

Effect of Management Skills on the Job Performance in Higher Education Setting

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Abstract: There has been little consensus on the critical managerial and administrative skills or competency - based skills models that would be beneficial to the academic administrators and managers. This paper sets out to address these issues. It starts with a broad based discussion of the nature of managerial and administrative skills. It examined the application of the skills to achieve results in a higher education setting. This paper concludes that the managers and administrators of high educational institutions can cope with the tasks allocated to them only when they possess and apply the skills necessary for the satisfactory accomplishment of the resulting duties. The paper recommends that there is the need to develop personal talents and managerial skill in colleges and university managers and administrators via an upward, downward and parallel development programmes.

Key words: Management skill · Job · Higher education and Performance

INTRODUCTION

The goal of managing is to make it possible for people to operate in groups in such a way as to gain the most in terms of objectives sought by the organization or a part of it, with the human and other resources available. Thus, ineffective managership leads to inefficient use of these resources and thus inefficient and ineffective achievement of the objective whether the objective is economic, social, political and others. Thus, managers and administrators must produce results and account for them and such results can be profit, production of goods and services, winning a war, carrying out an operation or contribution to knowledge. In this regard, universities must make contributions to research, teaching and community service.

With the current focus on accountability in every organization and sector, including higher education, it seems likely that major administrative and managerial functions will need to adapt to external demands. Higher educational institutions need to adopt and adapt to the conditionalities in the environment. College and universities will no longer be immuned to the stakeholders of higher education, namely the students, administrators, Board of Trustees, owners, government agencies,

legislators, parents and tax payers. In this view, higher educational institutions will function more like companies and other competitive enterprises. This will require high level managerial and administrative personnel that will come under increasing scrutiny, from various constituencies, to function cost-effectively. It will also focus on adapting role and innovative managerial skills for expanding functions and ever changing societal, political, legal and marketing place demands. The issue now is what are the key managerial and administrative skills relevant to higher education setting.

The Nature of Managerial and Administrative Skills:

There has always been confusion and very wide interpretation of the words "Management and Administration", Some examples of the usage of these words amounting to at least twenty different definitions may be seen in a variety of textbooks, articles and publications connected with management. This paper will not go into the discussion of the dichotomy between management and administration for two reasons.

The first is that Hall (1979:10) had argued that there are several reasons for the uncertainty in the usage of the two words as set out below:

- Pioneers of scientific management used the term 'Administration' to describe what is today usually referred to as 'Management'. In other words their meanings have been reversed completely. For instance the title of Henri Fayol's important and influential book called General and Industrial Management was published originally as General and industrial Administration.
- The technique of management is itself changing from its traditional form, which was founded principally upon condition to one founded upon scientific principles.
- Those responsible for management have accepted the change from Administration to Management. There is a general acceptance by experts in the field of management.

Thus, management is in a state of transition and we must now do everything possible to ensure that the change is made successfully (He, 2010:7).

The second reason is that a cardinal principle of management, the Universality of Management Principles state that managers perform the same functions regardless of their place in the organization structure or the type of enterprise, or their managerial capacity. Thus, presidents, department heads, foremen, supervisors, college deans, bishop and heads of government agencies, all do the same thing requiring the same functions. Every manager must plan, organize, staff, direct, control and co-ordinate the activities of the organization so as to achieve its objectives. Managers may differ based on their level in the organization and the range of organizational activities for which they are responsible but anything significant that is said about the function of one manager, applies to all others. Therefore, anything that is fundamentally said about management also applies to administration. According to the following authorities He (2011:21); Koontz *et al.* (1980:539); and MC Crimmon (2007:1); we classify four basic types of management skills to include the following: a. Human skills: K Technical skills:

- Human skills;
- Technical skills;
- Conceptual skills and
- Design skills;

Let us examine each of these skills.

