

## Human Resource Management

Starting with the present issue, the Romanian Journal of European Affairs may include articles that go beyond the scope of European integration topics but are, nevertheless, intrinsically connected to them.

### **INCREASING WOMEN SENIOR MANAGERS EFFECTIVENESS: EVIDENCE FROM ROMANIA**

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***ABSTRACT** In the wider context of increased participation of women to managerial positions, the issue of effectiveness at work has become equally important for female managers. Therefore it is important to identify the factors, which can determine an increase in their managerial effectiveness. This article looks at the factors conducive to managerial effectiveness in organizations, as perceived by women senior managers in Romania. The research was carried out through questionnaires and semi-structured interviews applied to a sample group of 35 Romanian women managers at various levels, in both public and private institutions. The empirical results were then analysed with theoretic instruments. The main conclusion of the research was that, for Romanian female managers, work effectiveness is determined primarily by the managerial skills and knowledge acquired by women. These in turn are connected with the years of accumulated work experience, seniority, and education, especially if it is centred on managerial education.*

#### **Introduction**

During the past two decades there has been a dramatic increase in the number of women who are pursuing managerial and professional careers (Davidson and Cooper, 1993). The role of women in society is radically changing in most countries. Women have recently begun to join the ranks of managers, especially in top-level management, in large numbers in different countries (Crampton and Mishra, 1999).

According to Mary Mahoney, president of Cendant Corp's Howard Johnson International, there has never been a better time than now for women to rise through the ranks (Worcester, 1999). Simultaneously, there has been a growing concern about the increased effectiveness of managers (Margerison, 1983; Kakabadse et al, 1987, Analoui, 1990), senior managers (male and female) (Kanter, 1977; Nicholson, 1996; Analoui, 1997), officials and executives in the public sector

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(Willcocks, 1992; Analoui, 1993). A quarter of a century ago the job market offered few career tracks to women. Things look different today, with over half of college graduates being women. Set that against the fact that our total skilled and educated labour force has decreased in the past decade (Wilson, 1991; Wellington, 1999). One major aspects of developing the careers of women senior managers is increasing their effectiveness at work. In this paper some of the major issues surrounding women senior managers in Romanian organisations are examined. This study was intended to articulate and empirically investigate the relationship between Romanian women senior managers' age, work experiences, categories of managerial skills and their effectiveness at work. First, the relevant literature on women and management is briefly reviewed. Then, in the second section the conceptual framework of the study, including research methods, sampling and hypotheses, is illustrated. Third, the data from 35 Romanian women senior managers are analysed and the relation between variables is statistically investigated. Finally, relevant conclusions have been drawn.

### **1. Women And Management**

While the number of workingwomen has increased dramatically in recent years, there are a number of different views that have been asserted to explain why women are not seen in large numbers in executive positions (Hansard Society Commission, 1990; Crampton and Mishra, 1999). The person-centred view puts the blame for limited corporate progression of women on factors that are internal to the female gender. This means that certain traits and behaviours exhibited

by women are not seen as being conducive to their being promoted (Gregory, 1990). Other reasons for fewer women in upper management that cannot be overlooked are corporate discrimination, corporate inequities in rewards and advancement opportunities and the existence of good "old boys" networks that ignore and discourage women from seeking top management positions (Crampton and Mishra, 1999). Discrimination can occur in the form of organisational structures, policies, informal networks and cultures that are so male dominated that they become barriers for women to rise in the organisation (Jackson and Horsh, 1989; Kram, 1988; Collinson et al 1990; Amos-Wilson, 1998;). Another obstacle, typically unique to the female gender that hinders a woman's upward mobility in the work force is the combining of a family and a career and the behavioural expectations placed on women. From the organisation's perspective, women managers with children were less committed than those who were childless and women felt that these attitudes harmed their careers (Stoner and Hartman, 1990). Still, many industry watchers view women's newfound success in top finance jobs with a wary eye. There are still too few female voices being heard at the executive level. Therefore it is not surprising to see that women senior managers, like their male counter-parts, should view their effectiveness at work as a determinant factor for their overall success and career development.

