

MANAGEMENT DEVELOPMENT PROGRAM: AN EPIRICAL APPROACH

Dr. Abhishek Gupta

Administrative-cum-Accounts Officer & Head of Office
Sardar Swaran Singh National Institute of Renewable Energy
(Ministry of New & Renewable Energy, Govt. of India)
Wadala Kalan, Kapurthala-144601 (Punjab)

ABSTRACT

Management Development (MD) is a conscious and systematic process to control the development of managerial resources in the organization for the achievement of an antirational goals and strategies. Many organizational analyses have over the years been struck with the analogy of the biological organism and the work organization. They have identified four or sometimes five stages in the organizational cycle. Study of these cycles may help in management development, but there are constraints in the way. The growth of MD has not followed constant patterns throughout the world. MD activities are designed to produce a viable and flexible work force for the organization as it moves towards its future. A conscious and systematic process which has the clear purpose of helping managers meets "organizational goals". It is commonly felt by managers that Management Development tends to change in behavior of an individual and indeed that are its objective. The management development program should be based on a definite strategy, which should spell out the type, coverage and objectives of the program. The lack of enthusiasm has contributed a great deal to the dismaying results achieved by MD as a whole. Although the human sciences have increased our power to influence change, many unanswered questions remain and further research can be of tremendous importance in changing organizations into more productive units.

1. INTRODUCTION

The term management development (MD) means many things to many people. There is also an interesting assortment of feelings and positions, taken regarding management development. A number of development concepts have evolved over the past quarter of a century. They now form the basis of sound program of management development. We have reviewed certain attitudes towards management development, perhaps we need now to define what we mean by the term. To clarify what Management Development means in practice there is need to

identify its role in a work organization and the definition of MD. Organizations work in different environments and as a result have different cultures and structures and is faced with different problems. Not only is this true for any one organization in general, but within an organization divisions and functions are faced with their own Peculiar problems and have developed a climate and structure to meet their specific needs. There can therefore be no one "right" recipe for Management envelopment. It will need to vary from organization to organization, and within organizations. As problems differ, so different managerial efforts will have to be devised to cope with them. Just as management development activities can produce change in individual behavior by changing the individual himself, his immediate work group, or the division or organization in which he works, so change can be introduced prescriptively or as a result of consultation. Management by Objectives springs to mind as an obvious example of a technique of Management Development often introduced in a prescriptive way. If the "user" is not committed to the scheme, or still more if the scheme is perceived as being out of line with the way the organization runs, then no amount of administrative effort will compensate. Several organizations have experimented with MBO; few can be said to have introduced it successfully, in such a way that it is still used, and seen as a valuable technique for improving motivation and performance. Any system of Management Development which is introduced without taking into account the expressed needs of the user or "client" may be said to be prescriptive. Prescriptive Management Development is appropriate. But where new ideas are being introduced, or the active involvement of those being developed is crucial yet uncertain, then prescriptive approaches are likely to be unnecessarily difficult to sustain. In contrast, the consultative approach may in some, though not all, circumstances, have more to offer. Appraisal systems, counseling, job rotation and career planning for example require the active

involvement of the manager being developed.

2. MANAGEMENT DEVELOPMENT TECHNIQUE

The management process has been visualized in management literature in terms of different models each of which usually emphasizes one particular aspect of or approach to management. While almost endless detailing and hair-splitting is possible in describing the process, we shall consider here a few models which between them, do fair justice to the total concept of management. These techniques may, for convenience, be referred as administration technique; synthesizing technique; problem-solving technique; marketing technique; and integrated technique. We need first to describe these technique and the components of the management process embodied and emphasized in each, and then try to derive from them the essentials of a management development concept. The administration technique would be familiar to Students of public administration. The standard concept of administration consists of various functions such as planning, organizing, directing, controlling, coordinating and evaluating. The tremendous development of management theory in recent years makes us view this technique of management today as somewhat simplistic and descriptive rather than as conceptual of fundamental. The technique, though not faulty, is insufficiently desegregated and flatly impersonal and fails to hint at anything which could be identified as the "core" of the management process.

With the evolution of affluent societies and consumption-based concepts of welfare, there has emerged a tremendous emphasis on the marketing function and a tendency to equate business success with marketing function and a tendency to laissez-faire type of economy. The business of every business, it is said, is marketing. Every organization, it is claimed, exists in order to, and is entitled to survive if and only if it is able to, produce and market goods and/or services wanted by enough customers. All management, therefore, is essentially marketing management, other functions such as personnel, finance and production merely providing auxiliary support. The main virtue of this model which often gets insufficient attention while managers busy themselves with inputs like quantitative techniques and technology sophistication, indirectly the model also assumes market competition which does not always exist, particularly in the public sector. Each one of the models presented so far contains elements relevant to and part of the management process.

