Managers' Skills Building for Effective Management of Organizations in Nigeria

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Abstract

Management is defined as the process through which organizations seek to utilize their resources to achieve their established goals. To do this, the manager must coordinate several interrelated functions such as planning, organizing, staffing, directing, leading, and controlling. Therefore, one might be tempted to believe that knowledge of these functions would automatically guarantee a manager's success. This is not entirely true, as the manager requires a variety of other behavioural skills. It should be emphasized that no single one of these qualities can determine a manager's success;

rather, successful performance depends on the right combination of effort, abilities and skills in the face of changing circumstances in the work environment. On this note, this study examines managers' skills building for effective management of organizations in Nigeria. The research adopted literature survey method to gather information relevant to the work. The information collected was analyzed qualitatively considering the nature of the study. The study concluded among others that the only viable way to attain optimal performance is through possession and acquisition of the right abilities and skills. The paper commended that apart from the skills discussed, cognitive processes, and capabilities such as reasoning and judgement, perception, communication, human relations should be developed.

Key Words: *Managers, Skills, Organizations, Effectiveness, Management*

Introduction

According to Okere (2011), a manager's job is complex and multidimensional and requires a range of skills. Although some management theorists propose a long list of skills, the necessary skills for managing a department or an organization can be conceptual, human and technical. The application of these skills changes as managers move up in the organization. Though the degree of each skill necessary for different levels of an organization may vary. It can be argued that fully fledged company managers have to be able to deploy a range of skills supported by knowledge that is wider than that required by any other persons working in the organization. They have to exert influence, not just by using the authority of their position but by the effective exercise of skills in persuading their subordinates to adopt different courses of action in achieving organizational goals.

Objective of the Study

The purpose of this study is to examine the areas of managers' skills building for effective management of organizations in Nigeria.

Scope of the Study

The study concentrates on managers' skills building for effective management of organizations in Nigeria. The contents of the research include how to acquire power, active listening, budgeting, choosing an effective leadership style, coaching, creating effective teams, delegating (empowerment), design motivating jobs, developing trust, discipline, interviewing, managing conflict, managing resistance to change, mentoring, negotiating, providing feedback, reading an organization's culture, scanning the environment, setting goals, solving problems creatively, and valuing diversity.

Research Method Applied

The research employed literature survey method to collect necessary information concerning managers skills building for effective management of organizations. The data collected was analyzed qualitatively considering the nature of the study.

Developing Manager's Power Skills

Power is a natural process in any group or organization, and to perform their jobs effectively, managers need to know how to acquire and use power, that is, the capacity of a leader to influence work actions or decisions. Robbins and Coulter (2006), have identified five sources of power for leaders such as legitimate, coercive, reward, expert, and referent.

Legitimate Power: Legitimate power represents the power a leader has as a result of his or her position in the organization.

Coercive Power: Coercive power is the power that rests on the leader's ability to punish or control.

Reward Power: Reward power is the power to give positive benefits or rewards. These rewards can be anything that another person values. In an organizational context, that might include money, favourable performance appraisals, promotions, interesting work assignments, friendly colleagues, and preferred work shifts or sales territories.

Expert Power: Expert power is influence that is based on expertise, special skills, or knowledge.

Referent Power: Referent power is the power that arises because of a person's desirable resources or personal traits.

Power is important because it makes the leader less dependent on others. When a manager has power, he or she is dependent on others for critical resources and if the resources a manager controls are important, scarce, and non substitutable, his or her power will increase because others will be more dependent on him or her of these resources (Robbins and Coulter, 2006; Mintzberg, 1983; Hunsaker, 2001).

Acquiring Power by Manager

A manager can be more effective at acquiring and using power if he or she use the following behaviours as provided by (Robbins and Coulter, 2006).

1. Frame arguments in terms of organizational goals.
2. Develop the right image.
3. Gain control of organizational resources.
4. Make yourself appear indispensable.
5. Be visible.
6. Develop powerful allies.
7. Avoid tainted members.
8. Support your boss.

Developing Manager's Active Listening Skills

In the opinion of Rogers and Farson (1976), and Hunsaker (2001), the ability to be an effective listener is often taken for granted. Hearing is often confused with listening, but hearing is merely recognizing sound vibrations. Listening is making sense of what we hear and requires paying attention, interpreting, and remembering. Effective listening is active rather than passive. Robbins and Coulter (2006), observed that active listening is hard work and requires the manager to "get inside" the speaker's head in order to understand the communication from his or her point of view.