## 2. Managerial Effectiveness

The result of new researches (Jean-Marie, 1999) show that high performance organisations are consistently outperforming their competitors on a number of human resource factors, including the level of teamwork and openness between co-workers, the training and development opportunities they offer to employees and the degree of pro-activity in HR planning. Developing this capability begins with the realisation that effective human resource management underpins the competitiveness of organisations (Analoui, 1998; Jean-Marie 1999; Forbes and Milliken, 1999).

What is effectiveness? Which factors are involved in increasing the effectiveness of managers? In response to these questions definitions of managerial effectiveness often provide a starting point. Though expected to clarify, their diversity may point to the presence of confusion rather than creating an understanding, as they should. This however, is not unique to the topic of managerial effectiveness (Analoui, 2002; Langford, 1979).

The dictionary definition refers to effectiveness in terms of “results and consequences, bringing about effects in relation to purpose and giving validity to particular activities” (Brodie and Bennett, 1979, p.14). Reddin (1970) also views effectiveness as being the extent to which the manager achieves the output requirements of the job, by what he or she achieves, rather than by what he or she does. Thus, effectiveness from the stance of managerial “output” seems to be a function of three interrelated factors: behaviour, task and circumstances (Analoui, 1998). Moreover, from this point of view, the conversion of input to output in a given system would prescribe

congruence or “fit” between managerial “input” and “output”. This however, may not necessarily be true.

There is also another cluster of theorists and writers on effectiveness who subscribe to the presence of multiple contingencies, both internal and external to the organisations as influential factors that affect the degree of the managers’ effectiveness (Child, 1977; Analoui, 1998).

There is also another group of theorists and researchers whose work could be viewed under the banner of an “alternative perspective”; they place the individual managers, the social actors in the centre of analysis (Silverman, 1993; Maanen, 1979). This view is in contrast with the views of those writers who subscribe to the underlying assumption of positivism and therefore they do not tend to view the organisation and management as “part of an objective and concrete reality” (Willcocks, 1992). The social action approach is therefore based on the premise of interpretative paradigm (Burrell and Morgan, 1979; Silverman, 1993), which places emphasis on pluralism and goes as far as suggesting that the form and content of managerial work is shaped by political forces within the organisation (Willmott, 1984). In line with the social action theorists, Mintzberg (1973) and Stewart (1982) cautiously state that, managers themselves shape the nature and design of their jobs, as a result of the “demands”, “constraints” and “choices” they experience while carrying out their jobs.

Drucker (1974; 1988) is a firm believer that effective skills such as use of time, focus on outward contribution, building strengths, concentrating on priorities and systematic decision-making could be taught. There are indeed a host of management writers and theorists, such as Willmott (1984); Kakabadse et

al (1987); Jones (1988); Drucker (1988); Peters (1989) and Analoui, (1998), who support the view that the acquisition of the right managerial skills will contribute to the effectiveness of managers. The views of major works in the literature concerning managerial skills and effectiveness could be summarised as:

- Managers are aware of their own effectiveness
- Managers can learn from their own experiences and the experiences of others with whom they interact.
- Managers can become more effective by the acquisition of managerial skills, which enable them to deal with the task in hand, people, and situational demands and constraints.
- Managers' perception of the range of skills which they require to realise their increased effectiveness reveals aspects of their job believed to play a significant part in their effectiveness.
- The range of skills which managers perceive as necessary for their increased effectiveness includes those which will consequently enable them to overcome the demands, constraints, choices and situation at work (Analoui, 1997).

### 3. Conceptual Framework For The Study And Hypotheses

The researcher's interest in investigating the links between demographic characteristics of women senior managers, their perceptions and attitudes, and organisational effectiveness provided the basis for the generation of hypothesis. However, to learn more about the intricacies of the process, the direct and indirect relationships among the variables are also

compared. More specifically, behavioural decision theory is used to suggest that, executives' cognitive orientations are reflected in:

- Their age and work experiences,
- Their educational and theory background, and
- Their perceptions of managerial effectiveness.

Hypotheses are proposed which suggest that the women senior managers' experience, educational background and perceptions, directly and indirectly influence their effectiveness at work.

