

**MANAGING THE MANAGERS:
THE COUNSELLORS' MISSION**

84th

Inaugural Lecture

by

PROF. RASAQ ALABA ADENUGA

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Professor of Counselling and Personnel Psychology

and

Dean, Faculty of Education

Date: Tuesday, 24th July, 2018.



**OLABISI ONABANJO
UNIVERSITY**

AGO-IWOYE, OGUN STATE.



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The Vice-Chancellor,
Deputy Vice-Chancellor,
Principal Officers of the University,
Distinguished members of the University Governing Council,
Provosts and Deans,
Professors and Heads of Departments,
The Royal Highnesses here present,
My Lord Spiritual and Temporal,
Distinguished Guests from sister Universities and tertiary Institutions,
Gentlemen of the Press,
Distinguished Ladies and Gentlemen,
GREAT OOUITES, THE GREATER OOUITES AND THE GREATEST
OOUITES,
THE GREATEST NIGERIAN STUDENTS.

Preamble

Mr. Vice-Chancellor, Sir, it is with great pleasure and gratitude to Almighty Allah that I stand before this august gathering to deliver the 84th inaugural lecture of our great University, 18th in the Faculty of Education and 5th in the Department of Educational Foundations and Counselling today 24th July, 2018. Sincerely, it is still like a miracle to me when I look back with nostalgia my background as a product of modern and commercial schools whose products are mostly seen to be primary or secondary school teachers or at most technical college products. My desire after my secondary education was to go to the Technical College, Ijebu-Ode to study bricklaying and concreting but I was offered admission to study woodwork and machinery which I did not have interest in. I later contacted my late uncle, Alhaji Okunola Shote (Lovely) who was then the Chairman of the Governing Board of Ijebu-Ode Technical College. He offered me a job as a clerk at the Shokas Lace Industry with the promise that the following year, he would influence my admission into the same school to read my preferred course of study. Alas! Mr. Vice-Chancellor, as "fate" or "Ori" would have it, after my second day at the Shokas Industry, one of my father's favourite 'area brother' (Taye Odukoya) of blessed memory, then a Secondary School teacher, was to travel to the Teacher Training College, Oni, Ijebu Waterside with my father's car and he asked me to accompany him to the School. When we got there, I met about six (6) of my classmates in secondary school as pioneer students of the school, there and then I

changed my mind that I was not going to the technical college again and that I would join them. Distinguished audience, the rest is history today. Mr. Vice-Chancellor, with this background, I went through all the strata of teacher education except Associate Certificate in Education. I sat for General Certificate in Education for more than six times with the determination that I was not going to combine my results to gain admission into the University. Ogun State University (now Olabisi Onabanjo University) was not my choice of University neither was education my choice of course. I applied for Law at the then University of Ife but was offered admission to study History. One Mr Oworu who was a staff and an in-law to Prof. Olubi Sodipo advised my father that I should change my University to Ogun State University and that he would talk to the Vice-chancellor to allow me to study law. As "Ori" would have it again, that was done and I was admitted to read history with the promise to change to law. Just few weeks after the cross over to Ogun State University, the senate took the decision that no change of course should be allowed again. Meanwhile, I had completed my National Certificate in Education (NCE) with History/Islamic studies at the then Ogun State College of Education, (Now Tai Solarin College of Education) Ijagun, Ijebu Ode. So when the decision was taken, my family friend, late Taye Odukoya introduced me to Prof. Titi Hassan who was then Dr. Titi Hassan and the Head, Department of Educational Foundations and Management. Dr. Hassan then advised me to cross to Education and apply for Direct Entry since I had my NCE. I quickly wrote the application and it was granted and I then moved to History Education, 200 level. Prof. Hassan also convinced me to change to Guidance and Counselling and assured me that I was going to enjoy it more than History. Without wasting time, I changed to Guidance and Counselling as second set. Mr. Vice-Chancellor, Sir, this is the outcome of Prof. Hassan's Counseling. Today Mr. Vice-Chancellor, Sir, I am proud and fulfilled to stand before you as a Counsellor and Personnel Psychology expert. My choice of topic "Managing the Managers: the Counsellors' Mission" was borne out of the myriad of problems that every human endeavour is confronted with everyday which is affecting everything about our development, growth and stability. Mr Vice-Chancellor Sir, human beings are the most complex and the most dynamic resources to manage and the process of studying them is very tasking and herculean. Managing people starts from the home and ends up in the society via the various human organizations and set ups. Human beings plan, organize and execute

all activities in life and as individuals we must understand the basic fact that no individual is perfect, neither an island nor indispensable. Hence, every organization that deals with people at work must first strive to understand their nature, knowing full well that they are the movers and shakers of everything that happens in life. Managing ourselves is a joint venture that everybody must key into. All of us are leaders in our own right but are we leading as we want to be led. Mr. Vice-Chancellor, Sir, leadership determines followership as they both emanate from the same society.

Mr. Vice Chancellor, sir, my task in this lecture is to address the following and relate them to the title of this inaugural lecture without losing sight of their contributions to the process of managing people. Meaning and Nature of Guidance and Counselling, Basic Assumptions about Human Nature, Common Sense and Psychology, Human Resources, Management functions, Roles, Skills and Organizational Behaviour, Counsellor as Human Resource Manager, Managing People, Managing the Adolescents Children, The Role of Communication and Leadership Skills in Managing People, Guidance and Counselling and Psychological Health, Conclusion, and Recommendations.

MEANING AND NATURE OF GUIDANCE AND COUNSELLING

Mr. Vice-Chancellor, sir, Guidance and Counselling has no universally acceptable definition but for the purpose of this lecture few definitions would be discussed with a view to bringing about their relevance to this inaugural lecture. To a layman, guidance could be described as a way of directing people, showing the way by piloting and advising. But looking at this definition, guidance limits the work of the counsellors to mere advice giving or something that could be done by anybody within the society. Professionally, the term is defined to reflect the helping relationships which assist individuals to understand their strengths and weaknesses from other developmental changes that could take place in them from the cradle to the grave. Durojaiye (1972) defined guidance as a complex process which encompasses the total needs of the individual student to be directed or guided. This is also applicable to the individual's educational, social, moral, emotional health, leisure time, needs and individual's preparation for a suitable career in the future. Famojoro (1987) defined guidance as helping the individual to grow to the best of his ability so that he can make maximum use of his potentials.

Arbuckle (1970; 1976), Peter and Farwell (1967) and Ferguson (1956) have clarified the usage of the term by pointing out the distinction implicit in using the word "guidance" as a concept (mental image) as an educational construct (intellectual synthesis) and as an educational service (actions taken to meet a demand).

Frank Allen in his book "Guidance Principles and Services" defined guidance as the process of helping the individual to achieve the self-understanding and self-direction necessary to make the maximum adjustment to school, home and community". Shertzer and Stone (1976) defined guidance as a process of assisting the individual to understand him/herself and the world. Whereas, Eweniyi and Adenuga (1997) defined guidance as helping services which help the individuals within and outside the school settings to realize their fullest potentials emotionally, morally, socially, academically and vocationally. Guidance from all these definitions consists of various services such as appraisal, referral, recruitment, counselling, placement, planning, follow up, information and evaluation services. All these services are rendered to the individual to enable him/her to understand self and his/her world so as to become more effective, more productive and more joyful human being.

Counselling

This term has also attracted the attention of the professional helpers to the extent that various shades of opinions have been expressed to define the concept. The term has been used to denote a wide range of procedures including behavioral adjustment, assisting in making appropriate vocational, educational and socio-personal decision. English and English (1952) defined counselling as a relationship in which one person endeavours to help another to understand himself and to solve his adjustment problems. They identified different areas that require adjustment, thus giving rise to educational counselling, vocational counselling, and social personal counselling. They went further to emphasize that (normal) persons are the focus of counselling which is usually given by professionally trained counsellors.

Hahn and Maclean (1955) had earlier defined counselling from a socio-to-one relationship between an individual troubled by problems which he

cannot cope alone with and a professional worker whose training and experience has qualified him to help others reach solutions to various types of personal difficulties. To Lewis (1970), counselling is a process by which a troubled person (client) is helped to feel and behave in a more personally satisfying manner through interaction with an involved person (the counsellor) who provides information and reactions which stimulate the client to develop behaviours which enable him to deal more effectively with himself and his environment. Blocher (1974) described a counsellor as a person who helps an individual to respond to the influences in his environment. It further assists him to establish some personal meaning for his behaviours and to develop and clarify a set of goals and values for further behaviours. Tyler (1969) surveyed two approaches at defining counselling. According to the first of these kinds of definitions, the central purpose of counselling is to facilitate wise choices and decisions, according to the second, its central purpose is to promote adjustment or mental health.

Much more interestingly, Patterson (1970) has attempted to define counselling by stating what counselling is not. Among Patterson's position is that counselling:

1. Is not the giving of information though information may be given in counselling.
2. Is not giving of advice, suggestions and recommendations (advice should be recognized as such and not camouflaged as counselling).
3. Is not influencing attitude, beliefs or behaviour by means of persuading, leading, or convincing, no matter how incorrectly, subtly or painlessly.
4. Is not the influencing of behaviour by admonishing, warning, threatening, or compelling without the use of physical force or coercion (counselling is not a discipline).
5. Is not the selection and assignment of individual for various jobs or activities.
6. Is not interviewing (while interviewing is involved, it is not Synonymous).

The nature of counselling according to Patterson is to be found in the following characteristics:-

1. Counselling is concerned with influencing voluntary behavioural changes on the part of the client or counsel.
2. The purpose of counselling is to provide condition that facilitates voluntary change in behaviours.
3. As in all relationships, limitations are imposed on the counselee by counselling goals that are influenced by the counsellor's values and philosophy.
4. Conditions facilitating behavioural change are provided through interviews (not all counselling is interviewing, but interview is always involved).
5. Listening is present in counselling but not all counselling is listening.
6. The counsellor understands clients.
7. Counselling is conducted in privacy and the discussion is confidential.

Patterson did not give a precise definition of what counselling is but identified what characterize the nature of counselling. His ideas about the nature of counselling is that it is an interactive process that facilitates voluntary behavioural changes as determined by client's goals but which are in turn influenced by the counsellor's values and philosophy through interviewing, listening and confidentiality.