Human Skills: This relate to the ability to work with and understand and motivate people as individuals or groups. Thus, managers and administrators of higher educational

institutions work with and through people at every level in the organization in striving towards goals. Human skills are therefore needed relative to this human element so that the way in which people are treated, the manner of giving orders and instructions and the direction of human activities generally contribute to the effectiveness of management. Human skilled managers and administrators include having the integrity to foster trust and the emotional intelligence to deal with different people successfully. Effective managers and administrators are also good at empowering, coaching, motivating and developing people. Managers and administrators act as catalysts by bringing the right people together for a wide range of tasks. They are also good facilitators, able to ask the right questions in a supportive manner rather than behaving like a police interrogator. Management and administrative effectiveness requires clear communication and good listening skills.

Technical Skills: This second group of skills relate to the ability to use tools, procedures and techniques in a specialized area. It is concerned with the economy of utilization of material resources. Some technical skills arise from knowledge and experience of the work being done. They are not so general in a character as those attaching to the human aspect, but it is in connection with this technical aspect of your job that the greatest aid is available from specialists. Although it is not possible to segregate regard for people from the work of the manager or administrator, it is possible to provide specialist assistance in regard to the many facets of the technicality of his work. His own skills then lie in the interpretation of the advice given to him so as to arrive at the correct association of the various ideas presented to him. Some of these ideas will be in conflict either with each other or with the sense of the manager or administrator and their resolution will result in a decision being taken on such practices and procedures as lies within your authority. Therefore, to execute tasks, manage projects or sections, departments and run an efficient operation, plan, organize, staff, direct, control, coordinates and even monitors performance, managers and administrators of higher educational institutions need technical skills. It is important to have a strong results focus, to be someone who conveys a sense of urgency and has the perseverance to get things done under tight time pressures. This includes the resilience to bounce back following setbacks, to be someone who is not easily defeated. This set of skills emphasizes efficiency, effectiveness, creation of value, profitability or return on

investment. Managers and administrators must use strategic thinking to ensure that they focus on the right tasks; those that will add most value. They should use their planning skills to prioritize in combination with the ability to understand how value is created. This includes understanding the financial aspects of running an institution and allocating all resources at their disposal wisely.

Conceptual Skills: These refer to the mental ability to co-ordinate and integrate all of the higher educational institution's activities, especially in the long-term decision effecting the institution. In addition, conceptual skills are needed to see the institution as a whole and recognize how the various factors in a situation are interrelated so that actions taken are in the best interest of the institution.

Design Skills: To be effective, particularly at upper organizational levels, managers and administrators must be able to do more than see a problem. They must have, in addition, the skill of a good design engineer in working out a practical solution to a problem. If managers and administrators merely 'see' the problem and become 'problem watchers; they will fail. They must also have that valuable skill of being able to design a workable solution to the problem in the light of realities they face.

Thus, the design skill requires that they should have analytical and problem solving abilities. This means that they must also identify problems, analyse complex situations and by solving the problems encountered, exploit the opportunities presented. They must scan the environment and identify through a rational process, those factors that stand in the way of opportunities. But problem identification and analysis are not enough. Also needed is the will to implement the solution which requires recognition of the emotions, needs and motivation of the people involved in implementing the required change as well as of those who resist change.

Extra-ordinary results are obtained by focusing on opportunities, not by merely solving problems which results only in bringing operation to normal. Thus, analytical skills should be used to find opportunities and needs of present and potential customers, co-workers and other stakeholders and then satisfy these needs with a product or service. It has been amply demonstrated that this opportunity seeking approach can mean corporate success. For instance Volkswagen was produced to satisfy those customers in the late 1940s, 1950s and 1960s who wanted a low cost, reliable and efficient automobile.

Edwin H. Land filled the needs of people who wanted instance photographs with Polaroid (He, 2010:38).

The pertinent issue now is how can managers and administrators of higher educational institutions apply these managerial and administrative skills?

Application of Managerial and Administrative Skills: We have earlier on identified four key managerial and administrative skills relevant to higher education setting. They include.