#### *Women Senior Managers' Experience*

Child (1974) proposed that older senior managers are more committed to the status quo than are younger senior managers. Age is highly correlated with total work experience, organisational tenure and industry tenure. This correlation makes it extremely difficult to determine whether the relationship between age and the effectiveness of senior managers is due to cohort history, organisational experience or industry-specific experiences which are distinct patterns of manager attention and behaviour that emerge over time.

Hypothesis 1. Younger female senior managers are more effective than older female senior managers in developing their career. More specifically, there is a negative relation between the age of women senior managers and their effectiveness at work.

### *Women Senior Managers' Education*

Education may be considered as an indicator of one's knowledge and skill base (Hambrick and Mason, 1984). A senior manager who has one type of formal education can be expected to have developed different problem solving skills and mental models with which to evaluate situations than a senior manager with a different type of formal education (Tyler and Steensma, 1998). It can be argued therefore, that women senior managers with formal education in management will have more understanding of managerial effectiveness. Hitt and Tyler (1991) contended that an executive's educational background is related to what information they focus on and use during their work. Hence it is argued that, there is a relation between the educational background of women managers and their orientation toward effectiveness at work.

Hypothesis 2. Organisations whose female senior managers have undergone formal management training are more involved in developing organisational effectiveness than those whose female senior managers have not.

### *Categories Of Managerial Skills*

Katz's taxonomy of managerial skills was probably the first major classification of the skills that were thought to be required by all managers (1974). In his classical article "skills of an effective administrator", which was first published in the Harvard Business Review in 1974, Katz showed concern for the sets of skills that managers needed for their increased effectiveness. Lately, managerial skills have been conceptualised in terms of basic observable inter-related categories that are termed; task, people-related and self and

career development sets (Analoui, 1993; 1997). In these studies it has been hypothesised that there is a relation between the nature of managerial skills and the effectiveness of the senior managers. Applied to women senior managers, it is suggested that women like men in senior positions are more interested in people-related skills and self and career development rather than task-related skills.

Hypothesis 3. Women senior managers in order to increase their effectiveness at work are expected to place more emphasis on people related skills and self and career development skills rather than task-related skills.

## **4. Methods**

The research contains an empirical analysis of the women senior managers' perceptions and attitudes on effectiveness. The unit of analysis is object or "case" according to which variables, summaries and commentaries are organised. Commonly used units of analysis are individuals; households; firms; regions; patients and court cases. In this research the women senior managers are defined as units of analysis who are working for Romanian public and private organisations. The data in this study are gathered using two specially designed interview (Gilbert, 1993) instruments. First a self-administrated questionnaire was used in a random sample of women in senior positions, then a series of face to face semi-structured interviews were conducted (10 out of 35) to generate data and information of a qualitative nature which otherwise would have been missed or neglected.

*Sample Characteristics*

A survey instrument was used to collect the data required for the study. The sampling frame consisted of women senior managers (N=35) from a total of 13 organisations in Romania. The sampling frame that was established by combining senior managers with degrees from two types of organisations including private (N=6, 17.1%) and public sector (N=29, 82.9%) which varied in size and industry affiliation. Figure 1 illustrates the combination of organisations that are involved in this research. These organisations ranged from Telecom, the Ministry of Agriculture and the Restructuring Agency, to the Foundation for International Management (FIMAN), Railways and the Ministry of Education and Ministry of Finance. Access to such a wide range of organisations acted as a safeguard against contamination of the data which primarily could have been caused by the strong influence of “organisational cultures” if the study had been carried out in only one or two sites. In this way an overview of the perception of the female senior managers, their need and their effectiveness at work was taken. It also had the advantages of having a fairly varied and maybe comprehensive selection of constraints, demands and difficulties which women senior managers thought were impeding their progress and effectiveness at work. The age range of respondents varied with the youngest at 28 and the oldest at 49 years old. Majority of respondents were 36-40 (N=11, 31.4%) years old and the minority of them were 46-50 (N=5, 14.3%) years old.

