



STUDYING ABOUT THE MANAGERIAL SKILLS AND ITS THEORY

YOGENDRA KUMAR YADAV

RESEARCH SCHOLAR SUNRISE UNIVERSITY ALWAR

DR.BHUPENDRA SINGH CHAUHAN,

ASSISTANT PROFESSOR SUNRISE UNIVERSITY ALWAR

ABSTRACT

To examine the crucial skills required by management students which address the needs of corporate in the dynamic global economic world of the 21st Century. The paper is based on theory and empirical analysis made through psychometric tests results of management students reflecting their personality profile, juxtaposed against the needs of the corporate world identified through Graduate Management Admission Council (GMAC), – a report showing results of the global survey of corporate recruiters about employability skills. The paper highlights the personality traits of management students identified through 16 PF test and elaborates the areas which the real business world is focusing upon. The current report of GMAC reflects the need for skills like interpersonal skills and team working; decision making and problem solving while the students score low on extraversion and leadership; creativity and abstract thinking. The educational curriculum still leaves a lot to be desired in being activity based and skill oriented. The paper will show direction to educators of professional courses especially management education regarding curriculum design and trainers regarding training needs of the young workforce such that they are able to provide to the corporate skilled managers who can sustain in the challenging and dynamic global work environment of the 21st Century. Marking out the areas where the professional management and business education need to work into to create skilful managers who need to cater to the demands of MNCs and TNCs.

Keywords: - Skills, Management, Theory, Planning, Education.

I. INTRODUCTION

Definitions and Concept of Managerial Skills

According to John D. Bigelow, "managerial skills" are a combination of abilities that managers have deemed crucial. Without an understanding of what skilfulness looks like in action, the relative value of various skills, linkages among skills, or an understanding of how the skills effect an organization, this collection tends to be ad hoc and open-ended. According to Principles and Practice of Management, published by Konark in 1994, managerial abilities are those that a manager uses to build, control, maintain, and run purposeful organizations via a coordinated and collaborative human effort.

Planning, organizing, acting, and regulating are all diverse processes that are used to define and achieve goals by using people and resources (Lawrence A., 1989). Getting things done via and with a loosely organized group is the art of management (McFarland, 1985). Getting things done with the aid of the community is what is referred to as managerial talent (Haimana, 1987). The display of managerial talents is dynamic, non-routine, and interactive. It has several, perhaps at odds aims. Impromptu managerial abilities are common. Managers often need to characterize managerial circumstances. Effective behaviour might take the form of original or surprising activity. When using a behavioural job skills method, employees use their job skills in circumstances that are predetermined by others. It is often thought that supervisors or other job designers—not the employee—failed when a circumstance arose that was not expected. On the other hand, managers are in charge of analysing circumstances. If they overlook a crucial problem, they cannot place responsibility on others. This implies that one aspect of management skilfulness is the capacity to make sense of a situation, identify key difficulties, and develop solutions. Teachers' roles as managers will be significantly impacted by this examination of the managerial skills idea.

Technical Skill

Technical skill involves specialized knowledge, analytical prowess within that specialty, and comfort using the tools and techniques of the particular discipline. It implies an understanding of and proficiency in a particular kind of activity, particularly one involving methods, processes, procedures, or techniques. The majority of vocational and on-the-job training programs are effective in developing this talent.

Human Skill

This relates to a person's capacity to cooperate with, comprehend, and inspire others; to how they see themselves in relation to their superiors, peers, and subordinates; and to how they act as a

result. A person with highly developed human skills is aware of his own attitudes, presumptions, and beliefs about other people and groups. He is also able to recognize the value and boundaries of these sentiments. He is aware of other people's wants and motives in his organization to a degree that enables him to predict how different courses of action may affect others and how those actions may turn out.

Conceptual Skill

This skill entails the capacity to view the enterprise (the school) as a whole; it also entails understanding the interdependence of the organization's various functions and the effects of changes to one part on the others. It also extends to visualizing the relationship between a specific company and its industry, community, and the political, social, and economic forces of the entire country.

Diagnostic Skills

Understanding the nature and circumstances of a given ailment via analysis and inspection is one of the diagnostic abilities. It is the capacity for logical thinking, analytical reasoning, and inventiveness to rapidly cut through irrelevant details and reach the core of a situation.