- Human skills;
- Technical skills;
- Conceptual skills and
- Design skills.

The issue now for discussion is how to apply these skills in our higher education setting. We shall commence this discussion with the application of human skills.

Human Skills: It is therefore, necessary to consider the various individual skills that go to make up an officer's ability for dealing with the human element. Therefore, in our higher education setting, we can apply human skills in the following areas

The Use of Power or Authority: The first skill to be maintained in connection with human element is in the correct use of power. It should be noted that power and authority are closely related concepts. Power may be defined as the capacity to change individual or group behaviour. Power is present when an individual or group is able to effect the activity of another individual or group. It gives rise to behaviour that differs from the behaviour that would occur otherwise. The power that evolves from an organization position is usually categorized as authority. Authority therefore means, the right to order or command an individual or group to perform assigned tasks. People with authority have power but does not always denote authority. A subordinate may have no authority, but he can have a great deal of power. (Akpala, 1990:68; Koontz *et al.* (1968:59). Every officer of staff is able to command obedience from the people for whom he is responsible, as authority comes with position. It is possible therefore, for any staff, if he so desires, to make use of this authority and insist upon certain activities being carried out by his subordinates even though these are not strictly demanded by the circumstances of the work. Power can be wielded in a spiteful way if the person with authority wants to exploit his position.

Therefore, a skilled staff of higher educational institutions should recognize that his power comes from the group whose activities he is supervising. It is not something separate and distinct that he can treat as a stick with which to beat the members of his working group. The correct use of power involves the employment of authoritarian command only for the purpose demanded by the situation and in the light of the defined objectives. Power is not to be used as a means of gratifying the whims of the

Power has to do with the ability to cause action to be taken or the ability to influence or exert force over group members against their will or the ability of persons or group to impose their will on others (Akpala 1990:93; World Book Encyclopedia 652; He, 2010:135).

Co-Ordination: Associated with the use of power is the skill of co-ordination. Coordination involves seeing that all groups and persons work efficiently and economically in harmony, towards the common objective. It has to do with integration, synchronization or harmonization of efforts. Thus, the activities of groups of people can be harmonized most readily when authority is employed correctly. There will then be a resultant desire to co-operate so that the unification of activity is made more effective. Although procedures are available for ensuring co-ordination, the fundamental requirement for the staff of higher educational institutions is that they must be skilled in the handling of human affairs so that they are assured of Co-operation by the spontaneous action of those within their respective group. Coordination does not need to be imposed by the use of any specialist techniques. The skill of promoting co-ordination arises from the assessment of each person so that it is possible to judge his slight peculiarities or defect in his character, strengths and weaknesses. The treatment meted out to each individual subordinate can then be appropriate to him as a person, with the full harmonizing of effort as a result.

Therefore, managers and administrators of higher educational institutions must apply the human skills in the co-ordination of their organization's activities and programmes. However, some approaches to achieving effective co-ordination include:

- Use of committees and task forces;
- Staff meetings;
- Conferences;
- Programmes such as time table;
- Use of basic management techniques such as the organization's chain of command, rules and procedures and

- Use of effective communication.

Higher educational institutions are usually governed through committees and meetings. Thus, the application of human skills will facilitate the co-ordination of activities and programme.

Criticism: Human skills can also be applied in the criticism of staff we are working with in our higher educational institutions. The most important skill in the handling of people is the ability to criticize without doing lasting harm. The respect accorded by one person to another is based on many factors, but it can be easily destroyed if the atmosphere between them becomes strained. When a subordinate considers that he has been criticized in the wrong way, especially if it has been done in the hearing of other people, there will be a loss of respect with the consequent lowering of the staff's authority or personality. The skill of criticism lies in correctly allocating blame to the extent appropriate to the circumstances but to do this in a manner productive of future effort rather than destructive by discouragement of the worker reprimanded. If a person is over-criticized or is reprimanded unnecessarily, the result can easily be lasting in its effects by sowing the seed of antagonism between the staff and the person subject to his authority.

