
UNIT 3 MANAGERIAL SKILLS

Structure

- 3.1 Introduction
 - Objectives
- 3.2 Planning Skills
- 3.3 Organising Skills
- 3.4 Leading Skills
- 3.5 Controlling Skills
- 3.6 Decision-making Skills
- 3.7 Levels of Managers
- 3.8 The Managerial Skills at Various Levels
 - Technical
 - Human
 - Conceptual
- 3.9 Summary
- 3.10 Self-assessment Test
- 3.11 Key Words
- 3.12 Terminal Questions
- 3.13 Answers

Further Readings

3.1 INTRODUCTION

You may have a variety of reasons to undertake the study of this unit. But we would assume that your main aim to study this course is to improve your skills as a manager. Therefore, the objectives of this unit as a whole is to help you improve your skills at work.

In the previous unit the management processes were described. In order to perform your role in each of these processes you need to possess and exhibit a range of skills. Therefore, in general, we say that an effective manager needs skills to plan, control, organise, lead, and finally to take decisions. In each case, a manager must exercise a unique set of skills.

Objectives

The objectives of this unit are:

- to familiarise the learner with various skills of a manager;
- to provide an in-depth understanding of the technical, human and conceptual skills;
- to make the learner appreciate different uses of skills to suit his position in an organisation; and
- to appreciate what skills could mean in building up an institution.

3.2 PLANNING SKILLS

As part of the management process you attempt to define the future state of your organisation. You are not trying to predict the future, but rather to uncover things in the present to ensure that the organisation does have a future. Hence planning skills will include:

- being able to think ahead;
- ability to forecast future environmental trends affecting the organisation;
- ability to state organisational objectives;
- ability to choose strategies that will help in attaining these objectives with respect to future trends; and
- ability to arrive at performance standards or yardsticks for monitoring the implementation of these strategies, etc.

With growing complexity in the operations of large organisations, managers are expected to acquire skills to interact with intermediate planning systems such as a computer.

SAQ 1

True / False:

- a) Planning skills able to think ahead.
- b) Planning skills includes ability to forecast future environmental trends affecting the organisation.
- c) Planning skills includes ability to state organisational objectives.

3.3 ORGANISING SKILLS

As you have seen, planning specifies the future course of direction of an organisation. The organising process follows the planning process. 'While planning specifies *what* will be achieved *when*, organising specifies *who* will achieve *what* and *how it* will be achieved.

To understand the organising process involving the people and jobs in an organisation, let us discuss a situation in a bank. Suppose you happen to be a teller (person who sits behind the service window) in a bank. Your job requires transacting deposits, withdrawals, cashing the cheques. Also, you may have to secure the approval of bank manager before you could cash a cheque for a person who is not a regular customer of your bank. Here, the bank manager's orders or directives will define how much authority you have to do things on your own. Besides, your work may also be supervised by your immediate superior officer. Hence, organising involves identification of specific jobs, grouping of jobs of similar nature, number of jobs to be included in a specific

group and deciding how many people a manager can effectively oversee. An integrated network of people, their jobs and their working relationships ultimately constitutes the structure of the organisation.

Therefore, the organising skills can be broadly spelled out as

- ability to analyse and describe various organisational jobs;
- ability to select, train and induct people in jobs;
- ability to draw working links i.e. define authority and span of control amongst people; and
- ability to change these working links whenever there are major changes in the environment or technology or strategy of the organisation etc.

This example may make it clear to you as to how the manager utilises his organising skill when major changes take place in the environment or technology or strategy. Suppose, you happen to be a doctor in a village, where you are in charge of organising a hospital for catering to routine and non-routine or emergency facilities. You know that more facilities are available in city hospitals such as provision of regular ambulance service, wide range of medicines and services of doctors and nurses, etc. At the time of dealing with an emergency case, you should rush to the city hospital. You have to organise yourself and your co-workers to assess how crucial this responsibility becomes when you have limited resources available with you, yet you want to achieve the best you can.

SAQ 2

What do you mean by organising skills?

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3.4 LEADING SKILLS

Leading people requires that the leader must understand the values, personality, perception and attitudes of these people. As an individual you act differently from another individual because of your values, personality, perception and attitudes. This is a very important factor to be understood in relation to the other person who may be your superior or subordinate. Let us carry out the following activity in order to understand each of these factors.