II. HISTORICAL DEVELOPMENT OF MANAGERIAL THEORIES

Frederick Winslow Taylor (1856-1915) : As the "father of scientific management," F.W. Taylor is well-known. Management, according to Taylor, is "the art of knowing exactly what you want men to do and seeing that they do it in the best and cheapest way." Best management, according to him, was a legitimate science founded on a set of well-defined norms, rules, and principles. In all things pertaining to the work done in the business, he urged both employees and managers to replace the previous human judgment and intuition with precise scientific inquiry and expertise. Taylor's book, "Principles of Scientific Management," which was released in 1911, contains his philosophy and concepts. Following are Taylor's guidelines for scientific management: Develop a genuine science to replace rule of thumb for each component of a worker's job; Scientifically choose, train, and develop employees for each position; a more equitable allocation of duties between management and employees Planning and doing should be kept distinct since management is in charge of the former and employees are in charge of the latter.

Henry Fayol (1841-1925) :Taylor's contemporaries included Fayol. In 1860, he began working for a coal mining firm in France as a junior engineer. By 1880, he had advanced to the position of general manager. He wrote the renowned book "Administration Industrielle et Generale," which was first published in French in 1916 and then translated into English in 1949 as "General and Industrial Management."

In the words of Fayal, "to manage is to forecast and plan, to organize, to command, to coordinate and to control." He came up with five components, functions, or management processes: Planning (to foresee and provide means for the future); Organising (to provide a business with all necessary raw materials, tools, capital, and personnel to its functioning); Commanding (maintaining activity among personnel); Coordinating (unifying and harmonising all activities and efforts); and Controlling (ensuring that everything occurs in compliance with established rules and expressed command).

Max Weber (1864-1920) : First to create the idea of bureaucratic organization was Weber. He was a political economy professor in Germany. He emphasized charismatic authority in his thinking. Because of the followers' belief in the leader's unique,'supernatural' traits, the leader is followed. According to Weber's Theory of Social and Economic Organization, the word "charisma" refers to a person who is extraordinary or supernatural in some way, setting them apart from other people. These characteristics serve as the foundation for how that person is seen and respected as a leader. Traditional power: Leaders have power because of the position they have inherited, and the scope of that power is established by birth, tradition, precedent, and use. The risks of this strategy are all too clear in today's competitive world: bigger organizations become bogged down in their own systems and either miss signs that rivals are coming up to them or those markets are disappearing, or else get stuck by their own inertia. According to Weber, bureaucratization results in depersonalization since officials' responsibilities are outlined in written descriptions of their power, and there are policies and procedures in place to cover any eventuality. Weber was aware of the risks posed by bureaucratization. Although organizational bureaucratization boosts productivity and efficiency, it also runs the risk of dehumanizing the people it affects. Weber thought that an inspiring leader might change the organization into something new as the only way to avoid such a mechanistic future.

III. MANAGEMENT THEORIES IN EDUCATION

In educational administration, management theory helps one to systematically categorize a variety of perplexing issues and build linkages among them in order to make sense of them and provide practical answers. Theory of Organizational Behaviours, Theory of System Analysis, Theory of Human Resource Management, and Integrated Contingency Theory of Management are a few key theories in educational management.

Theory of Organizational Behaviour (Gefzel 1957)

This theory holds that interactions between the organizational and individual dimensions are what cause observable behavior in an organization. Because of this, it is essential to comprehend both the organizational and individual components of the behavior of a focused occupant of a position. The concept assumes that an administrative behavior relies on the organizational dimension, where the institutional duties and expectations are prioritized. The best administrators

exhibit both organizational and personal behavior. In other words, an administrator works to fulfill both the organizational objectives and the requirements of a specific person. This theory has some relevance in educational management, particularly in the organizational setup and the functional administration of various sectors of educational businesses, even if it is not entirely accepted. System Analysis Theory, Gordon and Person (1958)

The Aristotelian Philosophy, which proposed that the whole is greater than the sum of its parts, is where the idea of system analysis first emerged. Gordon and Parson believed that understanding the relationships between the pieces was just as essential as understanding the individual parts. The formulation and derivation of those universal principles from the System Theory have a logicalo-mathematical basis and are applicable to all systems. A system may be described as a collection of connected and interdependent pieces, each of which can influence the system as a whole.