Senior managers' work experience, varied from less than five years up to twenty-five years and over. This was due to the differences in age rather than any other organisational factor. As a

rule, graduates in Romania begin their career almost immediately after the completion of their university study. This suggests that all the women senior managers involved in the survey secured employment immediately after completion of their graduate education. They changed employment thereafter every few years. As it has been shown in Figure 2, only six of respondents (N=6, 17.1%) reported that they only had between five and nine years work experiences. Respectively, eight of the senior managers (N=8, 22.9%) had ten up to fourteen years of work experiences. Indeed majority of respondents (N=14, 40%) reported that they had fifteen to nineteen years of work experiences in the organisations. Finally, seven of the responses reported that they possess 20–24 years work experience. The women senior managers, who have been chosen as the sample in this study, have held managerial positions within their organisations (See Table 1).

The sample consisted of female senior managers in Romanian organisations with top management position (N=6, 17.1%), middle management position (N=8, 22.9%), lower management position (N=12, 34.3%), experts (N=7, 20%) and finally consultants (N=2, 5.7%). For comparison of positions of female senior managers within their organisations and their years of experiences see Figure 2. The data analysis shows that educated women in Romania have a great deal of participation in managerial positions in their organisations.

All senior managers were educated with at least a first degree and a few with masters and higher degrees. On the whole, the majority seemed to believe that earning a first degree from a university provided the foundation for operating as a senior manager and clearly had an

effect on the effectiveness of the managers involved. The majority of female senior managers graduated with a first degree in Economics (N=13, 37.1%), while a minority of them had a first degree in Maths and Computer Sciences (N=4, 11.4%). Respectively, eleven of the respondents reported that they had university degrees in Engineering (N=11, 31.4%), and finally seven of the women senior managers (N=7, 20%) had university degrees in Management. Moreover, all of the respondents reported that they had participated in some training programmes, such as part-time or special courses, in management.

## 5. Discussion

The empirical data presented in this study support the contention that Romanian female senior managers' experiences and perceptions influence the way they view and assess managerial effectiveness. Age, educational background and managerial work experiences were all directly related to women senior managers' assessment of effectiveness in the organisations. In contrast with the previous studies, which were carried out in Asia and Africa (Analoui, 1997), which covered mainly male senior managers, this study contains only female senior managers in Romania. This was reported to be due to the availability of education for women during the "old times".

The concept of "career development", not surprisingly, was felt as strongly amongst female senior managers as it was amongst their male counterparts.

### *Women Senior Managers' Experiences*

It was hypothesised that, younger female senior managers are more effective than older female senior managers in developing their

career. In other words, there is a negative relation between the age of the Romanian women senior managers and their effectiveness at work. In a two way Chi-square test with data from 35 women senior managers (see Table 2), there was not a statistically significant relationship between the age of female senior managers and their effectiveness at work (Pearson Chi-square  $\chi^2 = 16.862$ ;  $df = 8$ ;  $p > 0.05$ ). It can be concluded that there is no significant association between the variables, age of respondents and their effectiveness at work as shown by the p-value (more than 0.05) for chi-square. Therefore, the Null hypothesis is accepted and the alternative hypothesis (Hypothesis No.1) is rejected.

The cross tabulation (contingency) table of the two variables displays the nature of the relationship between the age of respondents and their effectiveness at work (See Appendix 1).

It could therefore be ascertained that age cannot affect managerial effectiveness. Other variables such as respondents' years of experience, seniority, education, etc. are involved. The most intriguing issue raised was that of the senior managers' awareness that their effectiveness in their work was partly determined by the motivation to work and partly by their competence, knowledge and skills. Also 22.9% of the women senior managers had between 10–14 and fourteen senior managers (N=14, 40.0%) had 15 to 19 years of work experiences. The managers in this category, in terms of seniority, ranged from top to low level managers and were not as keen to change career as the managers in the first category. However, they placed much emphasis on work experience and management training as the main factors toward improving their effectiveness at work.

As the work experiences of the respondents

increased there seemed to be present a tendency amongst the women senior managers toward seeing effectiveness not solely in terms of improved performance and attainment of goals. On the contrary, they saw effectiveness as a part of the overall picture of the organisation's capability to "get things done" and more importantly in relation to others, colleagues, peers and the like.