Training and Development: The need for criticism will not be present when everyone is doing his job properly and to the best of his ability. A consequent skill needed by the staff in higher educational institutions is in connection with training and development so that there will be no barrier to the success of his subordinates in carrying out the work expected of them. The nature of training and development have been discussed by Udo Aka (1982:3); Onah (1984:123); Mcgehee and Thaye (1963:3); Diejomaoh (1977:24); Sikula (1976:227-330); Ordiorne (1970:158); Hackett (1979:114); Kennedy and Donnelly (1972:2-10); Hornby, 1975: 441, 602); Nonaka (1998:40-54); Fisher (1986:101), Osboni (1997:110) Hoyle (1986:44); Ivancerich (2007:394); Gibson *et al.* (1987:564); and Louis (1980:1-16). From these authorities, training means the teaching of specific skills for doing or carrying out a definite assignment or job while development has to do with improving the knowledge, skills and attitudes of employees to meet the present and future needs of the organization. It is the obligation of the senior officer to train his subordinates so that they can contribute to the overall effectiveness of the institution by their best use of the existing resources. An associated skill is the ability to access the present ability of people in relation to the work

assigned to them so that the needs for additional practice or broadening of experiences can be determined. There is also the need for the senior staff to develop his own deputy so that no break of continuity occurs when he is temporarily absent, or leaves through retirement or promotion. By penning the deputy to understudy him so that he becomes familiar with the character of a different job or work at a higher level and by developing the deputy's talent so that he achieves confidence and self-reliance, there will accrue a promotional potentiality for the benefit of the institution.

The skills of delegation are the most difficult to develop for the following reasons.

- Fear that delegation diminishes authority and control;
- Lack of confidence in subordinates to carry out the task;
- Enhancement of one's indispensability in the institution;
- Lack of confidence in subordinates;
- Fear of possible threat from promising subordinates and
- Absence of selective controls to warm on impending difficulties.

The underlying personal attitudes of the officer who delegates authority include:

- Willingness to give other people's ideas a chance, helps other and compliments them on their ingenuity.
- Willingness to release the right to make decisions to subordinates;
- Willingness to let others make mistakes;
- Willingness to train and develop subordinates;
- Willingness to trust subordinates and
- Willingness to establish and use broad controls

Thus the skills of delegation are to be found, initially, in the choice of the delegate to act on the behalf of the officer with all the necessary self confidence and assurance. It will be noted that this skill is associated with the skills of assessment and subsequent training and development. The most difficult skill involved in delegation is that to withdrawal on the part of the officer. There has to be an act of watching by keeping in touch, but this must be done in such a way that there is no suggestion to lack to confidence in the delegate ability.

Technical Skills: Areas where technical skill are needed and therefore, can be applied in higher educational institutions include:

Decision Making: This is the selection from among alternatives of a course of action. The decision making is an important part of the duties of managerial and administrative personnel. In selecting from among alternatives, officers have three bases for decision open to them. They include experience, experimentation and research and analysis. All these three require special skills. Another aspect of the skill is the ability of the officer to foresee future accidents and to plan accordingly. This brings an imaginative concept into decision - making which removes the staff from the realm of directing operations purely by experience.

He must be capable of prediction. In his decision-making, the staff must constantly think of the future.

Information and Intuition: Effective management of higher educational institution demands knowledge or a number of disciplines associated with management and organization such as economic, psychology sociology etc plus experience and a constant flow of information. On one hand, information on the discipline is available in textbooks and at educational centres and is relatively easy to learn if time is available. On the other hand, information on the internal and external situation is relatively very difficult to obtain and assimilate. Assuming that an educational institution staff has sufficient knowledge in the appropriate disciplines, his effectiveness will be governed mainly by the flow of information appropriate to the on-going activities and the external aspect. The effectiveness of the information system thus, governs the effectiveness of the staff. If he is forced to plan, make decisions, solve problems, motivate and so on, with a poor information, his performance will suffer.

