YANGON UNIVERSITY OF ECONOMICS

DEPARTMENT OF MANAGEMENT STUDIES

MBA PROGRAMME

THE EFFECT OF MANAGERIAL SKILLS ON

ORGANIZATIONAL PERFORMANCE OF

MYANMA TIMBER ENTERPRISE

NAY WIN HLAING

EMBA II - 7

EMBA 18th BATCH (NAYPYITAW)

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ACADEMIC YEAR (2019-2022)

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"A thesis submitted to the Board of Examiners in partial fulfillment of the requirements for the degree of Master of Business Administration (MBA)."

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ACCEPTANCE

This is to certify that the thesis entitled **"The Effect of Managerial Skills on Organizational Performance of Myanma Timber Enterprise**" has been accepted by the Examination Board for awarding Master of Business Administration (MBA) degree.

Board of Examiners

(Chairman)

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ABSTRACT

This study aims to analyse the effect of managerial skills on employee performance of the Myanma Timber Enterprise, and to analyse the effect of employee performance on the organizational performance of the Myanma Timber Enterprise, Ministry of Natural Resources and Environmental Conservation. Local Marketing and Milling Department is chosen by using simple random sampling method out of 8 departments. The 80 managerial level officers are also selected out of 93 officers by using simple random sampling method. Descriptive and regression analysis are used to analyze the collected data. Five managerial hard skills and eight managerial soft skills are used in this study. Based on the analysis, among the soft skills, the computer skill, the marketing skill and the analytical skill have a positive significant effect on employee performance. It is found that, among the hard skills, the communications, the effectiveness, the problem solving skill and the decision making skill have a positive significant effect on employee performance. Moreover, employee performance has a significant effect on organizational performance. Based on the results, the study recommends that Myanma Timber Enterprise has to focus and enhance on management skills of employees especially at training, assessing, evaluating and monitoring.

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LIST OF ABBREVATIONS

AM	Assistant Manager
ASEAN	Association for South East Asian Nations
FAO	Food and Agriculture Organization
LMM	Local Marketing and Milling Department
MONREC	Ministry of Natural Resources and Environmental Conservation
MTE	Myanma Timber Enterprise
SMART	Specific, Measurable, Attainable, Relevant and Time-bound
SOE	State Owned Enterprise
SPSS	Statistic Package for Social Sciences
STB	State Timber Board
STEM	Science, Technology, Engineering and Mathematics
STR	Senior Timber Ranger
TVET	Technical Vocational Education and Training
UCSB	Union Civil Service Board
UNDP	United Nations Development Programme
WBI	Wood Based Industry Department

CHAPTER 1

INTRODUCTION

Management takes part as an important role in every organization. Management can help in achieving goals, increasing the efficiency, helping in creating a dynamic organization and individual objectives, and development of society. Management helps in increasing the efficiency of the business by increasing productivity through efficient planning, organizing, controlling and directing. Furthermore, management can help in providing the required impetus for an organization to transition from one phase of development to another and also in adjusting to the changing dynamics of the business environment and in guiding the individuals towards attaining personal objectives, which has a direct impact on attaining the organisational objectives. A developed organization has some moral responsibilities towards society and it does so by creating employment opportunities, providing good quality products and services. Management can be simply defined as the attainment of organizational goals in an effective and efficient manner through planning, organizing, leading, and controlling organizational resources (Daft, 2014).

Manager can be defined as a person who is responsible for controlling or administering an organization or group of staff or a person regarded in terms of their skill in managing resources. The role of a manager is to provide common guidance and direction to the individual efforts for the fulfillment of organizational goals. Managers are typically in charge of various high-level aspects of running a company or organization. Managers may understand and work toward the same goal, and feel satisfied with their work. Having the right skills to handle all duties associated with the role can be helped more effectively as a manager. When equip with the knowledge and skill the job requires, managers can lead others to be more productive and happier with their work.

Managerial skills are the knowledge and ability of the individuals in a managerial position to fulfill some specific management activities or tasks. This knowledge and ability can be practiced and learned. However, the skills also can be acquired through practical implementation of required activities and tasks. Managerial skills are a part of management skills. The structure and level of individual competencies influence the functioning of a

company and its overall corporate culture. Competencies on an individual level also influence the effectiveness of the entire organization. For example, Hogan and Kaiser (2015) list managerial competencies as one of five components influencing organizational effectiveness. Managerial skills can be classified into hard skills and soft skills.

Hard skills can be defined as the technical skills including programming languages, operating system skills networks and communication (Snyder et al., 2006). Soft skill can be defined as the skills someone with a relationship with other people and include the value of adopted, motivation, behavior, habits, character, and attitude (Sailah, 2008).

Employee performance is defined as a person executes job duties and responsibilities well. Employee performance takes part as an important role in setting goals of an organization. Many organizations assess the employee's performance on an annual or quarterly basis in order to define certain areas that need improvement. Therefore, it can be noted well that performance is an important factor in organizational success.

Organizational performance can be simply defined as the actual output of a company or organization measured in its intended output. It is a broad field that deals with many factors: what an organization does and can accomplish when it interacts with its various constituencies. The organizational performance faces with some specific areas of the outcomes in an organization. The concept compares the goals and objectives of an organization with its actual performance in these distinct areas (Bhasin, 2020).

The public administration conception of the relationships between managerial skill and employee performance within the organization is to set the goal of the respective organizations. An understanding of fundamental managerial skills is very important for effective employee performance within the organization and additionally for effective management and leadership.

Every organization has a strategy, organizational strategy can be expressed as the process or set of processes by which organizational goals and objectives are to be achieved. Organizational strategies are influenced by the feedback on the various functions and factors of organization regarding the ability to provide the resources and inputs as well as produce the outcome necessary for the function that contributes to the attainment of the goals and objectives of the organization as a whole. That will reflect the view of the firm's leader and

also emerge from organizational culture (Bailey and Johnson, 1995: Lumpkin and Dess, 1995).

According to Paul and Anantharaman (2003), the most important of organizational performance is to achieve higher performance or maximization of wealth for the shareholders. Performance is also the ability of an object to produce results in a determined priority, in relation to targets or goals (Laitinen, 2002). Organizational performance includes strategic planning, operations, financial, legal, and organizational development (Mustaffa, 2012).

This study is to inquire which managerial skill influences government employee performance and that effect on organizational performance of Myanma Timber Enterprise. In every organization, managerial skills are essential for all management levels. Especially, managers for Myanma Timber Enterprise, analytical skill, marketing skill, language skill, socializing skill, problem solving skill and decision making skill are essential needs for workplace and community. If there are excellent skills in managers, the organization will perform well, success and can grip its goals in accordance with determinate vision and mission. As Myanma Timber Enterprise already is a State Owned Enterprise (SOE), it is important to survive well and beneficial for the State. Thus, which managerial skills influence employee performance and those effects on organizational performance of Myanma Timber Enterprise is needed to inquire.

1.1   Rationale of the Study

Managerial skills are incredibly necessary for all levels of managers of an organization. A manager's level in the organization determines the relative importance of possessing technical, human, and conceptual skills. Top-level managers undertake higher-level planning, such as mission and strategy, which require greater conceptual skills. Supervisors deal with specific processes for delivering value, which necessitates technical skills to manage their area of specialty. All levels of management need human skills therefore they can interact and communicate with other people successfully. Since the middle of twenty century, managerial skill plays as a key role in employee performance. In any organization, both government and private, managerial skills take part as an important sector for both employee performance and organizational performance. Good managerial

skills are vital for any organization to succeed and achieve its goals and objectives. A manager with good management skills is able to propel the company's mission and vision or business goals forward with fewer hurdles and objections from internal and external sources.

The organization may achieve its goals when each of the employees understands their roles and responsibilities for the organization, and there should be continuous communication between management, leader, and employee to set performance expectations, monitor the program, and achieve good results (Katou, 2008). The performance of the organization can be measured and it can be defined as all aspects of performance that are relevant to the existence of the organization as a whole and success as the way the organization carries its objectives into effect (Flapper et al. 1996).

The Local Marketing and Milling Department (LMM) is one of the eight major departments of MTE and which is implementing the timber distribution for domestic use in accordance with State Policy. Managers of the Local Marketing and Milling Department can use their skills to help employees work through issues they might have to accomplish employee tasks or perform their duties. This not only helps employees meet deadlines but can also lead them to trust and respect more. Employee performance transforms the performance and success of an organization where there is high competition in the industry in those turbulent times.

Thus, it needs to certify and prove that assumption; the effect of managerial skills on employee performance and that affects organizational performance. It is need to inquire which managerial skills influences significantly on employee performance and affects organizational performance, to examine which activities and performance are needed for employees of organization, to imagine what changes would be better for organization have to be studied in this thesis. Findings and discussions illustrated and the responsible actions on these discussions and recommendations are needed.

1.2   Objectives of the Study

The objectives of this study are as follows:
(1)   To analyse the effect of managerial skills on employee performance of the Myanma Timber Enterprise, and

(2)   To analyse the effect of employee performance on the organizational performance of the Myanma Timber Enterprise

1.3   Scope and Method of the Study

This study covers 80 of 93 managerial level officers of the Local Marketing and Milling Department, MTE. The LMM is selected from eight departments of Myanma Timber Enterprise by using a simple random sampling method.

The analytical method is used in this study. Primary data is collected from surveys with structured questionnaires. A questionnaire of 90 items is distributed to random selected 80 managerial level officers of the Local Marketing and Milling Department through Google form. Data collection starts from 21st November 2022 to 5th December 2022. Data collection period takes for two weeks long. Secondary data are taken from records of Myanma Timber Enterprise, relevant texts, and document analysis, which include international research papers, MBA thesis, journals, articles, and websites to get a better understanding of the research findings.

1.4   Organization of the Study

This study is mainly focused on and divided into five different chapters. Chapter one represents the introduction of the study and it includes the rationale of the study, objectives of the study, scope and method of the study, and organization of the study. Chapter two is about the theoretical background concerned with management theories and managerial skills, employee performance, organizational performance, and empirical studies of previous researches and the conceptual model of this study. Chapter three is the profile and job nature of Myanma Timber Enterprise, research design, demographic profile of respondents, reliability test and general analysis on managerial skills. Chapter four represents the regression analysis of managerial skills, employee performance, and organizational performance of Myanma Timber Enterprise. Chapter five covers the conclusion that is described by the findings and discussions, suggestions, recommendations, and needs for further research.

CHAPTER 2

THEORETICAL BACKGROUND

This chapter mainly presents the theoretical background of this study. In this chapter, the theories and definitions of managerial skill, employee performance and organizational performance and skills influencing employee performance, the relationship between managerial skill and employee performance and the relationship between employee performance and organizational performance are included. Then, it is followed by the conceptual framework of the study.

Every individual in an organization is impelled by one thing totally different. Organizations in this dynamic globalized world are endlessly making an attempt to develop and inspire their staff to assist reach increased performance with numerous Human Resource applications and practices.

2.1   Concept of Management

People have been changing and redesigning organizations for centuries. Though the 20th century is noticeable in history as an "Era of scientific management", still it does not indicate that management tactics were not used in yester years. Many studies indicated that Management theory evolved with "scientific" and "bureaucratic" management that used measurement, procedures and routines as the basis for operations. Firms developed hierarchies to apply standardized rules to the place of work and penalized labor for violating rules (Elmer, n.d.).

Henri Fayol, a senior executive and mining engineer, developed this theory in the 19th century when he examined an organization through the perspective of the managers and the situations they might encounter. Fayol believed leaders had five main functions—to forecast, plan, coordinate, command, and control—and leaders have developed principles that outline how to organize and interact with their teams. Fayol suggested that the principles should not be rigid and should be left to the manager to decide how they are used to manage effectively. (Birt, 2019).

The principles he outlined were:

1. **Initiative**: This refers to the level of freedom employees should have to carry out their responsibilities without being forced or ordered.

2. **Equity**: This principle implies everyone in the organization should be treated equally and that it should be an environment of kindness.

3. **Scalar chain**: This principle says there should be a chain of supervisors from the top level of management to the lower level and that communication generally flows from top to bottom. He emphasized that there are no hard and fast rules regarding the communication process through the chain of command.

4. **Remuneration of personnel**: This principle refers to the assertion that there should be both monetary and non-monetary remuneration based on performance levels to create a bond between the employee and the organization.

5. **Unity of direction**: This principle asserts that there should be only one manager per department who is in charge of coordinating the group activity to attain a single goal.

6. **Discipline**: According to this principle, employees should be respectful and obedient, and an organization should outline rules and regulations that clarify rules, good supervision and a reward-punishment system.

7. **Division of work**: This principle asserts that the overall action of management should be divided and that team members should be given responsibilities based on their skills and interests to make them more effective and efficient.

8. **Authority and responsibility**: Per this principle, there should be a balance between authority ⊟ the right to give commands and make decisions ⊟ and responsibility ⊟ the obligation of an employee to perform the tasks they're designated.

9. **Unity of command**: This refers to the assertion that employees must get orders from only one immediate supervisor and be accountable to that person only.

10. **Subordination of individual interest to general interests**: There must be harmony between the interests of the individual and the organization, although the interests of the organization should come first because it brings rewards to the individual.

11. **Centralization**: According to this principle, the topmost level of authority should be centralized to the top level of management, who has the power to make the most important decisions in an organization.

12. **Order**: This principle asserts that for an organization to run smoothly, the right person must be in the right job and that, therefore, every material and employee should be given a proper place.

13. **Stability of tenure**: This principle says employees must have job security to be efficient, and

14. **Espirit de corps**: This refers to the belief that there must be a unified team contribution and that cooperation is always greater than the aggregate of individual performances (Birt, 2019).

2.2 Managerial Skill

Skills are taking place of important role in every workplace even in small and medium ones. In an operational management role, the skills that apply on the job can boost the business success and effectiveness. Skills can be classified into three main types: Transferable/Functional Skills, Personal Traits/Attitudes, and Knowledge-based Skills. Although researchers classified the skills into various types, almost all of the skills are essential on operations.

Managerial skill is the knowledge and ability of the individuals in a managerial position to fulfill some specific management activities or tasks. This knowledge and ability can be learned and practiced, acquiring through practical implementation of required activities and tasks.

Managerial (management) skill can also be defined as knowledge and ability to successful execute some specific activities or tasks of managerial job. Managerial skills determine manager's efficiency and quality of work as a result of their employees and technology management to ensure realization of their working duties. This can be both innate and learned. While innate managerial skills should be perceived as a talent, related to a natural gift of person, they can be also acquired through practice required activities and tasks,

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thanks to that there is always possibility to develop managerial skills through learning and experience as a manager (Stankowska, 2019).

Managerial skill encompasses several key areas including leadership, direction, coordination, oversight, planning and organization. Within these core areas, management skills combine the hard and soft skills that professionals in management roles need to succeed in their careers. Essentially, effective managerial skills comprise traits that supervisors and leaders apply to motivate and direct staff, manage production and financial processes and schedule and organize workflow. Also, many managers and leaders take part in continuous professional development to perform their jobs successfully. (Indeed Editorial Team, 2021)

Theorist Robert L. Katz is providing a framework for understanding managerial skills. Katz categorized skills in his three skills taxonomy as follows:

1. **Conceptual skill** - Conceptual skill involves the formulation of ideas. Managers understand develop ideas, solve problems creatively and abstract relationship.
2. **Human skill** - Human skill involves the ability to interact effectively with people. Managers should interact and cooperate with employees.
3. **Technical skill** - Technical skill involves process or technique knowledge and proficiency. Managers use the processes, techniques, and tools of a specific area (Gordon, 2022).