It is difficult to say which of the definitions above is the most acceptable. In fact they are all directed at achieving what is often called counselling goals. The goals are seen by Kromobotte (1966) as "altering maladaptive behaviour, learning the decision-making process and preventing problem". Mr. Vice Chancellor, Sir, as a manager of managers, Counsellors ability to understand the underlying factors and why and how people behave is an essential quality that will make his work very easy and interesting.

BASIC ASSUMPTIONS ABOUT HUMAN NATURE

Naturally, every worker within an industrial setting has one or two problems to cater for everyday and these problems either directly or indirectly affect their performances. Worst still, majority of workers carry

these problems to the work environment and subsequently transfer or display aggressive behaviour to other co-workers. This kind of problems would not only affect the performance of such staff but will also create disharmony among workers. Hence, the need for the industrial labour relation experts or the counsellors as the case may be to have thorough understanding of these assumptions and to act promptly in the work environment. These assumptions are;

- The principle of individual differences;
- Rationality and emotionality;
- Constraints of attitude and perception;
- Sociability and inter-dependence;

Individual Differences

The only characteristic of human nature that is universally acknowledged is the fact that no two individuals are the same in their level of intelligence, aptitudes, interest, physical strength, manual dexterity, knowledge, skills, motivation, personality traits and other aspects of human activities. The individual differences in mental and physical abilities have broad implications for organizational or establishment behaviour. No wonder, Albert Ellis, a counselling psychologist once stated that any event in life is determined by the interpretation of that event and that nothing is good or bad but our thinking and judgment make it to be either good or bad. To him, if the manager adopts the query method or open door policy, depending on how his workers interpret it, his method would still be questioned. Some workers can view it as part of the system of running of an organization while others might view it as a threatening measure which could have adverse effect on their jobs. Hence, their interpretation of the situation will bring about a reaction which would later bring about counter reaction. Take for instance, if a boss tells his employee that he/she is lazy or not too impressive, while to that employee he has put all his best into the services of the organization, he/she might feel hurt or disappointed, while another staff might see it as one of the languages of the employer. The former might be disturbed emotionally and psychologically, while the latter might not be worried at all about it.

However, there is no-one-to-one relationship between ability and productivity. Differences in motivation, experience and work habits may result in many persons with high native potentials performing below the level of others whose aptitudes are marginal for the task in question. .

Rationality and Emotionality

It is a known fact that in Nigeria most especially in Yoruba land, people enjoy shifting blames for their misdeeds on others and hardly anything happens naturally with the Yoruba in particular and Africans in general. Little wonder, one foreign writer once stated that "reasoning is alien and emotion is African". He went further to say that Africans hardly provide reasons for their actions, rather somebody somewhere is responsible for their misdeed. Sigmund Freud, a renowned psychologist once described this type of attitude as a defensive mechanism to cover up our deeds. He gave rationalization and suppression as some of the examples of this act. For instance, when a worker fails to perform up to expectation and because of that loses a job he/she will end up by saying that the boss hates him/her, he could also tell others that he/she has been so wonderful in his/her performances, hence his/her promotion.

Today, it is mostly assumed that employees do not always behave rationally, at least, in an economic sense. They sometimes go on strike in order to demonstrate their power and independence, even when they know full well that they cannot recover the economic losses during such strikes. We are rational but only to a point, we plan, set goals, think, reason and live by creeds and values. Infact, in many situations, our motivation is unconscious to such extent that not even we understand our own actions in almost all the situations.

Constraints of Attitude and Perception

It is significant that behaviour and expectations are strongly influenced by what a person believes to be the truth. An individual feels responsible for his actions when such actions are satisfying. Infact, people sometimes feel strongly that on a deep unconscious level they develop intense feelings of guilt when they fail to live up to their self expectation. Also, people consciously believe that their choices are real regardless of any awareness of philosophical arguments to the contrary. The fact that they hold others responsible for their actions, too, is further evident that for practical purposes, people committed to that very lofty view of humanity which states that the individual has capacity for choosing between alternatives and for assuming responsibility for his/her behaviour. Organizations cannot function optimally without these pragmatic assumptions. No one sees the entire world as it really is. Everyone has a point of view that serves as a filter through which the

eternal world is viewed. Bosses that view or believe that people are inherently lazy and selfish will naturally interpret the behaviour of others through that filter and consequently will have no difficulty finding reinforcing evidence for that view-point.

Sociability and Interdependence

Human beings are social animals and no one can be alone, rather one depends on others to have a fulfilling life. There is need for employees to appreciate the fact that human beings are inherently social beings and must be provided with the environment that would make provision for this. Employees should be free with their employers to discuss some basic issues about the progress and attainment of organizational goals. Human relation experts or counsellors should make the management members and heads of department to listen to the problems of their subordinates with a view to rendering assistance without altering the functions of the organization. Social needs take a variety of forms, the need for companionship, for support in doing one's work, and for someone with whom to communicate in order to relieve personal frustrations and work stimulated boredom. But social needs have an even deeper meaning in the work situation. Individuals spontaneously interact to develop informal, but highly organized behaviour which is important to the satisfaction of these needs. There is need to understand and relate to these informal groups as well as to individual employees. Employees cannot be treated as if their needs are alike. Everyone has certain primary needs (food, rest), self-respect, clothing and the approval of others. but even these needs vary greatly in intensity. As a person goes about satisfying these needs new ones emerge such as the need for achievement, recognition and the need to engage in certain interesting activities. Mr. Vice Chancellor, Sir, managers these days assume so many things and in some cases expect their staff to display some level of intelligence or at least use their discretions in some areas. Alas! It is not so, most intelligent managers expect the same understanding and intelligent from their staff which is not common, hence, the proper understanding of the Psychology of common sense.

COMMON SENSE AND PSYCHOLOGY

Mr. Vice-Chancellor, Sir, the concept of common sense is not alien to counsellors nor to this gathering but to professional and personnel psychologist there is nothing like common sense. Permit me to quote Plato at this juncture, according to him knowledge is acquired and wisdom is the gift from God "and whomever God loves combines the two i.e. (knowledge and wisdom). Little wonder then, the Yoruba people will say "This boy is knowledgeable but lacks wisdom" "Omo okunrin yi ni imo amo ko ni laakaye". Common sense is "good sense and the ability to see things as they are and doing things as they ought to be done". It could also mean sound practical judgment concerning everyday matters, or a basic ability to perceive, understand and judge that is shared by all. Common sense could also be described as folk wisdom (native intelligence) which signifies knowledge not reliant on specialized training or deliberative thought. Looking at the nature of human beings as earlier discussed, one can conclude that every knowledge displayed is learnt via voluntary and involuntary media and every knowledge is based on one's background and the basic concept of heredity.

Mr. Vice-Chancellor sir, John Locke a renowned Philosopher and a Physician once postulated that when a child is given birth to his mind is in the state of "Tabularaza" – "clean slate" and that whatever you put into it will stick into it and that will remain or shape the character of the boy. However, the 20th century psychologist Jean Piaget postulated another theory that every child is born with what he described as functional invariants – stimulus and that no child is born with the state or mind of Tabularaza. He described his theory as genetic epistemology i.e. Nature and Nurture as the determinant of what becomes a child's cognitive development. Piaget postulated that when a child is given birth to today, touch his lips, he/she would suck your hand or stroll his palm, he/she would hold your hand or better put, make a loud voice, he would raise his legs and hands with a mad cry. Who created fear in him? Managers must appreciate that this common knowledge or sense is not common to every individual and hence must allow that fact to assist them when taking decisions or comparing people at work.

Mr. Vice-Chancellor, Sir, common sense could be equated to emotional intelligence which reflects the individual's potential for mastering the skills of self-awareness, self-management, social-awareness and

relationships management. Emotional intelligence can also be described as the ability to monitor and control one's emotions and behaviour at work and in social settings. Whereas standard intelligence (IQ) deals with thinking and reasoning, emotional intelligence (EQ) deals more broadly with building social relationship and controlling one's emotions. Mr. Vice-Chancellor, Sir, emotional intelligence can only be enhanced or increased through a combination of awareness and training. You will discover that I once mentioned that most managers see themselves as master of everything and in most cases forget themselves in the "fool's paradise" (Adenuga 2010). How many managers have the ability to reach out with warmth through eye contact, physical touch or words? Machines cannot and will never process all these. Personal competence and social competence are lacking in most of our managers to such an extent that they promote sycophancy in most organizations. Personal competence refers to the competencies that determine how we achieve and maintain emotional balance. The ability to read one's emotions and be better equipped to assess one's level of emotional maturity are essential qualities that managers should possess, this involves keeping descriptive emotions and impulses in check. Social competence is the competencies that determine how we handle relationships, sensing others' thoughts, feelings and intentions. Listening openly and sending convincing messages, negotiating and resolving disagreements amicably. The ability to interpret human actions, gestures, and speech patterns in a foreign culture is called cultural intelligence, (CQ). A person with a high CQ quickly analyses an unfamiliar cultural situation and then responds appropriately.

Mr. Vice-Chancellor, Sir, ability to manage other people's anger is one of the human relation challenges that managers are facing now. However, psychologists, Reece, Brandt and Howie (2008) suggest that the following skills can be learned and applied to any human organizations where anger threatens to damage a relationship..

1. **Recognize and accept the other person's anger.** The simple recognition of the intense feelings of someone who is angry does a lot to defuse the situation. In a calm voice you might say, "I can see that you are very angry. I was out of line when I criticized your work at the team meeting".

2. **Encourage the angry person to vent his or her feelings.** By asking questions and listening carefully to the response, you can encourage the person to discuss the cause of the anger openly. Try using an open-ended question to encourage self-disclosure; "What have I done to upset you?" or "Can you tell me why you are angry?"
3. **Do not respond to an angry person with your own anger.** To express your own anger or become defensive will only create another barrier to emotional healing. When you respond to the angry person, keep your voice tone soft. Keep in mind the old biblical injunction, "A soft answer turns away wrath".
4. **Give the angry person feedback.** After venting feelings and discussing specific details, the angry person will expect a response. Briefly paraphrase what seems to be the major concern of the angry person and express a desire to find ways to solve the problem. If you are at fault, accept the blame for your actions and express a sincere apology.

Psychologists agree that intelligent quotient (IQ) tends to be stable throughout life while emotional competence is learnable and can increase throughout one's life span. From the above analysis Mr. Vice-Chancellor, Sir, one would see clearly that the concept of "common sense" is not common; hence managers should endeavour to treat each staff as a unique individual and must also stop comparing one staff to the other. In fact, the brilliant or highly intelligent managers always use themselves as template to judge others. This should be stopped because of the principle of individual differences. Managers should always relate with his staff as unique individual with peculiar characteristic, hence, the need to understand human resources principle.