Value is a conviction that a person holds about a specific mode of conduct and the importance of that conviction to the person. For example, given below are certain work values. You may like to rank the three important values you would like to pursue at work. The ranking should be done in order of importance you attach to them.

Value at work	Rank
Be honest	-----
Work hard	-----
Be free	-----
Be productive	-----
Know the right people	-----
Live in the right places	-----
Be tolerant	-----
Save time	-----
Find a better way	-----

If you compare your three rankings with your superior or subordinate, there are possibilities of differences with him. These differences have to be taken into account when we deal with people and use the values that are most important to them to motivate them to work.

Personality is a sum total of personal traits or characteristics of an individual. It is also a conglomeration of the forces within the individual. Our personality is determined by our physical constitution, beliefs and values in our culture and the situations which have unique influence on us.

You may like to rate yourself on some of the primary personality traits as given below by Cattell (1973):

How far are you:	1	2	3	4	5	6	7
Reserved							Outgoing
Less intelligent							More intelligent
Submissive							Dominant
Group dependent							Self-sufficient
Relaxed							Tense
Timid							Venturesome

Please tick mark the degree or point on the rating scale that describes you most appropriately from each set.

You will find that all that you have marked for yourself has a basis in your physical constitution, beliefs and values, some significant situations in your life, your family background, age, temperament etc. You and the persons you work with certainly differ in these respects.

Perception is the process by which individuals organise and interpret their impressions of the environment around them. Hearing, seeing or smelling or feeling or tasting a stimulus come before we process and interpret it. In picking up a stimulus, processing and interpreting it, often the reality and perception are distorted. Individuals always try to minimise the changes in perceiving anything. Managers and subordinates, for example, distort messages or other's opinions or behavioural patterns.

You may like to select a stimulus in a particular way. If you happen to be a happy-go-lucky person, you will pick up the humorous part of a movie that you saw and discuss about it. Your prior experiences, your emotional state, your needs, and your expectations decide why you like to emphasise the happy events in a movie rather than the sad ones. You may even emphasise some aspects more and ignore other aspects. Between you and *your* colleague, or superior, or subordinate, perceptions of the same movie would vary a good deal.

Attitude is a person's tendency to feel and behave in a particular manner towards an object or a person such as organisation's selection programme or a manager's planning approach or a colleague etc. You cannot directly observe it, but its consequences can be observed. Attitudes are learned. They have three aspects, i.e. cognitive, affective and behavioural, only one of which, behavioural, can be observed. The cognitive aspect of the attitude refers to the beliefs, perceptions and ideas about your attitude towards a person or object or situation. The affective aspect of the attitude refers to the feelings and emotions about your attitude towards a person or object or situation. The behavioural aspects refers to the action aspect of the attitude. The following examples may clarify the three aspects of the attitude of individuals.

Cognitive aspect: Your attitude towards your subordinate, may be you like to see results of the work done by him or her, while appreciating the work details. Your subordinate may be interested only in results without having any interest in the detailed explanation of the work. Both you and your subordinate show your individual perception, belief and ideas about your respective attitudes towards work.

Affective aspect: You may have strong feelings for getting a promotion, but may not have strong feelings for receiving a meritorious award. Your attitude towards work is influenced by such feelings.

Behavioural aspect: Your subordinate may be a hard working individual. He is interested in achieving results without ever holding any discussion with you. He does the work that leads him to achieve something. You can only observe his behaviour towards you. You cannot observe his perceptions, beliefs, ideas, emotions, likes or dislikes directly, except his behaviour or action. From his

Introduction to Management

behaviour, you may like to infer his beliefs or ideas about you and feeling for you.

All of us come and join an organisation much after we have learnt our attitudes.

Leading skills require understanding and working with different people. Thus, the management skill of leadership reflects our ability to influence followers by understanding the leader's own abilities and his impact on others. This skill is based on the interaction between the leader, behaviour and situation in which it is applied. The leading skills applied to management situations can be understood from Fig. 3.1:

