

## Prioritizing Managerial Skills Based on Katz's Theory in Physical Education Offices of Universities in Iran

<sup>1</sup>Afshari Mostafa, <sup>2</sup>Honari Habib, <sup>2</sup>Qafouri Farzad and <sup>3</sup>Jabari Nahid

<sup>1</sup>Department of Physical Education, Shahr-e-Rey Branch, Islamic Azad University, Tehran, Iran

<sup>2</sup>Department of Physical Education, Allame Tabatabaei University, Tehran, Iran

<sup>3</sup>Department of Physical Education, Salmas Branch, Islamic Azad University, Salmas, Iran

**Abstract:** Today, managers should play different roles to do management task and subsequently they need different skills. Prioritizing skills in management positions is one of challenges in top management especially in physical education offices in universities. The purpose of present study was to prioritize managerial skills based on Katz's theory in physical education offices of universities in Iran. It was descriptive study. Data collection was done through field study. Population composed of managers of physical education offices (41) and specialists of sport management. Finally, there were 31 participants (20 managers of physical education offices and 11 specialists of sport management). Instrument was Managerial Skills Questionnaire developed by Goodarzi (2002). The reliability was desirable ( $\alpha=0.973$ ). Normality of data distribution and significance of hypotheses were measured by Kolmogorov-Smirnov test, independent-samples T-test and Friedman test. Results showed that there was significant difference between managerial skills in physical education offices of universities ( $\chi^2$  (df=2) = 52.197,  $p<0.05$ ). The priority was referred to human skill (MR=2.84), followed by conceptual skill (MR=2.13) and followed by technical skill (MR=1.03) respectively. It was concluded that human skill is prominent in hierarchy of management and organization.

**Key words:** Specialist • Managers of physical education offices • Managerial Skills • Human skill

### INTRODUCTION

Management is one of relatively important and basic privileges in uncertain competitive environment of organizations. A management title is allocated to each division of economics. Effective and efficient management assure achievement of organization to access strategy and goal [1]. Management is significant in universities and scientific places as educational centers of human force [2]. Managerial skills are one of reasons in consecutive organizational successes. Management effectiveness and efficiency require managerial skills [3]. Triplet managerial skills clarify to reconsider educational programs and selection of management in future [4]. Gilsing and Guysters (2008) believe that consecutive achievements come from research and knowledge followed by novelty in organization [5]. Katz (1974) believes that skill shows ability which mostly presented in performance and rarely hidden in potentiality [6]. According to Katz's theory (1991), a successful manager

has triplet managerial skills (conceptual, human and technical) developed separately [7]. Conceptual skill is a mental ability related to coordination of all activities in organization [8]. Reham, Larry and Gavin (2009) reported that the relationship between strategic skills and managerial performance is mediator of integration of production supply [9]. Human skill is the ability of cooperation and motivation in individual and group level. Managers need strong human skill in communication, motivation and delegation of authority [10]. El Sabaa (2001) believes that human skill of project managers strongly affects management method [11]. Moreover, Huemann (2010) did a case study of a telecommunication company. Human resource and service management are essential to modify official structure into practically commercial company [12]. Technical skill is the same as Fayol's technical ability. This skill requires working with instruments. It is the most familiar skill for being the commonest [13]. Belzer (2001) describes technical skill as missing link necessary in achievement [14].

Mann (1984) indicated four types of managerial skills including technical skill, human skill, administrative skill and institutionalized skill [15]. Koontz and Weihrich (1988) added skills of designing and problem-solving to Katz's theory. They are mostly related to skills of top management [16]. Montel, Meredith, Shafer and Sutton (2004) categorized six managerial skills composed of communication, organization, team-making, leadership, compatibility and specialization [17]. Supervising and operational management requires considerable technical skills however top management does not need as much. Top managers require skills of decision making, planning, organizing, goal-making and policy-making [18]. Aminian (2004) examined the relationship between managerial skills (technical, human, conceptual) and managerial performance in female management. Managerial performance was related to managerial skills [19]. Moreover, managerial effectiveness was positively related to managerial skills [20, 21]. Moosavi (1998) studied managerial skills (technical, human, conceptual) in educational, medical and therapeutic centers in medical sciences and health servicing of Shahid Beheshti University [22]. Scientific information of managers was weak about managerial skills. Entesari (2001) and Sattari (2003) expressed scientific information of managerial skills moderately in management of junior high school and high school [23, 24]. Bigdeli (2001) and Seid Shoja (2006) found that technical skill, conceptual skill and human skill are preferred respectively in management [25, 26]. But, Fartash Esfahlan (2004) knew that conceptual skill, human skill and technical skill are preferred respectively in management [11]. Goodarzi (2002) understood significant relations between triplet managerial skills in different organizational levels [27].