Human Resources

Mr. Vice-Chancellor, Sir, human resources management, organizational behaviour, personnel management and personnel psychology are used interchangeably in this lecture to connote the same thing as all of them strive to study human behaviour at work place, home or any social circle. (Adenuga, 2009) Armstrong (2009) defined human resources as the strategic, integrated and coherent, approach to the employment, development and well-being of the people working in organizations.

While Boscall et al (2007) defined it as the "management of work and people towards desired ends" Rubery (2007) defined it as the activities of people that concern how organizations manage their workforce. It is the study of the structure, functioning and performance of organizations and the behaviour of groups and individuals within the organization. Ivancevich (2008) described human resources as the study of human behaviour, attitudes and performance within the organizational settings, drawing on theory, methods and principles from such disciplines as psychology, sociology, political science and cultural anthropology to learn about individuals, groups, structure and processes. Human resources cover all the spectrum of human endeavours most especially in all our organizations and institutions of learning. Mr. Vice-Chancellor, Sir, any organization that recruits based on sentiments and "god fatherism" will pay for the outcome of such recruitment because if you put the round peg in a squared hole, there will be problems. Ditto to an institution of learning that employs unqualified personnel, the results will affect the products of such institution as nobody can give what he/she doesn't possess. The major goal of human resources management is to ensure that the organization is able to achieve success through people. It also aims at increasing organizational effectiveness and capability via the best use of the available resources. Mr. Vice-Chancellor Sir, the effective management of people takes place in the context of the wider environmental settings, including the changing patterns of organizations and attitudes to work, hence the need for greater organizational flexibility. The changing nature of organization and individuals at work has placed increasing pressure on the awareness and importance of new psychological contracts. Caldwell (2004) argued that managing people is an asset that is fundamental to the competitive advantage of the organization, aligning human resources management policies with business policies and corporate strategy and developing a close fit of human resources policies, procedures and systems with one another.

Mr. Vice-Chancellor, Sir, for any manager or management to function effectively and efficiently, he/she must be a good team player with thorough understanding of human nature and good human relations to deal with different people. **Efficiency** is doing the task right and it also refers to the relationship between inputs and outputs. For instance, if one gets output for a given input, one has increased efficiency, so also does one increase efficiency when one get the same output with fewer

resources. **Effectiveness** means doing the right task or completing the activities of the organization within a reasonable time. Thus, efficiency and effectiveness deal with what managers do and how they do it. Mintzberg (2004) observed that "no job is more vital to our society than that of the manager". For, it is the managers that determine whether our social institutions are serving us well or not.

Management Functions and Organizational behaviour

The term management refers to the process of getting things done, effectively and efficiently, through and with other people (Robbins & De-Cenzo 1998) Managers touch our lives in many ways and their styles of management go a long way in either making or marring those working with them. Management is defined by Kreitner and Kinicki (2004) as "the process of working with and through others to achieve organizational objectives in an efficient and ethical manner". From these definitions one would discover that the need to formerly study organizational behaviour is not only necessary but *sine-qua-non* to the success of any organization. The idea of I have gotten everything under control is no more relevant in today's management functions, rather, the need to creatively envision and actively sell bold new directions in an ethical and sensitive manner is very essential. Little wonder then that Kreitner and Kinicki (2004), opined that effective managers are team players empowered by the willingness and active support of others who are driven by conflicting self-interests. Mr Vice Chancellor sir, Deepak Chopra, author of ***the seven spiritual laws of success*** encourages everybody to practice the law of giving., the law says that you must give in order to receive. That is, if you want attention and appreciation, you must learn to give attention and appreciation, if you want joy in your life, you must learn to give joy to others. He went further to say that the easiest way to get what you want is to help others get what they want.

Management Functions

To Henry Fayol, managers perform five management functions: They plan, organize, command, coordinate and control. However, today's managers and management experts (Robbins, De Cenzo (1998), Gibson, Ivancevich and Donnelly (1997), Kreitner and Kinicki (2004) condensed these functions into four; Planning, Organizing, Leading and Controlling.

Planning: This is the process of defining the goals of the organization, establishing strategies and developing plans to coordinate activities.

Organizing: A process of determining what tasks are to be done, who is to do them? How are they going to be grouped? Who reports to whom? And why are we taking decisions?

Leading: This includes the process of motivating employees, directing the activities of others, selecting the most effective communication channel and resolving conflicts or crisis without fear or favour.

Controlling: This has to do with monitoring the activities and performance of staff to ensure that they are striving to accomplish the set out plans and objectives of the organization. It is also the process of comparing the staff activities with the goals of the organization with a view to correcting any significant deviations.

Conclusively here, it is important to mention that managers must develop people - oriented organizations and skills to be able to get the best out of their staff. They must embrace the 4 P cycle of continuous improvement; people, productivity, processes and products. This is represented in the diagram below

People

- Skill development
- Motivation
- Teamwork
- Personal development and learning
- Readiness to change and adapt
- Increased personal responsibility for organizational outcomes
- Greater self-management
- Decreased stress

Productivity

- Reduced waste
- Reduced reward
- More efficient use of material, human, financial and informational resources

Products

- Greater customer satisfaction
- Better quality goods and services

Processes

- Technological advancement
- Faster product development and
- Production cycle times
- System flexibility
- Leaner and more effective administration
- Improved communication and information flow
- Organization learning
- Participative and ethical decision making

Management Roles

Managers perform more than 1,000 roles daily in order to achieve the goals and the objectives of their establishment, however for the purpose of academic activities; these roles could be grouped into three:

Inter-personal Role:- This has to do with motivation of workers viz:

Provision of training opportunities for workers
Hiring and firing of workers and
Discipline of workers among others.

Information Role:- This is the process of obtaining and disseminating information to both the employee, employer and the community as a whole, since organization is an off-shoot of the society. The managers must be able to be the spokesman of the organization and a worthy ambassador of their organization

Decisional Role:- Mintzberg identified four major decisions that managers take within an organization

He or she initiates and oversees new project.

He or she takes corrective action in response to previous or unforeseen problems.

He or she allocates resources, human, physical and monetary.

He or she negotiates or bargains for other units to gain advantages for their own unit.

Management Skills

For a manager to earn the respect of his subordinates and people around him, he or she must possess, display and utilize some management skills to carry out his/her functions effectively and efficiently. Naturally speaking, there are four (4) basic skills that are very essential for managers and these are;

1. **Technical Skill:-** This is the ability on the part of a manager to possess the prerequisite academic paper qualification in his or her specialized area. For example, the manager of a hospital must have MBBS, which means he must be a qualified Medical Doctor while the manager of a school must have a prerequisite qualification such as First Degree or Masters in Education, that is

to say, he must have formal education to back up his managerial roles and functions. He/she must be able to use the tools, procedures and techniques of specialized fields.

2. **Human Skill:-** This is the ability of the manager to manage people on equal terms. The ability to maintain justice and equity and the ability to resolve conflict without fear or favours. It is the ability to respect the view of others and the ability to free him or her from the fool's paradise.
3. **Conceptual Skill:** This is the ability to have the mental skills to analyze and diagnose complex situations. The ability to take decisions promptly, accurately and decisively. Ability to be logical and sequential in our dealings within the organization. It is also the ability to coordinate all the organization's interest and activities.
4. **Political Skill:-** This is the manager's ability to understand the political scenario of his locality and be able to attune himself or herself to it. It is also his ability to build a power base and establish the "right" connections for the benefits of his organization. In fact, a good manager must be an AGIP—Any Government in Power.

Mr. Vice-Chancellor, Sir, it is on the understanding of the human resources concepts and theories that this inaugural lecturer arrived at the title, "Managing the Managers": The counsellors' mission.

Counsellor as Human Resource Manager

A Counsellor according to the constitution of the Counselling Association of Nigeria (2009) is any person who holds not less than a Bachelor's degree from a recognized institution with an accredited programme in Guidance and Counselling: Counselling Psychology and Applied Psychology, and whose primary duties are in the areas of Counselling services. Article VI Section A says "she/he must be of impeccable character as prescribed by the counselling profession. Mr. Vice-Chancellor, Sir, counsellors are not only to provide realistic picture of what operates within our organizational set up but also provide such organizational leaders adequate information that would assist them to

function effectively within the industrial settings without jeopardizing the goal of the organization which could lead to victimization and final dismissal most especially in our country and other developing nations where the rights of workers are not so guaranteed. (Adenuga & Ogunsanwo, 2004).

Orisasona, (1993) listed the following functions as resident in the counsellors working within an industrial or organizational setting.

- Helping individual workers to adapt to the new working environment.
- Assisting workers become more developed in various disciplines or fields of human endeavors.
- Assisting workers in enhancing good working relationship between the workers and the management team.
- Assisting individual workers to have realistic decisions and assessment about him and by promoting self-understanding and understanding of other members of staff.

The services of counsellors within the industrial or organizational set up would also provide the management staff the opportunity of creating an enabling work environment that could help in tapping the hidden potentials of their workers which will in turn enhance productivity and commitment. Denga (1996) also opined that a counsellor could serve as a catalyst in human engineering for high productivity either in the capacity of a full time or as an external consultant. Mr. Vice-Chancellor, Sir, counsellors globally are not trained for school settings alone; rather, they are trained to be catalysts in all human endeavours. This is the more reason why in the developed countries counsellors are given their rightful position and there is no human organization without a counsellor, including their hospitals. The need to manage and tolerate one another would not only promote harmonious co-existence but would also promote global peace.