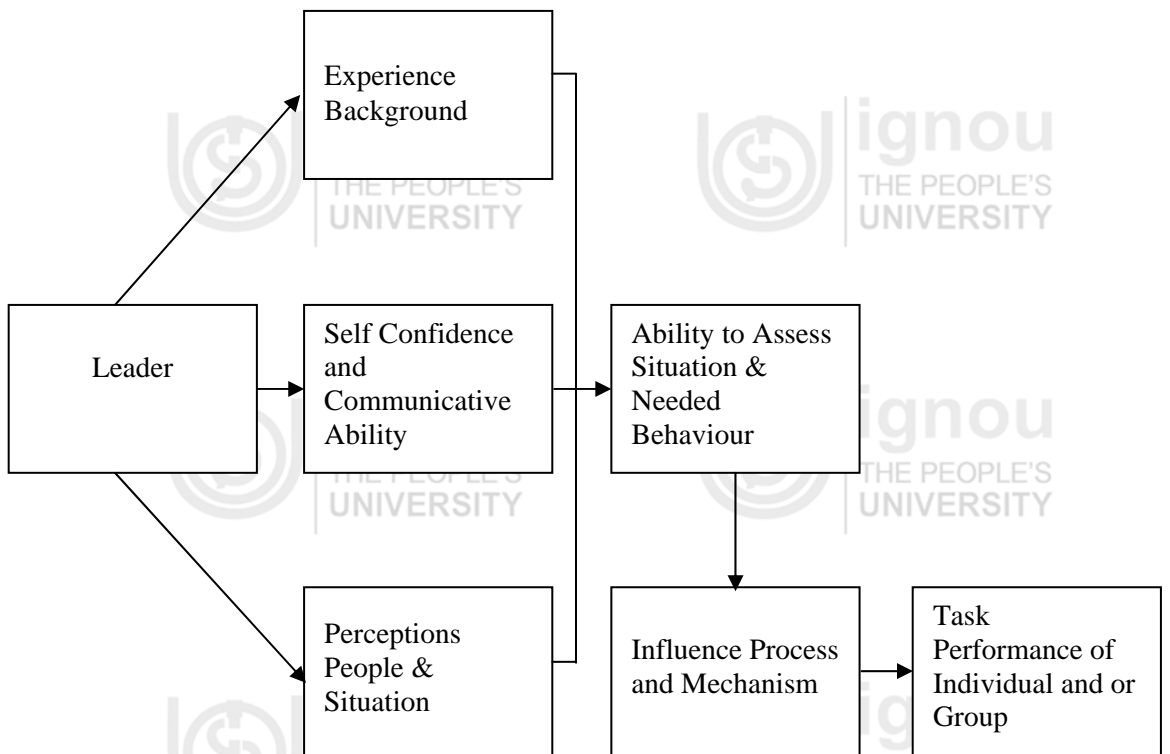


Fig.3.1: Leadership in action

SAQ 3

What do you mean by “Perception” and “Attitude”?

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3.5 CONTROLLING SKILLS

The skill of controlling consists of actions and decisions which managers undertake to ensure that the actual results are consistent with desired results. In planning for the organisation the management sets the objectives, which are the desired results for the organisation to attain. Any deviation between the actual and the planned results must be corrected by the management by taking appropriate actions and decisions. In this skill therefore, management has a predetermined standard, the information about the performance of the organisation and a corrective action in case the standard set by the organisation is not fulfilled. You may like to know how the controlling skill is related to the other form of management skills we touched upon earlier.

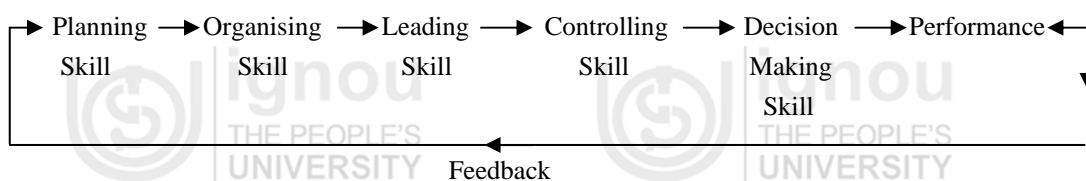


Fig.3.2: Relationship of various skills with performance and feedback

The manager gets a feedback about the performance of the organisation and accordingly takes decisions. He uses his motivating and leading skills to control and regulate the performance, according to his earlier planning.

For example, you happen to be a manager of a production unit. It is your duty to check whether the targets (desired results) of production of the goods in terms of output, quality, time, cost and profit have been achieved. Whenever you have failed to achieve any one of the above five aspects, you must try to correct the situation by reorganising your planning, organising, leading, controlling and decision-making activities.

SAQ 4

What do you mean by “Controlling Skills?”

