

RESEARCH ARTICLE

DEVELOPING GLOBAL EXECUTIVES: THE LESSONS OF INTERNATIONAL EXPERIENCE

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Abstract

Management is the key component to any health project. All organizations use a large number of management development methods and techniques to suit its purpose effectively. Investing in organisation's leaders is one of the best things you can ever do. The leaders are the driving-force behind the company. They manage, motivate and lead the staff. Organizational goals are to improve the performance of managers at all levels in their present profession and prevent obsolescence of executives by exposing them to the latest concept and methods in their particular areas of specialization. Programmes and trainings are offered or executives are stimulated to take merits of training opportunities. By positioning management development as a prerequisite to growth within the organization, can provide an incentive for participation while at the same time developing somewhat of a self-selection process for identifying employees interested in advancement within the organization. One more difficulty to any training initiative is the adversity in measuring the impact and effectiveness of management development activities. Follow up measurement should be designed to directly evaluate the impact of these activities on meeting the stated objectives.

Keyword: Management development activities, Lecture, Coaching, Conference, Group Discussion, Brain Storming, Role Playing, In-Basket Exercise

1. Introduction

Each of us react to different situations, sometimes as a child, sometimes as a parent, and sometimes as an adult, and the way we react often brings out the opposite reaction in the other person. Each of these modes is appropriate at certain times and inappropriate at others. Each has both positive and negative forms. Training is to achieve enhances the skills in decision-making and problem solving. This exercise can be designed to focus on the activities that are part of all managerial positions. It can also be designed to insist certain specific acts or performance. This exercise can be altered to suit the level of a trainee. However the methods of management development have been classified into two wide categories, viz., the leader-Centre method and the student Centre method. Lecture and lecture-cum-discussion methods are typical examples of the leader-Centre method. This method includes traditional lecture, chart lecture, slip- board lecture, slide-lecture, dinner meeting lecture, etc.

The instructor encourages suggestions from students and uses this procedure to stimulate the class to carry out class activities. Techniques and steps for activities emerge from group discussions. Group consideration of individual problems is encouraged by the instructor and students direct their attention to one another. The instructor becomes the focus of their attention only when discussion or activity requires guidance. Group discussion, decision-making, group activities are examples of this method. For some inexplicable reason, it has been assumed by training personnel that the subject matter used in management instruction must be enormously specific. The abstract, the theoretical is to be avoided as if it were the plague. Because of this unnatural emphasis on simplification, it is perhaps not too inaccurate to say that managers generally are the most talked-down-to group of people in our social order.

On the other hand, training men who have been able to resist the temptation to vaccinate the manager with simple platitudes have frequently operated on the "let them teach themselves". Instead of using the "here's how" approach, the teacher makes no attempt to bring anything to the group the necessary know-how is assumed to be already there. He becomes a conference leader whose task is to encourage the group to pool and share their combined knowledge and experience. This approach is effective to a degree, but it has definite limitations. At best, it can result only in a sharing of such knowledge and experience as the group possesses the whole can never be greater than the sum of its parts. The discussion technique affords no means of injecting new thinking and new information. Too often discussions wander in a vacuum. There is no frame of reference for checking and trying opinions and ideas. And there is always the danger that the group will pool ignorance and prejudice, rather than knowledge and logic.

2. Lecture as Descriptive Technique

The prearranged lecture has been the chief method of helping the student to acquire the necessary knowledge in the various fields pertaining to his future profession and to develop the powers of discernment, perception, analysis, and objectivity which are the hallmarks of professionalism. Logically managers should be anxious to learn more of the art of managing. Which it was first discovered that almost every subsequent innovation in management development techniques has been tempered to some degree by this initial discovery. The disorienting group of training devices available today is largely the result of a continuing effort to find some way of rendering training portable to managers. Training men turned their attention to the development of still other methods and touched off an increasing concern with methodology, which has all too often become an end in itself. This mistaken notion has caused the training director to overlook, the more basic psychological origins of the supervisor's resistance to training.