While elements are familiar ones, the new model has stronger and clearer conceptual overtones. Having arrived at a reasonably broad and integrated conceptual model of the management process, we may now examine it for clues to the building up of a concept of management development.

3. ORGANIZATIONAL CYCLE & MD

Many organizational analyses have over the years been struck with the analogy of the biological organism and the work organization. They have identified four or sometimes five stages in the organizational cycle and compared them to the biological cycle. Of course the analogy cannot be taken too far. Unlike the biological organism, the organization is capable of "rebirth". An entrepreneur has the vision and drive to start up an enterprise which is small enough for him to control directly. Although a high degree of risk is involved, division of labor and decision-making systems is rudimentary. The ownership of the risk has clear implications for managerial style which inclines to the authoritarian. If we assume that the business survives, growth follows. Professional managers are employed who, whilst they lack the sense of ownership, are given a relatively free hand by the owner to develop the business. Maturity is the phase most closely associated with bureaucracy. The very strength of the managerial style seen in the maturity phase can be a weakness. There is often a reluctance to respond to. In such cases decline may follow. Either the company does not see the need for adjustment to the environment or is incapable of making necessary changes to the product or service. There may be a diminution of role, due to changes in political attitudes of the government. Faced with a threat environment, organizations in the decline phase tend to become in teases; bureaucratic. At the same time, effective power is withdrawn so that it rests with the higher echelons of management only.

The MD professional should gear his strategy to help develop those skills in managers which are appropriate to the growth phase of the organization. Day-to-day experience is perhaps a better basis on which to test the validity of proposed developmental opportunities rather than a theoretical model or what organizations in general should be striving towards. Some organizations are now in a growth phase, but many could best be described as being in a post-maturity phase. To match the MD activity to the developing needs of the organization should be the prime objective of trainers. The difficulty, of course, arises in building up techniques which are relevant

for companies which are in the post-maturity phase. Some companies are returning to "outward bound" methods which were in vogue at the end of the Second World War. The problem of transferability of such experiences to the work place remains as a big problem now as it was then. There is a long way to go in the development of adequate responses to current organizational needs. A feature of organizations in the post-maturity phase is that the power of finance managers increases. Companies become finance led. Managers whose careers have for the most part been within the financial world are not well known for their interest and concern in the application of training to management problems. For this reason also, then, training will have to demonstrate its cost-effectiveness if it is to remain a significant item in the annual budget. So there are three clear principles against which we can measure the likely success of training and development in the foreseeable future.

4. MD ACTIVITIES & IMPLICATIONS

The growth of MD has not followed constant patterns throughout the world. Large variations have evolved in the organization, the staffing, the philosophy, the content, and scope of these activities. There is a diversity of approaches, and what is right for one organization today might or might not be appropriated for another tomorrow or even in five years. Supervisory and Management development takes place in all types of business, and governmental organizations big and small in one location or in multiplication operations. There are one person training departments and those with large professional staffs. Some staffs act primarily as consultants to managers, with little or no class room effort, while others put heavy emphasis on highly formal classroom activity. In addition programs vary from those which provide basic company and supervisory Information to those which are equivalent or university graduate level courses. In many organizations increased attention is being given to pre-supervisory training.

In the recent past business and institutional management has been more accurately aware of the need for training and development at the managerial level. Over the last 20 years, we have seen the head for this training grow as business systems have become more complex and competitive. Current literature has stressed the rapidity of change and the emerging complexity of organizational life. The pace of social and technological change, coupled with knowledge explosion and the population explosion, is so great that all the organizations must inevitably be

influenced by it. Changes are varied and fast moving, and they require flexibility on the part of all managers. The job of the training department is both difficult and demanding. Changes seem to fall in various categories. Environment includes Interpersonal interdependence; Increased affluence throughout the world; The expansion of multinational organizations; An increasing use of automation, computers, and management sciences and other aspects of information technology; Problems of economy - inflation, unemployment etc.; New views concerning the environment, pollution, energy, ecology, consumerism: etc.; An increase of knowledge and the rapid development of technology.; A shift from a production to a service economy.; A shorter working life, often with the individual pursuing two or three separate careers. Changing Population includes the mix in the work force; the "new" generation Minority groups; an increased number of women employees; older employees; a better educated population. Changing attitudes and values includes less respect for authority; increased conflict and confrontation. These changes make it critical that all levels of management from the bottom to the top work together as a team.

5. MD & POLICY MANGAMENT

MD programme for specified managerial group, these points should be involved identify the pattern of behavior at which the programme is aimed at which it seeks to influence and modify; identify the causes the Impulses (internal and external) inters horizontally up and down the enterprise which blend to give rise to the pattern of behavior; Identify the nature of exposure, the impulses that must be introduced into the system through the development programme which will touch the springs of motives and responses modifying the behavior in the desired direction. The program must take care to know impulses into the system in a manner that generates the urge to behavior changes from within trainee manager by the process of evolving rather than an imposition from outside. Like with any subject of knowledge the MD programme has got certain components or ingredients or steps through which the leader of MD programme has to pass in order to develop and make it an effective one. These steps are deciding on the objectives of MD program; identification of MD needs; appraisal of current management potential.