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3.6 DECISION-MAKING SKILLS

Decision-making skills are present in the planning process. They pervade all other areas such as organising, leading and controlling. You will appreciate the simple difference between a manager and a non-manager in so far as managers make all the decisions at all levels in the organisation. Think for yourself at the level you are, and whether you take a good, or a bad decision, it will ultimately influence in a big or a small way your performance. Hence, management skills of decision-making for routine or non-routine problems is a time consuming activity and certainly poses a challenge to the manager for making a number of important decisions, good in quality and satisfactory in producing solutions to a problem. A manager's effectiveness lies in making good and timely decisions. Again, remember, in the decision-making process, you may like to decide on repetitive or routine problems. Processing admission applications in a college or preparing a patient for an operation in a hospital are examples of routine problems. Such routine problems are `different from complex, novel problems. Examples of novel or complex problems are, constructing new classroom facilities in a college or reacting to an epidemic. Don't you think you need to be more creative in solving these novel and complex problems rather than going by rules, procedures and policies that already exist in your organisation? Whether it is a routine or non-routine decision you have to (1) identify and define the problem (2) develop alternative decision (3) select the decision which will solve the problem and (4) implement that decision.

At the end of the input on the five management skills, you may like to identify the various skills of a branch manager of a bank, who combines job tasks (various jobs of people), technology (the know-how of work) and resources (financial, material, environmental, etc.) to attain the objective of the bank. You may consider the various aspects of management skills, such as planning, organising, leading, controlling and decision-making.

SAQ 5

True / False:

- a) Management skills of decision-making for routine or non-routine problems is a time consuming activity.
- b) A manager's effectiveness lies in making good and timely decisions.

3.7 LEVELS OF MANAGERS

The First Level Managers: These managers are in direct contact with the employees, who usually produce the goods or service outputs of an organisation. They are referred to as supervisors or foremen in some organisations. You may be associated with the employees who directly produce goods or render service outputs. Hence, you may belong to the first level managers. In some government offices, the superintendent of the office

As one moves up in the hierarchy of the managerial positions, the responsibility increases. The fundamental functions of a manager such as planning, organising, leading, controlling and decision-making are the skills required to be mastered by the managers. In order to exercise these functions, one has also to keep in mind, the type of job, the size of organisation, the skills and experiences of the people one works with and the time available at his disposal to do these management functions.

Katz (1974) talks of three types of skills that are recognised by all managers. These are the technical, the human and the conceptual skills. The use of these skills differs for various levels of managers. Let us understand the skills first and then see how much each skill is used at various levels of managerial hierarchy and what importance each has in the career growth of a manager.

3.8.1 Technical

It is the ability to work with resources in a particular area of expertise. A surgeon must know how to do surgery. An accountant must know how to keep the accounts. Without the technical skill, one is not able to manage the work effectively. The first line supervisor in a manufacturing industry needs greater knowledge about the technical aspects of the job compared to his top boss. In a small manufacturing organisation, even the top boss who owns the company needs to know a lot of technical skills.

You will appreciate that technical skill implies an understanding of, and proficiency in, a specific kind of activity particularly the one involving methods, processes, procedures or techniques. It is relatively easy for us to visualise the technical skill of the surgeon, the musician, the accountant or the engineer, when each is performing his own special function. Such functions involve specialised knowledge, analytical ability within the specialised field, facility in the use of tools and the techniques of the specific discipline.

In an age of specialisation, technical skill is perhaps the most familiar one, required of the greatest number of people. Katz pointed out that mostly the vocational and on-the-job training programmes are concerned with developing this specialised technical skill. In your desire to become an efficient administrator, particularly at the first level, this skill becomes indispensable to efficient operation. As a supervisor of a set of workers, you would like to ensure if your workers have sound grounding in the principle, structure and processes of their individual speciality along with actual practice and experience during which your workers are watched and helped by you as a superior. This appears to be the best way to develop the technical skill. A workshop superintendent knows how to ensure that his technician is well equipped with the technical skill required for the work. An office superintendent ensures that persons working with him are having adequate technical skill for typing, shorthand, preparing draft etc. for doing their job. Quite a lot of training programmes for equipping the people with technical skills are going on all over the country in industries, hospitals, banks and

educational institutions. As you move up in the managerial hierarchy, perhaps this skill becomes relatively less important than the human and conceptual skills. In a relatively small organisation, where you yourself are the owner and at the top management level, you need a lot of technical skill yourself.

