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The Effect of Applying Managerial Skills in the Field of Management (An Application on Sudanese Universities in Khartoum)

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Abstract:

Research conducted to identify the effect of applying the managerial skills in the field of management,(the administrative and organizational aspects- social aspects- civilization and cultural aspects),in the Sudanese universities in Khartoum.

Total sample size of research is 60 employees (members of teaching staff and workers) from the Sudanese universities in Khartoum. SPSS (Statistical Package for Social Sciences) was used to analyze the data. Research applied (t) test distribution analysis. Research concluded that, results of axis one (1) and (3) combined together supported the hypothesis of the study that the (Sudanese universities enjoy effective application of managerial skills). Research also examined that Results of axis two (2) of the study, reflect aspects need to be activated to better exploitation of the potential and resources available.

Keywords: Managerial skills, Sudanese universities, Effective application, Khartoum.

1. Introduction

All organizations are dependent on effective management and organization to survive and prosper, great care should be taken choosing and training people for management jobs (Coleman Patterson, 2010).

Managers are required in all the activities of organizations: budgeting, designing, selling, creating, financing, accounting, and artistic presentation; the larger the organization, the more managers are needed. Everyone employed in an organization is affected by management principles, processes, policies, and practices as they are either a manager or a subordinate to a manager.

2. Research Questions

This study explores the answer to the following major research questions (MRQ):

a. Do the administrative and organizational aspects   (proper planning, clear specification of objectives, clear lines of authority, delegating authority to subordinates, good supervision, pay attention to date lines at work, participation in decision-making, encourage opinions and suggestion, motivating employees, freedom of opinion in job, justice in the distribution of tasks and functions, putting the right man in the right place, managing stress and pressure of work, solving problems creatively, administrative and organizational aspects in general) have statistically significant effect in the field of management.

b. Do the social aspects (Recognition of individual's importance, attention to sanitary and medical treatment for workers, safety and security in the work environment, relations between the president and a subordinate, informal relations between superiors and subordinate, means of communication, creativity and innovation at work, recreation programs for workers, teams work, social aspects in general) have statistically significant effect in the field of management.

c. Do the civilization and cultural aspects (Respect for culture, respect for customs and tradition, development of cultural consciousness, development of cultural consciousness, Pay attention to culture workers, revitalization of cultural and educational programs) have statistically significant effect in the field of management.

3. Objectives

The main purpose of the study was to identify the effect of applying managerial skills in the field of management. The following specific objectives were considered:

a. To identify the most effective managerial skills in the field of management.
b. To study about management principles, processes, policies, and practices.
c. To understand the effective manager's skill profile.
d. To study about the characteristics and skills of leadership and management in Sudanese universities in Khartoum.

4. Hypothesis
The Sudanese universities enjoy effective application of managerial skills

5. Review Literature

5.1. What Is Management?
The term "manager" can be used in relation to all the various levels of management in the company. Most of the time, the term "manager" is used to describe someone who supervises others (Susan Quinn,2010). It is defined as a social process which is designed to ensure the cooperation, participation, intervention and involvement of others in the effective achievement of a given or determined objective. Management, being a social process, lays its major emphasis on the inter-action of people - people inside and outside the formal institutions and people above and below one's operational position. To be called a manager is to be placed in a position from which one has to ensure changes in other people's behavior patterns for the purpose of achieving an objective entrusted to him. Management is the art of guiding the activities of a group of people toward the achievement of a common goal.

5.2. The Nature of Managerial Work
Managers are responsible for the processes of getting activities completed efficiently with and through other people and setting and achieving the firm's goals through the execution of four basic management functions: planning, organizing, leading, and controlling. Both sets of processes utilize human, financial, and material resources.
Of course, some managers are better than others at accomplishing this! There have been a number of studies on what managers actually do.