Managing People

Managing people could be dated back to the time immemorial because our forefathers always trained their children to follow the lineage and traditions of their family to such an extent that values and integrity are placed on their names. Mr. Vice-Chancellor, Sir, the issue of

unemployment was alien to our society prior to the introduction of Western education and every society was known for their traditions and customs to such an extent that any deviations were easily noticeable and appropriate sanctions always followed the deviants in the society. Stealing, robbery, gangsterism, thugery, was also alien because the training of the children was a joint responsibility of every member of the family and even the community members as a whole. The extended family structure was very useful in those days that the family was so important to family members. You could hardly differentiate the children of some family members from their biological parents because of the communal life style that members operated that time. Any strange behaviour that time was easily controlled and managed unlike what is in operation now. Who is that child that time that brings home what he cannot account for? Even, the people you moved with must be known to your parents who easily can tell you not to move or associate with him or that because of one reason or the other. "*Omo yin o se agbafo onko aso wale*" – "Your child is not a launderer and he always brings clothes home". Unlike what is going on now when children that are in school are the bread winners of the house without doing a meaningful job or without a job at all. Parents nowadays always encourage their female children to go into prostitution and other derogatory professions to earn money while boys are encouraged to go into "YAHOO" and "YAHOO plus" just because they want to make cheap money at the expense of their integrity and life. Human life is nothing to many people nowadays to such an extent that some parents even prepare "*Jas*" or "*juju*" to fortify their children against being caught. The situation is so pathetic that parents are withdrawing their children from universities and other institutions of learning to go and learn "YAHOO".

Mr. Vice-Chancellor, Sir, Jack Canfield and Brian Tracy (2008) said that "without purpose as the compass to guide you, your goals and action plans may not ultimately fulfill you". In other words, to move from where you are today to where you want to be, you have to know two things; where are you today and where you want to get to. All these are pointing to our core values and our purpose in life. Values are the personal beliefs and preferences that influence our behaviour which are deep-seated in our personality. To discover this, one must carefully examine what is value. Mr. Vice Chancellor, Sir, these five steps can help one determine whether or not he/she truly values something because many

a times one doesn't really know or is conscious of what one is really doing, because value exist at different levels of awareness. Unless you clarify your values, life events are likely to unfold in a haphazard manner. However, once you are aware of your value priorities, you are in a better position to plan and initiate life changing activities.

THINKING

We are in a confusing world where making choices about how to live our lives can be difficult. Of major importance is developing critical thinking skills that help distinguish fact from opinion and supported from unsupported arguments. Learn to think for yourself. Question what you are told. Engage in higher-level thinking that involves ANALYSIS, SYNTHESIS, AND EVALUATION.

FEELING

This dimension of the valuing process involves being open to your "gut level" feelings. If it doesn't "feel right", it probably isn't. Examine your distressful feelings such as anger, fear, or emotional hurt. Discover what you prize and cherish in life.

COMMUNICATING

Values are clarified through an ongoing process of interaction with others. Be an active listener and hear what others are really saying. Be constantly alert to communication filters such as emotions, body language, and positive and negative attitudes. Learn to send clear messages regarding your own beliefs.

CHOOSING

Your values must be freely selected with no outside pressure. In some situations, telling right from wrong is difficult. Therefore, you need to be well informed about alternatives and the consequences of various courses of action. Each choice you make reflects some aspect of your value system.

ACTING

Act repeatedly and consistently on your beliefs. One way to test whether something is of value to you is to ask yourself, "Do I find that this value is persistent throughout all aspects of my life?"

Mr. Vice-Chancellor, Sir, we no longer have character, integrity and moral development. Our homes, schools, government and the society at large have failed in this area. People are no longer bothering themselves about the source(s) of wealth of members of the society neither do people bother about the good name of the family again. What is important to them is wealth and power. Sincerely Mr. Vice-Chancellor, Sir, proper management of people at every stratum of our society will ameliorate all these problems. Simpson, a former United States senator once said that "If you have character, that's all that matters and if you don't have character, that's all that matters too". Character is composed of personal standards of behaviour, including honesty, integrity and moral strength. This is the main ingredient that we seek in our leaders and the quality that earns us respect in the workplace. Adenuga (2016) in a paper on "good parenting, leadership and mentoring: pathway to peaceful cohabitation" argued that leaders originate from the followership and he returns to them after the expiration of his/her tenure in office, except traditional rulers. No leader is perpetual as somebody will leave before another person takes over the leadership responsibility. He went further to agree that leadership is the ability to inspire other people to work towards the attainment of a common goal. It is the ability to persuade others to seek defined objectives enthusiastically and collectively. A good leader must transmit his/her feelings and exhortations to his followers by means of effective communication. A leader of a group in any organization has the responsibility of representing the interest of his group to higher management or authority. Mr. Vice-Chancellor Sir, how many of our leaders possess 10 percent of these attributes? Even, the few that possess them are not appreciated. How would you explain a situation where the followership will task their leaders of what is not within their limit before they can vote for them to represent them? Meanwhile, when the leader gets there, they will be expecting something or dividends from him/her. Naturally he/she will first settle all his indebtedness before remembering anybody. Merit has been thrown into the dustbin and nobody gets to position of authority without money.

Mr. Vice-Chancellor, Sir, integrity is the basic ingredient of character that is exhibited when one achieves congruence between what one knows, what one says and what one does. When your behaviour is in tune with your professed standards and value, when you practice what you

believe in, then you have integrity. However, when you say one thing but do another thing, you lack integrity. Nobody is born with all these qualities; rather they are learnt from home and being complimented by one's association with the larger society. Remember, the agents of socialization home, school church/ mosque, market place, peer group etc. Except the peer groups that still exerts greater influence on our youths today, in most cases (negatively) which other agent is up to its purpose nowadays? The home has failed in her responsibility to the children; the church and mosque now worship money and enslave their members through indoctrination while the market place is where children learn bad behaviours and characters.

Mr. Vice-Chancellor, Sir, Adenuga (2008) defined good parenting as the process of promoting and supporting the physical, emotional, social, financial and intellectual development of a child from infancy to adulthood. Good parents are those that provide all the above supports to their children while bad parents lack in almost all the above mentioned supporting roles. Good parenting helps children succeed in life, supports academic pursuit, promotes the development of their intellectual capacity, motivates them to learn and achieve their desires. All these deter children from all sorts of anti-social behaviours, delinquency and all forms of social vices. A well brought up child will definitely be a blessing to his parents and the entire society that he/she belongs to. The following nine (9) tips can assist parents greatly in fostering their children's personality and make them blessings to their family and the entire human race.

Nine tips to foster good parenting

- **Your attitude and action:** what you do before your children and how you do them matters. Lead as you want to be led. Be free, fair and firm.
- **Be conscious of your love for your children** i.e. show genuine expression of warmth and affection but don't be too emotional with them. Don't love them too much.
- **Be involved in your child's life** – Always show interest in the friends that your child keeps. Probe into what he/she is doing and always show care and feeling that you are there for them.
- **Adjust your style to suit your children's development.** Assist

them in discovering themselves, not imposing your personality on them. Let them pick the good things in you and drop those that are not desirable.

- **Foster your children's independence;** guide them in taking decisions rather than taking it for them.
- **Establish and set rules, and stick to them.** This is the management of your children's behaviour, show good example, emphasize dignity of labour, value your relationship with your family and always be just in your dealings, monitor their movement and action.
- **Be consistent in your style of discipline and administration of justice.**
- **Avoid harsh discipline but use it sparingly,** even the bible says spare the rod and spoil the child.
- **Carry them along in decision making most especially when they are approaching adolescence stage.**

Mr. Vice-Chancellor, Sir, am wondering how many of us here can beat our chest that all the above mentioned tips are carried out by us. We need to change our attitudes and be interested in the training of our youths/ children rather than allowing them to be used by politicians as thugs, and assassins. Adenuga (2017) in a paper delivered at the third point youth organization in Ogiyo on "Youths, Politics, Education and Good Governance" posited that the youths are the future of every country or society that cares to plan ahead for the generation yet unborn. Adenuga, (2017) defined youths based on UNESCO definitions as those persons between the ages of fifteen (15) and twenty four (24) years. Whereas, the Nigerian constitution defined youth as anybody below the age of eighteen (18) years who is not qualified to vote or be voted for. It is expressly stated in this paper that politicians should endeavor to give proper orientation to the youths and always encourage them to play politics without bitterness or any act of violence. They are also enjoined to lead as they want to be led while the demonstration of emulatable attributes that could encourage the willingness to serve the society should be imbibed by the youths. Youths should see politics as an avenue to better the lots of people and also as a process of evolving healthy rivalry. Mr. Vice-Chancellor, Sir, all these can be achieved if our youths and politicians are managed very well by parents and other stakeholders in our society. our politicians should realize the importance

of integrity, character and morals in the development of enduring democracy. Our people should realize that as we make and keep commitments, even small commitments; we begin to establish an inner integrity that gives us the awareness of self-control, courage and strength to accept more of the responsibility for our own lives. We must realize that when we consistently fail to keep our commitments we cannot expect to maintain our integrity. There is need for counsellors/personnel psychologist to be involved in school administration so as to assist in the building of the necessary character and integrity needed to build a safe society. Adenuga (1998) in a paper on Guidance and Counselling in Nigerian primary schools opined that counsellors are very essential in our primary schools because this is the formative stage of our children and it is important that counsellors and teachers work together to discover maladaptive behaviour in our pupils so as to manage them effectively. Remember the saying that "*kekere lati npeka iroko, ko ma dagba tan ko ma ba maa gbo omo eran lowo eni*". "That we start pruning the branches of Iroko tree so as to prevent it from turning to a spirit to be worshipped." Mr. Vice-chancellor sir, some children were brought up in a violent environment where the parents derive pleasure in fighting every morning in the presence of the children with series of unpalatable names. Little wonder, the first language that any child in Africa and Yoruba land in particular learns is abusive. Parents should teach good morals and live by example. They should live with love and genuine support. All these will go a long way to develop the character of the children and it will form the solid foundation for other development and growth.

Mr. Vice-Chancellor, Sir, counselling services and management of people should not end at home and primary school alone, rather, it should be extended to all institutions of learning since human dynamism is continuous. Parents naturally express anxiety on the progress of their children to such an extent that some even over protect them by going to their teachers to assist them academically, whereas if necessary attention has been provided at home there is no basis for this. Even, if you manipulate the teachers to pass the candidate, how would you manipulate the employers of labour to get him/her employed? The psycho-social image of these students must be well attended to by both the parents and the school for proper adjustments to take place. Adedipe and Adenuga (1998) in a study on self-concept as it affects the

psycho-social image of secondary school students found that children that are not exposed to social interaction from home always suffer low self-esteem, whereas those that are exposed to high social interaction from home always have high level of self-concept to deal with various situations within and outside the school system. It was concluded that parents must always create time for their children and always engage them in discussion on issues bothering them and their significant others. Adesemowo and Adenuga (1998) carried out a research on focuses of parental anxiety and it was found that parents are anxious of their children's success in the education industry, most especially on the areas of lack of subject teachers in the core courses like Mathematics, English and core sciences like Biology, Chemistry and Physics. Parents also show anxiety on the choice of courses to be studied by their children as quite a number of them prefer Medicine, Pharmacy, Law and Engineering etc. which quite a number of them didn't have opportunity to study. The expensive nature of Education is another source of anxiety to parents which ordinarily should not be if their children know what they are doing. It is important to note that parents must always strive to train their children in a way that both informal and formal training will reflect in their character and behaviour outside. The saying that charity begins at home must be emphasized to children with the addition that it must not end there. It was recommended that parents must be counselled that education is the "right" of their children and it must be given at all cost. The paper further recommended that parents should also respect the worth of the individual and respect the views of their children while they should also treat everybody equally.