#### *Female Senior Managers' Educational Background*

All female senior managers were educated with at least a first degree and a few had masters and higher. Also the majority of respondents said that they had attended some short courses in management as well. To those who are not familiar with Eastern Europe and the centralised economic background it may come as a surprise to see so many managers with an engineering and/or non-management educational background. Indeed, 31.4% of participants reported that they had graduate degrees, in Engineering. Only 20% of respondents confirmed that they had a higher degree in management studies. Although, 37.1% of the female senior manager participants in the study had graduate degrees increased effectiveness was seen as requiring access to "new knowledge", which is taught in western countries. When the same participants were asked if they would consider taking an MBA or similar advanced management programme as a mean of improving their performance and effectiveness at work, their response differed according to their age and seniority in the organisation.

As discussed earlier, previous studies (Hitt and Tyler, 1991) show that an executive's educational background, such as Management,

Chemistry or Engineering, is related to what information they focus on and use during their work. Hence, there is a relation between the educational background of women senior managers and their orientation towards effectiveness at work. This concept has been hypothesised in Hypotheses 2. Organisations whose women senior managers have undergone formal management training are more involved in developing organisational effectiveness than those female senior managers have not had such educational background. Based on data analysis the cross-tabulation (contingency) shown in Table 2, related variables consisted of respondents' educational background in management and respondents' orientation toward managerial effectiveness in their organisations, illustrates the strong association between the variables (See Appendix 2).

In supporting these theses the result of Chi-square test (see Table 3) from 35 Romanian women senior managers displays a significant association between the variables, management education and managerial effectiveness, as shown by the p-value (less than 0.05) for Chi-square. Also the contingency coefficient (nominal-by-nominal) value for the variables is 0.460 with 0.007 significance.

In other words, a two way c2 test with data from 35 senior managers, there was a statistically significant relationship between management education and effectiveness at work (Pearson Chi-square  $c^2 = 9.850$ ;  $df = 2$ ;  $p < 0.05$ ). It can be concluded that there is significant association between the variables and management educational background of respondents and their effectiveness at work as shown by the p-value (less than 0.05) for chi-square. Therefore, the Null hypothesis is rejected and the alternative



hypothesis (Hypothesis No. 2) is accepted.

The recent economic changes in Romania have meant that more opportunities have been made available to those who wish to pursue a managerial and administrative career or interests, but still the opportunities are few and far between. Women senior managers were aware of the inadequacy of their educational background and that they had the need for more experience, preferably through management training, for their increased effectiveness. This again supported the thesis that female senior managers are indeed aware of factors that can contribute to their improved performance.

### **6. Managerial Skills**

Moving to the third section of the conceptual framework of the study which indicates the female senior managers' priorities and concern for managerial skills. Women senior managers were asked to suggest between 3 and 5 managerial skills, in order of priority to them, which in their view were essential for ensuring increased effectiveness. A total of 35 different descriptions of managerial skills were provided which entailed almost all aspects of management.

These skills depending on the priority assigned to them by the senior participants were then tabulated and categorised into 3 major skill categories; task-related, people-related, and self and analytical skills. Further data analysis (See Table 4) showed that from amongst a total of 35 abilities, skills and attributes which were reported to be essential for managerial effectiveness, the task and self and analytical categorised received the most attention in that order. It has been discussed that, senior managers in different levels of managerial hierarchy need different managerial

skills. However, they place more emphasis on one, two or a combination of managerial skills in order to increase their effectiveness at work. As it has been hypothesised that (Hypotheses No. 3), female senior managers in Romania are more interested in people and self-development rather than task related skills. However, Romanian female senior managers in order to "increase their effectiveness" at work, ought to place more emphasis on people-related skills rather than self-management and task-related managerial skills. Further data analysis showed that there is no significant relationship between priorities of managerial skills and managerial effectiveness at work.

On the whole, it can be concluded that female senior managers in Romania, placed nearly equal stress on the importance of being able to deal with both the task and self and analytical (developmental) aspects of the job.