5.3. Leadership and Management?
Leadership and management are two terms that are often confused. What's the difference between them? John Kotter of the Harvard Business School argues that management is about coping with complexity. Good management brings about order and consistency by presenting formal plans, designing organization structures, and monitoring results against the plans. Leadership, in contrast, is about coping with change. Leaders establish direction by developing a vision of the future; then they align people by communicating this vision and inspiring them to overcome obstacles. Management consists of implementing the vision and strategy provided by leaders, coordinating and staffing the organization, and handling day-to-day problems. We define leadership as the ability to influence a group toward the achievement of a vision or set of goals. The source of this influence may be formal, such as that provided by the possession of managerial rank in an organization. Because management positions come with some degree of formally designated authority, individuals may assume a leadership role because of the position held
in the organization. However, not all leaders are managers, nor are all managers leaders. However, leaders can emerge from within a group, as well as by formal appointment, to lead a group.

5.4. Types of Managers:
Top managers are responsible for developing the organization's strategy and being a steward for its vision and mission. A second set of managers includes functional, team, and general managers. Functional managers are responsible for the efficiency and effectiveness of an area, such as accounting or marketing. Supervisory or team managers are responsible for coordinating a subgroup of a particular function or a team composed of members from different parts of the organization. Sometimes you will hear distinctions made between line and staff managers.
A line manager leads a function that contributes directly to the products or services the organization creates. A staff manager, in contrast, leads a function that creates indirect inputs. For example, finance and accounting are critical organizational functions but do not typically provide an input into the final product or service a customer buys, such as a box of Tide detergent. Instead, they serve a supporting role. A project manager has the responsibility for the planning, execution, and closing of any project. Project managers are often found in construction, architecture, consulting, computer networking, telecommunications, or software development.
A general manager is someone who is responsible for managing a clearly identifiable revenue-producing unit, such as a store, business unit, or product line. General managers typically must make decisions across different functions and have rewards tied to the performance of the entire unit (i.e., store, business unit, product line, etc.). General managers take direction from their top executives. They must first understand the executives' overall plan for the company. Then they set specific goals for their own departments to fit in with the plan. The general manager of production, for example, might have to increase certain product lines and phase out others. General managers must describe their goals clearly to their support staff. The supervisory managers see that the goals are met.

5.5. What Particular Skills Are Requested of Managers?
  → Basic knowledge: Askilful manager has:
  - Knowledge about the organization – what it does, with or for whom it does it, why it does it, how it does it, its ethos and values.
  - Knowledge about your field of work: the political, social and economic context, accepted standards and expectations, what others are doing and how this organization fits into the larger picture.
  - Knowledge of managerial functions: long-, medium- and short-term planning, monitoring and evaluation, financial planning, record keeping, reporting and control, personnel management, premises management, time management.

→   Cerebral roles:
- Innovator: some who generates creative and unorthodox ideas and sees the organization's work and problems in unconventional ways. The innovator is good at seeing new ways to solve problems.
- Monitor/Evaluator: provides a critical analysis of problems and situations and evaluates suggestions to help make balanced decisions.
- Specialist: an expert with a range of specialist knowledge about the team's work.

5.6. P-O-L-C Framework
The principles of management can be distilled down to four critical functions. These functions are planning, organizing, leading, and controlling. This P-O-L-C framework provides useful guidance into what the ideal job of a manager should look like.

5.7. Planning
Planning is the function of management that involves setting objectives and determining a course of action for achieving those objectives. Planning requires that managers be aware of environmental conditions facing their organization and forecast future conditions. It also requires that managers be good decision makers.

Planning is a process consisting of several steps. The process begins with environmental scanning which simply means that planners must be aware of the critical contingencies facing their organization in terms of economic conditions, their competitors, and their customers. Planners must then attempt to forecast future conditions. These forecasts form the basis.

Planning	Organizing	Leading	Controlling
1.vision & mission 2.strategizing 3.goals & objectives	1.organization design 2.culture 3.social networks	1.leadership 2.decision making 3.communications 4.groups /teams 5.motivation	1.systems / process 2.strategic human resources

Table 1: The P-O-L-C framework

5.8. Organizing
Organizing is the function of management that involves developing an organizational structure and allocating human resources to ensure the accomplishment of objectives. The structure of the organization is the framework within which effort is coordinated. The structure is usually represented by an organization chart, which provides a graphic representation of the chain of command within an organization. Decisions made about the structure of an organization are generally referred to as organizational design decisions.