We can identify eight specific behaviours that effective active listeners demonstrate. Manager can be more effective at active listening if he or she use these behaviours.

1. Make eye contact with the speaker.
2. Exhibit affirmative nods and appropriate facial expressions.
3. Avoid distracting actions or gestures.
4. Ask questions.
5. Paraphrase.
6. Avoid interrupting the speaker.
7. Don't overtake.
8. Make smooth transitions between the roles of speaker and listener.

Developing Manager's Budgeting Skills

Mangers do not have unlimited resources to do their jobs. Most managers will deal with a budget, a numerical plan for allocating resources to specific activities. As planning tools they indicate what activities are important and how many resources should be allocated to each activities (Robbins and Coulter, 2006). However, budgets are not only used just in planning. They are also used in controlling. As control tools budgets provide managers with quantitative standards against which to measure and compare resources consumption; therefore managers can use the budgets for control purposes.

Anthony, Dearden and Bedford (1984), says managers can develop their skills at budgeting if they use the following suggestions.

1. Determine which work activities are going to be pursued during the coming time period.
2. Decide which resources will be necessary to accomplish the desired work activities; that is, those that will ensure goals are met.
3. Gather cost information.
4. Once you know which resources will be available to you, assign the resources as needed to accomplish the desired work activities.
5. It is wise to review the budget periodically.
6. Take action if you find that you are not within your budget.
7. Use past experience as a guide when developing your budget for the next period.

Choosing Effective Leadership Style

Okere (2013) posit that leadership is a process of influencing a group toward the achievement of goals. A leader is someone who can influence others and who has managerial authority. Therefore, effective leaders are skillful at helping the groups they lead to be successful as the group goes through various stages of development. There is no leadership style that is consistently effective. Situational factors, including follower characteristics, must be taken into consideration in the selection of an effective leadership style. The key situational factors that determine leadership effectiveness include stage of group development, task structure, position power, leader-member relations, the work group, employee characteristics, organizational culture, and national culture (Robbins and Coulter, 2006).

A manager according to Whatten and Cameron (1998) can choose an effective leadership style if he or she use the following suggestions.

1. Determine the stage in which your group or team is operating: forming, storming, norming, or performing.

2. If your team is in the forming stage, there are certain leader behaviours you want to exhibit. These include making certain that all team members are introduced to one another, answering member questions, working to establish a foundation of trust and openness, modeling the behaviours you expect from the team members, and clarifying the team's goals, procedures, and expectations.
3. If your team is in the storming stage, there are certain leader behaviours you want to exhibit. These behaviours include identifying sources of conflict and adopting a mediator role, encouraging a win-win philosophy, restating the team's vision and its core values and goals, encouraging open discussion, encourage an analysis of team processes in order to identify ways to improve, enhancing team cohesion and commitment, and providing recognition to individual team member's as well as the team.
4. If your team is in the norming state, there are certain leader behaivours you want to exhibit. These include clarifying the team's goals and expectations, providing performance feedback to individual team members and the team, encouraging the team to articulate a vision for the future, and finding ways to publicly and openly communicate the team's vision.
5. If your team is in the performing state, there are certain leader behaviours you want to exhibit. These behaviours include providing regular and ongoing performance feedback, fostering innovation and innovative behaviour, encouraging the team to capitalize on its strengths, celebrating achievements (large and small), and providing the team whatever support it needs to continue doing its work.
6. Monitor the group for changes in behaviour and adjust your leadership style accordingly.

The effectiveness of leaders depends on their ability to influence and influenced by the followers in the task accomplishment. In essence, leaders ensure:

1. That the necessary tasks are accomplished.
2. Build and reinforce the team and foster teamwork and team spirit.
3. Develop each member of the team.