By the late of twenty century managerial skill is composed of both soft skill and hard skill. Global management consultancy McKinsey and Company, forecasts that the demand for technology (between 2016 and 2030) is gathering pace, and the increase in the need for social and emotional skills will similarly accelerate (Manyika et al., 2017).

While IT skills and competencies based around Science, Technology, Engineering and Mathematics (STEM) will be highly valued, research continues to show an expanding need for "soft skills" like communication, entrepreneurship and adaptability. Research also demonstrates a corresponding scarcity of these skillsets. Without these soft skills, a business cannot empower its people to meet future market challenges or adapt to rapid change. For

employees to work efficiently with automation, to process information and make better decisions and progress in their careers, soft skills are non-negotiable.

Hard skill can be illustrated as typing, writing, mathematics, reading and the ability to use software programs. Hard skills are also known as technical skills. In those days, there are many sorts of hard skills and soft skills are applied not only in the world of business but also in many sectors. Some of the managerial hard skills are technical skill, computer skill, Microsoft Office skill, analytical skill, marketing skill, presentation skill, management skill, project management skill, writing skill, language skill, design skill and certifications. Similarly, some of the managerial soft skills are communication, leadership, problem solving, time management, decision making, adaptability, empathy, teamwork, creativity, emotional intelligence, critical thinking, motivation, conflict resolution, active listening, work ethic, delegating, collaboration, negotiation, social skills, conflict management, patience and persuasion. (Indeed Editorial Team, 2021)

Businesses and organizations will need to cultivate both soft skills and hard skills, as part of a talent-first approach that prioritizes the hiring, development and retention of high performing talent.

2.2.1 Hard Skills

Hard skills are specific abilities, or capabilities, that an individual can possess and demonstrate in a measured way (Pratt, 2018). Possessing a hard skill connotes mastery and an expertise within the individual to perform a specific task or series of tasks to complete a job. Hard skill relates to specific technical skills or solid informational knowledge required for a job. These skills can be interpreted "what you know" (Hunt, 2007). Then Wagimin (2002) states the existence of variables attachment. It has been indicated that growth and intellectual abilities together or partially have a significant effect on employees' work performance. Divergent intelligence influences employees' work performance. Pribadi (2003) concluded the need of development and technical ability have leverage a significant impact on work performance, existential needs, contextual needs and ability needs are sufficient evidence to conclude that each variable also significantly affects job performance.

Palumbo et al. (2005) by using analysis regression concluded that is the significant influence cognitive ability on task performance (Anggiani, 2017).

In another way, hard skills are abilities that let tackle job-specific duties and responsibilities. Hard skills can be learned through courses, vocational training, and on the job. These skills are usually focused on specific tasks and processes such as the use of tools, equipment, or software (Tomaszewski, 2022). Hard skills are objective, quantifiable skills gained through training, school, or work experiences. Hard skills are often usually something that can be taught or learned and includes technical skill, computer skill, analytical skill, marketing skill, presentation skill, business and management skill, project management skill, writing skill, language skill, design skill and certifications (Girardin, 2022). Although there are sorts of managerial hard skills, only selected five hard skills are analyzed in this paper, i.e., technical skill, computer skill, marketing skill, analytical skill and language skill.

2.2.1.1 Technical Skill

Technical skills are the specialized knowledge and expertise required to perform specific tasks and use specific tools and programs in real world situations. Technical skill is the ability to complete a task that requires a specialist or qualified knowledge. There are many types of hard skill areas such as mathematics, engineering, computer science and information technology. Technical skills are important because every industry needs different programs, software and tools. Examples of technical skills are programming (Perl, PHP, Python, Swift, Go, C/C++, C#, Java, JavaScript, TypeScript, Kotline), productivity software (Zoom, Google Suite, Slack, Trello, Skype) and industrial-specific skills (marketing). (Indeed Editoral Team, 2021)

2.2.1.2 Computer Skill

Computer skills are abilities and knowledge which allow you to use computers and related technology. Computer skills are of two types: hardware and software. Hardware expertise is for physically running a computer. Hardware skills are as simple as knowing how to turn devices on and off. These include connecting devices to networks; it may also involve more complex tasks, such as changing parts or repairing broken equipment.

Software skills are to efficiently use computer programs and applications. There are certain software skills that employers may consider as job requirements. Employers cannot include certain software skills in job positions under the assumption that everyone understands them. Some of the examples of computer skill include analytics, social media, graphic design, Microsoft Office, spreadsheets, Email communication, marketing automation and data visualization (Herrity, 2018).

2.2.1.3 Marketing Skill

Marketing skill means being able to identify customers' problems, sometimes before customers do, and find how to address those needs and problems through the products and services provide. Marketing skills can also be defined as traits and abilities which are directly applicable to the field of marketing. These skills are tools that enable a marketing professional to excel in the field.

In other words, at its simplest businesses marketing that involve selling products or services to customers at a profit. Marketing is just advertising or selling. The expression "customer needs" is important and marketing is about understanding what customers want and providing it. There are many facts to have excellent marketing skill. Some of skills are customer knowledge, storytelling, creativity, delegating, listening, copywriting, teamwork, adaptability, social media management, crisis management, time management, decision making, research, analytics and foster relationships (Uifalean, 2019).

2.2.1.4 Analytical Skill

Analytical skills include the ability to think analytically, ability to analyze data, broad professional qualities that include the ability to make difficult decisions and solve complex problems. These important skill sets all involve taking in new information and mentally processing it in a productive manner (MasterClass, 2021). In other word, analytical skills are problem-solving skills that help to parse data and information to develop creative, rational solutions.

An analytical person in the workplace is to focus on the facts and figures and using logical thinking practices to identify a fix. Analytical skill consists of research, forecasting,

problem-solving, data mining and data and metrics interpreting. One of the best ways to improve the analytical skills is to engage them directly by playing "brain games". Brain games are games that challenge to think critically and improve the analytical skills. These games will make practice a thinking pattern and as a result they will improve your thinking ability.

Analytical and critical thinking skills help employees adapt and respond to new obstacles. Companies that employ skilled analytical thinkers are better able to adapt and respond to new market conditions as well. Therefore, analytical skills often appear as a required quality in job descriptions. For example, a sales job description may list qualitative analysis or predictive analysis as requirements.

2.2.1.5 Language Skill

Language skills are skills that allow individuals to communicate; experiences and knowledge. It includes skills in mother tongue and second languages. In the mother tongue, the main language skills are reading, writing, speaking and listening. Language is the divine gift of god, i.e., language distinguishes man from animals. Language is man's finest asset. Language does mean a collection of words strung together in sentences but each word having a separate identity and meaning.

Language is essentially a skill. It is not a content-based subject like Science, Social Studies, Commerce, Mathematics, etc., which aim is to imparting information and fill the human mind with knowledge. Because language is a skill, this comes naturally under the psychomotor domain. A skill may be called the ability to do something well (Husain, 2015).

2.2.2   Soft Skills

Soft Skills means character traits and interpersonal skills that characterize a person's relationship with other people. In the workplace, soft skills are considered to be a complement to hard skills, which refer to a person's knowledge and occupational skills (Kenton, 2022). Soft skills are the personality traits and behaviors that help candidates get hired and succeed. Unlike technical skills or hard skills; soft skills are the interpersonal and behavioral skills that help to work well with others and develop a person's career.

A soft skill is the ability to interact with others. Soft skill attribute is adoption; motivation behavior habit It includes character and attitude. It refers to the flexibility that everyone possesses in a different way influenced by the culture of thought (Sailah, 2008). Soft skills are personal skills that enhance an individual's interactions and his work performance. Soft skills are personal skills that enhance an individual's interactions and his work performance. A soft skill is good communication skills and can be used widely. A lot of research has been done on soft skills such as the one done by Luthans et al. (2006) researched positive psychological capital to complement human capital and social capital.

Daniel Goleman (2009) stated that emotional intelligence represents self-awareness, self-control, managing one's own feelings, inspiration, sympathy, read other people's feelings, ability to work in a team, attractiveness listening social skills such as leadership and managing relationships with others.

There are four types of emotional intelligence skills: self-awareness; self-governance; social awareness and interpersonal relationships. These four skills are the ability to recognize and understand people's emotions; it defines their ability to use this intelligence in managing their own behavior and their relationships with other people (Cherniss and Goleman 2001). Also, research results by Schutte et al. (2001) concluded that individuals high in emotional intelligence may perform better on a cognitive task after experiencing difficulties at work. Douglas et al. (2004) measured by regression analysis, the relationship between perception and performance score was positive for employees with high emotional intelligence and negative for employees with low emotional intelligence. Mustafa and Agus (2007) in their research using analytical regression concluded that emotional intelligence has a significant impact on employee performance.

Soft skill is one of variables in emotion intelligence that has a dominant influence on employee performance (Anggiani, 2017). Soft skills are skills related to how someone works and how interact with others. Popular soft skills include communication; includes teamwork and other interpersonal skills. Employers look for soft skills in employees because these are hard to teach and are also important for long-term success. Soft skills are different from hard skills, which are technical and job-specific (Indeed Editorial Team, 2018).

Examples of soft skill are communication, leadership, problem solving, time management, decision-making, adaptability, empathy, teamwork, creativity, emotional intelligence, critical thinking, motivation, conflict resolution, active listening, work ethic, delegating, collaboration negotiation, social skills, conflict management, patience and persuasion (Indeed Editorial Team, 2021).

2.2.2.1 Self-awareness

Self-awareness is the advantage; weakness is a conscious awareness of action and presence. Clear self-awareness requires clear perception of mental and emotional states. In another form, it can be said to be self-awareness, but it can also be said to be an awareness of one's personality or individuality. Self-awareness is personality, actions values, beliefs and the ability to perceive and understand what makes who are standing as an individual, including emotions and thoughts. Basically, it is a state of mind that becomes self-centered. It is a first part of the emergence of self-concept. People are not born completely themselves. However, evidence suggests that infants have a rudimentary sense of self-awareness.

Studies have demonstrated that a more complex sense of self-awareness emerges around one year of age and becomes much more developed by approximately 18 months of age. Researchers Lewis and Brooks-Gunn performed studies looking at how self-awareness develops. Researchers have proposed that an area of the brain known as the anterior cingulate cortex located in the frontal lobe region plays an important role in developing self-awareness. Studies have also used brain imaging to show that this region becomes activated in adults who are self-aware.

Self-Awareness levels can be divided into five stages as follows: **Differentiation**: a baby begins to acknowledge their own reflection. They can sense that there is something different or special about looking at their reflection, **Situation**: a baby begins to recognize their own reflection, being, and movements as separate from those around them, **Identification**: this is the stage during which a child fully knows that it is their own reflection in a mirror such as they know, "This is me", **Permanence**: They have a complete sense of themselves and can identify themselves in pictures or videos, even as their appearance changes, and **Self-consciousness**: a child adapts a third-person point of view of

themselves; they become aware of the idea that others perceive them in certain ways. This may result in feelings such as pride or shame. (Cherry, 2022)

2.2.2.2 Motivation

The term "motivation" describes why a person does something. It is the driving force behind human actions. Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. For instance, motivation is what helps in lose extra weight, or pushes to get that promotion at work. In short, motivation causes to act in a way that gets closer to the goals. Motivation includes the biological, emotional, social, and cognitive forces that activate human behavior. Motivation also involves factors that direct and maintain goal-directed actions. Although, such motives are rarely directly observable, as a result, we must often infer the reasons why people do the things that they do based on observable behaviors.

The two main types of motivation can be described as either extrinsic or intrinsic. **Extrinsic motivation** arises from outside of the individual and often involves external rewards such as trophies, money, social recognition, or praise and **Intrinsic motivation** is internal and arises from within the individual, such as doing a complicated crossword puzzle purely for the gratification of solving a problem.

Some research suggests that there is a third type of motivation: family motivation. An example of this type is when is not motivated to do it internally (intrinsically motivated) but because it is a way to support the family financially. These different elements or components are needed to achieve motivation.

Researchers have identified three main components of motivation: motivation, persistence and severity were identified.

1. **Activation** is the decision to initiate behaviour. An example of activation would be enrolling in particular courses to earn more degree.
2. **Persistence** is the continued effort toward a goal even though obstacles may exist. Although someone was too tired to get up, he will come up with a tenacious example for the class.

3. **Intensity** is the concentration and vigour that goes into pursuing a goal. For example, one student is studying without effort (at least intensity) while another student is studying normally. Participate in classroom discussions and take advantage of research opportunities outside of class (higher intensity). (Cherry, 2022).

2.2.2.3 Socializing Skill

A social skill is any competence facilitating interaction and communication with others creating social rules and relationships. Communication the process of learning these skills through verbal and non-verbal means is called socialization. Lack of such skills can lead to social awkwardness. Interpersonal skills are actions used to effectively interact with others. Interpersonal skills relate to categories of dominance vs. submission, love vs. hate, affiliation vs. aggression, and control vs. autonomy (Leary, 1957). Positive interpersonal skills include persuasion, active listening, and delegation including supervision.

Social psychology, an academic discipline focused on research relating to social functioning, studies how interpersonal skills are learned through societal-based changes in attitude, thinking, and behaviour. Social skills are important for more and better relationships, for better communication, for advancing career prospects, for being happier, for better academic performance, for decreased loneliness and for better health.

2.2.2.4 Communication

Communication can be defined as a process by means of which a person is in contact with another through a message, and expects the latter of a response, be an opinion, activity or behavior. In other words, communication is ideas and information. It is a way of establishing contact with others through thoughts and actions and seeking a response to the message sent. To modify or reinforce the behavior of the recipient of the communication, the act of communicating is done to get something in return.

Effective communication skills can be useful in the interview process and the career. Overall speaking skills include understanding the way that should speak others in specific situations or settings. For example, when working with a team on a project, there may need

to communicate when believe an idea or process is ineffective. Finding a way to tactfully and skillfully disagree with others on the job without creating conflict is an important skill that is actually employer's value.

2.2.2.5 Effectiveness

Effectiveness is a measure of specific interventions when deployed in the field in routine situations and procedure. The extent to which an intervention or service performs as intended for a specific population. In the field of health, it is a measure of output from those health services that help to reduce the extent of a problem or improving an unsatisfactory situation (Havley, 2022). Fraser (1994) defined effectiveness that "This is a measure of the match between stated goals and their achievement". This is always possible to achieve 'easy', low-standard goals. In other words, quality in higher education cannot only be a question of achievements 'outputs' but must also involve judgments about the goals (part of 'inputs'). Erlendsson (2002) defined that effectiveness as is the extent to which objectives are met ("doing the right things"). West (1999) stated that one way to look at the issue of effectiveness in relation to training, as opposed to education, is in terms of whether there are "definable economic outcomes". A broader definition still focuses on the extent to which training "achieves its objectives".

Westphalen (1999) defined it more precisely as "training that meets its objectives as defined by its funder". This is a useful definition as it is the funding body that will ultimately decide whether or not the training can be carried out. Although this is a useful doctrine, there are two things to keep in mind. Although their general intentions may be, the specific objectives of funders are not a matter of transparency. While funders may have goals only by correlating the extent to which various stakeholders (e.g. individuals, businesses) perceive it to be fulfilling can be truly understand the extent to which training has been completed. Training that contributes to an individual's employability may also have unintended consequences - e.g. individual self-esteem, enhancing 'soft skills' such as motivation or the ability to work in a team.