3.8.2 Human

Human skill is the manager's ability to work effectively as a group member and to build cooperative effort within the team he leads. Every managerial level requires managers to interact with other people, whereas technical skill is primarily concerned with working with things (processes or physical objects). The first level manager is involved on a regular basis with the personal problems and life events of many non-managers. It is therefore natural that he or she must be able to work through these personal situations and effectively lead subordinates. He or she has to perceive and reorganise the perception of his or her superiors, equals and subordinates and his or her behaviour subsequently.

If you have a highly developed human skill and if you are aware of your own attitudes, assumptions, and beliefs, about other individuals and groups, you are able to see their usefulness and limitations. And you are likely to accept others' viewpoint, perceptions and beliefs, which might be different from yours.

Your human skills will help you to build a work atmosphere of approval and security, where people working with you as subordinates feel free to express themselves without fear of being ridiculed and to participate in the planning and carrying out of those things which directly affect them. You feel sensitive to others' reactions to your actions and you will act after taking others' perceptions into account.

Your human skill thus becomes a continuous and natural activity with you so that whatever you say or do (or leave unsaid and undone) leaves an effect on your associates. Perhaps your true self will be seen through by others. In order to be an effective manager, your human skill must be naturally and unconsciously developed, as well as consistently demonstrated in every action of yours. For example, you want to boost the output of a production unit in an industry by introducing a conveyor system. You must keep in mind how to make *your* subordinates accept the situation of top speed production through this system with which they were not familiar earlier. You must also make sure that the person whom you place in charge of the workers or operators, is acceptable to them in creating a right attitude towards this conveyor system, towards the production goals (how much output per day to be produced) or what standards of production have to be attained. These are the human factors in production which cannot be ignored.

Introducing computerisation in a large office setting which has a number of users to interact with; may create problems in the beginning as it amounts to increasing the efficiency in output with a relatively lesser number of persons. If

you have to introduce the system, you may like to talk to the persons about its outcomes in terms of increased efficiency, gearing the skills of people towards various activities of feeding the data to the computer, maintenance of the computer data, etc. in order to make them appreciate the introduction of a new system. Creating the right kind of attitude and absorbing a number of people for similar skills to take care of a special and large number of users of the system can reflect your ability to deal with people. The most important single skill of a manager is to have the ability to deal with people. This is a challenge to your human skill, especially in the context of our country, with a vast number of people waiting to be absorbed in jobs, more so when we are planning to computerise the administration in various work sectors.

The human skill can be developed without any formalised training for some. Many others to be individually aided by their immediate superiors who themselves should possess the human skill in order to be able to impart that. An important part of the procedure is the self-examination of the individual's own concepts and values which may enable him to develop more useful attitudes about himself and about others. With this change in attitude, there may also develop some active skill in dealing with human problems. You as a superior may like to observe your subordinate's ability to work effectively with others. You may probably improve your own human skill of rating people for their effectiveness as you become more experienced in this art.

3.8.3 Conceptual

This skill means the ability to see the organisation as a whole and it includes recognising how the various functions of the organisation depend on one another. It also makes the individual aware how changes in any one part of the organisation affect all the others. It extends to visualising the relationship of the individual business to the industry, the community and the political, social and economic forces of the nation as a whole. Thus the manager gains insight into improving the overall welfare of the total organisation.

As a manager you should have the ability to coordinate and integrate a variety of factors. You need to view situations and determine the inter-relatedness of various factors. The success of any decision depends on the conceptual skill of the people who make the decision and those who put it into action. For example, you are trying to introduce some change in the working policy in your manufacturing organisation. It is very important to know the effect of such a change on production of goods, control, finance, research and people involved in these processes. Finally, it is equally important right down to the last executive who must implement the new policy. So at every level of the management, no matter which level you belong to, you have to recognise the overall relationships and significance of the change in order to be an effective manager. The chances of your success as a manager are greatly increased. Look at the organisation as a whole and try to understand the inter-relationship of its parts while introducing a change in policy.