Manager's Coaching Skills

Coaching is an informal approach to individual development based on a close relationship between the individual and one other person, usually their immediate manager, who is experienced in the task. The manager as coach helps trainees to develop by giving them the opportunity to perform an increasing range of tasks, and by helping them to learn from their experiences. They work to improve the trainee's performance by searching questions, actively listening, discussion, exhortation, encouragement, understanding, counselling and providing information and honest feedback (Derek, Laura, and Stephen, 2005). Thus, effective managers are increasingly being described as coaches rather than as bosses. Just like coaches, they are expected to provide instruction, guidance, advice, and encouragement to help employees improve their job performance (Robbins and Coulter, 2006).

In the words of Orth, Wilkinson and Benfari (1987), there are three general skills that managers should exhibit if they are to help their employe's generate performance break-thoughts.

1. Analyze ways to improve an employee's performance and capabilities.
2. Create a supportive climate.
3. Influence employees to change their behaviour.

A manager can be more effective at coaching if he or she use these skills and practice specific behaviours associated with each.

Developing Manager's Effective Team Creation Skills

Robbins and Coulter (2006) posit that what differentiates a team from a group is that members are committed to a common purpose, have a set of specific performance goals, and hold themselves mutually accountable for the team's results. Teams can produce outputs that are greater than the sum of their individual contributions. The primary force that makes a work group an effective team, that is, a real high-performing team, is its emphasis on performance.

Hunsaker (2001) says that, managers and team leaders have a significant impact on a team's effectiveness. As a result, they need to be able to create effective teams. A manager can be more effective at creating effective teams if he or she use the following nine behaviours.

1. Establish a common purpose.
2. Assess team strengths and weaknesses.
3. Develop specific individual goals.
4. Get agreement on a common approach for achieving goals.
5. Encourage acceptance of responsibility for both individual and team performance.
6. Build mutual trust among members.
7. Maintain an appropriate mix of team members skills and personalities.

Developing Manager's Delegating Skills

As simple as delegation of authority appears to be, studies have shown that many managers fail because of poor delegation. Delegation is necessary for an organization to exist. Just as no one person in an enterprise can do all the tasks necessary for accomplishing a group purpose, so it is impossible, for an enterprise to grow, for one person to exercise all the authority for making decisions. Thus, there is a limit to the number of persons managers can effectively supervise and make decisions for. Once this limit has been passed, authority must be delegated to subordinates, who will make

decisions within the area of their assigned duties. In essence, managers get things done through other people. Because there are limits to any manager's time and knowledge, effective managers need to understand how to delegate. Delegation is the assignment of authority to another person to carry out specific duties. It allows an employee to make decisions. Delegation should not be confused with participation. In participative decision making, there is a sharing of authority. In delegation, employees make decisions on their own.

There are behaviours that effective delegators will use (Hunsaker, 2001; Noel, 1993; Caudron, 1995).

1. Clarify the assignment.
2. Specify the employee's range of discretion.
3. Allow the employee to participate.
4. Inform others that delegation has occurred.
5. Establish feedback channels.

Designing Manager's Motivating Jobs Skills

Motivation represents an unsatisfied need which creates a state of tension or disequilibrium, causing the individual to move in a goal directed pattern towards restoring a state of equilibrium by satisfying the need. According to the Encyclopedia of Management, "motivation refers to the degree of readiness of an organization to pursue some designated goal and implies the determination of the nature and locus of the forces, including the degree of readiness". Motivation is a process that starts with a physiological deficiency or need that activates behaviour or a drive that is aimed at a goal or incentive. Thus, the process of motivation lies in the meaning of and relationship among needs, drives, and incentives.

It is likely that a manager has to design or redesign jobs at some point in time. How will a manager ensure that these jobs are motivating? What can a manager do regarding job design that will maximize his or her employees'

motivation and performance? The job characteristics model, which defines five core job dimensions i.e. skill variety, task identity, task significance, autonomy, and feedback, and their relationships to employee motivation, provides a basis for designing motivating jobs.

The following suggestions, based on the job characteristics model, specify the types of changes in jobs that are most likely to lead to improving the motivating potential for employees (Hackman and Suttle, 1977).

1. Combine tasks.
2. Create natural work units.
3. Establish client relationships.
4. Expand jobs vertically.
5. Open feedback channels.

Job design specifies the contents of jobs in order to satisfy work requirements and meet the personal needs of the job holder, thus increasing levels of employee engagement.