Mr. Vice-Chancellor, Sir, Adesemowo and Adenuga (2004) also researched into the need by the parents to be interested in the career of their children in a paper titled "Career Education: an integral part of functional Education" it was discovered that the training and education being provided to African youths before the advent of Western education were career-oriented where at that time, there was no unemployment or wastage of both human and material resources. This assertion was in line with Makinde and Alao, (1980)'s postulations which states that;

The history of apprenticeship and career guidance in which career awareness, Orientation, placement and advancement were well catered for in traditional African

society exposes techniques and ideals that can be advantageously integrated into modern practice. So effective was the traditional career guidance system that most of the career-related problems like job-dissatisfaction, unemployment, and career confusion and various forms of occupation-induced stress that modern guidance grapples with were totally non-existent.

The technological advancement that brought about series of career jobs in modern world brought with it a lot of changes which the parents and counsellors must be awakened to. Parents must understand the strengths and weaknesses of their children and guide them properly to choose occupation or course of study that will assist them to develop their potentialities rather than forcing them to study courses that they do not have interest or flair for because of the glamor attached to those courses.

Adenuga (2003) in a study on self-reported reasons for poor academic performance of pre-degree students of Olabisi Onabanjo University using two hundred (200) pre-degree students with three null hypotheses discovered that parents imposition of courses was the major reason for poor academic performance. Though, other reasons such as lack of maturity, management of time, abundant freedom and lack of counselling services are also proffered. Some mentioned inadequate transport system, poor library services, inadequate laboratory equipment and recreational facilities, rural nature of the University environment and poor electricity supply. The paper recommended that parents should desist from choosing or imposing courses of study on their children, rather they should guide them appropriately having considered their strengths and weaknesses. It was also recommended that good library services with modern text-books and e-library services be put in place by the university authority while functional counselling services should also be part of the services to be provided by the university so as to manage the excesses of our adolescent students.

Mr. Vice-Chancellor, Sir, Adenuga (2003) conducted a study of the assessment of the effectiveness of Guidance and Counselling services in some Nigerian Universities using one State and one Federal

University found significant difference between the academic performance of students with effective counselling programmes and those with less effective counselling programmes. There was also significant difference between the level of problems of students from State and Federal Universities. The study recommended that functional Counselling Centre must be established in all our universities with competent counsellors employed to attend to the myriad of problems confronting our undergraduate students. It was further recommended that the counselling department of our universities should be involved in the smooth operation of the counselling centers, while periodic counselling talk should be organized by the center in conjunction with the Guidance and Counselling department. Mr. Vice-Chancellor sir, constant discussion with our adolescent students would go a long way in modeling their character towards themselves and the society at large. Though, establishment of a functional guidance and counselling unit is expensive if all the necessary psychological tests to diagnose the students' problems are to be provided, it is a worthwhile venture in all our institutions bearing in mind the enormity of problems displayed by our students on daily basis. More importantly some parents have also lost control of managing their children at home. Adenuga (2003) in a study on comparative investigations of some selected constraints on guidance and counselling practice in secondary schools in Ogun State discovered that principals and teachers are the major constraints to the successful implementation of guidance and counselling services in schools: Apart from the fact that, they do not see counsellors as professionals within the school system, they also insist that they must be involved in teaching and always discuss the problems of their clients with them. Mr. Vice-Chancellor sir, one of the ethical standards of the counselling profession is confidentiality i.e. ability to keep the secret of the client. Hardly will one find a counsellor in our schools without teaching one subject or the other; hence, students don't see them as performing any other functions in the school setting than teaching. Infrastructural facilities, cultural beliefs among others were also identified as part of the problems militating against the counselling services in our schools. Mr. Vice-Chancellor Sir, managing people is everybody's job and we should always see to the well-being of our fellow being. Unfortunately, parents that are supposed to give their children the best education and training have little or no time for them because of so many reasons including job demand, unemployment, and marital

instability. The lacks of financial support and poor educational background have been identified as some of the reasons for their failure in this very important assignment. The idea of child labour and child abuse is so common in our society now to such an extent that an underage child is not exempted from the act. Adenuga (1999) in a study on Panacea to child abuse and child labour quotes the United State Federal child abuse prevention and treatment Act of (1974), which describes "child abuse as the physical, mental or emotional injury, sexual abuse, negligent treatment or maltreatment of a child under the age of 18 by a person who is responsible for the child's welfare". Bamidele (1986) also described child abuse as a "phenomenon in which a child less than 18 years of age whose parents or any person responsible for his/her care inflicts or allows to be inflicted upon such child a physical injury by others than accidental means which cause the impairment of function of any body organs or likely to cause death or disfigurement or when she commits or allows to be committed any sexual abuse on the child.

Mr. Vice-Chancellor, Sir, child labour on the other hand is defined as the unjust use of an underage child for economic gains thereby exposing the child to unnecessary risks which could in some instances be life threatening. Examples of this act are hawking of goods by small children on the street, using a child as a housemaid – almost all of us are guilty of this. Forced marriage or imposition of husband on any child. As earlier mentioned, the reasons for all these are not far-fetched-Economic gains. The study found out that victims of child abuse and child labour usually suffer physically, psychologically, educationally, economically, politically and socially. Adesemowo (1987) referred to the phenomenon of child labour as "penny wise, pound foolish behaviour" on the parts of the parents While Morakinyo (1984) described it as educational and economic failure in the long term. Mr. Vice Chancellor Sir, you will agree with me that the resultant effect is very bleak as such ill-prepared youth who are supposed to become leaders of tomorrow can only serve as political thugs, or engage in politics of treasury looting and calumny. Carter (1976) recognized child abuse and child labour as a community problem while Eweniyi (1988) held the opinion that child abuse can lead to maladjusted, insensitive and sadistic adult in the future. The study concluded that parents should desist from these acts and train their children to be useful to themselves and the society that they belong to.

Counselling is both preventive and adaptive in nature, hence government should recognize the establishment of counselling clinics in our society where parents and adolescents could be helped. Counselling units should be established in all our schools so as to liaise with the homes to provide preventive counselling services.

Mr. Vice-Chancellor, Sir, all these problems could be attributed to marital problems which in most cases affects the children negatively. Any home or marriage that is not intact and well managed could lead to social malady and breeding of endangered species in our society. Despite the much available technology and spiritual counselling to our young couples, marital conflicts are increasing on a daily basis to such an extent that divorce rate is increasing on a daily basis. Marital stability is a joint venture of all and sundry if we want our society to be free of problems emanating from uncultured children. Remember if your neighbours are eating bad insects and you refuse to caution them the repercussion will also affect you (*Blara ile eni banje kokoro buburu, bi a ko ba so fun, funkunfukun onofun e ko ni je ka sun*). Adenuga, Oke and Iheaniyachukwu (2016) in a study on marital stability: panacea for peaceful and tranquility in our society identified the following as the causes of marital instability in our society: Lack of maturity among couple, personality traits, poor communication, sexual incompatibility, child bearing, religion, financial problems, work demands, value clarification and lack of good goal settings among others. The study recommended the following as means of ensuring marital stability in our various homes because failure to maintain that will affect the global society. Couples must engage in effective communication and must always share their opinions together on various issues. Remember Blazer said "problem shared is averagely solved. They must also learn to solve their problems between themselves while parents and family members must always play a mediating role rather than lecturing roles. They must learn to understand one another and learn to live with one another's short comings. Couples must always hold family meetings, keep weekly or monthly schedule that create time for both concrete and relational goals. Be willing to revise plans, understand what they can control and what they cannot, always keep sense of humour and always remember to manage their time. Couples should learn to build a supporting network between themselves, let go of guilt,, learn to forget and forgive one another, establish limits and boundaries, determine

each other's standard, create time for one another, get themselves organized, be flexible, enjoy quality of family time together, create fine and reliable child care and integrated good life pattern. If all these are put into consideration, there would be good and happy family in the world which would result into good parenting and good ambassadors of the world.

Mr. Vice-Chancellor, sir, when the home is peaceful definitely the children would not be maladaptive, neither will they be endangered species. Little wonder, Adenuga (2006) in a study on youth development and empowerment: panacea to democratic continuity discovered that Nigerian youths are full of wisdom, knowledge, zeal and ability to engage in creative activities but these qualities have been under-utilized or channeled to a negative direction simply because of the selfish interest of all of us. Moreover, the family anchor "which hitherto was noted for upholding the ideals of the family has been replaced by nuclear family system (Husband, wife and children) or Nigerian family system of (Husband, wife, children and relation of the wife). The schools which are supposed to play a complementary role to the family in terms of youth development and character building is lacking in that aspect due to neglect on the part of our Government.

Late Dr. Nnamdi Azikwe argues that "the youths are like a stream with strength and vigor to flow all over and the elderly are lake, though could not flow around as the youths but are filled with experience rich enough to continually nourish and replenish the strength of the stream so as to continue with its flowing capacity and networking for the development of the society." The lake needs the stream, otherwise it will become turgid, likewise the stream needs the lake as a source of strength otherwise it will dry up. Mr. Vice-Chancellor, Sir, how many of our parents are doing what is expected of them to their children? The paper concluded that the Government, teachers, school counsellors, parents and everybody in the society must join hands together to invest in our youths so as to guarantee our tomorrow. Remember, "Nobody is successful if you don't have a successor". Let us learn to manage what we have to get what we need out of our youths so that we can have guaranteed future. Provision of money alone is not enough by parents; rather they should also create time to monitor what their children are doing outside the home environment. As adults, we must create time to mentor or tutor our

young ones while the school must partner with the parents and community leaders to provide functional educational program and inculcation of the spirit of "Omoluwabi" in our children. Leadership development programme that offers qualitative skill development must always be part of the school programmes where novelty will be rewarded and encouraged, where dignity of labor will be emphasized. Let our parents, teachers and community leaders empower our youths to be independent - minded and develop the ability to learn how to live and act in the world around them, to explore, express, belong and influence other people.