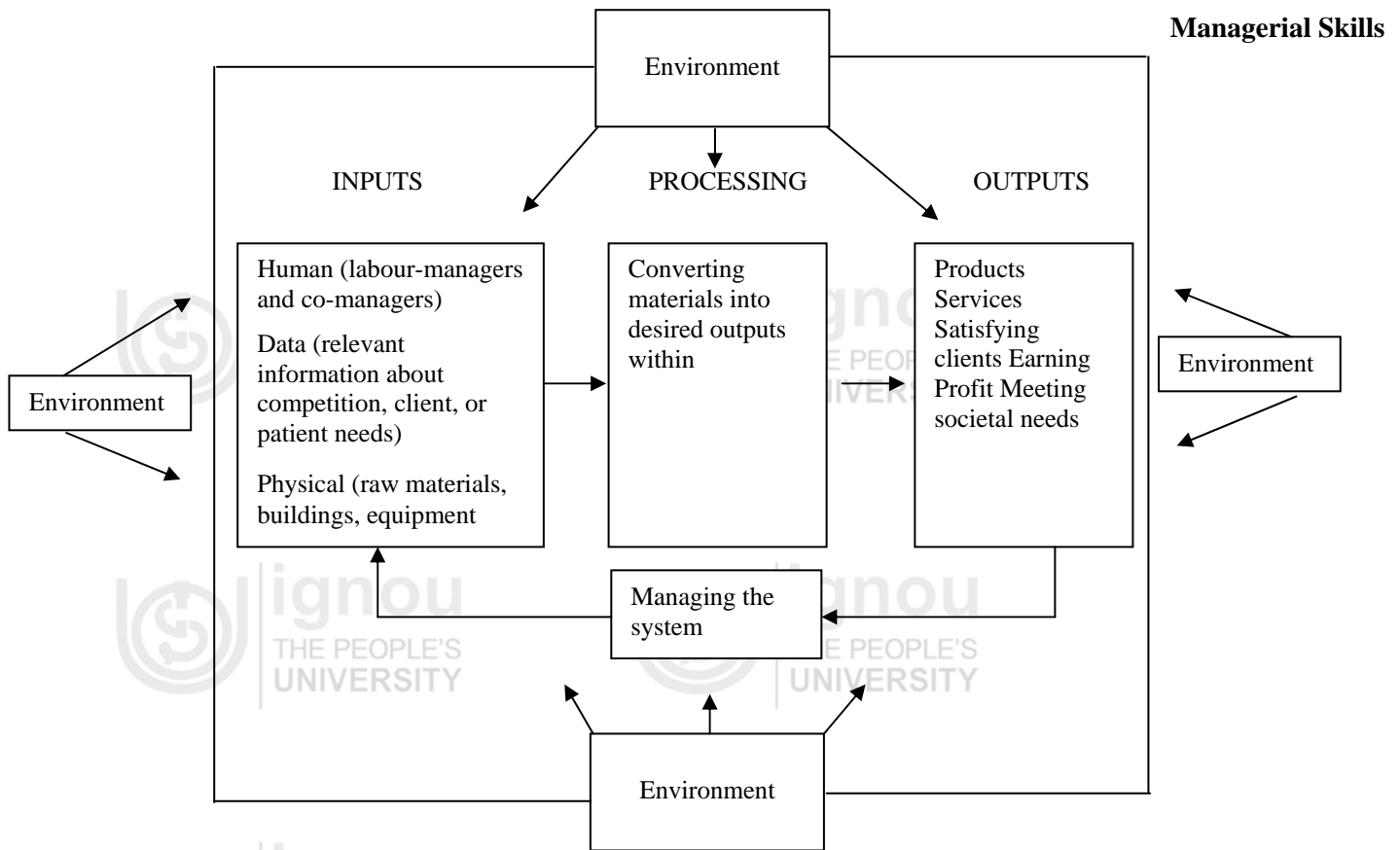


Fig.3.3: The organisational system

Source: Adapted from J. M. Ivancevich, J.H.Donnelly Jr. and J.L.Gibson, *Managing for Performance* (Texas: Business Pub. Inc. S, 1980) P.7.

Introducing a change in marketing policy of your goods, for example, will require to see the effect of this policy on all the factors under input, processing and output aspects of the organisation. Your success as a manager heavily depends on your conceptual skills or creative ability to perceive and respond to the direction in which the business should grow, organisation's objectives and policies and stock holders' and employees' interest. You can, by virtue of conceptual skill, be in a position to change the way of doing business in your organisation compared to another.

Although it sounds as an abstract thing, one can try to develop the conceptual skill in many different ways. You may like to coach your subordinate to develop his managing potentials. Give him or her a responsibility and see if he or she asks you questions or seek your opinion. You may like to answer his or her queries in response to such searching questions. Of course, a lot depends on your interest and willingness to help your subordinate.