Developing Employees Trust Skills

Trust plays an important role in the manager's relationships with his or her employees. Given the importance of trust, today's managers should actively seek to develop it within their work group (Robbins and Coulter, 2006). According to Bartolome (1989); Butler (1991), a manager can be more effective at developing trust among his or her employees if he or she use the following suggestions:

1. Practice openness.
2. Be fair.
3. Speak your feeling.
4. Tell the truth.
5. Be consistent.
6. Fulfill your promises.
7. Maintain confidences.
8. Demonstrate competence.

These suggestions are activities a manager can do to practice and reinforce the behaviours associated with developing trust.

Discipline Skills

Discipline refers to a condition or attitude, prevailing among the employees, with respect to rules and regulations of an organization. Discipline in the broadest sense means orderliness, the opposite of confusion. It does not mean a strict and technical observance of rigid rules and regulations. It simply means working, cooperating and behaving in a normal and orderly way, as any responsible person would expect an employee to do (Armstrong, 2012). If an employee's performance regularly is not up to par or if an employee consistently ignores the organization's standards and regulations, the manager may have to use discipline as a way to control behaviour. Discipline is actions taken by a manager to enforce the organization's expectations, standards, and rules. The most common types of discipline problems managers have to deal with include attendance (absenteeism, tardiness, abuse of sick leave), on-the-job behaviours (failure to meet performance goals, disobedience, failure to use safety devices, alcohol or drug abuse), and dishonesty (theft, lying to managers).

Belohlay (1985); Lusssier (1990) believe that a manager can be more effective at disciplining employees if he or she use the following behaviours.

1. Respond immediately.
2. Provide a warning.
3. State the problem specifically. Give the date.
4. Allow the employee to explain his or her position.
5. Keep discussion impersonal.
6. Be consistent.
7. Take progressive action.
8. Obtain agreement on change.

Rao (2016) has provided the following steps for effective disciplinary sessions;

1. Determine whether discipline is called for.
2. Have clear goals for the discussion with the poor perform.
3. Hold the discussion in private.
4. Be calm.
5. Time the discussion carefully
6. Prepare effective opening remarks.
7. Avoid beating around the bush.
8. Ensure two-way communication.
9. Establish a following up plan.
10. End on a positive note.

Rao (2016) further opined that rules and regulations are essential to maintain peace, prevent anarchy, regulate behaviour of people and to hold the pieces together. Moreover, most of the employees prefer to work under disciplined environment as fair rules protect the individuals and the organization and enable teamwork. Further, disciplinary measures ensure just and equal treatment to all employees, efficient two-way communication, encourage cooperation and builds team pride. Disciplinary rules regulates the behaviour of the people in the society.

Developing Manager's Interviewing Skills

An interview is the most familiar method of selection. The aim is to elicit information about candidates that will enable a prediction to be made about how well they will do the job and thus lead to a selection decision. Armstrong (2012) noted that "an interview involves face- to – face discussion. When it is an individual rather than a panel interview, it provides the best opportunity for the establishment of close contact between the interviewer and the candidate, thus facilitating the acquisition of the required information about the candidate's suitability and how well he or she would fit into the organization. Thus, it can be deduced that interview is used almost universally as part of the employee selection

process. Not many of us have ever gotten a job without having gone through one or more interviews. Interviews can be valid and reliable selection tools, but they need to be structured and well organized.

Based on the views of Robbins and Decenzo (2004), a manager can be an effective interviewer if he or she use the following suggestions for interviewing job candidates.

1. Review the job description and job specification.
2. Prepare a structured set of questions you want to ask all job applicants.
3. Before meeting a candidate, review his or her application form and resume.
4. Open the interview by putting the applicant at ease and by providing a brief preview of the topics to be discussed.
5. Ask your questions and listen carefully to the candidate's questions and listen carefully to the candidate's answers.
6. Close the interview by telling the applicant what is going to happen next.
7. Write your evaluation of the applicant while the interview is still fresh in your mind.

Researchers have been studying the employment interview for many years for two purposes (1) to determine the reliability (consistency) and validity (accuracy) of the employment decisions based on assessments derived from the interview; and (2) to discover the various psychological factors that influence interviewer judgements.