The system theory is far more applicable to management and administration in education. This is due to the fact that an educational system or institution has a number of constituents, including its students, instructors, and other employees. All of these components work together, rely on one another, and interact with one another. Similar characteristics are visible in all social systems, including the educational system. Because it belongs to a distinct category of open systems, the educational system, like other human organizations, has certain special unique qualities. The educational system, however, also has a number of traits in common with other open systems.

Theory of Human Resource Management (McGregor 1960)

Theory X and Theory Y are the two hypotheses put out by McGregor. These theories are designed to provide a framework for the management of employees in order to accomplish organizational objectives. The ordinary person has a natural aversion to labor and will seek any opportunity to avoid it, claims Theory X. Therefore, in order to achieve the aims and objectives of the business, employees at work must be managed, directed, and even threatened with penalty. The ordinary individual, according to Theory Y, wants and accepts responsibility, will practice self-direction and self-control, and will work toward the organizational objectives if he is dedicated and given enough security. By combining the key components of these theories, the administrators in educational administration may take appropriate action while formulating their policies and making choices. Only after learning about the character and potentials of the educational organization for which management strategies are being developed could this synthesis be formed.

Integrated Contingency Theory of Management (Linkert, 1961)

Modern management theories often assume an integrated contingency approach in management, while traditional theories of administration have historically focused on the welfare and structure of the organization. According to contemporary theorists, the degree to which an administrative

theory considers how individuals fit into an organization in a given circumstance and context determines how suitable it is. Therefore, there is no one administrative style that is always suitable. Different administrative structures, concepts, and tactics are useful at different periods and circumstances because different features motivate different individuals in different ways. Therefore, the focus should be on diagnosis rather than treatment. The diagnostic method requires that in addition to the factors that depend on them, the environment and other situational characteristics of the organization be taken into account. Although analyzing an organization's organizational structure is likely the most efficient and straightforward method of analyzing and resolving administrative issues, it must be done in conjunction with a closer look at issues like authority, tasks, functions, and duties, communication channels, information flow, reward structures, and member expectations. The Integrated Contingency Theory's core worry is the unpredictable nature of administrative and environmental influences. The complexity of schooling and the dynamic nature of the administrative environment make this increasingly apparent. Pressures, tensions, and contingencies are brought about by these complications. Each of these has to be carefully considered and handled. This implies further that (i) administrative plans and policies must be adaptable and take into account both long- and short-term factors, (ii) leadership must be transparent, diffused, and broad-based with each member sharing relevant roles, and (iii) communication must be of all kinds and cover all facets of the organization in question's operations.

IV. CONCLUSION

The current business world has employers who need and demand a certain set of skills which match a particular job type and they can be bifurcated into two broad categories – technical skills and human skills. Most students coming out regular B schools largely possess these skills which are acquired through the academic process as a blend of training, natural process of learning acquired through the professional exposure and the mentoring from the academic institutions and the corporate helps. The distinguishing factor about quality driven management education is that the regular industry interface helps in guiding and tailor making programmes which cater to the changing industry needs ensuring that the students are able to meet up the challenges and deliver top the corporate as the pass out of college,

REFERENCES:-

1. GMAC, (2010). Graduate Management Admission Council. Available at www.gmac.com/surveys Retrieved on 25th May, 2011.
2. GMAC, (2010). Graduate Management Admission Council. Available at www.gmac.com/surveys Retrieved on 25th May, 2011.
3. Judge, T. A. and J. E. Bono (2000). 'Personality and job satisfaction: The mediating role of job characteristics', *Journal of Applied Psychology*, 85, pp 237–249.

4. Spector, P. E., J. R. Schneider, C. A. Vance and S. A. Hezlett (2000). 'The relation of cognitive ability and personality traits to assessment center performance', *Journal of Applied Social Psychology*, 30, pp. 1474–1491.
5. SHARMA. R.N (2002), *Educational Administration, management and organization*. Surjeet publications.
6. MICHAEL J. YOUNG, Ph.D SASHA ZUCKER - (March 2004), *The Standard — Referenced Interpretive Framework: Using Assessments for Multiple Purposes*.