Yet another way is to rotate your subordinate on various types of jobs which expose him or her to different functions of the business, but at the same level. This is to say, one can, for example, be put in commercial job for sometime dealing with sales, again on production job, observing the process of production on the shop-floor and taking part in it if needed. You may like him or her to experience a bit of design aspect of the product, which gives him or

Introduction to Management

her insight into the research and development activities. In most of the leading private and public sectors, job rotation is a significant part of the young and promising graduate's apprenticeship training programme. This gives him a chance to be "in the other fellow's shoes".

You may also like to involve your junior to advise you on policy matter. Some real problems can be posed to make your subordinate understand broad management policies and inter-departmental coordination.

Like human skill, conceptual skill must be a part of the executive's make-up of the personality. Different methods may be used for different people suiting their background and experience to develop their personal skill in viewing the organisation as a whole system and coordinating and integrating its different parts.

Conceptual skill compared to technical and human skills is more important at the top level of management. At the first level, one has relatively few factors to consider.

Technical skill is responsible for many of the great advances of modern industry. It is indispensable to efficient operation. It has the greatest importance at the lower level of administration. As the manager moves up in level, the need for technical skill becomes less important, if he has skilled subordinates to help them solve their own problems. When the manager reaches the top, technical skill may not be existent, but with a highly developed human and conceptual skill, he or she may still be able to perform effectively.

SAQ 7

What do you mean by "technical skills", "human skill" and "conceptual skill" of a manager?

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Human skill in you is required at every level, but with difference in emphasis.

If you are a foreman, your chief function is to attain collaboration of people in the work group, with whom you have direct contact. If you are a middle level manager; your human skill is utilised for facilitation of communication in the group. At the top level, these personal contacts decrease and the human skill in you is used less and your conceptual skill becomes increasingly more important with the need for policy decisions and broad scale action. You start considering the environmental forces, the resource flows, and the functional

managerial skills such as planning, organising, leading, controlling and decision-making.

If you happen to be capable and alert, perhaps you can make out a kind of built-in sense of dependence of employees on superiors and use it to your advantage. Sinha (1980) has shown how in Indian context, the leader nurtures the subordinate, by creating in him a sense of dependence on the superior. Such kind of dependence adds to the productivity of the workers, provided the superior is consistent and predictable in his behaviour.

For example, you may have observed that there is superior, who really recognises the inter-relationship of all the activities under his control, identifies himself with the organisation, sublimates the subordinates' interest to his interest, sets his goals realistically and shows his subordinates how to reach this goal.

3.9 SUMMARY

This unit deals with the skills of the manager in essentially two ways: one in which the functional or applied aspects of management skills such as planning, organising, leading, controlling and decision-making are put to use; and the other in which skills of the manager such as technical, human and conceptual enable him to function as a person as well as how to develop these are dealt with. Attempt is also made to briefly acquaint the reader about the skills required to play various roles of a top executive to build an institution. The unit concludes with five specific top managerial skills of competent team building, periodic reviewing, search for competence, liaison with other organisations and involvement with detachment.

3.10 SELF-ASSESSMENT TEST

Applied Management Skills

Your position in the management hierarchy
(Please tick mark one of the following):

Senior.....Top level
Middle.....Middle level
Junior.....First level

Keeping your position in mind, rank the following statements in order of priority of your activities by putting 1 to 6 on the right hand line. Please put 1 for the highest priority and 6 for the lowest.

I *In my supervisory activities:*

1. I supervise to check the mistakes and catch the person.

Introduction to Management

2. I strongly prefer that subordinates ask me for instructions and suggestions.
3. I take pain to see that the subordinates improve their skills and chances for advancement.
4. I reward outstanding achievement.
5. I try to use my expertise and competence rather than my formal authority in influencing my subordinates.
6. I am more concerned with maintaining good relations with the subordinates than stressing duties and performance.

II. *In managing problems:*

1. I take problems as challenges and try to find better solutions than anybody else.
2. I consult experts and they play an important role in solving problems.
3. I consult my friends while dealing with problems.
4. I solve problems keeping in mind the needs and benefit to the people in the organisation and society at large.
5. I usually refer the problems to and look for solutions from my seniors.
6. I usually solve problems with the help of supervisors without involving my subordinates.

III. *In the above two sets of activities at your level in the organisation, please indicate which of the following skills do you use most?*

Please put a tick mark on the appropriate box.