The periodic review and assessment of each manager's performance and the development of an estimate of his potentiality is the heart of most "internal

development programme". This is so regardless of the sophistication of other elements of the MD system. From these one can determine growth needs of the individual against a background of the resources that can be brought to be on his development. These can then be summarized as group or organization needs. The focus for early identification of management potential has been the assessment center, where men and women are given a two to three day stint of fruitful way of finding management talent among the craft ranks. A refining company's most important talent-spotting is an inventory of personal and career history desired from the backgrounds and experiences of its most successful managers of the past. The manpower inventory is prepared for the purpose of getting complete information about each management individuals' bio-data and educational qualifications, the results of tests and performance appraisal. This information is generally maintained on cards one for each individual. It may also be maintained on replacement tables or charts. It can be known that several capable executives are available for training for higher positions. An analysis of the information will bring to the attention of the management the potential obsolescence of the present executives, the inexperience or shortage of managers in certain functions, and skill deficiencies relative to the future needs of the organization.

Each training person has a responsibility to justify the results of the programmes as they contribute to the organization's productivity and profits. In addition, an effective evaluation process should show how the development programme improves the performance of the managers. Ideally, with an effective determination of needs, objectives, to be accomplished by the training program should have been established at the outset. These objectives should include the knowledge, attitudes, and skill's to be improved and the habits to be corrected, the ability of the instructors, as well as the methods used, should be evaluated. The evaluation should be made by all persons who are involved in, or affected by, the practical program - the trainees, their superiors, and the training staff. It is even desirable to have persons in the organization who is not involved evaluate the results or audit the programmer. Evaluation should be a continuous process; it should begin in advance of the training, when the training objectives are established, and a plan of evaluation should be prepared at that time. The evaluation should determine the trainee's ability before the program starts, continuously monitor their progress during the course of the program, and

evaluate the results immediately at the conclusion of the program. There should be a follow-up to make certain that the planned activities have been completed. This is usually done by means of an interview by a staff member. It is also desirable for the training director to meet with the trainee's manager to determine the performance improvement. The levels of evaluation include both subjective and objective criteria.

6. MANAGER-DEVELOPMENT PROGRAMME

Whether management development is considered a program or a process, on the job or off the job, it must have certain essential attributes. The program should be designed to bring about worthwhile improvement in the performance and productivity of the organization with aims sufficiently well defined its permit measurement of results. Program content should be pertinent to the participants' needs in relation to their particular jobs within the organization; the program should deal with what is germane and pertinent, not with things that are merely nice to know. The program should treat subject matter in sufficient depth and with sufficient comprehensiveness to bring about appreciable behavior improvement, it should shun mere verbalization and orientation information unless absolutely essential. The natural resistance to change must be recognized. The program should employ instructors or discussion leaders who are competent in their particular fields, are skilled at imparting knowledge and have the ability to communicate individuals whose own performance sets examples worthy of emulation by others. The motivation of the manager to apply the learning on the job must be a key consideration. The program should be designed with a realistic awareness of the qualities, backgrounds, and capabilities of the participants. It should be neither too elementary nor too advanced. The principles of adult learning as described in the chapter should be utilized. Instructional methods should be carefully selected to match the learning objectives; they should not be merely show items or gimmicks. The methods chosen should stimulate a desire to learn. Provision should be made for active learner involvement participants should not just "put in time". The program should provide information which is reliable, factual, and valid and which encourages free and thorough exploration of the content. The objectives should be measured and accomplished. The program should hold up under critical scrutiny and evaluation by objective means. It should be worth more than it costs, and it should increase the value of the participants to the

organization.

The management development program should be based on a definite strategy, which should spell out the type, coverage and objectives of the programme. The multi-tier supervisory and management development programme should start from the first line supervisor and go all the way up to this top management. A management programme should not only be looked upon as something meant for the "limping horses" in the organization; it should be for the "high fliers" as well. In view of knowledge explosion and the consequent threat of managerial obsolescence, such programmes should be meant for everyone in an organization and not just for the "weak ones". The training division should not be a dumping ground for people found to be suitable for the jobs; it should be manned by a group of smart and successful executives drawn from various functional areas and disciplines. A multi-disciplinary approach should be emphasized in training programmes rather than the purely personal flavor that is often found in them.