Developing Manager's Conflict Management Skills

Conflict is inevitable in organizations because they function by means of adjustments and compromises among competitive elements in their structure and membership. Conflict also arises when there is change, because it may be seen as a threat to be challenged on resisted, or when

there is frustration, this may produce an aggressive reaction: fight rather than flight (Armstrong, 2012). Thus, industrial conflict means any dispute or difference between employers and employers, or between employers and workmen, or between workmen and workmen, which is connected with the employment or non-employment or terms of employment or with the condition of labour of any person.

It is not easy to identify a single factor as a cause of industrial conflicts as multifarious causes blended together result in industrial disputes. Deep-seated and more basic causes of dispute can be identified through in-depth probe and though surface manifestations. Research has proved that the development of capitalistic enterprise, which means the control of the tools of production by the small entrepreneur class has brought to the fore the acute problem of friction between management and labour throughout the world.

Conflict is a natural byproduct of peoples' interactions in organizations and cannot be nor should it be eliminated. Conflict arises because organizational members have different goals and organizations have scare resources. In addition, contemporary management practices such as empowerment and self-managed work teams where peoples' work is interdependent and must be coordinated create the potential for conflict. The ability to manage conflict is, therefore, one of the most important skills a manager needs. On this note Robbins and Hunsaker (2003); Hunsaker (2001); Candron (1999); Luporter (1999) advised that a manager develops his or her skills at managing conflict, if he or she use the following behaviours.

1. Assess the nature of the conflict.
2. Decide if this is a conflict that needs to be handled.
3. Evaluate the persons involved in the conflict.
4. Know your options for handling the conflict such as avoidance, accommodation, forcing, compromise, and collaboration.

5. Deal with the emotional aspects of the conflict.
6. Select the best option.

Managing Resistance to Change Skills

The basic problem in the management of change is the study of causes of resistance to change. Despite the fact that change is a persistent phenomenon, it is a common experience that employees resist change whether in the context of their pattern of life or in the context of their situation in the organization. The best example is resistance of employees to computerization. Change of and type requires readjustment. Man always fears the unknown, and a change represents the unknown (Rao, 2016).

Managers play an important role in organizational change, that is, they often serve as change agents. However, managers may find that change is resisted by employees. After all change represents ambiguity and uncertainty, or it threatens the status quo (Robbins and Coulter, 2006). A manager can be effective at managing resistance to change if he or she use the following suggestions by Kotter and Schlesinger (1979); Stewart (1994).

1. Assess the climate for change.
2. Choose an appropriate approach for managing the resistance to change.
3. During the time the change is being implemented and after the change is completed, communicate with employees regarding what support you may be able to provide.

Developing Manager's Mentoring Skills

Robbins and Coulter (2006) posit that "a mentor is someone in the organization, usually older, more experienced, and in a higher-level position, who sponsors or supports another employee (a protégé) who is in a lower level position in the organization. A mentor can teach, guide, and encourage. Some organizations have formal mentoring programmes, but

even if your organization does not, mentoring should be an important skill for a manager to develop.

A manager according to Rothman (1993); Heery (1994) can be effective at mentoring if he or she use the following suggestions as he or she mentor another person.

1. Communicate honestly and openly with your protégé.
2. Encourage honest and open communication from your protégé.
3. Treat the relationship with the protégé as a learning opportunity.
4. Take the time to get to know your protégé.
5. Remind your protégé that there is no substitute for effective work performance.
6. Know when it is time to let go.

Armstrong (2012) discussed that mentors provide people with:

1. advice in drawing up self-development programmes or learning contracts;
2. general help with learning programmes;
3. guidance on how to acquire the necessary knowledge and skills to do a new job;
4. advice on dealing with any administrative, technical or people problems;
5. information on the way things are done.
6. help in tackling projects.
7. a parental figure with whom individuals can discuss their aspirations and concerns and who will lend a sympathetic ear to their problems.

As a mentor manager need to adopt a non-directive but supportive approach to helping the person or persons they are dealing with.

Developing Manager's Negotiation Skills

Negotiation is another interpersonal skill that managers use. For instance, they may have to negotiate salaries for incoming employees, negotiate for resources from their managers, work out differences with associates, or resolve conflicts with subordinates. Robbins and Coulter (2006) pointed out that "negotiation is a process of bargaining in which two or more parties who have different preferences must make joint decisions and come to an agreement.

Bazerman and Neale (1992); Wall and Blum (1991) recommends that a manager can be more effective at negotiating if he or she can use the following behaviours.