3. Coaching as Management Development Device

Coaching can be as the act of teaching in circumstances where the primary purpose of the activity was the accomplishing of certain objectives and where learning was incidental. The superior is in an excellent position to help his subordinates through coaching by virtue of his superior knowledge and skill regarding the jobs subordinates are doing. The superior who knows in detail the work his subordinates are doing, perhaps having done it earlier himself, is sometimes handicapped by this full knowledge. He may tend to try to coach his subordinates along the precise same lines that the superior manager used to follow when he occupied the position. The manager, who broadly understands the work that his subordinates are doing, but does not know the work in detail, sometimes has the advantages. He will not be tempted to over influence subordinates in teaching them with objective analysis and questioning that keeps the subordinate generally on the right track while allowing his freedom to develop his own approach to the problems in the job. The following is a specific how-to-do-it technique for coaching subordinates. It should be remembered, however, that managers will have to adopt this general technique to fit the specific problems they encounter in working with their subordinates in their own organizations. We have developed the coaching process as under:

If the evaluations show that the subordinate is not only achieving objectives, but perhaps surpassing them, the superior will of course be complimentary and praise the subordinate while not making broad evaluative

judgments about the man and his desires. As per finding the coaching method enjoys certain advantages. Besides the advantages we have also found certain drawbacks. It has the tendency to perpetuate the current managerial styles and practices in the organization. It heavily relies on the coaches' ability to be good teacher, which may not be necessary. The training atmosphere, free from worries of the daily duties, is not available.



4. Conference as Modern Business Operation

Effective group action is a vital requirement of modern business operation. But often there is a wide gap between recognition of the need for teamwork and the development of practical methods of securing it on the job. When made part of the executive development program, the problem-solving conference can be an effective means of fostering team endeavor. Successful use of this tool requires consideration of three basic principles. When group action is necessary, most effective results can be secured when the group that is held responsible for carrying out a decision also has an opportunity to participate in its development. The problem solving conference, as a means of securing consultative group action, is most effective if managers recognize that listening leadership can often be more effective than telling leadership; the problem solving conference is a means of inducing logical reasoning on a group basis. As such, it should be based on adequate information presented to the group, and should be conducted in accordance with the logical thought process.

A primary ingredient in effective teamwork is giving to members of the team a feeling of participation and identification with the organization. One of the best ways to do this is to give people a chance to be heard in decisions that affect them. Since many executives have come up through a school that holds the opposite viewpoint, this approach often involves basic changes in their attitudes and handling of people. Accomplishing this changeover would seem to be one of the primary objectives of any executive development program. How to do is the problem. Improved teamwork can be developed in the day-to-day job situation without great changes in ordinary procedures. The focus of the problem occurs at the point where contact takes place between the manager and the people who report to him. Here communication takes place. The way it is done determines whether the people on the receiving end feel they are being told or consulted as to action. Generally, when instructions are being given to a group, it is done through the medium of a meeting. The executive who authorizes and directs the action either heads the meeting himself or delegates the responsibility to his next in line. In any case, the methods the executives' uses in conducting this meeting tend to determine whether it is authoritarian or consultative in nature whether it is telling or listening. Our concern now is a specific method that can be used by executives, who are so inclined, to achieve consultative group actions. So that we may identify the particular procedure described, we shall call it the problem-solving conference. Basic to effective use of this technique is recognition of the difference between listening and telling leadership. The below diagram shows the entire process.