Organizing also involves the design of individual jobs within the organization. Decisions must be made about the duties and responsibilities of individual jobs, as well as the manner in which the duties should be carried out. Decisions made about the nature of jobs within the organization are generally called "job design" decisions.

5.9. Leading
Leading involves the social and informal sources of influence that you use to inspire action taken by others. If managers are effective leaders, their subordinates will be enthusiastic about exerting effort to attain organizational objectives.

5.10. Controlling
Controlling involves ensuring that performance does not deviate from standards. Controlling consists of three steps, which include (1) establishing performance standards, (2) comparing actual performance against standards, and (3) taking corrective action when necessary. Performance standards are often stated in monetary terms such as revenue, costs, or profits, but may also be stated in other terms, such as units produced, number of defective products, or levels of quality or customer service.

The measurement of performance can be done in several ways, depending on the performance standards, including financial statements, sales reports, production results, customer satisfaction, and formal performance appraisals. Managers at all levels engage in the managerial function of controlling to some degree.
- Ability and willingness to learn – listening skills, willingness to be challenged, time and inclination to learn, ability to develop new ways of doing things.
- Sensitivity and flexibility: in relation to clients, users and members, to the people who are doing the work, to a wide variety of needs and situations, to changing needs and situations, to one's own needs and situation.
- Leadership – trusting and having confidence in others, able to inspire confidence in the organization and its work, in oneself and others.

5.11. Delegation of Authority:
An efficient manager wisely delegates authority and power (i.e. workable authority) to the lowest competent level and ensures that the extent and scope of such delegation is clearly defined and correctly understood. But delegation does not relieve the administrator of his responsibility. It only gives him more time to concentrate more on his own work in truly important fields.

- Time management: Time management can be considered as the process by which an individual more effectively accomplishes tasks and goals (Schuler, 1979).

5.12. Decision- Making
A critical managerial function is decision- making. Decisions which management must make may be classified as marketing, production, and financial. Decisions may also be classified as strategic and tactical and long-run and short run. A primary objective of decision-making is to achieve optimum utilization of the business's capital or resources. Effective decision-making requires relevant information and special analysis of data.
The process of making decisions is generally considered to involve the following steps:
    i.   Identify the various alternatives for a given type of decision.
   ii.   Obtain the necessary data necessary to evaluate the various alternatives.
  iii.   Analyze and determine the consequences of each alternative.
   iv.   Select the alternative that appears to best achieve the desired goals or objectives.
    v.   Implement the chosen alternative.
   vi.   At an appropriate time, evaluate the results of the decisions against standards or other desired results.

5.13. Employee Motivation
Motivation is one of the forces that lead to performance. Motivation is defined as the desire to achieve a goal or a certain performance level, leading to goal-directed behavior. When we refer to someone as being motivated, we mean that the person is trying hard to accomplish a certain task. Motivation is clearly important if someone is to perform well.

5.14. Communication Skills
Communication fulfills three main functions within an organization, including coordination, transmission of information, and sharing emotions and feelings. All these functions are vital to a successful organization. The coordination of effort within an organization helps people work toward the same goals. Transmitting information is a vital part of this process. Sharing emotions and feelings bonds teams and unites people in times of celebration and crisis. Effective communication helps people grasp issues, build rapport with coworkers, and achieve consensus.

5.15. Building a Team Work
"A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable." The purpose of assembling a team is to accomplish bigger goals that would not be possible for the individual working alone or the simple sum of many individuals' independent work. Teamwork is also needed in cases where multiple skills are needed or where buy-in is required from certain key stakeholders. Teams can, but do not always, provide improved performance. Working together to further the team agenda seems to increase mutual cooperation between what are often competing factions. The aim and purpose of a team is to perform, to get results, and to achieve victory in the workplace and marketplace. The very best managers are those who can gather together a group of individuals and mold them into an effective team.

