



ASSESSING PLANNING AND ADMINISTRATION COMPETENCY OF WORKING MANAGERS: A PRELIMINARY STUDY

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Abstract:

Purpose- Objective of this research paper is to assess planning and administration competency of Working Managers.

Research Methodology- 150 Respondents were selected by using random sampling method from various parts of Delhi-NCR. Structured questionnaire was designed to assess planning and administration competency of working managers. Statistical tools like mean, t-test, F-test (ANOVA) are used to analyze data with the help of SPSS.

Findings: From the results it is apparent that work experience has emerged as a significant differentiator for planning and administration competency for working managers. Male managers possess better planning and administration skill as compare to female managers. Managers working at managerial positions are better in planning and administration competency than managers at supervisory level.

Implications- It is clear that working managers in Delhi-NCR are not very much competent in planning and administration competency. Organizations should focus on developing more efficient training and development programs, mentoring, succession planning etc. in order to improve planning and administrative skills of their employees.

Keywords: Managerial Competencies, Performance, Assessment, Planning, Administration

INTRODUCTION

In today's competitive and dynamic business world, every organization requires effective and successful managers in order to survive and flourish. Effective and efficient managers are vital for any organization's success, regardless of its nature and size. An organization needs economic, material and human resources for its functioning. Human resource is the most important resource for an organization. Hellreigel et al (2005), define manager as "a person who plans, organizes, directs and controls material, financial, information and human resources in order to achieve organizational goals."



To be an effective and successful manager one needs several competencies that enable him to perform competently at different managerial levels. Competencies may be defined as the set of knowledge, skills, behaviors, and attitudes. Boyatzis (1982) defined competencies as “the underlying characteristics of a person that lead to or cause effective and outstanding performance”. According to Hellriegel et. al. (2005), Managerial competencies are “a set of knowledge, skills, behaviours, and attitudes that a person needs to be effective in a wide range of positions and various types of organizations.”

Hellriegel et. al. (2005) recommended that to be a successful manager one needs to develop six core managerial competencies namely: Communication Competency, Planning and Administration Competency, Teamwork Competency, Strategic Action Competency, Global Awareness Competency, and Self-Management Competency. Current study primarily focuses on Planning and Administration Competency of Working managers.

Planning is the most essential managerial function (Gupta, 2007). It sets the direction for the other managerial functions such as organizing, leading and controlling. Planning may be defined as deciding in advance what is to be done in future course of action. Planning is deciding in advance what to do, how to do it, when and by whom to do it. Planning bridges the gap between where we are and where we want to go (Singla, 2014).

Many management thinkers believe that planning and administration competency is the most fundamental competency when they think about the role and responsibility of a manager. Hellriegel et al. (2005) defined the planning and administration competency as “deciding what tasks need to be done, determining how they can be done, allocating resources to enable them to be done, and then monitoring progress to ensure that they are done.”

REVIEW OF LITERATURE

Chye et. al. (2010) found that competent managers are good planners, administrators, organisers, and communicators who can perform their jobs better and improve the performance of their organizations. Different management authors are not agreed on a common set of managerial competencies which may be possessed by effective and successful managers. Following table shows the managerial competencies which are needed to be an effective and successful manager as found by different authors.



Table 1: Managerial Competencies required to be an Effective and Successful Manager

No.	Author(s)	Year	Managerial Competencies
1	Abraham et. al.	2001	leadership skills, customer focus, result orientation, problem solver, communication skills, and team leader
2	Hellriegel et. al.	2005	Communication, planning and administration, teamwork, strategic action, global awareness, and self-management
3	Rao	2007	Job knowledge, hard work, effective communication skills, team skills, calmness
4	Qiao and Wang	2008	team building, communication, coordination, execution, continual learning
5	Shirazi and Mortazavi	2009	responsiveness, proactiveness, effective communication, team building, negotiation, and decisiveness

**Authors own work (Adapted from Bhardwaj and Punia (2013))*

The study of McClelland (1973) predicted that a person's work could be assessed on the basis of his ability to perform the assigned tasks. This will be helpful in evaluating the managerial performance and deciding in future career path for the manager. Homer (2001) suggested that the capability to measure competencies and find out skill gaps is very vital for an organization. It shows the way to the organization to develop and implement effective training programs to enhance the competencies of managers for future course of action. To predict the future competency requirements, Robinson et al. (2007) projected a three-phase method i.e. personal interviews, questionnaires, and critical incident technique interviews.