2.2.2.6 Trust and Respect

Trust is defined as reliance on the integrity, strength, ability, surety, etc., of a person or thing whilst respect is defined as a deep admiration for someone's abilities, qualities or achievements. Trust in the work environment means the employees enjoy a culture of honesty, psychological safety, and mutual respect. They take pride in workplace and are more willing to go above and beyond for the organization. Trust in the workplace also helps employees feel secure in their jobs and, in turn, reduces turnover rates. Trust can also be defined as reliance on the integrity, strength, ability, surety, etc., of a person or thing; confidence (or) trust is confidence in the certainty of future payment for property or goods received; credit: to sell merchandise on trust.

Respect can be defined as esteem for or a sense of the worth or excellence of a person, a personal quality or ability, or something considered as a manifestation of a personal quality or ability, or respect is deference to a right, privilege, privileged position, or someone or something considered to have certain rights or privileges.

There are three steps to build trust and respect in the workplace as follows and it can be moved forward with a renewed focus on trust and respect (Insperity Staff). The first step is to engage employees on their terms, the second step is to communicate goals, directions and expectations, and the last step is to create a safe environment.

2.2.2.7 Problem Solving

Problem solving is the way by which solutions are developed to remove an obstacle from achieving an ultimate goal. Problems in need of solutions range from basic personal issues to more complex topics in the business and academic fields (Wikipedia). Problem solving is also the act of defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution.

In other way, problem solving skill can also be defined as the ability to identify problems, brainstorm and analyze answers, and implement the best solutions (Kaplan, 2022). An employee with good problem-solving skills is both a self-starter and a collaborative

teammate; these are proactive in understanding the root of a problem and work with others to consider a wide range of solutions before deciding how to move forward.

Problem solving skill is important for unsurprising why employers are looking for this skill: companies will always need people to help them find solutions to their problems. Someone proactive and successful at problem-solving is valuable to any team. "Employers are looking for employees who can make decisions independently, especially with the prevalence of remote/hybrid work and the need to communicate asynchronously," Eric Mochnacz, senior HR consultant at Red Clover, says. "Employers want to see individuals who can make well-informed decisions that mitigate risk, and they can do so without suffering from analysis paralysis."

2.2.2.8 Decision Making

Decision-making skills are those skills that aid in the ability to choose solutions to challenges. With these skills, someone can make informed decisions once collecting all the relevant information and data and considering multiple viewpoints. In order to strengthen the ability to make decisions, it's important to identify all of the skills that can help to weigh options and make the best choices (Herrity, 2022).

Decision making skills can also be defined as the ability to select between two or more alternatives to reach the best outcome in the shortest time (Gerencer, 2022). There are the top five critical leadership decision-making skills, in general, are as follows: to identify critical factors which will affect the outcome of a decision, to evaluate options accurately and establish priorities, to anticipate outcomes and see logical consequences, to navigate risk and uncertainty, and to reason well in contexts requiring quantitative analysis (Insight Executive, 2022).

2.3   Employee Performance

Employee performance is the job related activities expected of a worker and how well those activities are executed in accordance with the required standard in the achievement of

organizational goals (Deslie). Employee performance can be easily measured by the following dimensions.

1. **Competency** means the level of skill or knowledge in some subject or field.

2. **Productivity** is the effectiveness of productive effort, especially in industry, as measured in terms of the rate of output per unit of input.

3. **Communication Skills** is the ability to convey or share ideas and feelings effectively.

4. **Commitment** is the state or quality of being dedicated to a cause, activity.

5. **Cooperation** is the action or process of working together to the same end.

In this thesis paper, employee performance of Myanma Timber Enterprise will be analyzed on these five dimensions.

2.3.1 Competency

Competency is the ability to do something successfully or efficiently. It can also be expressed as courses to improve the competence of staff. For any organization, its core competency refers to the capabilities, knowledge, skills and resources that constitute its "defining strength". An organization's core competency is distinct, and therefore not easily replicated by other organizations, whether they're existing competitors or new entrants into its market.

Core competencies are the defining products, services, skills and capabilities that give a business advantages over its competitors. Put another way, business core competencies are competitive advantages that no competitor can reasonably offer or replicate (Freedman, 2022).

2.3.2 Productivity

Productivity is a measure of economic performance that compares the amount of goods and services produced output with the amount of inputs used to produce those goods and services. Measuring the success of a business involves analyzing data, checking processes and looking at employee performance. One sign of a successful business is good productivity. Knowing how and when to measure productivity helps to build a strong group

of professionals. It is needed to explain what business productivity is, why it's important and how to measure and improve productivity (Indeed Editorial Team, 2021).

Business productivity can be an effective measurement of how effective a company or department is. Determining team's effectiveness can help to find areas where it can be able to streamline processes. Streamlining involves reducing tasks that don't need attention and prioritizing important ones. It can be used the productivity to determine how to decrease employee downtime and develop plans to gain new techniques, technology or other equipment. Business productivity can also be a good measure of how it growing and how the team members feel. Some measures of productivity include customer satisfaction, peer assessment and feedback, time management, profits, task completion, time to produce a good and employee progress.

Some steps to improve business productivity are using new technology or techniques to improve operations, reviewing current setup, implementing a continuous improvement mindset, inspiring the team and embrace health and wellness (Indeed Editorial Team, 2021).

2.3.3   Communication

Communication skill includes traits that help professionals convey information in the workplace. These skills encompass primary forms of communication, like active listening, and communication techniques necessary to build professional relationships, like negotiation and networking skills. It is crucial to communicate effectively in negotiations to ensure achieving the goals. Communication is also important within the business. Effective communication can foster a good working relationship between managers and employees, improving morale and performance.

Importance of communication skills are *v*alued in the workplace, in demand by businesses, helps career progression, allows to speak concisely, builds better rapport with customers, influences how much learn, enhances professional image, and other benefits of effective communication.

Methods of communication are:
1. Verbal communication is delivered and received face to face, by phone, radio, computer, television and other media.

2. Non-verbal communication is delivered and received through body language, eye contact, gestures, and how dress or behave.

3. Visual communication is delivered and received via charts, maps, images and graphs.

4. Written communication is delivered and received through printed or digital media such as letters, e-mails, books, magazines, and the internet.

2.3.4 Commitment

Commitment to work or work commitment is defined as the level of enthusiasm an employee has towards his/her tasks assigned at a workplace. It is the feeling of responsibility that a person has towards the goals, mission, and vision of the organization which the employee is associated with.

For many employees, work commitment represents a real quest for meaning. If this commitment is present within the company, it becomes a real vector of performance. On the other hand, when employees are disengaged, there is a high turnover and a decrease in performance (Cavet, 2021). Work commitment can also be defined by the behaviors an employee can exhibit within the organization to help them achieve their goals.

The three levels of employee commitment are as described follow: **Affective commitment**: this is the highest level of attachment, as it is linked to emotions. The employee recognizes and relates to the values conveyed by the company, **Normative commitment**: this is the moral obligation of loyalty to the employer. The employee feels that he/she has duties towards his/her hierarchy, and **Commitment by material obligation**: this is the lowest level of commitment. The employee is committed to providing quality work because he/she believes that there is no other opportunity in the job market. Employee is playing along only for job security. (Cavet, 2021)

2.3.5 Cooperation

Cooperation demonstrates the ability to work effectively and respectfully with diverse people or teams, make compromises, build consensus in decision-making, assume shared responsibility for collaborative work, and value the opinions and contributions of individual team members, from a position of firm self-identity. Collaboration in the workplace means everyone working together to solve problems. Employees and managers should be involved

in decisions about what to do. Everyone should work together to achieve common goals. Employees who know how to collaborate in the workplace have a positive attitude towards their work. Employees are more productive and look for solutions instead of focusing on problems. Cooperative learning is an effective way to teach employees. They learn by doing, so they need to practice cooperative learning strategies to get the most out of it (Rodriquez, 2022).

2.4   Organizational Performance

Organizational performance can be described as transforming inputs into outputs that have positive results to accomplishing the organization's objectives (Chen, 2002). Organizational performance can be easily measured by many dimensions. But, in this thesis paper, organizational performance of Myanma Timber Enterprise will be analyzed on the following five dimensions: quality of services, employee attraction ability, trustful relationship, increased market share and goal setting.

2.4.1   Quality of Services

Quality of services is a measure of how an organization delivers its services compared to the expectations of its customers. Customers purchase services in response to specific needs. To promote trust, where service quality is recognized as a critical factor in business competitiveness and success is essential. It plays an essential role in achieving important goals, including improving satisfaction and cultivating loyalty.

Service quality is a key determinant of an organization's reputation and profitability. Organizations that want to improve their reputation and generate more profits must constantly measure and improve the quality of their services (Forsyth). Service quality measures an organization's service delivery against customer expectations. This service quality definition confirms that customers have certain expectations and standards of how the organization should deliver services to fulfill their needs. Firms with high service quality can fix customer expectations. On the other hand, organizations that fall below customer standards and expectations risk a negative reputation due to poor service quality.

The ability of an organization to satisfy customer needs and maintain a competitive advantage is dependent on the quality of its services. This is true across all industries. For

this reason, organizations need to conduct market research to identify customer needs. Subsequently, market research will allow the firm to measure its service quality and determine if it addresses those needs. Customer feedback provides valuable information regarding consumer tastes, preferences, and market trends. These metrics permit service providers to think about quality standards that guarantee the best customer experience.

Service quality can be measured by five key dimensions. These dimensions are:
1. Tangibles: The physical appearance of personnel, equipment, and facilities.
2. Reliability: The service is delivered reliably and accurately or not.
3. Responsiveness: The organization is willing to promptly support customers and provide services or not.
4. Assurance: This element measures the courtesy, knowledge, confidence, and trust expressed by the employees.
5. Empathy: The organization cares for its customers or not and it provides personalized attention. (Forsyth)

2.4.2 Employee Attraction Ability

Employee attraction ability is essential for an organization. Talent attraction is a term used in the Human Resources and Talent Acquisition field to describe luring the most desirable of passive candidates to a specific employer and incentivizing employees to apply for work with implied and envisioned benefits.

While money is a key element to retaining employees, for many, it's not enough to retain talent alone. Employees want other benefits that are becoming mainstream across the corporate workforce, including mental health resources, flexible work schedules, work/life balance, and a diverse and inclusive work environment.

2.4.3 Trustful Relationship

Trustful relationship in the business relations are the connections that exist between all entities that engage in commerce. That includes the relationships between various stakeholders in any business network, such as those between employers and employees, employers and business partners, and all of the companies a business associates with.

Trust is important in relationships because it allows being more open and giving. If someone trusts the partner, it is more likely to be forgiving of their shortcomings or behaviors that irritate because overall you believe in them and know they have your back (Gupta, 2021). Trust is the social glue that holds business relationships together. Business partners who trust each other spend less time and energy protecting them from being exploited, and both sides achieve better economic outcomes in negotiations (Brett and Mitchell, 2020). To create trustful relationship in a business, there must need to promote positivity, reduce conflict and increase closeness. Lack of trust can impact relationship in the business as it may create many problems.

2.4.4 Increased Market Share

Increased market share is the portion of a market controlled by a particular company or product. Market share is, very simply, the percentage of a certain sector that your product, service or software is responsible for, calculated by sales. It is one of the important portions of the economic organization. Market share is used to give employer an idea of how large, powerful or important the business is within its particular sector. It can be calculated possive share by taking total sales and dividing the figure by the total sales of the entire sector or market which are selling in. Market share is a useful metric, delivering insights far beyond illustrating an organization's relative size within the market it is operating in. As Myanma Timber Enterprise is an economic organization, increasing market share for timber is taking part as an important role.

2.4.5 Goal Setting

Goal setting is the process of deciding what employer wants to accomplish and devising a plan to achieve those desired results. For entrepreneurs, goal setting is an important part of business planning (Ward, 2019). Business goals are typically set on an annual basis and should be aligned with the long-term goals. These goals should be worked into the business plan and, when appropriate, specific areas like sales forecasts. Business goals can be tracked by SMART acronym: specific, measurable, attainable, relevant and time-bound. Effective goal setting begins with a clear understanding of what SMART goals are and an awareness of the process needed to achieve.

2.5   Empirical Studies of Previous Researches

This study mainly based on two previous research papers. These previous researches were a study about the skill influence on employee performance and another study is about employees training and organizational performance.

2.5.1   Empirical Study of Skill Influence on Employee Performance

The first previous research is "Skill Influence on Employee Performance (Empirical Study of Frontlines Three Star Hotels in Jakarta)" by Sarfilianty Anggiani (2017). Research framework starts from the independent variables of soft skills and hard skills and then to the dependent variables of employee performance. The conceptual model of this previous research paper was illustrated in Figure (2.1).

Figure (2.1) Conceptual Framework of Anggiani
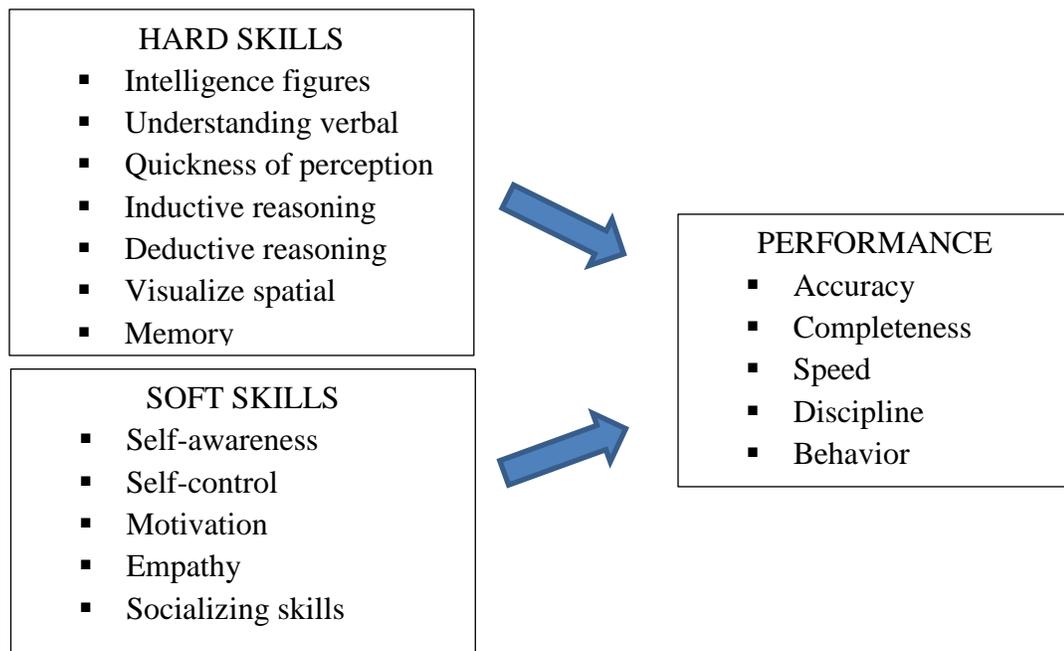
Source: Anggiani (2017)

In accordance with the above research paper, it can be found that hard skill influence significantly on frontline employee performance. Hard skill (technical skill) like verbal skill, mathematical and classifications images had significant impact on employee performance.

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The good hard skill ability make employee capable to continue to grow and to increase work performance significantly. Hard service skills include efficiency, responsiveness and accuracy as examples. Skills include the technical and operational functions required for a job or task.