1. Research the individual with whom you will be negotiating.
2. Begin with a positive overture.
3. Address problems, not personalities.
4. Pay little attention to initial offers.
5. Emphasize win-win solutions.
6. Create an open and trusting climate.

Armstrong (2012) also demonstrates that the skills required to be effective in negotiations and bargaining include analytical ability, empathy, interactive skills, communicating skills, keeping cards close to the chest, and flexible realism.

Providing Feedback Skills

Ask a manager about the feedback he or she gives employees and you are likely to get an answer followed by a qualifier. If the feedback is positive, it is likely to be given promptly and enthusiastically. However, negative feedback is often treated very differently. Like most of us, managers don't particularly enjoy communicating bad news. They fear offending the other person or having to deal with the recipient's defensiveness. The result is that negative feedback is often avoided, delayed, or substantially distorted.

However, it is important for managers to provide both positive and negative feedback.

Hunsaker (2001) observed that for a manager to be effective at providing feedback he or she can use the following specific suggestions:

1. Focus on specific behaviours.
2. Keep feedback impersonal.
3. Keep feedback goal oriented.
4. Make feedback well timed.
5. Ensure understanding.
6. Direct negative feedback toward behaviour that the recipient can control.

Reading an Organization's Culture Skill

As it relates to organizations, culture is the general pattern of behaviour, shared beliefs, and values that members have in common (Edger, 1986). Culture can be inferred from what people say, do, and think within an organizational setting. It involves the learning and transmitting of knowledge, beliefs, and patterns of behaviour over a period of time, which means that an organization culture is fairly stable and does not change fast (Littal, 1983). It often sets the tone for the company and establishes implied rules for the way people should behaviour.

The ability to read an organization's culture can be a valuable skill. Accordingly, Robbins (2001) recommended that a manager can be more effective at reading an organization's culture if he or she use the following behaviour.

1. Observe the physical surroundings.
2. Make note of those with whom you met.
3. How would you characterize the style of the people you met? Are they formal? Casual? Serious? Laid-back? Open? Not willing to provide information?

4. Look at the organization's human resources manual. Are formal rules and regulations printed there? If so, how detailed are these policies?
5. Ask questions of the people with whom you meet.

Managers, especially create the climate for the enterprise. Their values influence the direction of the firm. Although the term value is used differently, a value can be defined as a fairly permanent belief about what is appropriate and what is not that guides the actions and behaviour of employees in fulfilling the organization's aims. Values can be thought of as forming an ideology that permeates everyday decisions.

Scanning the Environment Skills

All managers, whether they operate in a business, a government agency, a church, a charitable foundation, or a university, must, in varying degrees, take into account the elements and forces of their environment. While they may be able to do little or nothing to change these forces, they have no alternative but to respond to them. They must identify, evaluate, and react to the environmental forces within and outside the enterprise that may affect its operations. Thus, every time managers plan, they must take into account the needs and desires of society outside organization, as well as the needs for material and human resources, technology and other requirements in the environment. They do likewise to some degree with almost every other kind of managerial activity.

Anticipating and interpreting changes that are taking place in the environment is an important skill that managers need. Information that comes from scanning the environment can be used in making decisions and taking actions. And managers at all levels of an organization need to know how to scan the environment for important information and trends. Therefore, a manager can be more effective at scanning the environment

according to Fuld (1988): Burack and Mathys (1989); and Subramanian, Fernandes and Harper (1993), if he or she use the following suggestions.

1. Decide which type of environmental information is important to your work.
2. Regularly read and monitor pertinent information.
3. Incorporate the information that you get from your environmental scanning into your decisions and actions.
4. Regularly review your environmental scanning activities.
5. Encourage your subordinates to be alert to information that is important.

Manager's Setting Goals Skills

Non-business executives sometimes say that the aim of business managers is simple to make a profit. But profit is really only a measure of a surplus of sales (Naira) or any other currency over expense (naira). For many business firms, an important goal is the long-term increase in the value of their common stock. In a very real sense, in all kinds of organizations, whether business or non business, the logical and publicly desirable aim of all managers should be a surplus. Thus, managers must establish an environment in which people can accomplish group goals with the least amount of time, money, materials, and personal dissatisfaction or in which they can achieve as much as possible of a desired goal with available resources. In a non business enterprise, as well as in units of a business that are not responsible for total business profits, managers still have goals and should strive to accomplish them with the minimum of resources or to accomplish as much as possible with available resources.