As information is so vital, it is obviously desirable for the staff of higher educational institution to keep himself informed of all the facts that influence his job directly and indirectly. For example the staff must keep up to date on matters of trends relating to his profession, the political, economic and social policies of government in its national and international phases, trends in the markets and his immediate and future competitive situations. Although sources of information are boundless, yet the busy officer needs to devote sufficient time to the task of keeping up-to-date with all items of information that may affect his decisions. Such keeping in touch with the

changing world around him is the skill that must be practiced by the staff of higher educational institution if his decisions are to be appropriate and reliable. To the skill of judgment in which the accuracy of a decision depends, there must be added the skill of timing the application of the decision. It is not sufficient merely for a decision to be made, even when all the available information has been taken into account during the formulation, the decision must be applied if activity is to flow from it, but the timing of the application may critically affect the adequacy of the activity. For this reason, the act of knowing when to take action is a further important skill of the staff of higher educational institutions. These demand an intuition which is the power of the immediate understanding of something without conscious reasoning or study. Thus, 'time is not always on the side of the managers and administrators of higher educational institutions. Although, the good staff has to make long range plans, in which case he has ample time to weight, pick and choose, a time comes when the crucial decision must be taken; do I attack now or wait a day longer? Problem has just arisen and must be solved while the person who requests the decision waits for the answer. At such moments even the most faithful disciple of management and organizational theories and principles would find that he does not have the time to consult his glossary of principles and theories. He has to act immediately. He needs intuitive skill since efficient utilization of management and organizational theories and principles can only reduce, not eliminate such critical situations.

Communication: Having made decision on time, managers and administrators of higher educational institutions communicate the decision to those whose actions will be needed to put it into effect. A requisite for this, is skill in the use of correct language to establish understanding. A high proportion of communication is passed by word of mouth so the skill of speaking is important in this regard and it may even need to be developed the art of public speaking, rather than merely that of face-to-face talking. In addition to the facility of oral expression, the staff must have sufficient clerical ability to enable him to express his ideas effectively in writing so that he is able to write minutes and communicate decision adequately. The officer must therefore be skilled in all forms of expressions. Whatever the means of communication used, it is not solely the order or instruction arising from the decision that has to be communicated. There is also the

need for explanations of the reason for them. The requisite skill in this connection is the ability to disseminate ideas clearly and succinctly so that crux of a matter is quickly conveyed and readily understood.

Specialization: Issues relating to the qualities and qualifications in the managerial and administrative personnel of higher educational institutions have caused the evolution of a system for restricting the duties to a range capable of being accomplished effectively by ordinary mortals. This is the division of work which economists consider necessary to efficiency in the use of labour. For instance. Adam Smith in his famous book, "The Wealth of Nations, " published in 1776 discussed the division of work at length and the vast increase in productivity that was its result.

The principle applied for this purpose is that of Division of Mental activity. This term means the breaking down of work in an organization into specialist tasks so that each staff is concerned only with a restricted field of activity. The early applications of specialization were to the job of foremanship as in the instruction by Federal W. Taylor's functional foremanship. The outstanding feature of this was the separation of planning from performance so that office managers were created to decide the most effective work sequence and 'bosses' were established on the shop floor for the purpose of discipline, technical direction of work, checking output and repairs of machines. Taylor expressed his view about the principle of specialization when he said that if practicable, the work of each man in the management should be confined to the performance of a single leading function. The principle now finds widespread application since the complexity of work at all levels of complex organization has forced the introduction of specialist staff who are appointed to take care of the various sections, departments and subsidiaries. Thus, in a business organization, there are sales managers, marketing managers and so on. In a higher educational setting we have the Vice Chancellor, Deans and Directions, Registrar, etc. When one officer is responsible for the entire activities of an organization, no difficulty arises in the determination of duties and overlapping of functions, but when several officers share the management of various facts of work, it is essential that each be allotted a clearly defined sphere of responsibility and that a serious attempt be made to coordinate and harmonize the joint activity of the various specialists. Skills are therefore needed so as to ensure that responsibilities are precisely defined so as to avoid

overlapping of functions or gaps of responsibility. Therefore, higher educational institutions are complex organizations. Technical skills are needed so that individual job based on units of responsibility is specified by grouping similar functions into individual work assignments. The basic principle used in this process is referred to as the principle of functional similarity.