Frans, Bosch and Raymond (2000) classified managerial skills into organizational behavior and job content [28]. Seng, Kleiner, Roberts and Roth (1999) declare that Katz's theory lacks division of certain environments and organizations. They believe general skill, special skill, business skill and certain organizational skill as managerial skills [29]. Human skill is prominent in operational management [30]. Managerial skills are effective in management communication to satisfy stakeholders [31]. Pant and Barondi (2008) found that academic learning of technical and human skill in project management is worthwhile [32]. Murali, Mohani and Yuzliani (2009) declared that personal abilities and managerial skills are positively related to skill of identifying opportunities [33]. Unger, Rauch, Frese and

Rosenbusch (2009) found slightly significant association between human capital with achievement of managers and entrepreneurs [34]. Dimensions of knowledge and skill were associated more than education and experience. However, it does not indicate high value of human capital considered in entrepreneurship and management literature [35].

Mostly, managerial skills have been studied in relationship with other variables. There was a lack of study to prioritize managerial skills in physical education offices of universities based on attitudes of managers of physical education offices and specialists of sport management. Management of human resources tries to select competent individuals in management and this position is momentous in academic and cultural environment of universities [36]. Therefore, the purpose of present study was to prioritize managerial skills based on Katz's theory in physical education offices of universities based on attitudes of managers of physical education offices and specialists of sport management.

## **MATERIALS AND METHODS**

It was descriptive study. Data collection was done through field study. Population composed of managers of physical education offices (30) and specialists of sport management. Finally, there were 31 participants (20 managers of physical education offices and 11 specialists of sport management). Instrument was questionnaire. A division of questionnaire was devoted to demographic characteristics. Moreover, Managerial Skills Questionnaire developed by Goodarzi (2002) was used. Participants responded to 44 items in Managerial Skills Questionnaire using a 5-point Likert Scale ranging from 1 (strongly disagree) to 5 (strongly agree). It composed of three dimensions including conceptual skill (15 items), human skill (17 items) and technical skill (12 items) [27]. The reliability was desirable ( $\alpha=0.973$ ). Descriptive statistics (i.e., mean, standard deviation) was used to categorize data. Normality of data distribution and significance of hypotheses were measured by Kolmogorov-Smirnov test, independent-samples T-test and Friedman test.

## **RESULTS**

Firstly, descriptive statistics are considered. Then, inferential statistics are followed.

Figure 1 shows distribution of frequency percent of managers based on educational certificate.

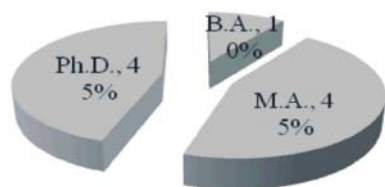


Fig. 1: Frequency percent of managers based on educational certificate

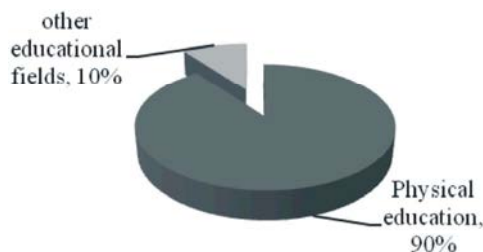


Fig. 2: Frequency percent of managers based on educational field

According to Figure 1, there were 10% B.A. educated managers, 45% M.A. educated and 45% Ph.D. educated. All the specialists of sport management had doctrine certificate.

Figure 2 shows distribution of frequency percent of managers based on educational field.

Figure 2 presented that educational field of managers. There were 90% of them educated from physical education and 10% from other educational fields. All the sport management specialists had the degree of doctorate in sport management and planning.

Table 1 shows distribution of frequency and frequency percent of managers and specialists based on length of service.

As presented in Table 1, there were 75% of managers experienced in managerial position between 1-15 years. There were 82% of specialists experienced between 11-25 years.