Zezlina (2005) recommended that managerial competencies can be improved by designing tailor made programmes for diagnosing and improving the skills of the individual. Competencies can be developed through training programs, workshops, coaching sessions, mentoring, performance reviews etc.

RESEARCH METHODOLOGY

The research methodology designed and followed in the current study has been discussed under the following sub-heads:

Objectives of the Study

The main objective of this study is to assess the planning and administration competency of working managers. The specific sub-objectives of the study are as following:

1. To assess planning and administration competency of working managers.



2. To suggest workable guidelines for improving the planning and administration competency of working managers.

Hypothesis of the Study

1. There is no significant difference across various age groups of working managers for the planning and administration competency.
2. There is no significant difference across various experienced groups of working managers for the planning and administration competency.
3. There is no significant difference between working managers of different gender for the planning and administration competency.
4. There is no significant difference between working managers of different serving sector for the planning and administration competency.
5. There is no significant difference between working managers having different positions in organisations for the planning and administration competency.

Research Design

Since the current study is related to identification of the planning and administration competency of working managers, so exploratory cum descriptive research design has been used in the current study.

Sampling Design and data collection

In the current study researcher used the random sampling method to select sample items from the entire population. To make the study viable and truly representative of the population sample size for the present study was restricted to 273 working managers across various parts of Delhi-NCR.

Research Instrument

To collect the relevant data for the current study from the respondents the researcher utilized systematically developed and validated scale developed by Don Hellriegel, Susan E. Jackson, and John W. Slocum (Jr.).

Data Analysis and Interpretation

Statistical tools like mean, t-test, F-test (ANOVA) were applied on the data using SPSS. Test of significance has been used to check the significance of hypothesis assumed. In addition to this assistance of Microsoft office has been availed for the purpose of word Processing, tabulation and illustrations.



**Table 2 ANOVA test statistics of Working Managers for Planning and Administration
Competency on the basis of age of the respondents**

Competency Dimensions	Comparison of Working managers competencies on the basis of age (Mean values comparison)					ANOVA test statistics	
	21-26 years	27-30 years	31-35 years	36-40 years	more than 40	F	Sig
Information Gathering Analysis and Problem Solving	3.6476	3.7116	3.8440	3.3391	3.7231	1.880	.117
Planning and Organising Projects	3.6286	3.6744	3.8440	3.5304	3.6154	.874	.481
Time Management	3.7048	3.5581	3.6920	3.2522	3.5385	1.463	.216
Budgeting and Financial Management	3.4952	3.2698	3.5000	3.4174	3.7231	.624	.646
Planning and Administration Competency	3.6190	3.5535	3.7200	3.3848	3.6500	1.076	.371

Source: Primary Data

*significant at .05 level of significance

Table 2 indicates that whether age brings any significant variation in competency level of working managers for planning and administration competency and its sub-dimensions. Planning and Administration Competency has four sub-dimensions namely, 'information gathering analysis and problem solving', 'planning and organising project', 'time management', and 'budgeting and financial management'. Comparison of mean values across different age groups indicates that competency level of working managers does not vary so much, which means that working managers of different age groups possess similar level of planning and administration competency.

F statistics also indicates that competency level of working managers does not have a significant difference among different age groups. This difference is also not significant for the sub dimensions of planning and administration competency. So the above table reveals that age does not contribute any significant variation in planning and administration competency levels of working managers of different age groups.