Technical skill Human skill Conceptual skill

3.11 KEY WORDS

Attitude	:	A person's tendency to feel and behave toward some object in some way.
First level manager	:	A manager at the lowest level of hierarchy who coordinates the work of non-manager, but reports to a manager.
Middle level manager	:	The middle level of an administrative hierarchy. Managers at this level coordinate the work of managers, but do not report to a manager.
Top level manager	:	The top level of an administrative hierarchy. Managers at this level coordinate

the work of other managers, but do not report to a manager.

Perception : The process by which individuals organise and interpret their impressions about the environment around them.

Personality : The sum of an individual's traits or characteristics. These traits interact to create personality patterns.

Value : Lasting convictions that are held by a person, accompanying the mode of conduct and the importance of the convictions to the person.

3.12 TERMINAL QUESTIONS

1. What do you mean by “the First Level Managers” and discuss its functions towards an organisation?
2. Write short notes on the following:
 - a) Technical skills of a manager
 - b) Conceptual skills of a manager
3. Explain the important functions of a top manager.

3.13 ANSWERS

Self Assessment Questions

1. a) True
b) True
c) True
2. Organising skills includes ability to analyse and describe various organisational jobs, ability to select, train and induct people in jobs etc.
3. **Perception:** Perception is the process by which individuals organise and interpret their impressions of the environment around them.

Attitude: is a person's tendency to feel and behave in a particular manner towards an object or a person such as organisation's selection programme or a manager's planning approach etc.

4. The skills of controlling consists of action and decisions which managers undertake to ensure that the actual results are consistent with desired results.

Introduction to Management

5. a) True
b) True
6. The top level managers responsible for the overall strategic management of the organisation and it is the responsibility of top managers to develop the objectives and strategies of the organisation.
7. **Technical skill** is the ability to work with resources in a particular area of expertise.

Human skill is the manager's ability to work effectively as a group member and to build cooperative effort within the team he leads.

Conceptual skill means the ability to see the organisation as a whole and it includes recognising how the various functions of the organisation depend on one another.

Terminal Questions

1. **The First Level Managers:** This is the lowest or first level of managers in an organisation. These managers are in direct contact with the employees who usually produce the goods or services output of an organisation. It consists of supervisors, foreman, sales officers, accounts officers, purchase officers etc. They serve as the channel of communication between management and the workers. They are concerned with mechanics of jobs.

The functions of first level managers are as follows:

- a) To plan day-to-day production within the goals laid down by higher authorities.
 - b) To assign jobs to workers and to make arrangements for their training and development.
 - c) To issue orders and instructions.
 - d) To supervise and control worker's operation and to maintain personal contact with them.
 - e) To advise and assist workers by explaining work procedures, solving their problems.
 - f) To maintain discipline and good human relations among workers; and
 - g) To report feedback information and worker's problems to the higher authorities.
2. a) **Technical Skills of a Manager:** Technical skills refer to the ability and knowledge in using the equipment, technique and procedures involved in performing specific tasks. These skills require specialised knowledge and proficiency in the mechanics of a particular job. Ability in programming and operating computer is, for instance, a technical skill. There are two things a manager should understand about technical

skills. In the first place, he must know which skills should be employed in his particular enterprise and be familiar enough with their potentiality to ask discerning questions of his technical advisers. Secondly, a manager must understand both the role of each skill employed and the inter-relationships between the skills.

- b) **Conceptual Skills of a Manager:** Conceptual skills comprise the ability to see the whole organisation and the inter-relationships between its parts. These skills refer to the ability to visualise the entire picture or to consider a situation in its totality. Such skills help the manager to conceptualise the environment, to analyse the forces working a situation and to take a broad and farsighted view of the organisation. Conceptual skills also include the competence to understand a problem in all its aspects and use original thinking in solving the problem. Such competence is necessary for rational decision making.
3. The top level managers are a small group of policy makers responsible for the overall strategic management of the organisation. It is the responsibility of the top managers to develop the objectives and strategies of the organisation.

The main functions of a top level manager are as follows:

- a) To analyse and interpret changes in the external environment of the company.
- b) To establish long-term corporate plans (goals, policies and strategies of the company).
- c) To formulate and approve the master budget and departmental budget.
- d) To design broad organisation structure.
- e) To appoint departmental heads and key executives.
- f) To coordinate and integrate the activities of different departments and divisions of the company.
- g) To provide overall direction and leadership to the company.
- h) To exercise overall review and control of the financial and operating results of the company.
- i) To represent the company to the outside world (public relations); and
- j) To decide the distribution of profits etc.

The above are the some functions of top level managers towards the organisation.

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