Skills include the procedures and responsibilities in job duties and descriptions. The skills consist of the established systems and processes to deliver services and amenities to customers. Hard skills focus on the systems, tools and methods used to deliver products and services to customers.

Then, in this study also found that soft skill variable significantly influence frontline employee performance and value of soft skill coefficient was bigger than hard skill variable. Soft skills are the behaviors that directly impact customers' impressions and feelings. These behaviors have the opportunity to cause positive, negative or indifferent reactions. These behaviors include communication styles, both verbal and non-verbal, attitudes, teamwork, awareness, authenticity, empathy and even leadership among others. Soft skills showcase the personal side of service and how team members use their attitudes, behaviors and verbal skills to interact with customers.

As stated above, hard skill and soft skill variables have influenced on employee performance. From above study, it is found that soft skill variable had a dominant influence to performance compared with hard skill variable. This result supports the frontlines working condition where they have to implement more soft skill on their duties (Anggiani, 2017).

2.5.2 Empirical Study of Employees Training and Organizational Performance

Another previous study is "Employees Training and Organizational Performance Mediation by Employee Performance" by Azara Shaheen, Syed Mubasher Hussain Naqvi and Muhammad Atif Khan (2013). The research framework starts from employee training and employee performance and to the dependent variables of organizational performance which includes quality of services, development of new services, employee attraction ability, trustful relationship, increased market share, better standing, and goal setting. The conceptual model of this previous research paper was illustrated in Figure (2.2).

Figure (2.2) Conceptual Framework of Azara Shaheen et al.
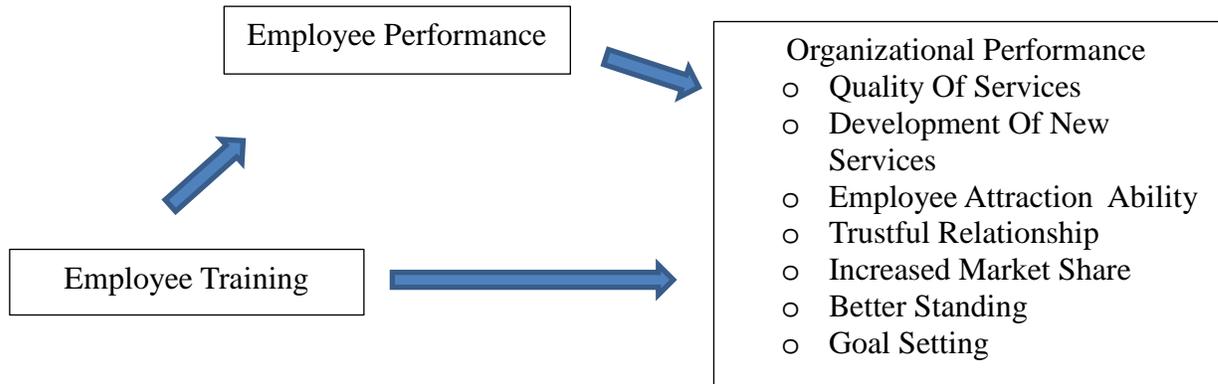
Source: Shaheen et al. (2013)

The study examines the employee training and organizational performance, employee training and employee performance, and then employee performance and organizational performance. The study revealed that employee performance mediated the relationship between employee training and organizational performance. The study revealed that there is a mediating role between employee training and organizational performance related to employee performance.

Due to the lack of studies on this issue, employee performance has been found to provide a synergistic relationship between employee training and organizational performance, in addition to the essential literature. All previous studies conducted on training focused on employee training, a direct relationship between employee performance and organizational performance was examined. This study fills the gap of employee training and the mediating role of employee performance in the relationship between organizational performances. This study also focused on the mediating role of employee performance on the relationship between employee training and organizational performance and concluded that employee performance mediates between employee training and organizational performance.

This study reveals the significance of the positive relationship between training and worker performance. Even if the training is not beneficial to the employee, it ultimately benefits the organization's development. Good employee performance affects the entire organization in a positive way. Therefore, teacher education is beneficial not only for students' performance development, but also for schools. Teacher education facilitates self-

enhancement and the essentials associated with being an effective instructor. This works is the function of training to enhance the confidence a higher level in our trainee teachers and help to produce effective, well-groomed instructors. The results indicate that all levels of workers need some amount of training to effectively and correctly understand their job characteristics (Shaheen et. al., 2013).

2.6   The Conceptual Framework of the Study

Through the study of previous researches, managerial hard skills (such as Intelligence figures understanding verbal, quickness of perception, inductive reasoning, deductive reasoning, visualize spatial, memory), and soft skills (such as self-awareness, self-control, motivation, empathy, socializing skills) are influencing on employee performance. Then, a lot of kinds of managerial soft skills and hard skills are searched in other ways. In another previous study, it is founded employee performance is influencing on organizational performance.

Girardin (2022) states that hard skills include technical skill, computer skill, analytical skill, marketing skill, presentation skill, business and management skill, project management skill, writing skill, language skill, design skill and certifications. Although there are sorts of managerial hard skills, only selected five hard skills are analyzed in this paper, i.e., technical skill, computer skill, marketing skill, analytical skill and language skill.

In the case of hard skills, self-awareness, motivation and socializing skills are applied directly from previous imperial studies and other five soft skills are applied from reference below, it is being mentioned detail in literature review. Indeed Editorial Team (2021) stated the examples of soft skills: communication, leadership, problem solving, time management, decision-making, adaptability, empathy, teamwork, creativity, emotional intelligence, critical thinking, motivation, conflict resolution, active listening, work ethic, delegating, collaboration negotiation, social skills, conflict management, patience and persuasion.

Therefore, conceptual framework of this study is based on another managerial skill apart from previous study's independent variables. The conceptual framework of this study is shown the Figure (2.3).

Figure (2.3) Conceptual Framework of the Study
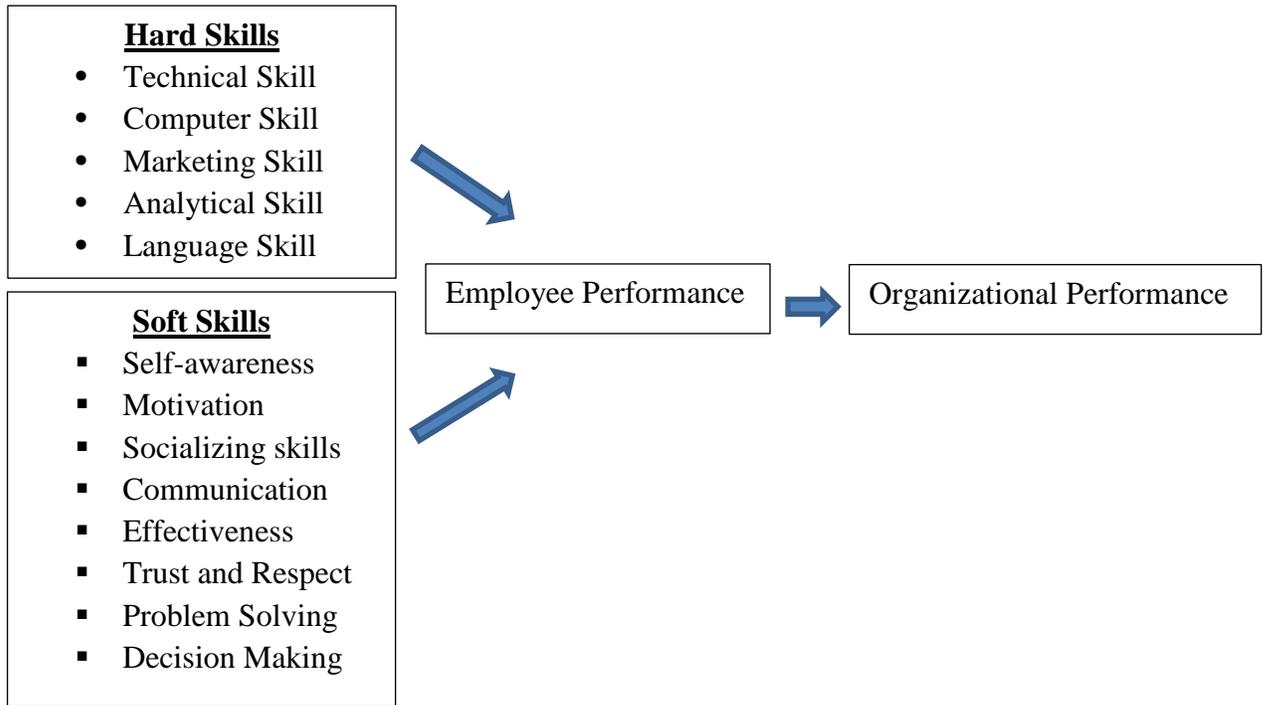
Source: Own Compilation (2022)

According to the conceptual framework, hard managerial skills (technical skill, computer skill, marketing skill, analytical skill and language skill) and soft managerial skills (self-awareness, motivation, socializing skills, communication, effectiveness, trust and respect, problem solving, and decision making) are the factors that influence on employee performance and then on organizational performance. The framework is about the managerial skill factors influencing on employee performance and the relationship between employee performance and organizational performance of Myanma Timber Enterprise.

CHAPTER 3

PROFILE AND JOB NATURE OF MYANMA TIMBER ENTERPRISE

This chapter is arranged into seven sections. The first section introduces about the background history of Myanma Timber Enterprise and Local Marketing and Milling Department. In the second section, it will explain the organizational structure of MTE. The third section is job nature and responsibilities of departments and after that, research design which includes sampling procedure, research instrument, data collection and data analysis. The next section examines the demographic factors of respondents and is showed with number of respondents and percentage. In the sixth section, reliability analysis is presented. Then the last section explores the perception of employee on managerial skill factors those affecting the employee performance and organizational performance is represented with mean scores based on the findings.

3.1 Background History of Myanma Timber Enterprise

In Myanmar, scientific forest management system was introduced by Dr. Dietrich Brandis from Germany since 1856. With this appointment, scientific management under Myanma's selection felling system became a solid foundation for today's "sustainable yield forest management" practice. Therefore, in 1855, when all Myanma forests fell under the control of the British, the uncontrolled exploitation of timber and valuable forests were saved in time.

Between 1856 and 1939, timber and timber extraction was carried out by British companies: (1) T.D Findlay and Sons, (2) Bombay Burma, (3) Steel Brothers, (4) Macgregor, and (5) Foucar. Myanma Timber Enterprise (MTE) was named the State Timber Extraction Organization and was formed by the Union of Myanmar shortly after independence in 1948.

After independence, the President of the Union of Myanmar established the "State Timber Board Order" dated April 5, 1948 and State Timber Board (STB) was born on April 10, 1948, under the Ministry of Agriculture and Forestry. "New State Board Order; 1948" was for the purpose of extraction of forest products, for conversion and marketing

management purposes. It would be a more appropriate course of action for the Government to take over all the property and assets of the Timber Board in the shortest possible time.

The State Timber Board is empowered to undertake commercial exploitation of timber in various forms, from logging to trading. It becomes a statuary board under the 1952 Act. For non-teak hardwoods, privately owned Myanmar timber industry operators were granted the license to extract under the contract. Local sawmills were granted annual milling permits for the milling and processing of hardwoods.

In 1963, the hardwood market was brought under state control, and in 1965, all private owned sawmills were nationalized. Therefore, the entire timber industry in Myanmar, including teak and hardwoods, has become a monopoly of the State Timber Board. With the process of nationalization, 8 teak sawmills, 5 hardwood sawmills, 3 plywood factories and furniture factories, the magnitude of activities under the State Timber Board grew to nearly 100 factories and mills.

In 1974, the State Timber Board was reorganized under a socialist economy and renamed to the Timber Corporation. Under this system, the organization was enlarged and direct control of the functions of the four major departments and the Extraction department and Milling/Marketing department are at of 14 states and regions. Milling and marketing of teak and export operations are maintained at the head office in Yangon. Then, in 1989, with decentralization and the transition to a market-oriented economy, the name of organization changed to the Myanma Timber Enterprise and was further reformed to harmonize with the new economic policies.

3.1.1 Vision and Mission of Myanma Timber Enterprise

The Myanma Timber Enterprise set its vision as "Healthy survival with effective transformation by participative efficiency" and its mission states that "The Myanma Timber Enterprise has been a long-lasting economic organization which loves and respects the environment and national values. It often pays attention on doing business beyond timber for creating value in environmentally friendly and socially responsible manners. It mutually and respectfully values its customers and competent and efficient employees with increased care for their common benefits."

3.2   Organizational Structure of Myanma Timber Enterprise

Myanma Timber Enterprise is one of the twelve major departments under Ministry of Natural Resources and Environmental Conservation. Myanma Timber Enterprise is composed by eight departments and each department is led by a General Manager.

(a) Administration Department

(b) Planning and Statistics Department

(c) Extraction Department

(d) Export Marketing and Milling Department

(e) Local Marketing and Milling Department

(f) Wood Based Industries Department

(g) Engineering Department

(h) Finance and Account Department

Fig (3.1) The Organization Structure of Myanma Timber Enterprise

Source: Myanma Timber Enterprise (2022)

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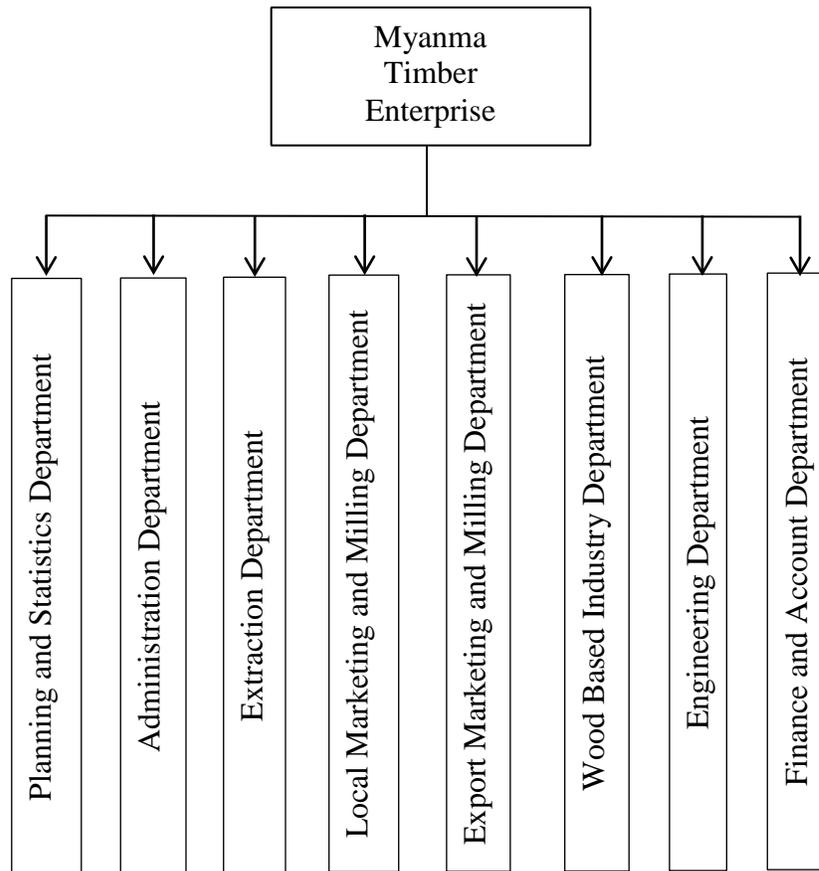
In Myanma Timber Enterprise, there are eight departments namely Planning and Statistics Department, Administration Department, Extraction Department, Local Marketing and Milling Department, Export Marketing and Milling Department, Wood Based Industry Department (WBI), Engineering Department and Finance and Account Department. Among them, Extraction Department, Local Marketing and Milling Department, Export Marketing and Milling Department, Wood Based Industry Department and Engineering Department are operation pillars while the rest are supportive ones.