5. Group Discussion as Methodology

The word "discussion" is used to denote an understanding of opinions, a free give-and-take view. We exclude a mere exchange of Questions and Answers. There has been considerable misunderstanding on the points by persons who have used the incidence process and written about their experience. The discussion leader needs to make the most out of group discussion and should focus on developing and stimulating group discussion. We have developed a model to lead a discussion and it suggests the following;



(Leading the successful discussion)

6. Brain Storming as Creativity

Group creativity can be stimulated through Brainstorming, a technique developed. Brainstorming sessions are held when a company needs to generate many ideas related to a need or object. The usual group consists of six to ten people. It is not a good idea to include too many experts in the group because they tend to look at a problem in a rigid way. The problem should be specific. The sessions, preferably held in the morning, should last about an hour. The chairman starts with, "Remember, we want as many ideas as possible - the wilder the better and remember, no evaluation". The ideas start flowing; one idea sparks another, and within an hour over a hundred or more new 'ideas' may find their way into the tape recorder. There have been several reports supporting the efficacy of brainstorming, based both upon uncontrolled training programs and experimental studies. These

findings indicate that brainstorming is more likely to generate effective responses than is UK-attempt to produce only good quality alternatives. To eventually judge the quality of a response alternative, it must be presented at an appropriate level of specificity. As a means of getting more specific, the problem - solver can first generate as many general alternatives as possible. He may then move on to decision making and select the best strategy or strategies. Finally, he can, return to the generation of alternatives phase to produce as many specific alternatives (i.e. "tactics") as possible for carrying out the selected strategies.

7. Role Playing

Role playing is a training technique in which participants assume an identity other than their own, to cope with real or hypothetical problems in human relations and other areas. "Role-fitting" and "role-taking" are other terms sometimes used to describe this process. Though it is a technique often used within the laboratory context, it is a sufficiently Independent methodology to warrant separate treatment and analysis. For example, two trainees might act out an interview, one taking the role of manager, the other of a subordinate, in which the manager is responsible for evaluating the job performance of the subordinate. Major variables, thus, include the role itself, the role requirements, that is, the specific behavior patterns the player builds into the role; the social situation presented to the person playing the role; and the participant's own personality as it infuses the role during the playing.

Role playing allows a player to practice reacting in conflict and other stressful situations. Simulation of reality in this way eliminates many of the risks and accountability inherent in real life while retaining many other aspects of the interaction. Mistakes can thus be made and observed, and alternative responses tried. In other words, role playing permits experimentation with different ways of behaving in a given situation. Roles can be selected which are in contrast the real-life situations of the player so as to provide vicarious experience and widen the insight of the trainee into the real meaning and possible implication of the behavior of other persons with whom he comes into contact. The social situations which are presented to the participant playing a given role can be varied, to exploit a wide range of reactions which the trainee may believe to be appropriate to the role.

Practically, effective role playing can take place in almost any setting, since no specific physical arrangement or special equipment is required. In fact, very simple, ordinary, materials can be used to simulate a real-life situation. The problems that are used should, of course, be relevant to the participants in the group, so that motivation to learn will be generated from the members themselves. The development of roles and situations may take many forms. Whatever the particular variation used, much of the effectiveness of role playing as a training technique is dependent upon the group's initial understanding and acceptance of the concept and utility of role playing as well as effective execution of the role playing itself. This requires a trained leader who can control the group interaction. The leader must also provide constant stimulation for the group to evaluate its behavior. It is the task of the trainee to choose or advise about the situations which are to be acted out and these situations generally need to be planned a new for each new role-playing group. The data suggested that role-playing procedures quite effectively perform functions of examining feelings and provide opportunities for skill practice in a realistic manner. Thus, while new principles and concepts can be provided to the trainees by means of such information giving procedures as lectures, reading, etc., role playing of a problem can then be used to bring about the "experiencing" of the feelings involved as well as furnishing opportunities for continued skill practice.

8. In-Basket Exercise: Workload on Typical Day

Developed originally as a possible measure of aptitude for the administrative components of the managerial role, the In-Basket is a simulation of a manager's workload on a typical day. The name is derived from the wire baskets that formerly were seen on almost every manager's desk, marked "in" and "out" for mail and memoranda. As a diagnostic tool, the exercise provides information on how a participant handles a sequence of problems in a given situation, under some pressure and thus some measure of his potential or-competency. As a training device, it can be used to help the trainee identify areas in planning, organizing and administrative behavior in which his skills need to be improved, as well as an opportunity to practice those skills in a situation in which he can obtain

feedback on his performance.