Table 1: Length of service devoted to managers and specialists

Managers			Specialist		
Range	Frequency	Percent	Range	Frequency	Percent
1-5 years	5	25	1-5 years	1	9
6-10 years	5	25	6-10 years	1	9
11-15 years	5	25	11-15 years	4	36
16-20 years	3	15	16-20 years	3	27
21-25 years	2	10	21-25 years	1	9
Total	20	100	total	10	100

Notes. One of specialists had no experience of managerial position

Table 2: The priority of conceptual skills

Rank	Conceptual skills	MR
1	Discipline	10.39
2	Creativity	9.39
3	Provident	9.10
4	Recognition of strength and weakness	9.05
5	Goal-making	8.73
6	Prioritizing in organization	8.63
7	Mental stability	8.45
8	Comprehensive planning	8.40
9	Identification of organizational structure	8.39
10	Evaluation of planning effectiveness	8.23
11	Articulation of strategy	7.97
12	Time management	7.32
13	Ability of prediction	6.42
14	Identification of informal organization	5.73
15	Multi-job	3.82

Table 3: The priority of human skills

Rank	Human skills	MR
1	Good-temper	12.71
2	Communicational skill	10.82
3	Conducting a meeting	10.65
4	Intra-organization relations	10.55
5	Team inspiration	10.08
6	Informing	9.94
7	Motivating	9.85
8	Negotiation	9.29
9	Disturbance handler	9.21
10	Controlling conflict	9.06
11	Lecturing	8.42
12	Supervising	8.39
13	Official correspondence	8.02
14	Report generation	7.85
15	Delegation of authority	7.39
16	Doing formalities	5.65
17	Individual work	5.13

Table 4: The priority of technical skills

Rank	Technical skills	MR
1	Managerial knowledge and experience	8.69
2	Evaluation of performance	7.84
3	Labor division	7.74
4	Operational planning	7.56
5	Absorption and retention of human force	6.97
6	Definition of labor	6.45
7	Sport law	6.37
8	Research and development of sport	6.27
9	Computer skill	5.69
10	Financial management	5.6
11	Non-sport knowledge and experience in management	4.55
12	Marketing	4.32

Table 2 indicates the priority of conceptual skills based on attitudes of managers of physical education offices and specialists of sport management.

Table 5: The difference in managerial skills

	T	df	Sig	Mean difference	Standard error difference
Conceptual skill	-0.041	29	0.968	-0.168	4.136
Human skill	-0.049	29	0.961	-0.222	4.565
Technical skill	0.129	29	0.898	0.495	3.831

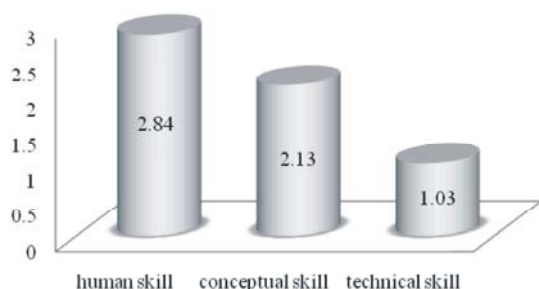


Fig. 3: The priority of managerial skills

There was significant difference between conceptual skills in management of physical education offices in universities ( $\chi^2$  (df=14) = 75.886,  $p < 0.05$ ). According to Table 2, the priority was referred to discipline (MR=10.39), creativity (MR=9.39) and provident (MR=9.1) respectively.

Table 3 indicates the priority of human skills based on attitudes of managers of physical education offices and specialists of sport management.

There was significant difference between human skills in management of physical education offices in universities ( $\chi^2$  (df=16) = 94.92,  $p < 0.05$ ). According to Table 3, the priority was referred to good-temper (MR=12.71), communicational skill (MR=10.82) and conducting a meeting (MR=10.65) respectively.

Table 4 indicates the priority of technical skills based on attitudes of managers of physical education offices and specialists of sport management.

There was significant difference between technical skills in management of physical education offices in universities ( $\chi^2$  (df=11) = 60.69,  $p < 0.05$ ). According to Table 4, the priority was referred to managerial knowledge and the experience (MR=8.69), evaluation of performance (MR=7.84) and labor division (MR=7.74) respectively.

Figure 3 indicates the priority of managerial skills based on attitudes of managers of physical education offices and specialists of sport management.