3.2.1 Human Resources of Myanma Timber Enterprise

Myanma Timber Enterprise composed of total 13214 employees which include 727 officers in eight departments. The numbers of employee in each department are described in Table 3.1.

Table (3.1) Numbers of Employees by Department

Department	Nos. of Employees			Percentage
	Officers	**Staff**	**Total**	
(1) Planning and Statistic department	7	42	49	0.38%
(2) Administration department	24	384	408	3.09%
(3) Extraction department	236	6098	6334	47.93%
(4) Local Marketing and Milling department	93	2282	2375	17.97%
(5) Export Marketing and Milling department	89	1449	1538	11.64%
(6) Wood Based Industry department	63	895	958	7.25%
(7) Engineering department	124	1141	1265	9.57%
(8) Finance and Account department	91	196	287	2.17%
Total	**727**	**12487**	**13214**	**100.0%**

Source: Myanma Timber Enterprise (2022)

Table (3.1) illustrated the composition of employee in Myanma Timber Enterprise. Local Marketing and Milling Department employee represents 17.97% of total MTE employee. In Myanma Timber Enterprise, there are 13214 employees including 727 managerial level and 12487 non-managerial level employees. Almost all of the employees for Planning and Statistic department, Administration department and Finance and Account

department are educated and graduated. But, the left departments partially composed of non-educated and non-graduated such as workers, labors, mahouts and sawers in accordance with nature of working fields and environment.

3.3   Job Nature and Responsibilities of Departments

Among departments, implementation of administrative matters such as recruiting, appointing, promoting, transferring, praising and giving penalty concerning the over thirteen thousand strong work force of MTE is conducted by Administration Department. In Planning and Statistics Department, the following tasks are implemented; co-ordination of annual plans for extraction, production and marketing of timber products, verifying justifiability of current budget requirements, co-ordination capital equipment and budget requirements, scrutinizing proposals for implementation of projects and foreign investments.

Road reconnaissance, selected felling marking, felling, timber harvesting, rafting and over land transportation of teak and other hardwoods from forest to depots, mill and wood-based industries are performed by Extraction Department. In Export Marketing and Milling Department, export of teak logs and rough sawn timber and hardwoods to attain an annual export earnings hundreds of millions of US$. Main proceeds are from sale of about 80% in log form and the rest in rough sawn and value added products. Wood Based Industry department perform for both foreign exchange and local currency. WBI had been intended not only to protect the forest resources and natural environment but also utilize them effectively while implementing the major tasks of Myanma forest policy. There are four plywood factories, a veneer plant, three molding factories and ten furniture factories, engaging in downstream wood processing activities.

Engineering Department undertake maintenance and repairs of logging machine and equipment and those of saw mills and wood industries , coordinating with all the departments under MTE for procurement and provisioning for spares and direct production stores, operate base work ship, static workshops, filed shops and marine dockyards, give training and upgrading of technical staff, furnishing technical advice. Coordinate with departments for current and capital budget requirements and control the current income, expenditure, operating ratio and investment transaction which are undertaken by Finance and Account Department.

One of the important and essential departments is Local Marketing and Milling Department. The department is operated by ten hardwood sawmills all over the country and also distribute the products in local market to attain billions of local currency for operating ratio of MTE. The responsibilities of the Local Marketing and Milling Department are as follows:-

(a) Planning and implementing of long-term, short-term and annual projects under the guidance of MTE and MONREC;

(b) Developing and implementing plans to be successfully implement the long-term, short-term and annual projects set for the work division and factories established in Regions and States;

(c) Developing and successfully implementing a plan to supply of timber scantlings and logs for the construction works to be completed within the time frame of the State's construction works;

(d) Earning the local money with sawmilling of teak and hardwood logs that are annually transported, distributing products in various ways.

(e) Carrying out the duties assigned by the Minister of Natural Resources and Environmental Conservation and the Managing Director of Myanma Timber Enterprise from time to time and being responsible for the successful implementation of all business matters of the Local Marketing and Milling Department.

In Myanma Timber Enterprise, important decisions are collected and discussed at a Head of Department (HOD) meeting entitled Managing Director and General Managers of respective Departments.

3.2.3 Training and Development for Employee of Myanma Timber Enterprise

Employee training and development does not occur in isolation but is somehow linked to all aspects of human resource management. Effective performance depends primarily on position holders not only being clear about their objectives, but also being fully trained in employee safety, particularly in industrial environments, in safe work practices, improving leisure and productivity. Any course taught is based on a systematic analysis of its contribution to organizational effectiveness.

There are three training schools administered by Department of Planning and Statistics, Myanma Timber Enterprise. Objectives of opening training schools are (a) to simultaneously develop not only skills but also knowledge, (b) to increase business capacity, (c) to increase ability to work safely, (d) to be lesser wastage and damage, (e) to raise awareness of environmental protection and (f) to be better understanding of employee ethics and responsibilities.

In the training schools, the training courses in concern with managerial hard skills and soft skills are arranged as various as follows:

1. Assistant manager job training
2. Assistant manager refresher course
3. Forest Science graduate (STR) job training
4. Senior Timber Ranger refresher course
5. Basic forestry special (3) month course
6. Branch Clerk Training, Junior Assistant Refresher (Milling/Marketing) course
7. Senior Clerk and Junior Clerk courses
8. Apprentice officer special training
9. Senior Timber Ranger basic course
10. Office staff basic training course
11. Refresher course on planning and administration
12. Business skills and educational training course
13. Accounting course
14. Stock maintenance course
15. Plantation/Accounting/Office Training
16. Audit course
17. Basic training in management and administration.

Employees from departments of MTE are being taking part at a variety of training programs to its staff, short-term or long-term, spare-time or fulltime training and seminars of different kinds. Through various channels it keeps sending its staff abroad in a planned way either for on job training or advanced studies. In Myanma Timber Enterprise training school follows a quite strict "screening" and "award and penalty" system to bring staffs enthusiasm

into full play. Job assignment and promotion are based on professional experience, capability and performance.

Myanma Timber Enterprise sending the trainees to foreign training courses and workshops. Most of these training deal timber marketing, milling, wood processing, the study of advanced technologies and machines, training courses on environmental management and rural development forest management. Myanma Timber Enterprise also sends managerial staff to seminars workshops, short-term a few days courses, locally and abroad. In middle level management (line manager), trainings are needed to achieve higher level of efficiency. The age, knowledge and experience of the trainees are also of crucial importance. Before formulating any training program it is necessary to be clear about the required outcomes.

3.2.4   Other Training Courses

Apart from the courses arranged by Myanma Timber Enterprise, employees are conducted on those courses of Union Civil Service Board (UCSB) which applied at Civil Service Academies. The Diploma training courses of UCSB for government employees are Advanced Diploma in Civil Service Management Course and Post Graduate Diploma in Civil Service Management Course.

Regular courses are (1) Management Course for Executive Level Officials, (2) Management Course for Senior Level Officials, (3) Basic Course for Civil Service Officers, (4) Basic Pre-Service (Special) Course for Civil Service Officers, (5) Basic Course for Junior Civil Service Officers, (6) Enhance Course for Office Supervisor and (7) Basic Course for Clerical Staff. As for Special Refresher Courses, UCSB arranged for education teachers, police officers and doctors as follows: (1) Special Refresher Course for Basic Education Teachers, (2) Special Refresher Course for University and Colleges, (3) Special Refresher Course for Myanmar Police Officers and (4)Special Refresher Course for Doctor.

In above described list of courses, employees of MTE have to conduct all Diploma courses and six regular courses mandatorily for management and administration.

3.4   Research Design

This section consists of four parts: sampling procedure, research instrument (Questionnaire), data collection, and data analysis.

3.4.1   Sampling Procedure

The survey is focused on the managerial level officers of Local Marketing and Milling Department of Myanma Timber Enterprise. This study also analyses the managerial hard skills and soft skills which covers and affects employee performance and organizational performance. Analytical methods have been used and two-stage sampling method is used in this study.

There are eight departments in Myanma Timber Enterprise as described above. Among them, Local Marketing and Milling Department is chosen with simple random sampling method. In the department, 80 selected officers are designated to conduct in survey. A structured questionnaire is developed for 80 managerial level officers of LMM department as primary data collection. Secondary data are collected from previous research papers, relevant textbooks, internet websites, journals, articles, and other related information resources concerned with management.

3.4.2   Research Instrument

This study applied structured questionnaires as the research instrument. The questionnaire is developed with closed-type questions and most are Likert-type 5 points scales except general demographic information. This questionnaire consists of four parts: general demographic information, managerial skill (hard and soft), employee performance and organizational performance.

General demographic information consists of the demographic factors of respondents which include gender, age, marital status, education level and working experience. Managerial skill includes two sections: 5 hard skills and 8 soft skills. And then, employee performance and organizational performance are followed.

3.4.3 Data Collection

Data is collected through a survey conducted to managerial level officers of Local Marketing and Milling Department, Myanma Timber Enterprise. The purpose of the questionnaire and its requirements are explained online to each respondent before they answered the questionnaire. The survey included Likert-type scale questions and data could be assessed quantitively. 80 responses are applied for data analysis. Data collection starts from 21st November 2022 to 5th December 2022.

3.4.4 Data Analysis

For data analysis, the analytical approach is practiced to identify the measures of central tendency including mean and correlation between variables. Second, according to the analytical approach, SPSS was used to investigate the effect of managerial hard skills and soft skills on employee performance of MTE and that continuously effects to organizational performance of MTE.

3.5 Demographic Profile of Respondents

In this study, the primary data are collected from 80 officers of Local Marketing and Milling Department, Myanma Timber Enterprise. The demographic profile included gender, age, marital status, education level and working experience. The demographic profile of 80 respondents is shown in Table 3.2.

Table (3.2) Demographic Profile of Respondents

Sr. No.	Statement	Numbers of Respondents	Percentage
	Total	**80**	**100.0**
1.	**Gender**		
	Male	44	55.00
	Female	36	45.00
2.	**Age (Years)**		
	35 or younger	3	3.75
	36-45	20	25.00
	46-55	33	41.25
	56 and above	24	30.00

Sr. No.	Statement	Numbers of Respondents	Percentage
3.	**Marital Status**		
	Single	15	18.75
	Married	60	75.00
	Divorced/ Widow	5	6.25
4.	**Education Level**		
	Bachelor's Degree	71	88.75
	Master's Degree	9	11.25
	Doctorate	-	0.00
5.	**Working Experience (Years)**		
	Less than 5	-	0.00
	5-15	4	5.00
	16-25	36	45.00
	26 and more	40	50.00

Source: Survey Data, 2022

According to the results shown in Table (3.2), 55.0 percent of respondents are males and 45.0 percent are female in gender. In age, 46-55 years of respondents are 41.25 percentages in majority and the age under 35 years of respondents are 3.75 percent, the least. The maximum amount of 75.0 percent is married and the minimum amount is 6.25 percent of respondents are divorced or widow in marital status. The maximum amount of 88.75 percent is bachelor level and the minimum amount is 11.25 percentage of master level. In working experience, 26 years and above experienced respondents are 50.0 percent in the maximum and the minimum of 5.0 percent is with experience 5-15 years, there is no respondent with experiences under five years.

3.6   Reliability Test

Reliability Analysis is wont to measure the accuracy of the information collected, to make sure that each one items utilized in each variable were free from errors and thus, providing consistent results. Reliability analysis is performed to test the internal consistency

of the variables in the questionnaire. This method indicates reliability by examining the internal consistency of the research questionnaire which is posted on a Likert-type 5 points scale.

Reliability is determined by Cronbach's alpha coefficient, which is one of the popular criteria of reliability in quantitative studies. Cronbach's alpha value should be the in range of 0.0 to 1.0, but for research purposes, some researchers suggest that the generally accepted rule is Cronbach's alpha value of 0.6-0.7 indicating an acceptable level of reliability, and the value of 0.8 or greater has a very good level. Pallant (2001) states Alpha Cronbach's value of above 0.8 is considered of high reliability and acceptable index and Alpha Cronbach's values in the range of 0.6-0.8 are considered in moderate extent, but acceptable.

However, Hinton et al. (2004) have suggested four cut-off points for reliability, which incorporates excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70) and (0.50 and below) as low reliability (Taherdoost, 2022). There are different reports about acceptable values of alpha, ranging from 0.70 to 0.95. The reliability test for this research is shown in Table 3.3.

Table (3.3) Reliability Test

Sr. No.	Variables	No. of Items	Cronbach's Alpha
1.	Technical Skill	5	.534
2.	Computer Skill	5	.727
3.	Marketing Skill	5	.803
4.	Analytical Skill	5	.700
5.	Language Skill	5	.845
	Hard Skills	**25**	**.840**
6.	Self-awareness	5	.795
7.	Motivation	5	.783
8.	Socializing Skills	5	.767
9.	Communications	5	.742

10.	Effectiveness	5	.872
11.	Trust and Respect	5	.844
12.	Problem Solving Skills	5	.769
13.	Decision Making Skills	5	.788
	Soft Skills	**40**	**.958**
14.	Employee Performance	10	.860
15.	Organizational Performance	10	.883

Source: Survey Data, 2022

According to the results shown in Table (3.3), all items of each variable support the acceptable level of reliability test. The variables are represented with an acceptable reliability level. The Cronbach's coefficients alpha values for 13 factors that range from 0.727 to 0.883 indicated good inter-items consistency for each factor except two factors Technical Skill and Analytical Skill which are 0.534 and 0.700 respectively. The left 13's Cronbach's alpha values are .727, .803 and .845 for Computer Skill, Marketing Skill and Language Skill which are variables for managerial hard skills, .795, .783, .767, .742, .872, .844, .769 and .788 for Self-awareness, Motivation, Socializing Skills, Communications, Effectiveness, Trust and Respect, Problem Solving Skills and Decision Making Skills which are included in managerial soft skills, and the left two are .860 and .883 for Employee Performance and Organizational Performance respectively.

In accordance with four cut-off points for reliability of Hinton et al. (2004), reliability of thirteen factors are high reliability (0.70-0.90) and only two variables have moderate reliability (0.50-0.70). Although there were two factors with accuracy at moderate reliability in managerial hard skills, reliability for all five factors is .0840 and it stands at high level. Similarly, the accuracy of each soft skill factors stand at high level in particular, overall accuracy for eight factors reach to .958 and it represents excellent reliability. The reliability of Employee Performance value is slightly poor as compared to that of Organizational Performance.

3.7 Employee Perception on Managerial Skills

In this study, the managerial skills on the employee performance of managers are quantitatively analyzed by surveying 80 officer managers of MTE. The research method applied in this study is the quantitative method and the instrument to use for this research is a questionnaire. Likert-type 5 points scale contained a questionnaire collected and measured ranging from 1 (strongly disagree) to 5 (strongly agree).