The underlying idea of the In-Basket technique is that a person is required to assume the role of a fictitious executive or supervisor in a hypothetical situation. In the actual exercise, the participant is presented with numerous background materials. So that he may become familiar with the organizational situation. They may include such items as financial statements, organizational charts, job descriptions, formal position papers and informal items such as descriptions of the personalities and performance of other characters in the test situation. Though they may vary in nature and content, they all share the common purpose of increasing the reality of the hypothetical situation for the participants by placing the tasks which they are to perform in context. Once a player is familiar with the situation, the exercise itself is begun; each player is presented with a group of letters, reports, notes and related items which have presumably accumulated in the In-Basket of the hypothetical manager. He is then asked to take any actions he deems appropriate with the In-Basket items within a limited time period. Unlike some other types of exercise in which a participant merely tells what he would do, as an executive, the In-Basket player must actually do it. This means that he must actually write all his notes and memoranda, write out his conversations with others, and put down the contents of the telephone calls on paper. Thus, at the end of the exercise, there will be a written record of every action which each participant has taken. An important dimension of the In-Basket experience is time pressure. The situation into which each participant is placed contains a time period during which all available work must be accomplished. At the end of that time period, for example, the participant may be scheduled a part of the exercise to attend a crucial meeting or conference at which at least some of the items in his In-Basket will be discussed. In order to be prepared for this 'conference', the participant is literally forced to scan many different items calling for different actions and deal with them by setting priorities, and delegating certain items to his subordinates for handling. The In-Basket game also includes a procedure which allows players to explain their actions. The player's actions are either scored in some manner, or reviewed with him by an interviews or instructor, or by a group of his fellow players, or both. The effectiveness of the technique, clearly depends upon the adequacy of the materials developed for the particular In-Basket exercise. They must demand a realistic and representative sample of managerial performance across a broad variety of relevant tasks. To avoid superficiality, as is the case in other simulations, it must be carefully planned and carefully guided by the training director. In contrast with the more complete simulation games, however, In-Basket should not be used as the sole training method in any given programme, but only in concert with other management training techniques.

9. Conclusion

Based on the literature examined and experience it is argued that some important rules to be followed especially when the training is being given to the people by the management, however there is scope for the researchers how much more methods could be developed to enhance the output on the base of this paper. The conference leader's objective is to draw out the conflicts in the thinking of the group and to help the individual members work out their differences. The best way to make provision for such discussion and analysis is by getting the conflicting factors out before the group. This is done by developing charts with carefully selected headings as "Good points in the old appraisal form" and "weak points that should be corrected". The following points should be addressed as a management development programme. It should be used sparingly two or three times a year is about the limit; It will probably be more readily accepted by men who have several years of conventional training under their belts; The subject matter should be carefully chosen as applying to some area in which difficulty is currently being experienced; The approach should be largely theoretical as opposed to specific. Visual aids especially slip-board, chart, and black board should be used to give variety and color and to heighten interest; Leader should take care to create the impression that the material is his own. The authors from whose writing the lecture is drawn should be introduced very much as though they were actually present. Where possible, the books and documents should be on display; The leader should stress that whether the managers agree with the ideas expressed, or whether they find them applicable to their individual situations, is entirely their own option; A training should not merely be an instrument for packing peoples minds with information but it should also serve as a vigorous instrument of mental development and independent judgment. This method to be effective must be supplemented by other pedagogical tools such as seminars, library assignments, syndicates, group discussions, project work, role playing, films, case

method etc.; Under no circumstance the training should be regarded as a cure all, or as a categorical substitute for many other techniques of management development; Don't try to change personality. Concentrate on changing performance; Emphasis should be on improving one's own personal skills; Determine the extent of agreement between you and your subordinate on what is expected of him; Establish a need for changed performance and secure understanding and acceptance of.

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