### **7. Conclusion**

The topic of effectiveness at work is difficult, if not impossible to measure. At a personal level effectiveness may be different things to different people in different organisations. This study suggests that one of the most important factors of managerial effectiveness is the managerial skills and knowledge of the managers. Langford (1979), Drucker (1989), and Analoui (1997) place emphasis on the ability to manage. However, it is evident from this study that to gain a better understanding of the subject there is a need to place the individual manager in the centre of the analysis. In this way not only the perception of the senior managers concerning their definition of managerial effectiveness was explored, but also the need for becoming effective was identified.

Based on the study, the conclusion reached is that effectiveness should be defined in terms of a function of awareness, self and other organisationally shared value, preferences, constraints, demands and choices and the ability to get the necessary jobs done. It is evident that women managers, because of their position within the organisations, gain a greater degree of awareness of the organisations' objectives, activities, and relationship within its environment. In short, effectiveness is partly determined by the awareness and realisation of the need, skills and knowledge to satisfy the socially agreed upon and maintained standards for organisational effectiveness.

Interestingly, there seems to be no significant association between the variable, age of respondents and their effectiveness at work. In other words, age cannot affect managerial effectiveness. There is however, a correlation between the respondent's age and the years of accumulated work experience. Other variables such as respondents' years of experience, seniority and education are also involved.

There was also a statistically significant relationship between management education and effectiveness at work. And finally, on the whole, it can be concluded that female senior managers in Romania, placed nearly equal stress on the importance of being able to deal with both the task and self and analytical aspects of the job.

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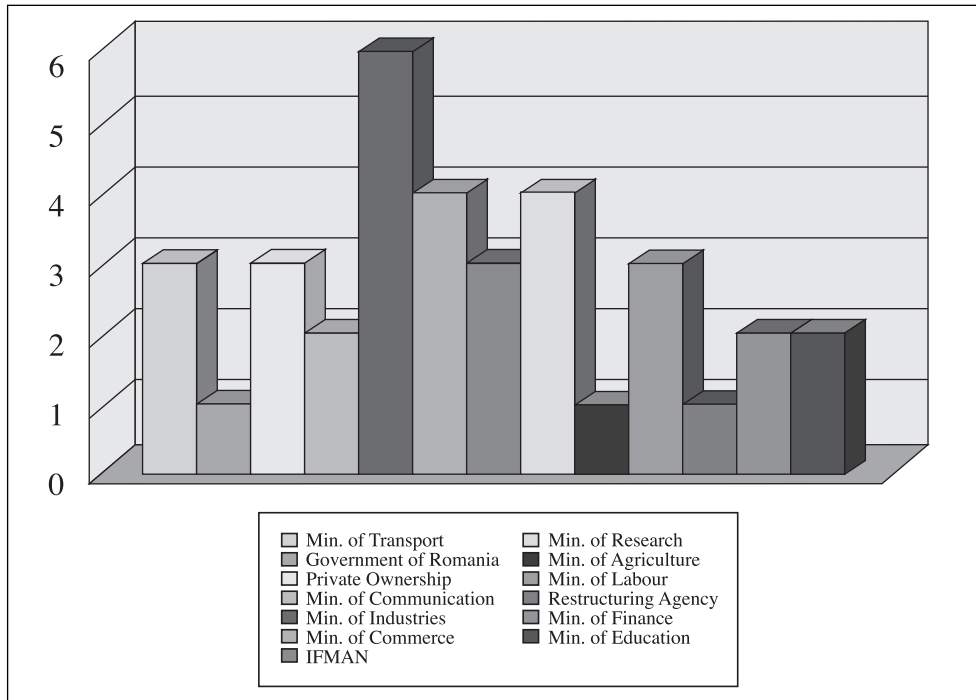
Appendix 1: Cross Tabulation Of Age Of Respondents And Effectiveness At Work