5.16. Managing Stress
Stress-related issues cost businesses billions of dollars per year in absenteeism, accidents, and lost productivity. Hobson, C., Kesic, D., Rosetti, D., Delunas, L., &
Hobson, N. (2004, September). As a result, managing employee stress is an important concern for organizations as well as individuals. Organizations can take many steps to helping employees with stress, including having more clear expectations of them, creating jobs where employees have autonomy and control, and creating a fair work environment. Finally, larger organizations normally utilize outside resources to help employees get professional help when needed.

5.17. Cultural Diversity
Culture refers to values, beliefs, and customs that exist in a society. In the United States, the workforce is becoming increasingly multicultural, with close to 16% of all employees being born outside the country. In addition, the world of work is becoming increasingly international. With the increasing importance of international business as well as the culturally diverse domestic workforce, Organizations can do to manage cultural diversity through :-
    1. Help employees build cultural intelligence :
Cultural intelligence is a person's capability to understand how a person's cultural background influences one's behavior.
    2. Avoid ethnocentrism:
Ethnocentrism is the belief that one's own culture is superior to other cultures one comes across. Ethnocentrism leads organizations to adopt universal principles when doing business around the globe and may backfire.
    3. Listen to locals:
When doing cross-cultural business, locals are a key source of information. To get timely and accurate feedback, companies will need to open lines of communication and actively seek feedback.
    4. Recognize that culture changes:
Cultures are not static, they evolve over the years. A piece of advice that was true 5 years ago may no longer hold true.

5.Do not always assume that culture is the Problem:

When doing business internationally, failure may occur due to culture as well as other problems. Attributing all misunderstandings or failures to culture may enlarge the cultural gap and shift the blame to others. In fact, managing people who have diverse personalities or functional backgrounds may create misunderstandings that are not necessarily due to cultural differences.

6. Research Variables

Research conducted on the basis of seeing the effect of applying the managerial skills in the field of management, the creation of an effective manager. Research determined the effect of applying the managerial skills dimensions in the field of management. The independent variable of the study is managerial skills dimensions (The administrative and organizational aspects - social aspects- and the civilization and cultural aspects).It is a descriptive variable in five format options (stronglydisagree - don't agree – neutral – I agree – strongly agree). As graduated levels, reflecting the respondents᾿ views about the phrases. Each option is given the numerical values (1, 2, 3, 4, 5,) respectively. The effective managementis a dependent and descriptive variable. It has been expressed in the questionnaire, in form of five options: (strongly disagree -don't agree – neutral – I agree – strongly agree). As graduated levels, reflecting the respondents᾿ views about the phrases which are related to the hypothesis. Each option is given the numerical values (1, 2, 3, 4, 5,) respectively.
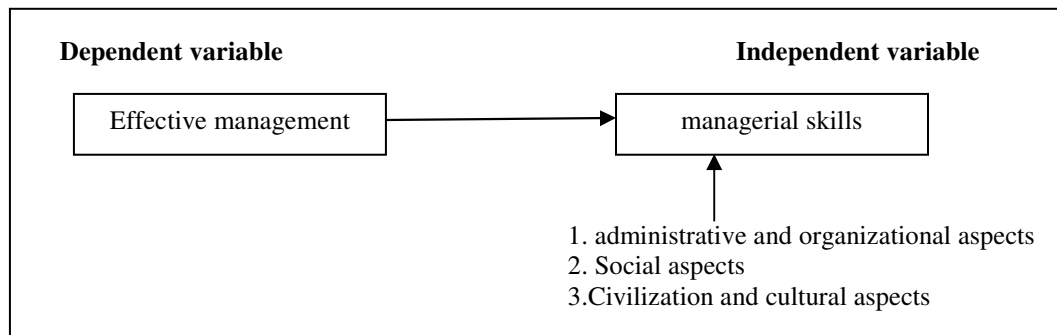

Figure 1

There is a statistically significant relation between the effective application of managerial skills dimensions in term of (The administrative and organizational aspects - social aspects- civilization and cultural aspects)and the field of management.