**Table 3 ANOVA test statistics of Working Managers for Planning and Administration
Competency on the basis of work experience of the respondents**

Competency Dimensions	Comparison of working managers competencies on the basis of work experience (Mean values comparison)					ANOVA test statistics	
	1-3 years	4-6 years	7-9 years	10-12 years	more than 12 years	F	Sig
Information Gathering Analysis and Problem Solving	3.2462	3.6853	3.8978	3.2400	3.7857	3.165	.016
Planning and Organising Projects	3.4000	3.6794	3.8756	3.4000	3.7000	1.613	.174
Time Management	3.2154	3.6471	3.6578	3.0800	3.6429	2.085	.086
Budgeting and Financial Management	3.3385	3.3882	3.5067	3.1800	3.7571	.638	.636
Planning and Administration Competency	3.3000	3.6000	3.7344	3.2250	3.7214	2.071	.088

Source: Primary Data

*significant at .05 level of significance

Table 3 shows that whether work experience brings any significant variation in competency level of working managers for planning and administration competency and its sub-dimensions. Comparison of mean values across different groups indicates that except for one dimension 'information gathering analysis and problem solving', work experience of working managers doesn't bring a significant variation in managers' planning and administration competency, which means that working managers having different work experience possess similar level of planning and administration competency.

F statistics also indicates that planning and administration competency level of working managers have a significant difference among groups having different work experience for the dimensions namely 'information gathering analysis and problem solving'. This difference is not significant for other dimensions of planning and administration competency. So the above table reveals that variation in work experience does not contribute significantly in planning and administration competency levels of working managers.



Table 4 t-test statistics for Planning and Administration competency of Working Managers on the basis of gender of the respondents

Competency Dimensions	Mean values of competency level of Working managers		Mean Difference	t-test for Equality of Means	
	Male	Female		T	Sig. (2-tailed)
Information Gathering, Analysis And Problem Solving	3.7743	3.5184	.25589	1.990	.048
Planning And Organising Projects	3.7505	3.5878	.16274	1.264	.208
Time Management	3.6436	3.4327	.21091	1.573	.118
Budgeting And Financial Management	3.5842	3.1429	.44130	1.571	.011
Planning And Administration Competency	3.6881	3.4204	.26771	2.335	.021

Source: Primary data

*significant at .05 level of significance

Table 4 indicates that whether gender brings any significant variation in competency level of working managers for planning and administration competency and its sub-dimensions. Comparison of mean values between male and female working managers indicate that the competency level of male and female working managers show significant variation for two dimensions i.e. 'information gathering, analysis and problem solving' and 'budgeting and financial management'. However, other two dimensions of planning and administration competency i.e. 'planning and organizing project' and 'time management' does not exhibit significant difference, which means that working managers of both genders have similar level of competency on these two dimensions. Comparison of mean values also indicates that male managers are more competent than female managers for all the dimensions of planning and administration competency. Also, the mean comparison shows that male managers are more competent on the 'overall planning and administration competency' than female managers. Further, T statistics indicates that there is a significant difference between male and female working managers for planning and administration competency.



Table 5 t-test statistics for Planning and Administration Competency of Working Managers on the basis of serving sector of the respondents

Competency Dimensions	Mean values of competency level of Working managers		Mean Difference	t-test for Equality of Means	
	Manufacturing	Service		T	Sig. (2-tailed)
Information Gathering, Analysis And Problem Solving	3.6969	3.6860	.01083	.088	.930
Planning And Organising Projects	3.5469	3.8093	-.26243	-2.172	.031
Time Management	3.5438	3.5977	-.05392	-.421	.675
Budgeting And Financial Management	3.6219	3.3047	.31722	1.931	.055
Planning And Administration Competency	3.6023	3.5994	.00293	.026	.979