Managing the Adolescents Children

Mr. Vice Chancellor, Sir, managing our adolescents children in this technological age is an herculean task to both the parents and all our educational institutions most especially our Universities and other tertiary institutions. This is simply because majority of them fall within the tertiary institution age. To them Mr. Vice Chancellor Sir, they are matured and can compete favorably with adults. However, to counsellor and psychologist, they are in the stage of pseudo adult and confusion, hence, the need for all hands to be on deck at managing them. Adenuga & Ayodele (2010) investigated the psychological dispositions associated with adolescents' social interaction and found out that relational satisfaction, esteem motivation, internal control, consciousness, assertiveness, monitoring, external control, fear, anxiety, pre-occupation and relational depression are factors that significantly predispose adolescents' to social interaction. These findings corroborated the findings of (Fordham & Steveson. Hinde, 1999) that friendship quality in early adolescence is correlated with higher global self-worth, higher perceptions of classmate support and lower trait of anxiety. The study then recommended that parents should spend more meaningful time with their adolescent children, while the school management/counsellors should design quality programmes at different levels of education that will enhance students' intra and interpersonal relationship skills and psychological functioning. It further suggested that parents as the primary care giver and the first socialization agents should provide conducive home environment and quality interaction that must cater for the needs and yearnings of their children.

Adenuga and Ayodele (2010) on another study on the "Psycho-Demographic Predictions of Adolescents' usage of social networking websites; The Nigeria Experience" also found that gender, age, educational level and parental care are factors that pre dispose them to social networking. Though, self-efficacy and social competence either collectively or separately are also potent predictions of adolescents' usage of social networking websites. The study recommended close monitoring of our adolescents children on social networking websites such as Instagram, facebook, twitter and the rest of others. The type of friends and associates that our children keep must also be of concern to all of us while unschedule visitation should be part of our routing, most especially to our undergraduate or tertiary education students.

Adenuga and Ayodele (2013) also investigated the big five personality dimensions on adolescents' entrepreneurial behaviour. One hundred and fifty (150) adolescents were randomly selected and participated in the study. The big five (5) personality factors that were considered in this study were; Neuroticism, Extraversion, Conscientiousness, agreeableness and openness to experience.

Neuroticism is a tendency to easily experience unpleasant emotions such as anger, anxiety, depression, vulnerability, hostility and impulsiveness.

Extraversion is a tendency to possess energy, urgency and the tendency to seek stimulation and impulsiveness.

Conscientiousness is the tendency to show self-discipline, act dutifully and aim for achievement.

Agreeableness is the tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others.

Openness to experience is the tendency to appreciate emotion, adventure, unusual idea, inauguration and curiosity.

Mr. Vice Chancellor, Sir, the findings of this study revealed that only 33.1% of the total variance in adolescents' entrepreneurial behaviour was accounted for by the predictor variables. The most potent factors to the prediction of entrepreneurial behaviour among the participants were conscientiousness and openness to experience personality type. The study recommended that school counsellors must always design programmes that will enhance students' interest in entrepreneurship

education via career information and career talk that should be made available to students at least twice per term. Secondary school counsellors must also foster the aspect of the individuals' personality that will enhance entrepreneurial behaviour of the students. Mr. Vice Chancellor Sir, what I am saying here is that adolescents' children must be generally engaged with close monitoring of their activities. Let us engage in the tracing of "children" not "pickin" children are allowed to use their initiatives in so many ways than the pickin.

The Role of Communication and Leadership Skills in Managing People

Mr. Vice-Chancellor, Sir, managing people is more of what we say, do or project in our daily activities. Communication is the key to managing people, but how many of our leaders or managers allow their subordinates to air their views on issues? The need to encourage effective communication with good human relation is very essential in our lives. Managers should desist from hoarding information from members of the organization and of course learn to involve them in the management of the organization. The inputs of members of the organization must be sought for and reasons for certain decisions must also be communicated to members of staff. Adenuga (2010) in his paper on strategies for human and administrative communication argues that good administrative communication would not only promote harmonious co-existence but, would also build confidence and sense of belonging among staff members. Edition new man once said that "those for whom words have lost their values are likely to find that ideas have also lost their values". Good and effective communication brings about understanding and adjustments in life.. Mr. Vice Chancellor Sir, the problem of managing people at every sector lies in our ability to gather, disseminate and manage information when dealing with ourselves. Naturally, lacks of relevant and effective information bring about rumour, petty jealousy and unhealthy rivalry in every human organization.

Adenuga (2006) in his study on effects of communication skill and problem solving training on the creativity aptitude of business executives in Lagos, Nigeria, using ninety (90) randomly selected business executives in Lagos State with three hypotheses tested at 0.05 level of significant revealed that there were significant main effects of the treatment on subjects scores on business executive creativity aptitude ($F. (8.117) = 100.46; P < 0.05$). It further revealed that the

communication skills group was statistically different from the problem-solving groups on measures of creativity. These findings were indication to the fact that communication is the key to human management. Without effective communication and conversational skills, relationship can never be healthy and virile. Human gathering can be utterly chaotic without the advantages of effective communication. It is obvious that effective and good communications are like lubricants that grease the wheel of progress in every human organization. How we relate with one another, how we perceive ourselves and how we treat ourselves are also very important as all these are functions of our personality. Mr. Vice-Chancellor sir, a good manager must display the following qualities so as to win the respect of his staff.

Social sensitivity, Activity and social participation, communication skills, capacity for self-management, strong inner achievement drive, high sense of responsibility, ability for group work and personal charm.

Social Sensitivity

- A leader must be very sensitive and current with the development of his/her area, because he deals constantly with others and achieves his own and group objectives through the efforts of other people.
- In fact, a successful leader must be accurately attuned to others and must be aware of their feelings, goals and problems. He must be able to sense and judge accurately human reactions in order to be able to influence others. He must be socially perceptive.

Activity and Social Participation

- Since the success and failure of a man within a social unit is determined by his activities within that unit, a leader must be able to initiate action for others.
- He must be awake, alert and enthusiastic about events, objects and people. He should be able to propose, suggest and coordinate both human and material resources.
- He/she should always tend to participate actively in-group functions because leadership actions involve influencing other people and a successful leader must be skilled in working with people.

Communication Skills

- Since a leader exercises his skills primarily by interacting with his subordinates and with others outside his group, he must be effective as a communicator.
- He needs not be an 'orator' or a "sugarcoated mouth" leader, but he must have a sufficient range of communication abilities to transmit his messages accurately.
- Fluency of speech, logicality of ideas and sequential presentation of facts are added advantages. A leader should be conscious of the fact that his language manipulation does not only talk of his person but of his total personality. He should be able to use non-verbal methods of communication in dealing with his subordinates so that they can flow on the same frequency.
- A leader that frowns at his subordinates would not receive a smiling one in return. Hence, a leader should always learn not to transfer whatever happens at home or in any other situation to another place.

Capacity for Self-Management

- Self-Management could be viewed as self-discipline, high level of intelligence, outstanding mental alertness and ability to decide fast and to exercise self-control. He must be able to guide his utterances and the way he relates with other people.

Strong Inner Achievement drive

- A good leader must be highly motivated internally and must believe in what he does and does what he believes in. He must be able to set goals and develop the power to reach them.
- He should always have a fight- on spirit, not to be shattered by, but to persevere and tolerate frustration. He should regard defeat as lesson and accept victory with controlled emotion and self-restraint.

High Sense of Responsibility

- He must have initiative, courage, and self-confidence. It is also expected of a good leader to have independent mind, firmness, persistence, aggressiveness and integrity. He should possess ability for justice and fair play. In fact, he must be an impartial

arbiter in all cases and his subordinates should have confidence in him. The three (3) "F" should be his guiding principle i.e., "Free", "Fair", and "Firm".

Ability for Group Work

- It is an un-negotiable fact that a good leader must have the capability to get along with others and work peacefully with them, to give and seek advice, to tolerate, compromise, to be at ease with strangers, to adapt to changes, to respect others' judgments and intentions, to express hostility tactfully, to tolerate opposition, to be sensitive to subordinates needs, to participate actively in group functions and to be a good listener.

Personal Charm

- A good leader should be endowed with a charming, pleasant and loving personality. He should be humorous and be able to evolve vigorous support from the subordinates/followers.

However, it needs mentioning here that there are other numerous qualities that can still be observed or possessed by a leader but all the above traits might not usually be possessed by any one executive or leader, since leadership is said, to be situational

Mr. Vice-Chancellor, Sir, one's words, actions and attitudes are functions of so many factors and they speak volumes of our management strategies. Adenuga (2012) argues that personality and human capacity management are two sides of a coin because there is no way we can separate them since one dovetails into the other. Personality is the pattern of enduring distinctive thoughts, emotions and behaviours that characterize the way an individual adapts to the world and it is unique to individual person. No two individuals have the same personality; hence the ability to manage self and others is contingent on so many factors. Managers of people must not be comparing the ability, performance and attitudes of people, rather each individual must be treated as a unique person. However, whatever the personality of an individual our human relations can further improve on the ability to manage different people. As managers of people we must allow these three Fs to be our guiding principles – Freedom, fairness and firmness. (Adenuga, 2006). Managers must be free, fair and firm while the human side of

management should always be considered in the management of people. It is important for managers to always take the following steps in all his human endeavours:

- Lead as you want to be led.
- Share responsibilities-stop being Mr. all- knowing and perfectionist.
- Know the personnel you are working with
- be genuinely interested in your subordinates.
- Tell people why things are to be done.
- Treat your subordinates with dignity and respect.
- help them in performing the task assigned to them by creating enabling environment.
- Praise your subordinates, even in public if they have done well.

Mr. Vice-Chancellor, Sir, effective management of people is determined by the following:-

Good communication, genuine motivation, exemplary leadership style and good management structure. Managers of people must also recognize the following statements and apply them in the day to day running of human organization.

- Least important word; "I"
- One most important word; "we"
- Two most important words; "thank you"
- Three most important words; "if you please"
- Four most important words; "what is your opinion".
- Five most important words; "you did a good job".
- Six most important words; "I admit I made a mistake".