Robbins and Decenzo (2004) identified the following measures as important that can make a manager be more effective at setting goals.

1. Identify an employee's key job tasks.
2. Establish specific and challenging goals for each key task.
3. Specify the deadlines for each goal.

4. Allow the employee to actively participate in goal setting.
5. Prioritize goals.
6. Rate goals for difficulty and importance.
7. Build in feedback mechanisms to assess goal progress.
8. Link rewards to goal attainment.

Employees should have a clear understanding of what they are attempting to accomplish. In addition, managers have the responsibility for seeing that this is done by helping employees set work goals. Setting goals is a skill every manager needs to develop.

Developing Manager's Solving Problems Creatively Skills

In a global business environment, where changes are fast and furious, organizations desperately need creative people. The uniqueness and variety of problems that managers face demand that they be able to solve problems creatively. Creativity is a frame of mind. You need to expand your mind's capabilities, that is open up your mind to new ideas. Every individual has the ability to improve his or her creativity, but many people simply don't try to develop that ability.

According to Henricks (1996), a manager can be more effective in solving problems creatively if he or she use the following suggestions.

1. Think yourself as creative.
2. Pay attention to your intuition.
3. Move away from your comfort zone.
4. Determine what you want to do.
5. Look for ways to tackle the problem.
6. Look for ways to do things better.
7. Find several right answers.
8. Believe in finding a workable solution.
9. Brainstorm with others.
10. Turn creative ideas into action.

Valuing Diversity Skills

The increasing diversity of workplaces around the world means that managers need to recognize that not all employees want the same thing, will act in the same manner, and thus cannot be managed the same way. That is, a diverse workforce is one that is more heterogeneous in terms of gender, race, ethnicity, age, and other characteristics that reflect differences. The ability to value diversity and help a diverse workplace achieve its maximum potential is a skill that managers increasingly will find is needed.

In the opinions of Harvey and Allard (2002): Hunsaker (2001), a manager can improve his or her handling of diversity issues by these behaviours.

1. Fully accept diversity.
2. Recruit broadly.
3. Select fairly.
4. Provide orientation and training for minorities.
5. Sensitize non-minorities.
6. Strive to be flexible.
7. Seek to motivate individually.
8. Reinforce employee differences.

The diversity issues an individual manager might face are many. They might include issues such as communicating with employees whose familiarity with the language might be limited; creating career development programmes that fit the skills, needs, and values of a particular group; helping a diverse team cope with a conflict over goals or work assignments; or learning which rewards are valued by different groups.

Recommendations

The study recommends the following for improving managers' skills in Nigerian organizations.

1. Controlling organizational resources that are scarce and important should be a source of power a manager should acquire.
2. Apart from the skills stated above, cognitive processes and capabilities such as reasoning and judgement, perception, communication, human relations should be developed.
3. Managers in Nigerian organizations should endeavour to possesses technical, human relations and conceptual skills. These skills are required for managerial effectiveness.
4. It is important to distinguish between the application of managerial skills in private and public enterprises. A basic distinction between private and public enterprises is profit, as opposed to social welfare of the people, and this represents differences in goal orientation as well as administrative and managerial styles.
5. Nigerian organizations should encourage imparting education to employees, as this plays a very important role in managerial skill acquisition as is true of other vocations.
6. As workplace is becoming increasingly dynamic and demanding, workers who will be an invaluable assets to their organizations should be willing to constantly upgrade their skills in order to remain relevant to the ever-changing competitive and complex world of work.

Conclusion

The importance of skill is underscored by the fact that no amount of leadership, motivation and organizational resources can make up for deficiencies in the abilities and skills of managers. It should be noted that the only viable way to attain optimal performance is through possession and acquisition of the right abilities and skills. Skill means the ability to perform a given act with ease and precision. Thus, skills play vital role in managerial behaviour and performance, as is also true of all types of non-managerial jobs within an organization. Therefore, we speak of managerial

skills as those task-related competencies that a manager would inevitably require in order to manager or function efficiently in organization.

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