7. Research Methodology

This section identified the methodological strategy. Data collection tools selected to analyze the relationships between variables. Research targeted (60) respondents who are employees in Sudanese universities in Khartoum (teaching staff members, and workers). The aim is to identify theeffective application of managerial skills in the Sudanese universities **.** The Questionnaire was used for collecting the data. (60) questionnaires were dispatched to these respondents. A total of (60) filled questionnaires were received which were used for data analysis. The Questionnaire measured three groups. The first group of administrative and organizational aspects contained (15 phrases), The second group of social aspects contained (10 phrases), the third group of civilization and cultural aspects contained (5 phrases), respectively. Respondents were asked to rate their answers on multi- item scale. The scaling is: (5 for strongly agree, 4 for agree, 3 for neutral, 2 for don't agree and 1 for strongly disagree) has been given in order to analyze the data. The (t) distribution test was applied. Responses analyzed through the SPSS (Statistical Package for Social Sciences).

8. Results and Data Analysis

- (t) distribution was used to test the moral of arithmetic meanof the total values of answers of the sample for each axis of the study separately. And when reviewing the results, a number of observations have been taken into account as follows:

1/The study's premise is revolving around whether the arithmetic mean of the respondents in each optional phrase of the questionnaire, does not differ semantically from the arithmetic normal distribution's default for the community under study, which is equal to the arithmetic mean of the weights of the answering options which is: (total) $3 = 5/(1 + 2 + 3 + 4 + 5)$.it is called the arithmetic mean for one phrase. As for the whole axis, the arithmetic mean is equal to the number of phrases of the axis multiplied by the arithmetic mean of each phrase.

2/The statistical formulation of each axis of the study takes the following form:

$H_0 :$ $\mu = A$

$H_1 :$ $\mu > A$

Where:

$\mu \equiv$ arithmetic mean default (parameter) which is equal to the number of the axis phrases multiplied by the number 3 (the arithmetic mean of the weights of the answers for each phrase of the axis) .

$A \equiv$ arithmetic mean of the axis from the real answers of the respondents (sample).

$H0 \equiv$ null hypothesis, which indicates that there is no moral difference (substantial) between the calculated arithmetic mean from the sample answers been drawn from the community and the real value.

$H_1 \equiv$ The alternative hypothesis which means that there is a moral difference between the two values.

If the value of the arithmetic mean of the respondents answers, is less than the default value which is equaling = A or bigger than it, but the difference is not moral, then in this case, the null hypothesis (H0) will be accepted and reject the hypothesis of the study(H_1) which assumes the positive impact of the phrase. And If the arithmetic mean is morally greater than the default value, then in this case, the null hypothesis will be rejected and accept the premise of the study which will be considered as an statistical significant.

3/The allowable error that is adopted in this study is (α = 0.05), which means that the degree of confidence in all the reports regarding the accepting or rejecting any hypothesis of the study is 95% (0.95 = 0.05-1).

4.The Value of (t) that moves in an area (α/2) on the distribution curve, can be obtained from the distribution table in term of value (α) (the allowable error) and degrees of freedom (df), which equaling = the size of sample minus one (1) . And that the size of the sample in this study is (60) and the degrees of freedom is equaling = (59).

5/The resolution is that: The null hypothesis will be accepted if the calculated value (t) falls within the zone of acceptance of (H0). That means if it is smaller than the value of (t) Grandpa. The null hypothesis will be rejected and accept the alternative hypothesis, if the calculated value (t) falls out of the zone of acceptance of (H0).That means if it is greater than the value of (t) Grandpa.

From the analysis tables by using SPSS (Statistical Package for Social Sciences), the value of moral level (Asymp.sig), which is less than the allowable error (α), indicates the rejection of null hypothesis and accept the premise of the study.

6/Commentary will be made on every axis of the study separately with regard to the total sum of its phrases, then, All axes are merged into one table.

