have not been accorded the appropriate priority in their mandated fields.

- The failure of our educational systems to address adequately the specific needs of our job market and the developmental aspirations of the people of Ghana.

The Possible Way Forward

Government needs to consolidate the ideas of the Educational Strategic Plan (2003 – 2015) by:

- Sustaining the Capitation Grant for all school children throughout the nation to continuously improve the number of enrolment in the basic schools.

- Strict supervision of the implementation of the reversal of the middle school cycle to a four-year programme at the Senior Secondary School level.

- The upgrading of one Senior Secondary School into a model School in each district and the establishment of science centres in all the districts of Ghana.

- The integration of Information and Communication Technology (ICT) into the educational system.

- The boosting of technical, vocational and agricultural training.

- Acknowledging the role that private universities are playing in the eductional sector and extending GETFund support to them.

- Encouraging and supporting education in entrepreneurship and funding post-training estabishment of businesses by the graduates. ■

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MANAGEMENT

CREATING WORKPLACE HARMONY

Effective leaders take active, personal interest in the long-term development of their employees. They use tact and other social skills to encourage employees to achieve their best. It is not about being 'nice' or 'understanding'. It is about tapping into individual motivations in the interest of furthering both individual and organizational goals. In a groundbreaking article in the early 1960s, Prentice rejected the notion of leadership as the exercise of power and force or the possession of extraordinary analytical skills. He defined leadership as '...the accomplishment of a goal through the direction of human assistants'. He saw a successful leader as one who can understand people's motivations and enlist employee participation in a way that marries individual needs and interests to the group's purpose. He called for democratic leadership that gives employees opportunities to learn and grow – without creating anarchy.

Problems and Illusions

Rudimentary forms of leadership rely solely on single source of satisfaction such as monetary rewards or the alleviation of fears about various kinds of insecurity. The task is adhered to because following orders will lead to a monthly salary and deviation will lead to unemployment.

Arguably, such forms of motivation are effective within limits. In a mechanical way, they do attach the worker's self interest to the interest of the employer or group. No one can doubt the weakness of such simple motivational techniques. Human being are not machines with a single set of push buttons. When their complex responses to love, prestige, dignity, merit, value, independence, creativity, innovation, empowerment, development, achievement, and group membership are not recognized on the job, they perform, at best, as robots. They, in effect, bring far less than their maximum efficiency to the task. At worst, they behave as rebellious slaves who consciously or unconsciously sabotage the activities they are supposed to be furthering.

It is by now widely observed that it is ironic that our basic image of 'the leader' is often that of the military commander, because – most of the time, at least – military organizations are the purest examples of unimaginative applications of simple reward and punishment as motivating devices. However, in defense of the military, two observations are relevant:

1. The military undeniably has special problems because men get killed and have to be replaced; there are therefore important reasons for treating them uniformly and mechanically.

2. Clarity about duties and responsibilities. In the context of warfare and the necessary preparation and readiness for it the bureaucratic and autocratic chain of command is essential. Any departures from an essentially military type of leadership can be considered to be a form of anarchy in the military setting.

Relations with People

When leaders succeed, it will be because they have learned two basic lessons: human beings are complex and human beings are different. Human beings respond not only to the traditional carrot and stick but also to ambition, patriotism, love of the good and the beautiful, boredom, self-doubt, and many more dimensions and patterns of thought and feeling that make them 'homo sapiens.' However, the strength and importance of these interests are not the same for every worker, nor is the degree to which they can be satisfied in their job.

To the extent that the leader's circumstances and skills permit them to respond to such individual patterns, they will be better able to create genuinely intrinsic interest in the work that they are charged with getting done. In the final analysis, the ideal organization should have workers at every level reporting to someone whose span of authority is small enough to enable them know, as human beings, those who report to them.

Pitfalls of Perception

For followers to recognize their leader as she really is may be as difficult as it is for her to understand them completely. Some of the worst difficulties in work relationships between superiors and subordinates come from misperceiving reality. So much of what we understand in the world around us is colored by the conceptions and prejudices we start with and acquire along the way. Our view of our employer or superior may be so coloured by expectations based on the behavior of other bosses that facts may not appear in the same way to her and to us. Many failures in leadership can be traced to oversimplified misperceptions on the part of the worker or to failures of the superior to recognize the context or frame of reference within which the subordinate will understand managerial actions.

In business, a worker may perceive an offer of increased authority as a dangerous removal from the safety of assured, though gradual, promotion or Job security. A change in channels of authority or reporting, no matter how valuable in increasing efficiency, may be thought of as a personal challenge or affront. The introduction of labour-saving process may be perceived as a threat to one's job security. A new fringe benefit may be regarded as an excuse not to pay higher future salaries.

Too often, the superior is entirely unprepared for these interpretations, and they seem to her to be stupid, dishonest, or perverse – or all three. The successful leader will however have prepared for such responses. She would have known that many of her workers have been brought up to consider their employers as their natural enemies. She needs to know that habit not sound thinking, has made it a second nature for them to 'act like an employee' in this respect and always to be suspicious of otherwise friendly overtures from superior.

Troubles of a Subordinate

Another and still subtle factor may intervene between the employer and the employee – a factor that must be recognised and dealt with by successful business leaders. That factor is the psychological difficulty of being a subordinate. It is

not easy to be a subordinate for not people. A subordinate could say to himself, if I take orders from another, it limits the scope of my independent decision and judgment; certain areas are established within which I do what the superior wishes instead of what I wish. To accept such a role without friction or rebellion, a subordinate could say "I must either find my reflection of some form of order that goes beyond my own personal situation, or perhaps find that the balance of dependence and independence actually suits my needs". These two possibilities could lead to different practical consequences and behaviours by the subordinate.