There is also the need to apply technical skills so as to avoid the following:

- Over-lapping responsibility;
- Gaps of responsibility and
- Exaction of responsibility for functions that do not contribute to organization objectives.

Staff Assistance: Another alternative approach but also complementary to the division of the work of management into specialist functions is to aid the manager or administrator by the provision of person(s) to assist him with complex task. The real significance of this procedure is that the manager's or administrator's attention can be focused on the main aspects of his task, since he can rely upon his aids to perform the detailed work and relevant routine. The appointment of aids is also necessary so that any limitations of the manager's or administrator's qualities or qualifications are not reflected in his work. The staff so appointed as aid may be general. Special or personal but the common features of them all is that they do not have any command responsibility. They are merely extension of their superior officer's personality with no authority in their own right. Where a manager or administrator arrived at his position after gaining his experience outside the broad field of endeavour he now has to command, the services of a general staff assistant may be invaluable. This is because the manager or administrator is not sufficiently skilled or experienced in the activities which he commands and coordinates. Another area is where the superior officer has acquired qualification and experience in an area different from the activity he is to manager or supervise, he is likely to require some special staff assistance. For instance accountancy is a specialist functions with technicalities of which are often unfamiliar to the manager or administrator incharge of works. Also medicine is a specialist function with its own technical jargons which are usually unfamiliar to chief executives and other managers/administrators of higher educational institution. The third type of staff assistant is a personal type and may readily be provided by a confidential secretary but

with a prestige title like personal assistant or P.A. This enables the superior officer to avoid certain irritating details of his office and results in the presentation to him of an orderly routine of activity, with arrangements for meetings, interviews and so on determined for him. The documents, reports and statistics he needs to peruse are also made available in such a way that he has to spend the minimum time in assimilating their contents and drawing significant conclusion from them. Therefore, managers and administrators of higher educational institutions need to make use of general, special and personal staff assistants so that limitations of their qualities and qualifications are not reflected in their work.

Conceptual Skills: Areas in which conceptual skills can be applied in higher educational institution

Management Personality: Personality relates to the part of a person that makes him behave in a particular way. It is based on management personality that attempts have been made to suggest the characteristics and personality traits that can be regarded as desirable in anyone made responsible for the activities of a group of people. It is opinion of many people that the man who has been trained principally as a scientist or technologist is often unsuited for a position that involves the direction of others. He tends to be immersed in his technology to the extent of being myopic about other aspects of management.

However, attempts have been made at identifying the particular qualities which an efficient officer must possess. Frederick Taylor analysed the work of the lower level managers whose task he was responsible and the qualities he found to be necessary in supervision were tact, energy, grit and honest (He, 2010:30). However, Terry (1968:46! - 463); Davis (1972"102-104); Ejiofor (1985: 13-14); Nwachukwu (1988: 147) and Ukeje (1996:6-7) maintain that the personal skills which are important for effective management include:

- Energy
- Emotional Stability
- Knowledge of human relations
- Empathy
- Objectivity
- Personal Motivation
- Communicative ability
- Teaching ability
- Social skill

- Technical Competence
- Willingness to manage
- Intelligence
- Achievement drive
- Human Relations
- Integrity
- Self Confidence
- Initiative
- Extroversion
- Ambition
- Perseverance
- Courage and
- Knowledge

Personality trait approach has some problems and they include:

- Were all the observed traits inborn or can they be acquired? In other words, are manager made or born?
- Must all managers possess all the qualities? Can some be dispensed with? If so, which?
- It did not assign weights to the factors so as ascertain their relative importance.
- It made no distinction between features which must be possessed before acquiring management positions and those that are needed to maintain the position.
- There is an overlap between the various traits
- Trait approach to management ignores the environment that influences effectiveness of management.