9. Statistical Analysis of the Hypothesis of the Study
The text of the hypothesis:

The Sudanese universities enjoy effective application of managerial skills

9.1: The statistical analysis of the first axis of the study: Which includes (factors derived from administrative and organizational aspects) :

Major question: To what extent do you agree that the university to which you belong considers the application of managerial skills, with regard to the factors derived from the administrative and organizational aspects?

Axis No (1) includes 15 phrases, thus, the arithmetic default of the axis is 15 x 3 = 45 then, the null hypothesis will be as follows:

$H_0 : \mu = 45$

SPSS (Statistical Package for Social Sciences) has provided the following tables (2) and (3) as follows:

	N	Mean	Std. Error Mean
Total number of phrases for axis No (1):	60	49.5000	1.68602

Table 2: One-Sample Statistics

(N) $\equiv$ size of sample

(Mean) $\equiv$ The arithmetic mean of the axis of the sample

(Std. Error Mean) $\equiv$ The standard error

	T	df	Sig. (2-tailed)
Test indicators	2.669	59	.010

Table 3: One-Sample Test

Where:

- (T) represents the value of the calculated statistical test, that makes the area under the curve of probability distribution for preview.

-(Sig.(2-tailed) in column No 4 represents so-called moral standard that is being compared with the moral level set by the researcher who defined the allowable error as described previously.

-(df) represents the degrees of freedom. In TECHNIC (t) to test the moral arithmetic mean, It is equaling the size of sample minus one (1).

-From table No (1) : Note that the calculated arithmetic mean =49.5 which is greater than the arithmetic default that equals = 45

-Table (3): Shows that the value of moral level Sig (2-tailed) = .010 which is smaller than the allowable error pre-set value of (α) = 0.05 which means that the value of the calculated statistical (t) is equaling = 2.669 falls within the zone of rejecting(H0), which implies the rejection of the null hypothesis. Stating that there is no moral difference between the two arithmetic means. And thus accepting the alternative hypothesis (H_1), which states that there is a moral difference between the two arithmetic means. Therefore, it is argued that the sample data can lead to accepting the hypothesis of the study for the axis No (1).

9.2: The statistical analysis of the second axis of the study: Which includes (factors derived from social aspects):

Major question: To what extent do you agree that the university to which you belong considers the application of managerial skills, regarding the factors derived from the social aspects?

Axis No (2) includes 10 phrases, thus, the arithmetic default for the axis is 10 x 3 = 30 then, the null hypothesis will be as follows:
$H_0 : \mu = 30$
SPSS (Statistical Package for Social Sciences) has provided the following tables (4) and (5) as follows:

	N	Mean	Std. Error Mean
Total number of phrases for axis No (2):	60	32.0833	1.09990

Table 4: One-Sample Statistics

	T	Df	Sig. (2-tailed)
Test indicators	1.894	59	.063

Table 5: One-Sample Test

-From table (4): We note that the calculated arithmetic mean is =32.0833 which is greater than the arithmetic default that equaling =30
- Table (5):Shows that the value of moral level is =0.063 which is greater than the allowable error that has been specified previously as (α) value = 0.05 It means that the value of the calculated statistical (t) that is equaling =1.894 falls within the zone of accepting the null hypothesis (H_0), that means accepting the null hypothesis which states that there is no moral difference between the two arithmetic means. Then, rejecting the alternative hypothesis(H_1), which states that there is a moral difference between the two arithmetic means. Therefore, it is argued that the sample data can lead to rejecting the hypothesis of the study for the axis No (2).