According to Best (1977), the responses to the managerial skills and employee performance on organizational performance are interpreted as follows: Structured questionnaires with Likert-type 5 points scales in the range of Strongly Disagree = 1.01–1.80, Disagree = 1.81–2.60, Neutral = 2.61–3.40, Agree = 3.41–4.20 and Strongly Agree = 4.21–5.00 is used.

3.7.1 Technical Skill of Employee

The survey result from the analysis of technical skill of employee is shown in Table (3.4).

Table (3.4) Technical Skill of Employee

Sr. No.	Factors	Mean Value
1.	Dealing with the phenomenon of digitalization	3.725
2.	Being resilience to the negative effects of working at home	3.488
3.	Managing the leadership of virtual teams for work from home and the coordination of work function	3.888
4.	Managing in working teams to find new ways to interact under forced digitalization	3.600
5.	Receiving effects from managers' and teams' engagement in interactive practices	3.888
	Overall Mean	**3.718**

Source: Survey Data, 2022

According to the results shown in Table (3.4), the overall mean value is 3.718, stands in the range between 3.41 and 4.20 and the value is being at agree level. The highest mean

value of 3.888 is found in both managing the leadership of virtual teams for work from home and the coordination of work function, and receiving effects from managers' and teams' engagement in interactive practices. The lowest mean value of 3.488 showed on being resilience to the negative effects of working at home.

The data can be interpreted that the employees agree and satisfy at managing the leadership of virtual teams for work from home and the coordination of work function and receiving effects from managers' and teams' engagement in interactive practices. But some of employees cannot stand the resilience to the negative effects of working at home.

3.7.2 Computer Skill of Employee

The survey result from the analysis of computer skill of employee is shown in Table (3.5).

Table (3.5) Computer Skill of Employee

Sr. No.	Factors	Mean Value
1.	Being enjoyed using computers	4.163
2.	Feeling comfortable using computers	4.163
3.	Thoroughly using telecommunication software such as viber, g-mail and cam-scanner	4.013
4.	Using office applications such as Microsoft word and excel	3.650
5.	Thinking that the teaching can be improved by using computers	4.238
	Overall Mean	**4.045**

Source: Survey Data, 2022

Mentioned in the above Table (3.5), the overall mean value 4.045 is of being the range between 3.41 and 4.20 and the value is standing at agree level. The maximum mean value of 4.238 described that the employees are trusting on the fact that teaching can be improved by using computers and they are willing to learn in computers. The minimum mean value of 3.650 mentioned that some of employees are disable in using office applications such as Microsoft word and excel.

3.7.3 Marketing Skill of Employee

The survey result from the analysis of marketing skill of employee is shown in Table (3.6).

Table (3.6) Marketing Skill Employee

Sr. No.	Factors	Mean Value
1.	Knowing thoroughly who is currently buying the products and services	4.038
2.	Knowing thoroughly what motivates influences and incentivizes these customers to choose	3.925
3.	Knowing thoroughly how are customers people buying (e.g. direct, online, channel partners, affiliates, etc.)	4.075
4.	Knowing thoroughly what are the right messages to convey to the target audience	4.013
5.	Knowing thoroughly who's are the competitors	3.925
	Overall Mean	**3.995**

Source: Survey Data, 2022

According to the results shown in Table (3.6), the overall mean value is 3.995 of being the range between 3.41 and 4.20 and the value is at agree level. The maximum mean value of 4.075 explained that the employees have known thoroughly how customer people are buying from us (e.g. direct, online, channel partners, affiliates, etc.). The minimum mean value of 3.925 showed that employees not knowing thoroughly what motivates influences and incentivizes the customers to choose us and whose are our competitors.

3.7.4 Analytical Skill of Employee

The survey result from the analysis of analytical skill of employee is shown in Table (3.7).

Table (3.7) Analytical Skill of Employee

Sr. No.	Factors	Mean Value
1.	Identifying and solving problems efficiently in workplace	4.100
2.	Creating a workforce with strong analytical skills to help the organization be more productive and successful	3.763
3.	Believing both verbal and written communication can have beneficial effects	4.100
4.	Believing in participating in creative processes, including brainstorming and collaboration, can improve analytical skills	4.188
5.	Knowing that it is needed employee in a range of fields also evaluate information from outside their organization during data and information analysis task	4.175
	Overall Mean	**4.065**

Source: Survey Data, 2022

Mentioned in the above Table (3.7), the overall mean value is 4.065 of being the range between 3.41 and 4.20 and the value is at agree level. The maximum mean value of 4.188 pointed out that employees believe in participating in creative processes, including brainstorming and collaboration, can improve analytical skills. The minimum mean value of 3.763 described that the employees refer to the creating a workforce with strong analytical skills to help my organization be more productive and successful.

3.7.5 Language Skill of Employee

The survey result from the analysis of language skill of employee is shown in Table (3.8).

Table (3.8) Language Skill of Employee

Sr. No.	Factors	Mean Value
1.	Speaking English as another language	3.450
2.	Read and understanding office letters in English language	3.625
3.	Outstanding with reading and writing in English	3.450
4.	Making mind English as a second language	3.788
5.	Preferring in speaking English	3.725
	Overall Mean	**3.608**

Source: Survey Data, 2022

According to the results shown in Table (3.8), the overall mean value is 3.608 of being the range between 3.41 and 4.20 and the value is at agree level. The highest mean value of 3.788 can be translated that employees are making their mind English as a second language. But, in accordance with the lowest mean value of 3.450 noted that employees cannot speak English as another language and they have a little in outstanding with reading and writing in English.

3.7.6 Managerial Hard Skills of Employee

The survey's overall mean result from the analysis of managerial hard skills of employee is shown in in Table (3.9).

Table (3.9) Managerial Hard Skills of Employee

Sr. No.	Factors	Overall Mean Value
1.	Technical Skill	3.718
2.	Computer Skill	4.045
3.	Marketing Skill	3.995
4.	Analytical Skill	4.065
5.	Language Skill	3.608

Source: Survey Data, 2022

According to the results shown in Table (3.9), the overall mean values of managerial hard skills stand 3.718, 4.045, 3.995, 4.065 and 3.608 respectively at agree level between 3.41 and 4.21. Managerial hard skills include technical skill, computer skill, marketing skill, analytical skill and language skill. It can be expressed that employees agree and feel satisfied with the managerial hard skills.

3.7.7 Self-awareness of Employee

The survey result from the analysis of self-awareness of employee is shown in Table (3.10).

Table (3.10) Self-awareness of Employee

Sr. No.	Factors	Mean Value
1.	Being willing to take risks for what matters most in life	4.038
2.	Taking more care on a daily basis	4.025
3.	Having an accurate sense of who I am (myself)	4.125
4.	Being able to admit the mistakes without feeling like a failure	4.163
5.	Being self-aware in life, relationships and career	4.075
	Overall Mean	**4.085**

Source: Survey Data, 2022

According to the results shown in Table (3.10), the overall mean value is 4.085 of being the range between 3.41 and 4.20 and the value is at agree level. The highest mean value of 4.163 is found that employees are being able to admit their mistakes without feeling like a failure. The lowest mean value of 4.025 showed that they are taking more care with themselves on a daily basis.

3.7.8 Motivation of Employee

The survey result from the analysis of motivation of employee is shown in Table (3.11).

Table (3.11) Motivation of Employee

Sr. No.	Factors	Mean Value
1.	Believing organization values align well with the own values	3.650
2.	Feeling the responsibilities are not too difficult or time-consuming to complete	3.725
3.	Knowing well what inspires to be successful in the role every day	3.775
4.	Feeling comfortable speaking mind at this organization	3.813
5.	Believing all employee are helping to achieve organization goals	4.100
	Overall Mean	**3.813**

Source: Survey Data, 2022

According to the results shown in Table (3.11), the overall mean value is 3.813 of being the range between 3.41 and 4.20 and the value is at agree level. The highest mean value of 4.100 is found at believing all employees helping me achieve organization goals and the lowest mean value of 3.650 showed at believing organization values align well with my own values. It can be noted that all employees believe the subordinates are helping them to achieve organization goals and are not agreeable at the point of believing organization values align well with their own values.

3.7.9 Socializing Skill of Employee

The survey result from the analysis of socializing skill of employee is shown in Table (3.12).

Table (3.12) Socializing Skills of Employee

Sr. No.	Factors	Mean Value
1.	Knowing how strong the social influence	4.125
2.	Knowing what the importance of groupthink and risky shift in the organization	4.000
3.	Knowing well the type of the organization and some of organizational issues	3.925
4.	Knowing what the problems of diversity in organization	3.800
5.	Knowing the functional, conflict and symbolic interaction theories say about organization	3.788
	Overall Mean	**3.928**

Source: Survey Data, 2022

According to the results shown in Table (3.12), the overall mean value is 3.928 of being the range between 3.41 and 4.20 and the value is at agree level. The highest mean value of 4.125 is found at knowing how strong the social influence is and the lowest mean value of 3.788 is at knowing the functional, conflict and symbolic interaction theories say about organization. It can be expressed that almost all the employees know the social influence is how much strong and they do not know the functional, conflict and symbolic interaction theories say about organization.

3.7.10 Communications Skill of Employee

The survey result from the analysis of communications skill of employee is shown in Table (3.13).

Table (3.13) Communications Skill of Employee

Sr. No.	Factors	Mean Value
1.	Thinking organizational culture drives engagement in the work	3.935
2.	Being well recognized for the great work	3.850
3.	Knowing thoroughly management clearly communicates performance expectations	4.138
4.	Effectively communicating the information to subordinates to understand	4.188
5.	Clearly communicating changes to company policies or benefits	3.963
	Overall Mean	**4.013**

Source: Survey Data, 2022

According to the results shown in Table (3.13), the overall mean value is 4.013 of being the range between 3.41 and 4.20 and the value is at agree level. The highest mean value of 4.188 is found in effectively communicating the information to my subordinates to understand and the lowest mean value of 3.850 showed at being well recognized for my great work. This finding can be concluded that almost all of the employees is able to communicate the information to their subordinates to understand and use effective communication. But, employees show their feeling of being not well recognized for their great work.

3.7.11 Effectiveness of Employee

The survey result from the analysis of effectiveness of employee is shown in Table (3.14).

Table (3.14) Effectiveness of Employee

Sr. No.	Factors	Mean Value
1.	When facing difficult tasks, being certain that it will accomplish	3.963
2.	Thinking that it can be obtained outcomes that are important	3.950
3.	Believing that it can be succeed at almost any endeavor to which when set mind	3.913
4.	Being able to successfully overcome many challenges	3.913
5.	Being confident that it can be performed effectively on many different tasks	3.763
	Overall Mean	**3.900**

Source: Survey Data, 2022

According to the results shown in Table (3.14), the overall mean value is 3.900 of being the range between 3.41 and 4.20 and the value is at agree level. The highest mean value of 3.963 can be explained that when the employees are facing difficult tasks, it is certain that they will accomplish their tasks and duties. The lowest mean value of 3.763 showed that they have low degree of having confident that they can perform effectively on many different tasks.

3.7.12 Trust and Respect of Employee

The survey result from the analysis of trust and respect of employee is shown in Table (3.15).

Table (3.15) Trust and Respect of Employee

Sr. No.	Factors	Mean Value
1.	Understanding the weaknesses and inadequacies of other people	3.963
2.	Thinking there is any need to be tolerant even on people dislike	4.025
3.	Do not showing up a person's shortcomings in front of others	4.113
4.	Accepting and believe that treating all people with respect is a vital part of the relationships with others	4.250
5.	Trying to be understanding toward people even if do not like	4.088
	Overall Mean	**4.088**

Source: Survey Data, 2022

According to the results shown in Table (3.15), the overall mean value is 4.088 of being the range between 3.41 and 4.20 and the value is at agree level. The highest mean value of 4.250 is found in accepting and believing that treating all people with respect is a vital part of our relationships with others. The lowest mean value of 3.963 showed that almost all of them do not understand the weaknesses and inadequacies of other people.

3.7.13 Problem Solving Skill of Employee

The survey result from the analysis of problem solving skill of employee is shown in Table (3.16).

Table (3.16) Problem Solving Skill of Employee

Sr. No.	Factors	Mean Value
1.	Immediately looking for ways to improve the idea and avoid future problems, after a solution has been implemented	3.825
2.	Striving to look at problems from different perspectives and generate multiple solutions	4.038
3.	Systematically searching for issues that may become problems in the future	3.788
4.	Usually having all of the information needed to solve it, when need to find a solution to a problem	3.663
5.	Taking time to think about how should choose between options, when evaluating solutions	4.113
	Overall Mean	**3.885**

Source: Survey Data, 2022

According to the results shown in Table (3.16), the overall mean value is 3.885 of being the range between 3.41 and 4.20 and the value is at agree level. The highest mean value of 4.113 is found in taking time to think about how should choose between options, when evaluating solutions. The lowest mean value of 3.663 showed at having all of the information need to solve issues, when employee needs to find a solution to a problem.

3.7.14 Decision Making Skill of Employee

The survey result from the analysis of decision making skill of employee is shown in Table (3.17).

Table (3.17) Decision Making Skill of Employee

Sr. No.	Factors	Mean Value
1.	Taking time to understand and are able to think broadly about challenges facing at the organization	3.950
2.	Making sure that in understanding why key decisions were made at the organization	3.888
3.	Approaching problems using new or different methods in organization	3.888
4.	Effectively conducting research and gather data to support decision-making in the organization	3.675
5.	Effectively analyzing data and present trend or other analysis to support decision-making in organization	3.913
	Overall Mean	**3.863**

Source: Survey Data, 2022

According to the results shown in Table (3.17), the overall mean value is 3.863 of being the range between 3.41 and 4.20 and the value is at agree level. The highest mean values of 3.950 is found in taking time to understand and are able to think broadly about challenges we face at my organization, and the lowest mean value of 3.675 showed at effectively conducting research and gather data to support decision-making in my organization. This means that although there is not much conducting research and gathers data to support decision-making in the organization, employees are taking time to understand and are able to think broadly about challenges facing at the organization.

3.7.15 Managerial Soft Skills of Employee

The survey's overall mean result from the analysis of managerial soft skills of employee is shown in Table (3.18).

Table (3.18) Managerial Soft Skills of Employee

Sr. No.	Factors	Overall Mean Value
1.	Self-awareness	4.085
2.	Motivation	3.813
3.	Socializing Skills	3.928
4.	Communications	4.013
5.	Effectiveness	3.900
6.	Trust and Respect	4.088
7.	Problem Solving Skills	3.885
8.	Decision Making Skills	3.863

Source: Survey Data, 2022

According to the results shown in Table (3.18), the overall mean values of employee attitude on managerial soft skills are between 3.41 and 4.20 at agree level. Managerial soft skills include self-awareness, motivation, socializing skills, communications, effectiveness, trust and respect, problem solving skills and decision making skills.

CHAPTER 4

**ANALYSIS OF MANAGERIAL SKILLS ON EMPLOYEE PERFORMANCE
AND ORGANIZATIONAL PERFORMANCE OF
MYANMA TIMBER ENTERPRISE**

This chapter examines the effect of managerial skills on employee performance and then, those effects on organizational performance of Myanma Timber Enterprise (MTE), and analyzes the effect of employee performance exerted on organizational performance. This chapter consists of three sections; respondent perception on employee performance and organizational performance, effect of managerial skills on employee performance and effect of employee performance on organizational performance.