Source: Primary data

*significant at .05 level of significance

Table 5 depicts that whether serving sector of working managers brings any significant variation in competency level of working managers for planning and administration competency and its sub-dimensions. Comparison of mean values between manufacturing and service sector working managers indicate that competency level does not vary so much for the three dimensions of planning and administration competency i.e. 'information gathering, analysis and problem solving', 'planning and organizing project' and 'time management'. Although, one dimension i.e. 'budgeting and financial management' shows significant difference, which means that working managers serving in different sector possess different level of budgeting and financial competency. Comparison of mean values also indicates that managers working in manufacturing sector are more competent than managers working in service sector for two dimensions i.e. 'information gathering analysis and problem solving', 'budgeting and financial management' and overall planning and administration competency. Further, T statistics indicates that competency level of working managers in different sectors does not have a significant difference on the 'overall planning and administration competency'.



Table 6 t-test statistics for Planning and Administration Competency of Working Managers on the basis of position in the organization of the respondents

Competency Dimensions	Mean values of competency level of Working managers		Mean Difference	t-test for Equality of Means	
	Managerial	Supervisory		T	Sig. (2-tailed)
Information Gathering, Analysis And Problem Solving	3.7537	3.4276	.32613	2.140	.034
Planning And Organising Projects	3.7157	3.6207	.09501	.619	.537
Time Management	3.6446	3.2828	.36187	2.293	.023
Budgeting And Financial Management	3.4760	3.2827	.18638	.897	.371
Planning And Administration Competency	3.6475	3.4052	.24235	1.766	.079

Source: Primary data

*significant at .05 level of significance

Table 6 indicates that whether position of the working managers brings any significant variation in competency level of working managers for planning and administration competency and its sub-dimensions. Mean values comparison between managerial and supervisory working managers indicates that competency level of managerial and supervisory working managers does not vary so much for 'planning and organising project' and 'budgeting and financial management' dimensions, which means that working managers having different position in the organisation possess similar levels of competency these two sub-dimensions. The remaining dimensions i.e. 'information gathering, analysis and problem solving' and 'time management' show that managerial and supervisory working managers possess variation in the levels of these two competencies. Comparison of mean values also indicates that working managers at managerial position are more competent than working managers at supervisory position for all the dimensions namely 'information gathering, analysis and problem solving', 'planning and organizing projects' and 'time management' and 'budgeting and financial management' and for 'overall planning and administration competency'.

T statistics also indicates that managerial and supervisory working managers do not have different level of 'planning and organising project' and 'budgeting and financial management' competencies. Further, there are significant differences on other two



dimensions i.e. 'information gathering, analysis and problem solving', and 'time management'. However, no significant difference is observed on the 'overall planning and administration competency'.

CONCLUSIONS AND DISCUSSION

Data analysis has revealed that work experience has emerged as a significant differentiator for planning and administration competency for working managers. Working managers having high experience possess higher level of planning and administration competency than having lesser experience. Managers working at managerial positions are superior in planning and administration competency than their counterparts working as supervisors. Managers working in manufacturing and service sectors possess similar level of planning and administration competency. Male managers are more competent than female managers and there is a significant difference between male and female managers on the basis of Gender. It is also obvious from the findings that majority of Working managers considers themselves as good managers. It can be seen from the results that Working managers are at the above average level of planning and administration competency.

MANAGERIAL IMPLICATIONS

Planning and administrative skills are the primary skills that a manager needs in order to perform his tasks. One need to be proficient in these skills in order to be an effective and efficient manager. But from the findings it is quite obvious that Working managers in Delhi-NCR are not very competent in planning and administration competency, which indicates some limitation with the current system of training and development programs provided by the organizations to their employees. It focuses more on increasing the productivity of the employees. Organizations should focus on developing more efficient training and development programs, mentoring, succession planning etc. in order to improve planning and administrative skills of their employees. Managers must emphasize on learning practical skills, developing analytical and problem solving skills, completion of tasks with in time and budgetary constraints so that they can become more valuable asset for the organizations.

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