CHAPTER – 3

REVIEW OF LITERATURE

3.0 REVIEW OF LITERATURE

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

3.2 REFERENCES
3.0 REVIEW OF LITERATURE:

3.1 LITERATURE REVIEW ON MANAGERIAL SKILLS, MANAGERIAL 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 burden some 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 summaries 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 breadth, 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.


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 Mausolf (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 Minzberg (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 Kaltz 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 analyses 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.
3.2 REFERENCES:

- Accenture’s High-performance Workforce Study, “learning transformation”, Business today


- David A. Latif, “Model for Teaching the Management Skills Component of Managerial Effectiveness to Pharmacy Students.” Bernard J. Dunn School of Pharmacy, Shenandoah University, Winchester.


• Hercules Visser, “Transformation of Managerial Skills of Engineers”, Rand Afrikaans University.


• Shu-hui Lin and Shing-yang Hu, “A Family Member or Professional Management?—The choice of a CEO and its impact on performance.”, National Changhua University of Education and National Taiwan University.

• Sylvia J. Hysong, “The Role of Technical Competence in Managerial Effectiveness: Mediators and Moderators”, Rice University, Houston, Texas.