For one thing, it is harder to take orders from one who we do not consider in some sense superior. It is true that one of the saddest failures in practical leadership may be executives who stoop so low in social interactions with subordinates that they lose all respect and destroy any vestiges of awe employees had for them. The employees subsequently tend to question why they should take orders from such executives. Understanding leaders will not let their workers think that they consider them as inferiors, but that they may be wise to maintain a kind of psychological distance that permits them to accept authority without resentment.

To make dependence tolerable, the lines must be clearly drawn between those decisions that are the prerogative of the superior and those that can be made by or in consultation with the subordinate. Once those lines have been drawn, it is essential not to transgress them any more often than is absolutely necessary. Ideally, the subordinate should have an area within which he is free to operate without anyone looking over his shoulders. The superior should clarify the goals and perhaps suggest alternative ways of achieving them. The subordinate should feel free to make the necessary choices.

Goals in Development

No decision is worth the name unless it involves the balancing of risks and rewards. Mistakes are inevitable. What we must expect of employees is to ensure that they learn from their mistakes; not that thy never make them. It should be the executive's

concern to monitor the long-term growth of their subordinates and to ensure that they learn, and their successes increasingly outweigh their failures.

This concept of long-run growth of subordinates is a vital part of leadership. Each person must be permitted to know that their role in the group is subject to development and that the development of that role is limited only by their contributions. Especially, subordinates must see the leader as the person most interested in and helpful towards their personal growth and development.

Dealing with Tact

No genuine growth and development of an employee will ever occur without some teaching. The superior must, from time to time, take cognizance of the successes and failures and make sure that the subordinate sees them and their consequences. At this point of assessment, a gravely difficult aspect of leadership arises. How can criticisms be impersonal and still be effective? How can a decision or method be criticized without workers feeling that they are personally being demeaned?

The important of adequate communication at this point is twofold. Not only may long-range damage be done to employee morale. Specific short-range effect is often the employee's failure to do what he should to carry out the alternative plan of the boss. Such a failure might prove that the boss had been right in the first place. It is all too easy for a leader·to produce antagonism and defensiveness by dealing impersonally with a problem and forgetting the human emotions and motives that are involved in it.

Interestingly enough, such failures seem to happen more often in office situations than anywhere else, in human endeavours. We might wonder if we have not tended to insulate behavior at work or in management from behavior outside management or work — in the home for instance. We do not assume that an order or a memorandum is the best way of making our wishes acceptable at home. Most reasonably bright people learn early in life how to get others to cooperate. It is second nature

to create a personal and emotional setting that is right for the particular person and for the particular request.

In the office, we lay aside our everyday intuitive skills in human relations and put on the mask of an employer or an executive. We try to handle our tasks with orders or directives impersonally aimed at whoever happens to be responsible for its execution. We forget that effective mobilization of human resources always requires the voluntary participation of all. Leadership is fundamentally an interaction among people. It requires followers with particular traits and particular skills and a leader who knows how to use them within specific or given contexts.

In the final resort, an executive must use skills and human insight, as does an orchestra leader, to capture individual satisfactions in common enterprise. He must create fulfillment that holds subordinates on their part. A leader's job is to provide recognition of roles and functions within the group that will permit each member to satisfy and fulfill some major motive or interest. ∎

Capt Sam Addaih (Rtd.)

School of Business
GIMPA

MANAGING ORGANISATIONAL HUMAN CAPITAL

The Drucker Prescription

Management development has become the avenue for managing careers of many employees, especially the talented young professionals. In Ghana, there are two major public institutions whose mandates include management development. These institutions are GIMPA and MDPI. Besides these two, many other tertiary institutions also offer executive training programmes (in one form or the other) geared towards the development of managers. Furthermore, management consultants and private training institutions also provide services in the area of management development. Management development has become a much more strategic process.

Why Management Development?

Management and management practices are becoming increasingly complex. In addition to rapidly changing technology, management today has to be able to handle many new stakeholder expectations – relations with governments, suppliers, customers, employees, and labor unions. In addition to these are demands for innovation and entrepreneurship; for managing knowledge and the knowledge worker; for managerial responsibility for the environment and for the quality of life. All these increase the benchmarks by which managers are evaluated.

According to the legendary Peter Drucker, management development is also necessary to discharge an elementary responsibility that organizations owe to society. If organizations do not discharge this obligation by its own actions, society will impose it. For continuity, especially for big (private and public) enterprises, effective management is vital. He noted: "Our society will not tolerate, and cannot afford to see such wealth-creating resources jeopardized through lack of competent successors to today's leadership."

Employees look to their work for more than a mere livelihood. They look at such vocations also for satisfactions that go beyond the economic. They expect pride, self-respect, and achievement. Management development is only another name for making work and industry more than a way of merely making a living. By offering challenges and opportunities for individual development of each manager to her fullest ability, the enterprise discharges, in part, the obligation to make the job a "good life." If we believe that managers are made not born, then there has to be serious systematic work on the supply, development, and skills of tomorrow's managers and leaders. It cannot be left to luck or chance.

Why Management Development?

Individual managers need development just as much as organizations and societies do. They