4.1   Employee Performance and Organizational Performance

The survey results from the analysis of respondent perception on employee performance and organizational performance to MTE are shown in Tables. The response perception on structured questionnaires with Likert-type 5 points scales are interpreted the range between 1.01-1.80 for Strongly Disagree, 1.81–2.60 for Disagree, 2.61–3.40 for Neutral, 3.41–4.20 for Agree and 4.21–5.00 for Strongly Agree respectively.

4.1.1   Perception on Employee Performance

The survey result from the analysis of perception on employee performance is shown in Table (4.1).

Table (4.1) Perception on Employee Performance

Sr. No.	Factors	Mean Value
1.	Completing works in a conscientious, thorough, accurate and timely manner because of technical skill	4.013
2.	Admitting to mistakes to employee to get motivation	3.963
3.	Being having of self-awareness, there can meet quality, safety and professional regulatory standards, as applicable	4.088

4.	Being proud of working in the organization because organization values align with	4.113
5.	Thoroughly knowing how problem skill helps the organization meet its goals and objectives	3.963
6.	Encouraging and motivating to be creative at work	3.838
7.	Enjoy in providing the best services to the customers with communication skill	4.000
8.	Having duties to do interesting and challenging things at work because of marketing skill	3.800
9.	Encouraging teamwork for more effectiveness	4.188
10.	Being accountable for the decisions made in accordance with analytical skill	4.338
	Overall Mean	**4.030**

Source: Survey Data, 2022

According to the results shown in Table (4.1), the overall mean value of employee performance is 4.030 of being the range between 3.41 and 4.20 and the value is at agree level. The highest mean value of 4.338 described that the respondents were accountable for the decisions they make in accordance with their analytical skill. The lowest mean value of 3.800 explained that all of the respondents not have duties to do interesting and challenging things at work because of marketing skill.

That means the employees satisfy at in being accountable for the decisions they make in accordance with their analytical skill. But all of the respondents do not satisfy for not having duties to do interesting and challenging things at work because of marketing skill.

4.1.2 Perception on Organizational Performance

The survey result from the analysis of perception on organizational performance is shown in Table (4.2).

Table (4.2) Perception on Organizational Performance

Sr. No.	Factors	Mean Value
1.	Always evaluating practice of the organization watch on the changes of market in environment	3.875
2.	Having some useful strategies for expanding market in the organization	3.725
3.	Based on the customers' feedback, always searching the relative efficient ways by the organization to solve customers' requirements and suggestions	3.950
4.	Having some more strategies in the organization to attract more new customers and continuously win the customers' loyalty	3.763
5.	Selling the products in good price because accurately predicting the market demand	3.913
6.	Becoming an excellent market reputation of the organization by the efforts of employee	3.988
7.	Earning more income year by year by the attempts of employee	4.113
8.	Having excellent market orientation and customer satisfaction is taken seriously by the organization	4.113
9.	Setting goals of the organization for future by the participation of employee	4.025
10.	Becoming success of the organization in aligns with its mission and vision by the endeavor of employee	4.163
	Overall Mean	**3.963**

Source: Survey Data, 2022

Mentioned in the above Table (4.2), the overall mean value of organizational performance is 3.963 of being the range between 3.41 and 4.20 and the value is at agree level. The maximum mean value of 4.163 explained that the respondents were satisfied in endeavor of employee, the organization become success in aligns with organization's mission and vision for the organization. The minimum mean value of 3.725 mentioned that the

respondents do not believe there have some useful strategies for expanding market in the organization.

4.2 Effect of Managerial Skills on Employee Performance

In this section, the managerial skills on employee performance are analyzed by applying multiple regression analysis. Employee performance is regressed with managerial hard skills and soft skills.

4.2.1 Effect of Managerial Hard Skills on Employee Performance

In this section, the managerial hard skills on employee performance are analyzed by applying multiple linear regression analysis. Employee performance is regressed with managerial hard skills. The findings of the regression analysis are shown in Table (4.3).

Table (4.3) Effect of Managerial Hard Skills on Employee Performance

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	**SE**	**Beta**		
(Constant)	.597	.469		1.272	.207
Technical Skill	.065	.102	.063	.639	.525
Computer Skill	.178*	.089	.206	1.988	.051
Marketing Skill	.186**	.091	.190	2.031	.046
Analytical Skill	.386***	.094	.408	4.108	.000
Language Skill	.044	.056	.073	.793	.430
R Square	.454				
Adjusted R Square	.418				
F value	12.326 ***				

Source: Survey Data, 2022

*** Significant at 1%, ** Significant at 5%, * Significant at 10%

According to the results from multiple linear regression analysis, as shown in Table (4.3) showed statistically significant relationships between the independent variables computer skill, marketing skill, analytical skill and the dependent variable, employee

performance. There is no effect of technical skill and language skill on Employee performance in Myanma Timber Enterprise.

Computer skill has a positive significant effect on employee performance at a 10% significant level. Marketing skill has a positive significant effect on employee performance at a 5% significant level. Analytical skill has a positive significant effect on employee performance at a 1% significant level. The B values of independent variables of computer skill, marketing skill and analytical skill are 0.178, 0.186, and 0.386.

The results showed that if the employee increases the computer skill, marketing skill and analytical skill, employee performance will increase. Computer skill of the employee can support to finish the office works and other administrative works done easily and timely. Marketing skill can implement the marketing tasks and duties successful in align with the organizational vision and mission. And, the employees' analytical skill can be designed in identifying and solving problems, in creating strong workforce, in participating in creative process and in evaluating information inside and outside of the organization.

The specified model could explain the variation of the effect of managerial hard skills on employee performance since the value of Adjusted R square is 0.418. The model can explain 41.8 percent of the variance of the independent variable and dependent variable because the Adjusted R square is 0.418. The value of the F test, the overall significance of the model, is highly significant at a 1% significant level. This specified model can be concluded valid. Computer skill, marketing skill and analytical skill have a significant effect on employee performance.

According to the analysis, MTE need to continue and enhance training for technical skill and language skill for employee to promote their skill and ability. MTE have to arrange training and development programs in innovative and creative ways for employee to have brighter future.

4.2.2 Effect of Managerial Soft Skills on Employee Performance

In this section, the managerial soft skills on employee performance are analyzed by applying multiple linear regression analysis. Employee performance is regressed with managerial soft skills. The findings of the regression analysis are shown in Table (4.4).

Table 4.4 Effect of Managerial Soft Skills on Employee Performance

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	SE	Beta		
(Constant)	.483	.234		2.066	.042
Self-awareness	-.034	.068	-.035	-.499	.620
Motivation	-.029	.070	-.037	-.406	.686
Socializing Skill	.097	.074	.105	1.308	.195
Communications	.219**	.104	.211	2.099	.039
Effectiveness	.145**	.070	.202	2.064	.043
Trust and Respect	.077	.070	.096	1.098	.276
Problem Solving Skills	.159**	.077	.184	2.059	.043
Decision Making Skills	.269***	.077	.314	3.511	.001
R Square	.818				
Adjusted R Square	.797				
F value	39.888***				

Source: Survey Data, 2022

*** Significant at 1%, ** Significant at 5%, * Significant at 10%

According to the results from multiple linear regression analysis, as shown in Table (4.4) showed statistically significant relationships between the independent variables communication, effectiveness, problem solving skill, decision making skill and the dependent variable, employee performance. There is no effect of self-awareness, motivation, socializing skill and trust and respect on Employee performance in Myanma Timber Enterprise.

Communication, effectiveness and problem solving skill have a positive significant effect on employee performance at a 5% significant level. In decision making skill, it has a positive significant effect on employee performance at a 1% significant level. The B values of independent variables of communication, effectiveness, problem solving skill, decision making skill are 0.219, 0.145, 0.159 and 0.269 respectively.

The results showed that if the employee increases the managerial soft skills such as communication, effectiveness, problem solving skill and decision making skill, employee performance will increase. Communication skill of the employee can raise the relationship among employees, all customers and the organization. Effectiveness supports employee in facing difficult tasks, in searching premium outcomes, in overcoming challenges and in performing effectively on many difficult tasks. Problem solving skill is one of the essential skills for employee and it develops in searching suitable ways for problem in different perspectives, in searching issues that may become problems in future, in thinking how to choose suitable solutions among options and in supporting in deciding the relevant answer. Decision making skill also helps employees and organization to be improved and progressed forward.

The specified model could explain the variation of the effect of managerial hard skills on employee performance since the value of Adjusted R square is 0.797. The model can explain 79.7 percent of the variance of the independent variable and dependent variable because the Adjusted R square is 0.797. The value of the F test, the overall significance of the model, is highly significant at a 1% significant level. This specified model can be noted valid. Communication, effectiveness, problem solving skill and decision making skill have a significant effect on employee performance.

According to the analysis, MTE need to provide the rewards for employee's work effort and commitment. The employees seems would like to appreciate for the works they effort. MTE have to well recognize for their great works. Moreover, it should be noted that delegation, empowerment and autonomy can increase their trust on organization.

4.3　Effect of Employee Performance on Organizational Performance

In this section, the employee performance is analyzed by applying multiple linear regression analysis. Organizational performance is regressed with employee performance. The findings of the analysis are shown in Table (4.5).

Table 4.5 Effect of Employee Performance on Organizational Performance

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	**SE**	**Beta**		
(Constant)	1.005	.402		2.502	.014
Employee Performance	.734***	.099	.642	7.390	.000
R Square	.412				
Adjusted R Square	.404				
F value	54.607 ***				

Source: Survey Data, 2022

*** Significant at 1%, ** Significant at 5%, * Significant at 10%

According to the results from multiple linear regression analysis, as shown in Table (4.5) showed statistically significant relationships between the independent variables of employee performance and the dependent variable, organizational performance in Myanma Timber Enterprise.

Employee performance has a positive significant effect on organizational performance at a 1% significant level. The B value of independent variable employee performance is 0.734.

The results showed that if the employee performance increases, the organizational performance will also increase. Because, employees are being proud of working in the organization as organization values align with them and for admitting to some mistakes to be motivated. Employee are trying to complete works in a conscientious, thorough, accurate and timely manner, and, they always attempt in having self-awareness for meeting quality, safety and professional regulatory standards, as applicable. Employees have abilities to know how problems are solved for the organization to meet its goals and objectives. Employees are

also encouraging and motivating to be creative at teamwork for more effectiveness. Employees are enjoy in providing the best services to the customers, interesting and challenging things at work and are accountable for the decisions made. Therefore, employee performance has a positive significant effect on organizational performance.

The specified model could explain the variation of the effect of employee performance on organizational performance since the value of R square is 0.412. The model can explain 40.4 percent of the variance of the independent variable and dependent variable because the Adjusted R square is 0.404. The value of the F test, the overall significance of the model, is highly significant at a 1% significant level. This specified model can be said valid that employee performance has a significant effect on organizational performance of Myanma Timber Enterprise.

CHAPTER 5

CONCLUSION

This chapter is conclusion of the study that is included the finding and discussion of the previous chapters, the suggestions and recommendations of the study and needs for further research for the study. Finding and discussion are based on the influencing factors of managerial skills and the analysis of employee performance and organizational performance of Myanma Timber Enterprise. Suggestion and recommendation are based on the result of the finding and need for further researches were also clearly described on the result of the finding.

5.1   Findings and Discussions

This study finds out managerial skills and employee performance by surveying 80 managerial level officers of Myanma Timber Enterprise. The findings reveal that 55% of the respondents are males and the other 45% are female. Most of the respondents are 46 to 55 years old, Bachelor's graduates and working experience of 26 years and above.

The main objectives of this study are to analyse the effect of managerial skills on employee performance of the Myanma Timber Enterprise, and to analyse the effect of employee performance on the organizational   performance of the Myanma Timber Enterprise. According to survey data and analysis, the result is very significant to have positive relationship between managerial skills and employee performance. This study also concludes that the effect of employee performance have positive relationship and significant with organizational performance.

As already described in previous chapter 3 and chapter 4, through statistically analysis of the effect of the managerial skill factors such as computer skill, marketing skill, analytical skill, communication, effectiveness, problem solving skill and decision making skill are significantly influence on employee performance. This study found out that analytical skill is so closely related with employee performance. But, in this case, although most of employee believes that participating in creative processes, including brainstorming and collaboration can improve analytical skills, they have not sufficient skill to create a

workforce with strong analytical skills to help the organization to be more productive and successful.

Similarly, this study searched out that computer skill and marketing skill are closely related with employee performance. But, in this case of computer skill, most of employee agree that every of their teaching can be improved by using computers; they cannot smartly use office applications. In marketing skill, employees thoroughly know how customers are buying products from the organization; they do not absolutely know what motivates influences and incentivizes these customers to choose our organization.

In accordance with managerial soft skills, there is a search finding in this study that decision making skill is so closely related with employee performance. In this state, most of the employees agree to approve that they are taking time to understand and they are able to think broadly about challenges which is facing in the organization. But, employee agree in low level at the fact in concerning with effectively conduct research and gather data to support decision-making.

Moreover, in this research finding, it can be found that communications, effectiveness and problem solving skill are also closely related with employee performance. But, in this case of communication, most of employees agree that they can effectively communicate the information to their subordinates to understand. But then, there is a lower agree level in recognition for their great work. This fact can be deduced that employees need recognition for their efforts and attempts. In case of effectiveness, employees certain that they are able to accomplish tasks and duties when facing difficulties. But they deny the fact that their manager makes consistently effective decisions. In problem solving skill of employee, when evaluating solutions, they have a habit of taking time to think about how they should choose between options. But they do not accept sufficient information as they need to solve the problems and issues.

In the portion of employee performance and organizational performance, the effect of employee performance have positive relationship and significant with organizational performance. Most of employees can complete works in a conscientious, thorough, accurate and timely manner with the help of technical skill and can meet quality, safety and

professional regulatory standards, as applicable because of having self-awareness. And they admit for mistakes to employee to get them motivation and they are also encouraged and motivated to be creative at work as well. From survey results, most of respondents are motivated with successfully completion of a difficult job with their performance. Employees are motivated because they believe that there is strong linkage among the superior levels, subordinates and themselves. Their superiors have mutual respect and communication and they desire to work in a friendly and respectful atmosphere. Government sector employees are more strongly motivated by the desire to work in a supported working environment.

Moreover, as employees thoroughly know that their problem solving skill helps the organization meet its goals and objectives, and they are proud of working in the organization because organization values align with them. They encourage teamwork for more effectiveness and are accountable for the decisions made in accordance with their analytical skill. These facts can be concluded that most of employees are skillful in most sectors and they are having a definite standard of managerial soft skills. As they are responsible ones for a working unit and they have perception to be accountable for their works and decisions. But it can be seen that some of the employee feels that although they are interesting in challenging things at work, and have qualification such as marketing skill, they have no chance to carry duties on those fields.

In concerned with the factor organizational performance, most of the employees thoroughly know about the organization. Organization has an excellent market reputation and always evaluates the service quality and searches the relative efficient way to solve the customers' requirements and suggestions based on the customers' feedback. Organization has some useful strategies for improving service quality and all the tools needed for optimal productivity at work as well. Organization offers excellent customer service and customer satisfaction is taken seriously and publishes business-related information when needed from time to time. Finally, employee believe that by the endeavor of employee, organization is successful in aligns with organization's mission and vision.

5.2 Suggestions and Recommendations

The competition in the market has increased in recent years and so, for the State Owned Enterprise (SOE) has to secure its position in the market by establishing strong relationships with its old customers as well as new customers. It is also needed to meet profit and operating ratio as well to survive as SOE. To survive for evermore, employees' ability and skills must need fit and support the organization. As ability and skills of employees are forerunners of corporate success, the organization must apply for employees' skills effectively and efficiently to gain success which is one of the competitive advantages for the organization.