Mr. Vice Chancellor, Sir, you will agree with me that any manager of human beings that puts all the above into consideration in all his/her affairs would not only earn the respect of his staff, he would also promote productivity, creativity and innovation and harmonious co-existence that will promote global peace. I want to say that quite a number of all the aforementioned problems of our managers and employees emanate from homes where majority of our parents have jettisoned our own culture and mother tongue in the training of our under age or preschool children where they are supposed to be groomed about our culture and

religion. Children are now being exposed to different languages at the formative stage of their development to such an extent that quite a number of our primary school aged children cannot speak their parents' languages. Adenuga and Adenuga (2008) in their research on multilingualism; an antidote to early language learning and development found out that multilingual speakers often acquire and maintain at least one language during childhood which is called first language (L1) or mother tongue. This study adopted a cross sectional research approach involving pupils of five monolingual schools and five multilingual schools in the South-Western Nigeria. A total of Eight hundred and forty (840) male and female pupils were randomly selected for the study which findings revealed the superiority of multilingual pupils in language learning and development. The paper further recommended that parents should always use their languages in the training of their children because in our language lies our culture, tradition and customs which go a long way to shaping the character of our children.

When children are restricted to foreign languages (English Language in the case of Nigeria) quite a number of them have deficiency in character and moral development since foreign language teaches foreign culture and traditions. Parents should expose their children to religious education where the fear of God should be emphasized than the riches and miracles that abound in almost all our churches and mosques today. Adenuga, Adenuga and Owoyele (2010) conducted a study on the assessment of psycho-social development of bilingual teachers in Ogun State Primary Schools with one hundred and twenty (120) participants with two standardized instruments. The Language Psycho-social Questionnaire (LPQ) and Teachers teaching effectiveness rating scale (TTERS) revealed that the psychological factors (attitude, interest and self-efficacy) and sociological factors (verbal, non-verbal and interpersonal skills) are very significant in the prediction of bilingual teacher's effectiveness. The findings recommended that more attention should be given to children's early language learning and development while bilingual education should also be encouraged especially in societies where proficiency in many languages is necessary to enable individuals to function effectively and efficiently. Counsellors and Psychologists are also very essential in our prison yards and remand homes for the management of the inmates. Rehabilitative counselling is needed to make them useful to themselves and the society at large

Guidance and Counselling and Psychological Health

Mr. Vice-Chancellor sir, you will agree with me that not all sickness or ill health is biological. In-fact, quite a number of them are psychological and emotional to such an extent that no drugs or medication can cure them – “old age sickness” or what is the name given to such sickness by our medical experts? Counsellors and Psychologists are very essential and relevant in our hospitals and every health sector of our society for proper diagnosis of patients. Adenuga (2003) in a study on comparative analysis of medical practitioners' attitude towards the introduction of counselling services in government hospitals in Ogun State revealed that Doctors are more positively inclined to the idea than the nurses. Five hypotheses were formulated and tested with 88 nurses and 16 Medical Doctors randomly selected from hospitals in the four zones in Ogun State – Egba, Yewa, Ijebu and Remo. The findings of the study revealed that there was a significant difference in the attitude of nurses and Doctors toward the introduction of guidance and counselling services in our hospitals. While the Doctors have greater positive attitude the nurses are indifferent to it. The findings also revealed that gender of Doctors has no significant impact in their attitude towards the introduction of counselling services in our hospitals. It was then recommended that guidance and counselling services should be introduced into our hospitals to assist the medical practitioners in solving the psychological problems of the patients. Mr. Vice Chancellor, Sir, counselling is very essential for surgical operation and for patients who are to undergo vasectomy, sterilization or termination to ensure that they understand the nature and consequences of the operation they are to undergo (Dulta, 2000). Diet counselling has also been used to help in solving all sorts of nutritional related problems either in the form of selection and eating of the right type of nutritious and balanced diets in accordance to the analyzed requirements. Trained patient counsellors help diabetic patients to achieve and maintain a high quality lifestyle, while counselling is also applicable in genetics. Siripon, Kanshana, David and Brenner (2002) reported that counselling services had been used for the prevention of mother infant HIV transmission in Thailand. Counselling services have also been used for addiction patients and the management of individuals infected by HIV and AIDS.

Mr. Vice-Chancellor, Sir, though, Para-Counselling services are provided in some of our hospitals but just like the saying that “if it is not Panadol, it

cannot be the same thing as panadol, In Nigeria, more than 50% of the health staff of all categories (Medical Doctors, Nurses Medical Laboratory Assistant etc.) have not received much training in counselling during their basic training but on in-service training and seminars. Therefore, their ability to conduct counselling sessions for their patients has been observed to be very low. It is also observed that counselling services have not been adequately integrated in the medical sector in Nigeria and this is seriously affecting the patients in many of our hospitals. Counselling services are not limited to the normal people alone, it is very essential to the mentally retarded and the exceptional children generally. Akindele-Oscar and Adenuga (1998) investigated the counselling need of the exceptionally gifted children vis-à-vis the National Policy on Education's position. It was discovered that despite the fact that we come across the gifted children in our villages, towns, and cities in Nigeria, very little attention was accorded them in terms of identification and harnessing their potentials for National development. Mr. Vice-chancellor, Sir, in those good old days, our teachers understood the principle of individual differences to such an extent that when they gave mental sums to students during arithmetic or mathematics class as the case may be, they always made provisions for those that would finish early by preparing another question that would keep them busy rather than disturbing the class. Alas! Our teachers of today have little or no time for that; rather they will beat you to keep quiet in the classroom. All these kill the curiosity and creativity of our pupils. These exceptional children are the gifted or academically retarded pupils in our schools which require alteration of the normal classroom setting for their training. Giftedness or a gifted child according to American National Society for the Study of education (1958) is one who shows consistently remarkable performance in any worthwhile line of endeavours. Salles, (1987), defined the gifted children as those that show remarkable performance and/or high potentiality in any of the following isolated or combined aspects;

- General intellectual ability;
- Specific academic aptitude;
- Creative or productive thinking;
- Leadership capacity;
- Special talent for arts; and
- Dramatic and musical acts.

Mr. Vice-Chancellor, Sir, this perhaps is buttressed by the National Policy on Education (NPE) (1981) which described gifted children as those who are intellectually precarious and find themselves insufficiently challenged by the programme of the normal school. They have the following specific characteristics according to Adina (1983);

- They engage in sleepless night than normal;
- They acquire vocabulary rapidly;
- They are apt to produce unusual ideas and questions, unexpected and unconventional solutions to problems: and new ways of looking at things.
- They use a lot of common sense and practical knowledge.
- They reason things out quickly and clearly and they recognize relationships and comprehend meanings and
- They retain what is taught, heard or read without much drill.

Despite the display of all these uncommon talents we fail to manage them because of lack of proper attention and care. Quite a number of them remain in regular schools with their classmates who are average or below average. Parents and teachers should create time for these types of children so as to channel their intelligence to positive advantages to themselves and the society at large. Our schools are experiencing series of problems and challenges from our adolescents simply because they are not properly managed

No wonder, Adenuga and Ogunyemi (2004) in their study on conflicts management and resolution argue that the major causes of conflict is lack of good and effective communication coupled with bad interpersonal relationship among staff members. Robbins and Decenzo (1998) as quoted in Adenuga & Ogunyemi (2004) put the various sources of organizational conflict under three categories namely; communication differences, structural differences and personal differences. In their words "communication differences are disagreements arising from semantic difficulties, misunderstandings and noise in the communication channels". Conflicts under this classification are those caused by different roles requirements, unit goals, personality type, value systems and other similar factors.

Mr. Vice-Chancellor, Sir, as we all know that organizations are either horizontally or vertically differentiated. This structural differentiation

according to Robbins et al creates problems of integration whose final result is conflict. In most cases, individuals in an organization often disagree over goals, decision alternatives, performance criteria and most often, on resource allocations. Managers must make information available to the staff members and set the rules and regulations in clear language. Managers must understand the nature of human beings in their management styles because, the personality type of some individuals make it hard for them to work with some people. According to Robbins (1998) "factors such as background, education, experience and training mold each individual into a unique personality with a particular set of values. These personality differences are potential sources of conflict. Mullins (1999) also identified eleven (11) potential sources of organizational conflicts as follow;

- Differences in perception
- Limited resources
- Departmentalization and specialization
- The nature of work activities
- Role conflict and role identification
- Inequitable treatment
- Violation of Territory
- Environmental changes
- Individuals personality types – short man, athletic type and tall or long man
- Groups within the organization
- Organization – leadership and managerial behaviour

Mr. Vice-Chancellor, Sir, it was concluded in this paper that conflict is inevitable but too much of it could mar the progress of the organization whereas, any organization totally devoid of conflict would become apathetic, stagnant and unresponsive to change. Conflict should not, therefore be simply judgmental and evaluated as "good" or "bad" but instead should be evaluated from a broader perspective which takes into consideration the individual and the organization. Managers should know when to give feedback and when to observe, when to tell people what they feel without blaming them and when to manage their emotions. They should strive to understand and deal with the real issues behind the conflict and be honest at approaching it. The two sides of the conflict – the people and the issue must be dealt with separately and

effectively. Managers must accept responsibility for their anger and learn to express themselves clearly and convincingly without accusation, sarcasm and hostility. We should all understand the fact that no position is permanent and nobody is indispensable. Somebody had occupied the position yesterday and if the person did not leave either by promotion or accident, you cannot occupy the position. This understanding should always guide our attitude and usage of power. Your ability to rule with the three 3Fs as earlier mentioned will put your name on the positive side of history. - Be free, fair and firm.

Mr. Vice-Chancellor, Sir, Adenuga and Ogunsanwo (2004), argued that Industrial Counselling is necessary in our organizations so as to find pragmatic solution to the labour/management crisis with a view to establishing and promoting harmonious co-existence among two parties. They further argued that industrial counselling is geared towards treating the workers as unique individuals with divergent opinions, background, abilities and personalities to the demand of work, placing individual into a department or unit where they can perform optimally. You will all agree with me that the world of work is quite different from the school environment; hence our young graduates must be fully integrated into the world of work where their impressions and perceptions of work environment can be better formulated in more realizable ways. Denga (1996) opined that counselling services in the industrial settings act as lubricant to grease the wheels of productivity for the smooth operation of the organization. Industrial counselling services are also designed to harmonize work organizations, remove distress and minimize stress. It is also to harmonize the relationship between management and labour for all to move towards an apogee of productivity and profitability.