			Respondents And Effectiveness			
			At Work			Total
			low	moderate	high	
Age of Respondents	46 - 50	Count		1	4	5
		% within Age of Respondents		20.0%	80.0%	100.0%
		% within respondents and effectiveness at work		7.7%	33.3%	14.3%
		% of Total		2.9%	11.4%	14.3%
	41 - 45	Count	1	2	3	6
		% within Age of Respondents	16.7%	33.3%	50.0%	100.0%
		% within respondents and effectiveness at work	10.0%	15.4%	25.0%	17.1%
		% of Total	2.9%	5.7%	8.6%	17.1%
	36 - 40	Count	2	5	4	11
		% within Age of Respondents	18.2%	45.5%	36.4%	100.0%
		% within respondents and effectiveness at work	20.0%	38.5%	33.3%	31.4%
		% of Total	5.7%	14.3%	11.4%	31.4%
31 - 35	Count	2	4	1	7	
	% within Age of Respondents	28.6%	57.1%	14.3%	100.0%	
	% within respondents and effectiveness at work	20.0%	30.8%	8.3%	20.0%	
	% of Total	5.7%	11.4%	2.9%	20.0%	
26 - 30	Count	5	1		6	
	% within Age of Respondents	83.3%	16.7%		100.0%	
	% within respondents and effectiveness at work	50.0%	7.7%		17.1%	
	% of Total	14.3%	2.9%		17.1%	
Total	Count	10	13	12	35	
	% within Age of Respondents	28.6%	37.1%	34.3%	100.0%	
	% within respondents and effectiveness at work	100.0%	100.0%	100.0%	100.0%	
	% of Total	28.6%	37.1%	34.3%	100.0%	

## Appendix 2: Cross Tabulation Of Management Training And Managerial Effectiveness

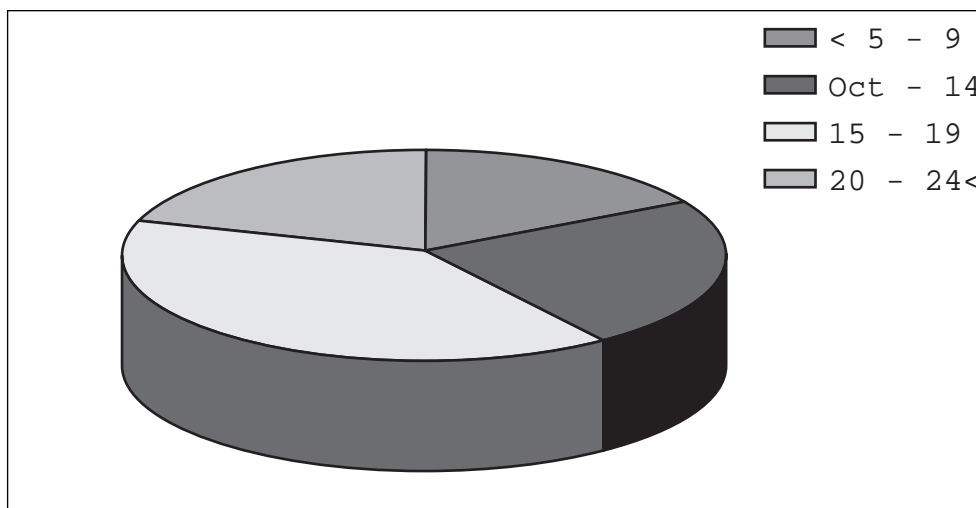
			respondents effectiveness at work			Total
			low	moderate	high	
Management training background of responses	no	Count	8	4	2	14
		% within management training background of responses	57.1%	28.6%	14.3%	100.0%
		% within respondents effectiveness at work	80.0%	30.8%	16.7%	40.0%
		% of Total	22.9%	11.4%	5.7%	40.0%
Management training background of responses	yes	Count	2	9	10	21
		% within management training background of responses	9.5%	42.9%	47.6%	100.0%
		% within respondents effectiveness at work	20.0%	69.2%	83.3%	60.0%
		% of Total		2.9%	11.4%	14.3%
Total		Count	10	13	12	35
		% within management training background of responses	28.6%	37.1%	34.3%	100.0%
		% within respondents effectiveness at work	100%	100%	100%	100%
		% of Total	28.6%	37.1%	34.3%	100.0%

Figure 1: Organisations of Female Senior Managers (Respondents)