According to the analysis, there are some suggestion points relating to factors influencing managerial skill, employee performance and organizational performance of Myanma Timber Enterprise.

This study found that it is need to promote for improving at computer skill, marketing skill and analytical skill of employees by training and development programs. As training and career development can play as an important role in government employee performance, employee skills and competency are based on training. Employees must be satisfied training and career development. After attending such training they have new experiences, knowledge and opportunities and to do job well. All training programs can develop job related skills and competence of all employees. So training programs are ways to improve and, one of the promote employee's skill tools that is highest significant value in this study.

Another fact for suggestion is to conduct more research and development to gather data to support decision-making. Researches in concerned with production and operation, marketing, consumer behavior, sale pattern and market probability for wood-based value-added products are essentials for surviving as SOE. Moreover, it is need to announce, declare and publish the organizational information for market orientation.

Next suggestion is to provide more rewards and recognition for employee efforts and attempts. Organization must provide informal recognition to the employees when they have performed well. It costs nothing in public organization. Employees in all ranks want to feel valued, especially look for a guidance and good word. Therefore, it is needed to use the way

in both person to person and person to group. But, it is important to ensure equity in the distribution of rewards and that rewards meet the expectations of employees. The management must have an efficient delivery system of rewards. The organization must clearly plan a proper system of rewards, recognition and other benefits coherently. It can be noted the fulfillment of rewards is important so as not to marginalize any employee. Employees are satisfied with commitment, responsibility, work life balance, work itself, recognition and personal growth. Manager manages to other employees, including the ability to motivate, facilitate, coordinate, lead, communicate and resolve conflicts. Organizational leadership style gains the trust of employees and makes them follow their manager or leader or supervisors to meet the objectives. Therefore the leadership practice in this organization may lead positive effect towards employee motivation and good performance.

And the last to suggest is that every employee should be given responsibilities worthy of their qualifications, because most of the employees are very motivated by receiving responsibility. According to result, most employees are motivated that promotes feeling of achievement upon task accomplishment. Government employee has other motives, needs, or morale than other employee. Most employees are motivated when they feel that they are valuable persons of their organization. These values can be a desire to serve the public interest, a wish to have an impact on public affairs, or an interest in achieving social justice. Therefore, in order to motivate government employees for organizational performance, it would be necessary to provide situational factors in such a way that their personal needs are integrated with the organizational goal. For whatever reason employees are motivated, they can deliver good performance.

5.3 Needs for Further Research

This research is focus on the effect of managerial skills on employee performance and organizational performance of Myanma Timber Enterprise. It is only limited to employee who works in LMM are selected. Thus, the further research should attempt to examine of other employees under different departments of Myanma Timber Enterprise and make comparisons between different departments under Myanma Timber Enterprise. This study is only based on management theory. But there are a lot of theories in concerned with general management and human resources management. Abraham Maslow's hierarchy of needs

theory for example is one of the famous theories which is still important and significant in today's business institutions. For every organization that seeks to obtain success and excellence, will achieve organizational excellence and create good atmosphere, driving and applying theory is paramount if an organization want to achieve a better work environment and achieve organizational goals on time. Therefore, it is recommended that further research work not only managerial skills and challenges of other related working conditions but also practical tactics that can help public sector managers to motivate their employees. It is crucial in organization as it plays a vital role in the effective performance of employees.

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QUESTIONAIRE IN CONCERNED WITH THESIS

You are invited to participate in this survey. I am writing a thesis paper for the Master of Business Administration (Yangon University of Economics). This paper aims to examine managerial skills on employee performance and that effects organizational performance on Myanma Timber Enterprise. I would like to ask you to help me answer the questions needed for the Master's Degree Thesis. Please kindly fill in each item of the questionnaire according to your experience. All the information collected will be used only for academic purposes and will be kept confidential. There is in no relation to any business paper. Your response is highly appreciated. Thank you for your precious time and participation.

General Demographic Information

Please tick (√) in the appropriate answer below -

1. Gender

      (a) Female (   )

      (b) Male (   )

2. Age (Year)

      (a) 35 (or) younger (   )

      (b) 36 – 45 (   )

      (c) 46 – 55 (   )

      (d) 56 and above (   )

3. Marital Status

      (a) Single (   )

      (b) Married (   )

      (c) Divorced/Widow (   )

4. Education Level

      (a) Bachelor's Degree (   )

      (d) Master's Degree (   )

      (b) Doctorate (   )

5. Working Experience (Year)

       (a) Less than 5 ( )

       (b) 5-15 ( )

       (c) 16-25 ( )

       (d) 26 and more ( )

Survey Questionnaires for Managerial Skills, Employee Performance and Organizational Performance

This is designed to acquire information with regard to the **Managerial Skills** of Myanma Timber Enterprise. Please tick (√) in the box to indicate how agreeable you are with the following statements on the 5-point scale of **1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree**.

Managerial Skills

Hard Skills

Sr. No.	Statements	Rating				
		1	2	3	4	5
	Technical Skill					
1	I can deal with the phenomenon of digitalization.					
2	I am resilience to the negative effects of working at home.					
3	I can manage the leadership of virtual teams for work from home and the coordination of work function.					
4	I can manage working teams to find new ways to interact under forced digitalization.					
5	I am receiving effects from managers' and teams' engagement in interactive practices.					
	Computer Skill					
6	I enjoy using computers.					
7	I feel comfortable using computers.					

8	I can thoroughly use other telecommunication software such as viber, gmail and cam scanner.					
9	I can smartly use office applications such as Microsoft word and excel.					
10	I think that my teaching can be improved by using computers.					
	Marketing Skill					
11	I thoroughly know who is currently buying our products and services.					
12	I thoroughly know what motivates influences and incentivizes these customers to choose us.					
13	I thoroughly know how are customers people buying from us. (e.g. direct, online, channel partners, affiliates, etc.).					
14	I thoroughly know what are the right messages to convey to our target audience.					
15	I thoroughly know who's are our competitors.					
	Analytical Skill					
16	I can identify and solve problems efficiently in my workplace.					
17	I can create a workforce with strong analytical skills to help my organization be more productive and successful.					
18	I believe both verbal and written communication can have beneficial effects.					
19	I believe participating in creative processes, including brainstorming and collaboration, can improve analytical skills.					
20	It is needed employee in a range of fields also evaluate information from outside their organization during data and information analysis tasks.					
	Language Skill					
21	I can speak English as another language.					
22	I can read and understand office letters in English language.					
23	I am more outstanding with reading and writing in English.					
24	I made my mind English as a second language.					
25	I prefer speaking English.					

Soft Skills

Sr. No.	Statements	Rating				
		1	2	3	4	5
	Self-awareness					
26	I am willing to take risks for what matters most in life.					
27	I take more care with myself on a daily basis.					
28	I have an accurate sense of who I am.					
29	I am able to admit my mistakes without feeling like a failure.					
30	I am self-aware in my life, relationships and career.					
	Motivation					
31	I believe organization values align well with my own values.					
32	My responsibilities feel not too difficult or time-consuming to complete.					
33	I know well what inspires me to be successful in my role every day.					
34	I feel comfortable speaking my mind at this organization.					
35	I believe all employee helping me achieve organization goals.					
	Socializing Skills					
36	I know how strong the social influence is.					
37	I know what the importance of groupthink and risky shift in the organization are.					
38	I know well the type of my organization and some of organizational issues.					
39	I know what the problems of diversity in organization are.					
40	I know the functional, conflict and symbolic interaction theories say about organization.					
	Communications					
41	My organizational culture drives my engagement in my work.					
42	I am well recognized for my great work.					
43	I thoroughly know management clearly communicates performance expectations.					
44	I effectively communicate the information to my subordinates to understand.					

45	I can clearly communicate changes to company policies or benefits.					
	Effectiveness					
46	When facing difficult tasks, I am certain that I will accomplish them.					
47	In general, I think that I can obtain outcomes that are important to me.					
48	I believe I can succeed at almost any endeavor to which I set my mind.					
49	I will be able to successfully overcome many challenges.					
50	I am confident that I can perform effectively on many different tasks.					
	Trust and Respect					
51	I understand the weaknesses and inadequacies of other people.					
52	I think there is any need to be tolerant even on people I dislike.					
53	I do not show up a person's shortcomings in front of others.					
54	I accept and believe that treating all people with respect is a vital part of our relationships with others.					
55	I try to be understanding toward people even if I do not like them.					
	Problem Solving Skills					
56	After a solution has been implemented, I immediately look for ways to improve the idea and avoid future problems.					
57	I strive to look at problems from different perspectives and generate multiple solutions.					
58	I systematically search for issues that may become problems in the future.					
59	When I need to find a solution to a problem, I usually have all of the information I need to solve it.					
60	When evaluating solutions, I take time to think about how I should choose between options.					
	Decision Making Skills					
61	At my organization, we take time to understand and are able to think broadly about challenges we face.					
62	At my organization, we make sure we understand why key decisions were made.					
63	At my organization, we approach problems using new or different methods.					

Sr. No.	Statements					
64	At my organization, we effectively conduct research and gather data to support decision-making.					
65	At my organization, we effectively analyze data and present trend or other analysis to support decision-making.					

Employee Performance

Sr. No.	Statements	Rating				
		1	2	3	4	5
66	I can complete works in a conscientious, thorough, accurate and timely manner because of technical skill.					
67	I admit to mistakes to employee to get them motivation.					
68	Being having of self-awareness, I can meet quality, safety and professional regulatory standards, as applicable.					
69	I am proud of working in my organization because organization values align with me.					
70	I thoroughly know how my problem skill helps the organization meet its goals and objectives.					
71	I am encouraged and motivated to be creative at work.					
72	I enjoy providing the best services to the customers with my communication skill.					
73	I have duties to do interesting and challenging things at work because of marketing skill.					
74	I encourage teamwork for more effectiveness.					
75	I am accountable for the decisions I make in accordance with my analytical skill.					

Organizational Performance

Sr. No.	Statement	Rating				
		1	2	3	4	5
76	My organization always evaluates the changes of market in environment.					
77	There have some useful strategies for expanding market in my organization.					
78	Based on the customers' feedback, my organization always searches the relative efficient ways to solve their requirements and suggestions.					
79	My organization has some more strategies to attract more new customers and continuously win the customers' loyalty.					
80	The products we sell are in good price because we can accurately predict the market demand.					
81	By the efforts of employee, my organization became an excellent market reputation.					
82	By the attempts of employee, my organization can earn more income year by year.					
83	My organization has it in mind excellent market orientation and customer satisfaction is taken seriously.					
84	My organization can set goals for future by the participation of employee.					
85	By the endeavour of employee, my organization become success in aligns with organization's mission and vision.					

Multiple Liner Regression Analysis

(Regression between Managerial Hard Skills and Employee Performance of Myanma Timber Enterprise)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.674[a]	.454	.418	.29053	.454	12.326	5	74	.000	1.775

a. Predictors: (Constant), LSM, MSM, TSM, ASM, CSM

b. Dependent Variable: EP M

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.202	5	1.040	12.326	.000[b]
	Residual	6.246	74	.084		
	Total	11.448	79			

a. Dependent Variable: EP M

b. Predictors: (Constant), LSM, MSM, TSM, ASM, CSM

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	.597	.469		1.272	.207	-.338	1.533					
	TSM	.065	.102	.063	.639	.525	-.138	.268	.345	.074	.055	.763	1.311
	CSM	.178	.089	.206	1.988	.051	.000	.356	.460	.225	.171	.684	1.462
	MSM	.186	.091	.190	2.031	.046	.004	.368	.412	.230	.174	.847	1.181
	ASM	.386	.094	.408	4.108	.000	.199	.574	.591	.431	.353	.746	1.340
	LSM	.044	.056	.073	.793	.430	-.067	.155	.254	.092	.068	.860	1.163

a. Dependent Variable: EP M

Multiple Liner Regression Analysis

(Regression between Managerial Soft Skills and Employee Performance of Myanma Timber Enterprise)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.904[a]	.818	.797	.17131	.818	39.888	8	71	.000	2.036

a. Predictors: (Constant), DMSM, Sf-Aw M, Moti M, Tr-Re M, SSM, PSSM, Eff M, Com M

b. Dependent Variable: EP M

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.364	8	1.171	39.888	.000[b]
	Residual	2.084	71	.029		
	Total	11.448	79			

a. Dependent Variable: EP M

b. Predictors: (Constant), DMSM, Sf-Aw M, Moti M, Tr-Re M, SSM, PSSM, Eff M, Com M

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	.483	.234		2.066	.042	.017	.950					
	Sf-Aw M	-.034	.068	-.035	-.499	.620	-.169	.101	.590	-.059	-.025	.519	1.928
	Moti M	-.029	.070	-.037	-.406	.686	-.169	.112	.690	-.048	-.021	.302	3.310
	SSM	.097	.074	.105	1.308	.195	-.051	.245	.706	.153	.066	.400	2.499
	Com M	.219	.104	.211	2.099	.039	.011	.427	.788	.242	.106	.253	3.954
	Eff M	.145	.070	.202	2.064	.043	.005	.285	.757	.238	.105	.268	3.725
	Tr-Re M	.077	.070	.096	1.098	.276	-.063	.217	.746	.129	.056	.336	2.977
	PSSM	.159	.077	.184	2.059	.043	.005	.312	.777	.237	.104	.322	3.105
	DMSM	.269	.077	.314	3.511	.001	.116	.421	.818	.385	.178	.320	3.123

a. Dependent Variable: EP M

Multiple Liner Regression Analysis

(Regression between Employee Performance and Organizational Performance of Myanma Timber Enterprise)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.642[a]	.412	.404	.3359636	.412	54.607	1	78	.000	1.795

a. Predictors: (Constant), EP M

b. Dependent Variable: OP M

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.164	1	6.164	54.607	.000[b]
	Residual	8.804	78	.113		
	Total	14.967	79			

a. Dependent Variable: OP M

b. Predictors: (Constant), EP M

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.005	.402		2.502	.014	.205	1.806					
	EP M	.734	.099	.642	7.390	.000	.536	.931	.642	.642	.642	1.000	1.000

a. Dependent Variable: OP M

Reliability Analysis tables

Reliability Analysis table for Technical Skill

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.534	.539	5

Reliability Analysis table for Computer Skill

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.727	.740	5

Reliability Analysis table for Marketing Skill

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.803	.802	5

Reliability Analysis table for Analytical Skill

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.700	.712	5

Reliability Analysis table Language Skill

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.845	.841	5

Reliability Analysis table for all Hard Skills

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.840	.839	25

Reliability Analysis table for Self-awareness

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.795	.803	5

Reliability Analysis table for Motivation

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.783	.782	5

Reliability Analysis table Socializing Skills

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.958	.959	40

Reliability Analysis table for Communication

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.742	.755	5

Reliability Analysis table for Effectiveness

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.872	.875	5

Reliability Analysis table for Trust and Respect

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.844	.842	5

Reliability Analysis table for Problem Solving Skills

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.769	.774	5

Reliability Analysis table for Decision Making Skills

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.778	.778	5

Reliability Analysis table for all Soft Skills

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.958	.959	40

Reliability Analysis table for Employee Performance

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.860	.861	10

Reliability Analysis table for Organizational Performance

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.882	.886	10