Education status and Profit of the organization. So, it is inferred that there is no association between management education status of the executives and profit of the organization. In fact other than management education status might have contributed to the profit of the organization.

Proving it sounder, it is concluded that there is no significant difference between Management Education status and turnover of the organization. So, it is inferred that there is no association between management education status of the executives and turnover of the organization. In fact other than management education status might have contributed to the turnover of the organization.

So, considering together profit, sales and turnover of the organization as an organization performance does not have the significant association with the management education of the executives of the organization. Looking at the research study experience and various managerial skills namely conceptual skill, Human Skills and Technical Skills at the various level of the organization possessed by the executives of the organization make the difference to the organization performance and prove their effectiveness.

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APPENDIX

Dear Respondents,

Requesting you to participate in this survey related to academic purpose. It is only for academic purpose and information provided will be kept strictly confidential. If you are interested, the result of the research would be provided to you.

Part – A

Basic Information:-

Name: _____

Age Group: 20 - 30 31 - 40 41 - 50 Above 50

Gender: M F

Qualification: _____

Name and address of the company / institute in which you are currently working:

Designation: _____

Key Responsibilities: _____

Experience (in years): 0 – 5 5 – 10 more than 10

Have you taken any management education?

YES NO

If YES, Please specify. BBA MBA PGDBM Others _____

Have you attended any management related conferences / Seminars / Workshops / Trainings / Symposiums / etc.

YES NO If YES, Please specify. _____

Details of the company / institute in which you are currently working: (Current year-2011)

Sales: _____

Profit: _____

Turnover: _____

Export: _____

Total Capitalization: _____

Part – B (Please do tick mark for your answer below)

Statement	Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree
1. You have been selected as a leader of your team.					
2. Your subordinates/team members agree with you (leader) in all the matters.					
3. You have been recommended for Effective Team Building.					
4. You have been recognized as a global leader.					

5. You possess the ability to influence others to perform tasks.					
6. You are a good motivating factor for your team members.					
7. Your work and efforts always set a motivating source for your subordinates.					
8. You frequently motivate your subordinates for improving their work efficiency.					
9. You possess a high degree of self-awareness and a capacity to understand or empathize with the feelings of others.					
10. You can successfully manage the conflicts that arise within your team or your organization.					
11. You have been an ideal Coach and Counselor to you team or subordinates.					

12. You possess the ability to interact effectively with organizational members.					
13. You always go for identification of the causes of the problems in the organization.					
14. You predict the future state of the business as a whole through analysis and diagnosis its different states.					
15. You possess the ability to think analytically.					
16. You fix goals for the whole organization / department and plan for every situation.					
17. You spend more time in planning, organizing and problem solving for your organization.					
18. You have in depth understanding of how organizational units can work together.					

19. You have in depth understanding of how the organization can fit into its competitive environment.					
20. You have the ability to evaluate yourself realistically.					
21. You possess the ability to perform in uncertain environment.					
22. You have been regularly in charge of the actual operations of the organization.					
23. You have technically thorough knowledge about the department/work assigned to you.					
24. You have an understanding of how production and service occur in the organization.					
25. You possess the skill in scheduling, delegation and assignment of jobs to workers.					

26. You have been regularly preparing budgets for your department / production activities.					
27. You have been regularly assigned For things such as using a computer, operating machinery, or preparing presentation.					