For the development of management, it is essential for the top management to promote a culture for learning and gaining knowledge; For the quest of excellence; For tolerance of mistakes; For striving to maintain a balance and equity; Which enables a subordinate to become aware of his superiors interest in his development and mental growth; For the discovery of self and others. The program should be prepared well in advance and should contain decisions about instructional methods and development approaches to be used and have a provision for expertise and the necessary support systems, and should be based on the policy of promoting a proper utilization of trained executives, their knowledge and techniques in the improvement of the operations of an organization. MD programmes may be made fruitful by circulating these materials among the participant's newsletters conveying information about corporate affairs; Copies of talks given by management personnel; Excerpts from well written and informative articles; Copies of minutes of meetings distributed among those who were not present. When this material is discussed by a group, new plans and improved Procedures often result.

7. CONSTRAINING MD: CURRENT SCENARIO

The administration of management development programme is not a task. A number of problems are encountered in the process for example; how should employees be motivated? How can they make the progress rewarding? How can they feel the progress

of the programme? And how can inertia and resistance to change be broken? etc., a sound program can be developed only when these problems are first tackled or overcome. Probably the mostly mentioned great determinants to the success of management development can be mentioned as lack of commitment on the part of top management; lack of Professionalism; weakness in Planning; lack of Learning theory; lack of Understanding about Behavioral Sciences. The various commissions and committees which have gone into the question of improving public administration and the public sector management have all pre-occupied themselves with procedural simplifications, formal structures delegation of powers and "checks and balances" but have always omitted the crucial input known as reinforcement in the shape of supportive atmosphere and public recognition of administrative or managerial excellence wherever found.

8. CONCLUSION

The first position regarding MD is based on the assumption people do not change. And since people do not change, there is hardly any reason for undertaking any kind of formal training activities that are intended to help people grow or change their behavior patterns. A different position is that they feel that managerial behavior can be influenced, but most of the traditional methods advocated are not suitable to that purpose. It allows that managers can change and there can be influences on human behavior but these changes in behavior must be initiated and directed by the individual himself if they are to be significant. A third position that development is not only a key responsibility of the organization, and indeed of the individual manager, but that is imperative the organization and executives take steps to construct formal development systems in order to survive. Whatever the position one takes regarding MD, whether respecting it or accepting it, it has been around for some time now and seems destined to stay. A Management input package is synthesized from the three separate inputs perspective, methods and attitude. The programs of development must be constructed, for it is through these concepts that an organization itself grows. Some forms of MD operating at the organization wide level are similar to Organization Development activities. In recent years, many schemes have been abandoned. Management Development is a major responsibility of any manager. Like human beings, organizations are constantly developing; Structures and systems must keep pace, not least Management Development.

What might have been appropriate development techniques for organizations at one time might not be relevant at another. The nature of MD programs has introduced a new dimension in the organization of business enterprises. Many resources exist that can help in determining management development needs. Management development to be effective must be systematically planned and carried out. But the lack of professionalism, accentuated by a lack of institutions to prepare properly the MD specialist, has continued to harm the MD movement. To complete our conceptual survey of management development, it is necessary to make a reference to the crucial aspect of a manager's job. Anything that enhances the image of the organization is part of the process of organization development. A fundamental approach to helping people in organizations is to help them examine their life goals and plans as a means of achieving their own potential. It is of prime importance "that organizational training and development, practitioners make available Individual and group experience that will assist employed and productive persons in their organization to review, evaluate and examine their life plans.

REFERENCES

- "The 50 best business schools". Business today into day. in. 4 September 2011. <http://businesstoday.intoday.in/story/complete-list-of-50-best-business-schools/1/18069.html>. Retrieved 20 November 2011.
- "India's top 50 business schools" (jpg). Hindustan Times. 30 August 2011. <http://www.hindustantimes.com/Images/HTEditImages/Images/top-50-business-school.jpg>. Retrieved 26 December 2011.
- "Top B-Schools in India". CNBC-TV18. 12 January 2012. http://www.moneycontrol.com/mccode/bestbschools/top_b_schools_in_India.php. Retrieved 13 February 2012.
- Behl, Vinod (25 June 2003). "Serious business". The Times of India. <http://timesofindia.indiatimes.com/city/delhi/Serious-business/articleshow/41957.cms>. Retrieved 18 March 2010.
- "TheTelegraph:MDI,Gurgaon". TheTelegraph. http://www.telegraphindia.com/1041027/asp/careergraph/story_3902359.asp. Retrieved 18 March 2010.
- "B-Schoolsplanaccreditation". BusinessStandard. Retrieved 18 March 2010. <http://www.business-standard.com/india/news/b-schools-plan-accreditation-body/315813/>.
- "Fellow Programme in Management". mdi.ac.in. <http://www.mdi.ac.in>. Retrieved 29 September 2011.
- "Executive Fellow Programme in Management". mdi.ac.in. http://www.mdi.ac.in/acad_prog/efpm.asp?id=6. Retrieved 29 September 2011.