Tyler (1969) as quoted in Adenuga and Ogunsanwo (2004) has long identified the need for these important services in our industries so as to make our youths understand how to select occupation/job, how to progress in the world of work and how to match their potentials with the work demand. The rapid social changes and the individual differences also made industrial and general counselling inevitable in our society. In fact, Tyler, labeled these social changes as "ages by anxiety", which she described as having created insecurity in the individual person within the society.

The loss of old certainties is another factor emphasized by Tyler as contributory factor for the introduction of guidance and counselling services in our society. She argued that a great number of people no longer have the religious anchor that used to hold them steady in times of crisis and people are fond of being left alone during crisis. To some extent an average man in the Nigerian society is being guided by the slogans such as "I.B.O." *I before others* and "O.Y.O." *On-Your-Own*". The extended family system is almost fading away in our society while monogamy (one man one wife and children) or Nigerian family (one wife one man, children and relations of the wife) is the order of the day.

Denga (1996) also listed the following problems which militate against high productivity of workers which of course make counselling in the work environment or industrial set up very crucial.

- Occupational stress which derives from over exertion plus work demands and overtime hours.
- Over indulgence in alcoholic beverages erroneously intended to cure stress and other problems which disturb the workers.
- Sickness, accidents, waste of materials, reduced productivity, absenteeism and high medical bills which come as a result of stress and abuse of alcohol.
- Replace those who have been retrenched for various offences.
- Adjustment to this new demand could be problematic most especially for those that are close friends.
- Social maladjustment-poor interpersonal relationship among workers and the exhibitions of unhealthy rivalry, petty jealousy etc among workers.
- Unrest propensity: Some workers are unrest prone, so militant and vociferous and cantankerous by nature.
- Vocational counselling-majority of workers are not opportune to be given vocational counselling hence, they enter into the job by accident, they often complain of lack of interest and boredom.
- Problem associated with personality identification which demands for the use of psychological test to diagnose. The need to put the round peg in the round hole.
- The need for pre-retirement counselling. Mostly Nigerians workers hardly see retirement as a basic experience in life.
- The need for such preparation is very essential.
- Psycho-social problems of industrial workers different problems

could emanate daily in the work environment and the workers might not be able to manage it positively. Such as expectation stress, compulsive style of living, family problems and personal problems.

- Lack of rest or the development leisure. A lot of workers see this as a waste of money and time most especially when their take home pay, cannot take them home
- Wages have made workers to be poorly motivated and this affects their performance(s) negatively. The need for Counsellor to diagnose those problems is important.

Majekodunmi (1992), also opined that the complexity in the world of work coupled with the fact that each industry within its quarters must implant the community which the industry is located made industrial counselling a pre-requisite to industrial harmony. He went further to say that counsellor within an industrial setting would not only help people and the organizations to resolve problems and prevent others but would also enhance productivity on the part of the individual worker. He further emphasized the problem associated with issues such as human relations, occupational task or demand and labour management crisis as some of the factor that make counselling in the industrial setting a welcome idea.

Orisasona (1993) also listed the following factors as those necessitating the need for industrial counselling in our establishments.

- The need to help workers to adjust to the work environment.
- Identify where and how he/she can develop his/her career.
- The need to have better understanding of their strength and weakness, so as to be able to perform optimally.
- The need to develop better human relations and good working relationship among workers.
- The need for workers to be able to discuss and share their psychological problems with professional counsellors so as to be happier and effective in the work environment.
- Having identified the basis for the dire need for counsellors in the industrial setting, then there must be the need to exhaustively discuss where, when and how the professional counsellors can assist to solve all the problems.

Counselling and Stress Management in the Organization

Mr. Vice-Chancellor, Sir, the need to manage personnel in various organizations becomes more compounded with the various degrees of stress that workers are exposed to in this country which expose them to various occupational hazard or accidents due to absent mindedness. Quite a number of workers go to their offices without breakfast nor provision for their children educational and social needs due to so many factors such as irregular payment of salaries, under payment, lack of promotion as at when due, lack of electricity, water etc. Adenuga (2005) in his article on management of stress, change and conflict described the three concepts as the key areas that managers training and understanding of human nature can easily be judged based on the ways they handle them. Stress is viewed as a physical and mental response to a challenging or threatening situation, it is a psychological state associated with physiological and hormonal changes caused by conflict, trauma or their disquieting or disruptive influences. Stress is a force or influence that one feels at the instance of opportunities, constraints or demands that one perceives to be both uncertain and important. Change is simply the systematic attempt to redesign an organization in a way that will help it to adapt to changes in the external environment or to achieve new goals. David (1998) defined it as an alteration of an organization, environment, structure, technology or people. Mr. Vice-Chancellor, Sir, causes of stress is known as "stressor" which can be grouped into two:

- Organizational and personal;

Organizational causes are:

- Work overload
- Role conflict and identification
- Role ambiguity
- Technological advancement
- Re-engineering, downsizing and restructuring.
- Organization interest – changing rules at the expense of the organizational members.

Personal factors are:

- Illness
- Death of a family member or close associates.
- Divorce
- Financial difficulties, loss of job, poor and irregular payment of salaries and a host of other personal related problems.

Mr. Vice Chancellor, Sir, stress reveals itself in three general ways to everybody and these are:

- Physiological symptoms such as increased heart and breathing rates increased blood pressure, headaches and increased risk of heart attacks.
- Psychological symptoms such as tension and anxiety, boredom and procrastination.
- Behavioural symptoms such as changes in eating habits, increased smoking or substance, doing what he/she can do to assist the employment of reducing stress levels.

Mr. Vice-Chancellor, Sir, reducing stress is one thing that presents a serious dilemma to managers. Some stresses in organization are absolutely necessary and without it, there is no energy in people. As a manager, you must recognize that no matter what you do to eliminate organizational stressors; some employees will still be stressed out because you (managers) have little or no control over personal factors of your employees. However, to help deal with this, professional counsellors need to be employed in every human organization while a functional Counselling Centre must be established to attend to various problems of the employees and also live adjustable life.

CONCLUSION

Mr. Vice-chancellor, Sir, let me conclude this lecture by quoting the popular saying that "The world is a peaceful place, but the people living in it are the problems" (Aye o koro, awa eeyan inue la soro") sincerely, as a counsellor and personnel psychologist there is no situation that is hopeless if the right people or managers of people are up to the task of understanding the situation and the people living in that environment. Our problem is greed and useless pursuance of worldly materials. If we can follow our Bible or Holy Quran's dictates and teachings, the whole world will be peaceful. I want to be this and that is only with the grace of God and of course, one will leave the position one day. Let us learn to tolerate ourselves, understand why, how and when things should be done and always free ourselves from living in the fool's paradise. No man is an island and your ability to show understanding and respect to the feeling of others will not only make this life worthy of living but would also promote harmonious co-existence.

Surely whatever that has a beginning will surely has an end. The only thing that is permanent is the grace of God, let us all make it a point of duty on a daily basis to touch the life of another fellow being positively and see the smiles and happiness that will be radiating in our environment. Perfection lies with God and lets all stop playing God by acting in that manner. Remember that whatever position you are occupying today, somebody had been there yesterday and if he/she did not die or leave for one reason or the other you can never be there. Let us all cultivate the habit of forgiveness. Though, forgiveness is almost never easy especially when you feel you have been wronged. But forgiveness is the only way to break the bonds of blame and bitterness. Mr. Vice Chancellor, Sir, I am aware that nobody can satisfy the world but let's do our best and allow our conscience to guide us.

RECOMMENDATIONS

Mr. Vice Chancellor, Sir, based on all the issues raised in this lecture on managing people by Counsellors, the following recommendations are proffered.

1. Government as a matter of urgency and necessity is advised to employ Guidance Counsellors into our health sectors so as to handle cases related to psychological, emotional and sociological trauma/challenges in nature.
2. Counsellors should be employed in all the strata of our schools system – from primary to tertiary levels.
3. All human organizations are advised to have at least a counsellor with a functional Counselling Centre to handle all cases related to job stress, frustration, employment and termination.
4. Psychology courses should be introduced into all programmes in our schools so that the concept of understanding the nature of human beings and its applicability in everything we do can be properly imbibed.
5. Courses on human relations should be made compulsory in all our schools, from primary to tertiary levels.
6. Religious Education should be part of the compulsory subjects in all our primary and secondary schools so as to imbibe the spirit of “fear of God” in our children.
7. Civic Education should also be made compulsory in our entire primary and secondary schools, where the duties of the Government, parents and children to their parents and the society would be well spelt out to our youths.
8. It is also advisable that period of maternity leave be extended to minimum of one (1) year to be able to give exclusive breast feeding and also focus on the training of our children.
9. In-services training on regular basis should also be incorporated in the schedule of all our organizations- Educational and industrial.
10. Attention must be given to the mother tongue of every society when planning the curriculum of our primary education to reflect its importance in the inculcation of the norms, traditions and customs of the various communities for communal development.

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Mr. Vice-Chancellor, Sir, let me start this section by thanking the Almighty Allah for being my pillar of support all the time. God has been and will continue to be faithful to me in all ramifications of life. Sincerely sir "which of the favour or mercy of Almighty Allah will I deny" (Faabi HayiAllahlehii Robikun Mon Thukhasinban (Suratul Rahman, Verse 13). Alhamdulillah Robil Alameen wa Shukran. Allah, I shall forever be grateful to you till I depart this world because you are the beginning and the finisher of all things.

I sincerely thank my father Alhaji (Prince) Safiriyu Ayodele Adenuga for believing in me and for being ever ready to give me all the necessary supports financially and morally even when in most cases he discovered my pranks as a young man. He would rather give me and visit my room the second day to see any new item that the money would have been used to purchase. Haji Allah, Haji Baba, my father, it's a pity that you are not here today but I have the solace in the fact that Almighty Allah has granted you Aljanah fridous and Will continue to grant you more of His favours in aljanah. May the blessing of suratul ikhlas be with you forever. To my mother, Alhaja Animotul Shadiya, you are a mother indeed. She discovered my potentials so early in life and she was always protecting me from my elders, most especially, my Idowu who was fond of beating me on frivolous matters. I pray that may Almighty Allah grant you more fulfilling life with good health to further enjoy the fruits of your labour. I say thank you Maami, "Abiyamo Tooto

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