The above problems notwithstanding, the personality trait approach has helped in throwing more light on the skills of management. Thus, by studying and emulating the positive attributes of the effective managers in the organization facilitates the application of conceptual skills. Therefore, managers and administrators of higher educational institutions can study and emulate the above positive traits and apply them in their respective institutions.

Management Style: An observer of management in action will find some very different approaches. Two people can be seen to achieve the same objective by very dissimilar methods. Is it possible to make a valid comparative assessment of how each manager manages. An interesting effort to do so has been based on the concept of management style.

One of the attempts made in this regard was made by Douglas McGregor in 1957, McGregor looked at the various approaches to managing people not only in industrial organizations but also in other organization as well and concluded that the styles or approaches to management used by people in position of authority could be examined and understood in the light of a manager's assumptions about people. He suggested that a manager's effectiveness or ineffectiveness lay in the very subtle frequently unconscious effects of these assumptions on his attempts to manage or influence people. Thus, most management actions flow directly from whatever theory of human behaviour managers hold. Therefore, management's personnel practices, decision making, operating practices and even organizational designs flow from assumption about human behaviour.

These assumptions Douglas Captioned Theory X and Theory Y. Thus, under Theory X, the style of management is like to be autocratic and authority is seen as the only means to get things done. It is obvious that a manager who uses theory Y assumptions will trust his subordinates and practice participative management. It seems that the use of Theory Y precepts by managers and supervisors of higher educational institutions in formulating their treatment of subordinates would contribute to more positive results than reliance on the assumptions underlying the traditional theory of management (Theory X). Ejiiofor (1985:17) citing Redding (1970) asserted that Managers/Administrators exhibit (8) major behaviour patterns to their fellow men in the work situation. These are:

- Savagery:- He is my enemy and is to be destroyed.
- Slavery. He is to be conquered and put at my service.
- Servitude: He is to serve me for consideration and ask no more
- Welfare: He is to be helped when down without too much concern for what got him down.
- Paternalism: He should be cared for and I decides to what extent.
- Trusteeship: I am managing this organization for the benefit of others.
- Participation: He has something to contribute to my effort and can help me.
- Statesmanship: He is capable of being far more than he is and it is my responsibility to help him develop to his fullest potentials. Attitude of savagery and slavery, with the management style emanating there from, are the root causes of crises and conflicts

organizations. Attitude of servitude generates sabotage or passive resistance or malicious obedience. Welfare and paternalism cajol workers to be easy going to work, consistently for less and less efforts while asking progressively for more and more rewards.

How productive our organization would have been if the staff of higher educational institutions assumed a profile of trusteeship, participation and statesmanship. This is the skill needed so as to make our higher educational institutions function efficiently and effectively.

Design Skills: Let us recall that managers must be able to design a workable solution to the problems in the light of realities they face. They must cause things to happen and should scan the environment and took for opportunities.

Primary on the ladder of achievement is first "getting the idea." We often witness spectacular success by some of our colleagues who come up with a new invention, a business that becomes an overnight success, an organization that is successful and a higher educational institution that is well managed. Frequently, we say to ourselves, "if only I could have thought of that".

Accordingly, there are a number of ways we can apply this skill in our higher educational institutions. They include:

Intuition: This has to do with the ability to know or understand something by feeling it rather than by considering facts or evidence. It has to do with the power of immediate reasoning.

Examining the Environment: Environment can be defined as surroundings, especially the materials and other effluences, which affect the growth, development and existence of a living being or an organization. Enudu (1999:98) citing Onuoha (1991) defines an environment as a set of conditions and force which surround and have direct and/or indirect influences on the organization. Generally speaking, environmental variables that affect organizations may be classified into internal and external environmental variables. From the above therefore, we state that there are two types classifications of environment. They are:

- Internal Environment and
- External Environment

Internal Environment: The internal environmental variables include

- Goals;
- Strategy;
- Organizational Culture;
- Nature of task
- Work group and
- Leadership styles and experience.