There was significant difference between managerial skills in management of physical education offices in universities ( $\chi^2$  (df=2) = 52.197,  $p < 0.05$ ). As presented in Figure 3, the priority was referred to human skill (MR=2.84), followed by conceptual skill (MR=2.13) and followed by technical skill (MR=1.03) respectively.

Table 5 indicates the difference in managerial skills based on attitudes of managers of physical education offices and specialists of sport management.

According to Table 5, there was not significant difference in managerial skills based on attitudes of managers of physical education offices and specialists of sport management ( $p > 0.05$ ).

## DISCUSSION

The selection of competent manager according to criteria of management position is prominent in organization. Significance of managerial skills is focused in modern growing competitive environments. The managers of physical education offices also need managerial skills to have efficient performance in universities where is a complicated scientific environment. The purpose of present study was to prioritize managerial skills based on Katz's theory in physical education offices of universities in Iran.

We found that there was significant difference between conceptual skills in management of physical education offices in universities. The priority was referred to discipline, creativity and provident respectively. The founding was in consistent with founding of Seid Shoja [26]. Discipline, creativity and ability of provident are effective to develop organization. Moosavi (1998) investigated the relationship between organizational structure and staff manager's creativity in physical education organization. There was relationship between structure and creativity. The more formalization and centralization exist, the less creativity is provided [22]. Carlisle and McMillan (2005) also focused on flexibility to make creativity in organization [37]. Baron (2007) understood that subtlety and alertness of managers were associated to cognitive skills like individual intelligence and creativity [38].

Moreover, we found that there was significant difference between human skills in management of physical education offices in universities. The priority was referred to good-temper, communicational skill and conducting a meeting respectively. Good-temper and respect lead to rapport in organization and sport interest in university. Sometimes, unreliability and formal communication are problematic. Hosseininia (1996)

declared lack of relationship between educational level and human skill in managers of renovation, development and equipment of schools however other skills were related [21]. Human skill was significant in first-line supervisors and operational managers [30].

Furthermore, we found that there was significant difference between technical skills in management of physical education offices in universities. The priority was referred to managerial knowledge and experience, evaluation of performance and labor division respectively. Hosseini (1997) also found significant difference between technical skills in management. Sport management knowledge and experience are required in management positions in sport organizations then Managers know tasks and duties better. It provides effectiveness and efficiency [39]. Moosavi (1998) understood that 67% of managers with three years experiences had more prosperity in managerial position in educational, medical and therapeutic centers in medical sciences and health servicing of Shahid Beheshti University in Iran. Atmosphere of sport management is optimistic in universities since 75% of managers experienced managerial position between 1-15 years [22].

We also found that there was significant difference between managerial skills in management of physical education offices in universities. The priority was referred to human skill, followed by conceptual skill and followed by technical skill respectively. It was expected that technical skill was preferred in management in universities whereas the position was operational management. Some studies are in consistent with our founding [20, 40, 27, 7] and some are in contrast with ours [25, 23, 11]. Hosseininia (1996) found human skill and conceptual skill preventive factors of organizational effectiveness in organization of renovation, development and equipment. The conflicts of results are derived from different studied population and direct association between technical skills with knowledge and educational level of managers. It was found that 90% of managers educated from physical education with M.A. and doctrine certificate [21]. Therefore, it is promising to have fair relationship between education and technical skill in managers of physical education offices in universities. Pant and Barondi (2008) entitled human skill as soft skill and considered it more important than technical skills in educational programs [32]. Human skills such as teamwork and team development build organizational goals [29].

Finally we found that there was not significant difference in managerial skills based on attitudes of managers of physical education offices and specialists of

sport management. It is debatable that human skill was preferred by managers of physical education offices and specialists of sport management. It can be resulted from similar physical education and management experiences of them. There were 90% of managers educated from physical education with M.A. and doctrine certificate and 75% of them experienced in managerial position more than five years. Moreover, all the specialists of sport management had doctrine certificate and 82% of specialists experienced more than five years.

Eventually, human skill is emphasized in management. Human skill is prominent in hierarchy of management and organization. The authority should develop managerial skills especially human skill in management. The ministry of sciences should consider on-job training for managers of physical education offices in universities to develop managerial skills. Top manager of university with high managerial skills can select appropriate manager in physical education offices in universities. A well-organized management is reassuring in success of sport in universities.

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