Source: Summary of data analysis

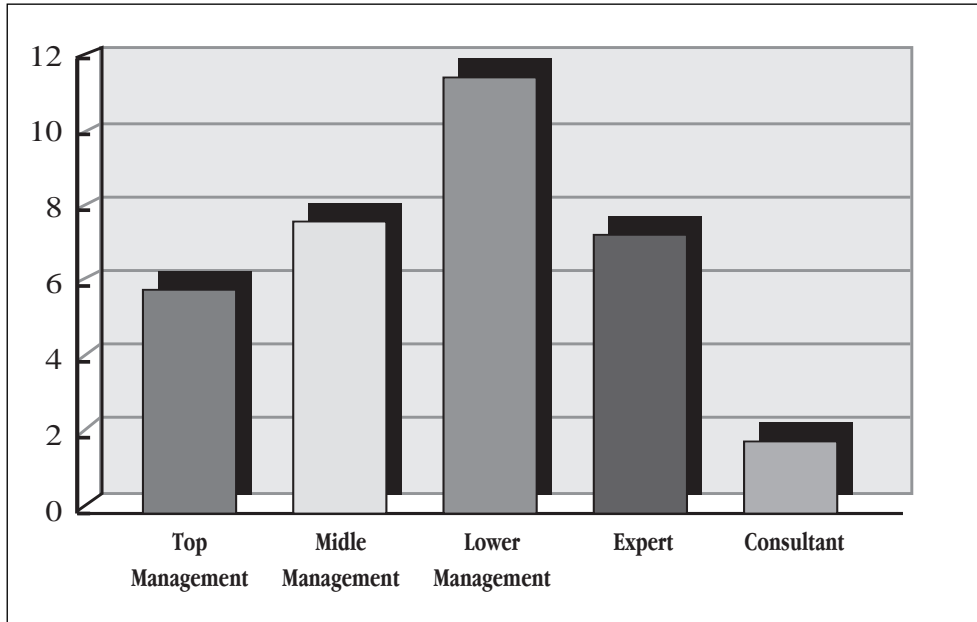
Figure 2: Respondents' Years Of Work Experiences Work Experiences



Source: Data analysis



Figure 2: Respondents' Managerial Position Within Their Organisations



Source: Data analysis

Table 1: Distribution of respondents' position within their organisations and years of work experience (cross tabulation)

		5 or below - 9 years		10 - 14 years		15 - 19 years		20 - 24 or more years	
		Count	%	Count	%	Count	%	Count	%
Top Management	Years of work experience of respondents'	1	16.7	3	50.0	1	16.7	1	16.7
Middle Management	Years of work experience of respondents'	0	0	1	12.5	4	50.0	3	37.5
Lower Management	Years of work experience of respondents'	2	16.7	1	8.3	6	50.0	3	25.0
Expert	Years of work experience of respondents'	3	42.9	2	28.6	2	28.6	0	0
Consultant	Years of work experience of respondents'	0	0	1	50.0	1	50.0	0	0

**Table 2: Chi-Square  $\chi^2$  Test: Age Of Respondents And Effectiveness At Work**

	Value	DF	Significance
Pearson			
Chi-Square	<b>16.862</b>	<b>8</b>	<b>0.032</b>
Likelihood Ratio	17.772	8	0.023
Linear - by - Linear			
Association	12.272	1	0.000
No. of valid Cases	35		

Source: Data analysis

**Table 3: Chi-Square  $\chi^2$  Test: Management Education By Managerial Effectiveness**

	Value	DF	Significance
Pearson			
Chi-Square	<b>9.850</b>	<b>2</b>	<b>0.007</b>
Likelihood Ratio	10.241	2	0.006
Linear - by - Linear	8.552	1	0.003
Association			
No. of valid Cases	35		

Source: Data analysis

**Table 4: Cross Tabulation Of Managerial Skills And Effectiveness At Work**

			Three categories of managerial skills			Group Total
			task related skills	self and analytical skills	people related skills	
respondents	moderate	Count	5	6	2	13
	effectiveness	Table %	14.3%	17.1%	5.7%	37.1%
	at work					
	high	Count	9	2	1	12
		Table %	25.7%	5.7%	2.9%	34.3%
	low	Count	5	4	1	10
		Table %	14.3%	11.4%	2.9%	28.6%
	Group Total	Count	19	12	4	35
		Table %	54.3%	34.3%	11.4%	100.0%

Source: Data analysis