External Environment: The external environment is made up of:

- Direct-action elements and
- Indirect-action elements
- Direct Action Elements. Direct-action elements are elements of the environment that directly influence an organization's activities. Some people prefer to refer "Direct-action" as the task environment.

The direct-action environment is made up of stakeholders. Stakeholders fall into two categories namely;

- Internal stakeholders such as employees, owner or stakeholders and Board of directors or Trustees
- External stakeholders such as consumers, suppliers, governments, special interest groups, the media, labour unions, financial institutions, competitors etc.
- Indirect Action Elements. These are elements of the external environment that affect the climate in which an organization's activities take place. Some people refer to "indirect action" as the "general environment".

The indirect-action component of the external environment affects organizations in two ways. First, forces may dictate the formation of a group that eventually becomes a stakeholder. Second, indirect-action elements create a climate (rapidly changing technology, economic growth or decline, changes in attitude toward work) in which the organization exists and to which it may ultimately have to respond. For example, today's computer technology makes possible the acquisition, storage, co-ordination and transfer of large amounts of information about individuals and banks and other business firms use this technology - to maintain, store, process and exchange information about the credit status of potential buyers. Individuals concerned about the misuse of such data

might form a special interest pressure group to seek voluntary changes in bank business practices. If this group were to organize a successful boycott of a particular bank, it would become a stakeholder of that bank and enter its direct-action environment. We classify the elements of indirect-action environment to include the following:

- Economic variables;
- Political-legal variables;
- Social-cultural variables;
- Ethical variables and.
- Technological variables.

Therefore, the design skills can be applied to higher educational institutions by their managers and administrators. They have to scan the above internal and external environmental variable affecting higher educational institutions with a view to ascertain the problems and opportunities created. Apart from the above, the design skills will help the managers and administrators of higher educational institutions;

- To determine the appropriate structure for the respective higher educational institution. The structure may be pynvudal, participative, flat or a combination of the above depending upon the situation or circumstance. To ascertain the appropriate linkages and exchange programmes for the respective higher educational institution. Managers and administrators of higher educational institutions should see the establishment of linkages and exchange programmes with institution and agencies in Nigeria and beyond as their fundamental duty.
- To study and examine the laws and statutes establishing each higher educational institution with a view to determining when and how laws and statutes are to be amended so as to enhance teaching, research and community service.
- To identify the model (s) that can be utilized to govern and manage higher educational institutions. These models are bureaucratic model, collegiality model, political model and open system model.
- To influence the nature of individual higher educational institution's specific staff development schemes.
- To ascertain the present and changing roles of the National Universities commission and other regulators of the activities of higher education in order to adapt or adopt or respond to them.

- To ascertain the needs, aspirations and demands of the economy, students and other stakeholders in the industry.

Others Include:

- Brainstorming: This is a way of developing new ideas through a discussion in which several people make lots of suggestions and the best ones are chosen.
- Suggestion systems like the use of suggestion boxes and solicited views.

CONCLUSION AND RECOMMENDATION

We have discussed the acquisition and application of key Managerial and Administrative skills in an organization, specially the higher education setting. We must appreciate the existence of institutionalized rules and regulations in a higher educational setting. These are powers embedded in the professional roles of university teachers. There are variations in learning styles and cultural diversity of students and classroom practices. Therefore, critical management of higher education now requires the possession of relevant skills. There is need to develop these managerial and administrative skills in the manager's and administrators of higher educational institutions through an upward, downward and parallel development programmes. And it is therefore, very imperative to create enabling environment and put in place these relevant skills discussed above so as to enhance managerial and administrative efficiency and effectiveness and the overall performance of our higher educational institutions.

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