9.3: The statistical analysis of the third axis of the study: Which includes (factors derived from the civilization and cultural environment) :
<u>Major question</u>: To what extent do you agree that the university to which you belong considers the application of managerial skills, with regard to the factors derived from the civilization and cultural environment?:
Axis No (3) includes 6 phrases, thus, the arithmetic default for the axis is 6 x 3 = 18 then, the null hypothesis will be as follows:
$H_0 : \mu = 18$
SPSS (Statistical Package for Social Sciences) has provided the following tables (6) and (7) as follows:

	N	Mean	Std. Error Mean
Total number of phrases for axis No (3):	60	20.5667	.90303

Table 6: One-Sample Statistics

	T	Df	Sig. (2-tailed)
Test indicators	2.842	59	.006

Table 7: One-Sample Test

-From table (6): We note that the calculated arithmetic mean is =20.5667 which is greater than the arithmetic default that equaling =18
- Table (7):Shows that the value of moral level is =0.006 which is smaller than the allowable error been specified previously as (α) value = 0.05 It means that the value of the calculated statistical (t) which is equaling =2.842 falls within the zone of accepting the null hypothesis (H_0), that means rejecting the null hypothesis, which states that there is no moral difference between the two arithmetic means. Then, rejecting the alternative hypothesis(H_1), which states that there is a moral difference between the two arithmetic means, then accepting the alternative hypothesis, which states that there is a moral difference between the two arithmetic means, Therefore, it is argued that the sample data can lead to accepting the hypothesis of the study for the axis No (3).

- Statistical analysis of all three axes of the study:
The three axis of the study include 31 phrases, thus, the arithmetic default of the three axis is 31 x 3 = 93 then, the null hypothesis will be as follows:
$H_0 : \mu = 93$
SPSS (Statistical Package for Social Sciences) has provided the following tables (8) and (9) as follows:

	N	Mean	Std. Error Mean
Total number of phrases for all the three axis	60	98.9000	2.66222

Table 8: One-Sample Statistics

	T	Df	Sig. (2-tailed)
Test indicators	**2.216**	**59**	**.031**

Table 9: One-Sample Test

-From table (8): We note that the calculated arithmetic mean is =98.9 which is greater than the arithmetic default that equaling =93
- Table (9):Shows that the value of moral level is =0.031 which is smaller than the allowable error that has been specified previously as (α) value = 0.05 It means that the value of the calculated statistical (t) which is equaling =2.216 falls within the zone of rejecting the null hypothesis (H$_0$), that means rejecting the null hypothesis, which states that there is no moral difference between the two arithmetic means. Then, accepting the alternative hypothesis(H$_1$), which states that there is a moral difference between the two arithmetic means, Therefore, it is argued that the sample data can lead to accepting the hypothesis of the study.
The summary of the statistical analysis is that: The axis No one (1) and No three (3) combined together, lead to results supporting the hypothesis of the study, which states that: The Sudanese universities enjoy effective application of managerial skills.
The results of axis No (2), the social aspects: We believe that its most phrases reflect aspects need to be activated to better exploitation of the potential and resources available.

10. Conclusions
The following conclusions were drawn in the light of finding of the study:
- -The study concluded that there is a positive and statistically significant relationship between the effective application of managerial skills dimensions and the field of management.
- -Research concluded that effective managers help individuals and groups identify goals and priorities, and develop action plans, consult, listen, learn, share.
- -Research concluded that effective managers help individuals and groups take responsibility, make decisions, and get things done.
- -Effective managers are firm without being rigid, understanding without being soft.
- -Good managers manage her/ his own time and energy well, and delegate responsibility.
- -Good managers plan and organize for an orderly work flow.
- -Effective managers facilitate work through teambuilding, training, coaching and support.
- -Research encourages participation upward communication and suggestions.

11. Recommendations
- -Research recommends that organizations should consider the effective manager's skill profile.
- -Research recommends that managers should clarifies goals and objectives for everyone involved.
- Research recommends that managers should encourage participation, upward communication and suggestions.
- -Research recommends that effective managers should provide feedback honestly and constructively.
- Research recommends that effective managers should acquire a number of skills to cope with different situations, conflicts, uncertainty, and doubt.
- Research recommends that effective managers should be flexible, creative, persistent and firm when necessary.
- -Research recommends that effective managers should be patient but able to differentiate between patience and action stress.
- -Research recommends that effective managers should give praise and appreciation when work is done well, help people learn and improve.

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