

HRM - UNIT III

MANAGEMENT DEVELOPMENT

Introduction

Management development is more future oriented, and more concerned with education, than is employee training, or assisting a person to become a better performer. Management development activities attempt to instill sound reasoning processes rather than imparting a body of serial facts or teaching a specific set of motor skills. Development, therefore, focuses more on the employee's personal growth. Management development is instrumental for giving managers the skills and perspectives they need to be successful.

Process of Management Development

The process of management development should following certain steps:

1. Determination of Organization's Objectives: The process of management development must begin by looking at the organization's objectives. The objectives will provide us the direction we must go and give a framework to determine our managerial needs.
2. Appraisal of Current Management Resources: On the basis of the information gather from human resource planning, we can prepare an executive inventory. The executive inventory can provide us background and qualifications of our current managers as to appraise our current management resources.
3. Ascertain the development activities: The third step in a sound management development is to ascertain the development activities needed to ensure that we have adequate managerial talent to fulfill future managerial needs. This analysis can tell us the potential obsolescence of some our executives, the inexperience or shortage of managers in certain functions, and skill deficiencies relative to our future needs.
4. Determine Individual development needs: The next step is to identify individual development needs: skill development, changing attitudes, and knowledge acquisition. Generally, most of management development effort focuses on the changing of attitudes and the acquisition of knowledge in specific areas. The assessment centre can prove to be an effective tool to determine what specific development attempts our managers need. The assessment centers can also be used to assess current and potential managers to find out what development activities might be necessary to improve their job performance. Assessment centers thus become a definitive source for selecting and developing managers.
5. Evaluation: The final step in the process is to evaluate the management development efforts. Once managers have engaged in development activities, it is necessary to assess changes in behavior and managerial performance

METHODS FOR DEVELOPING MANAGERS

While many of the methods used to train first-level employees are also used to train managers and supervisors, there are other methods that tend to be reserved for management development.

1. ON THE JOB DEVELOPMENT

Methods of providing on the job experiences include the following:

- Coaching
- Understudy Assignments
- Job Rotation
- Special Projects and Junior boards
- Actual Learning
- Staff Meetings

Coaching: Coaching involves a continuing flow of instructions, comments and suggestions from the manager to the subordinate.

Understudy Assignment: Understudy assignment groom an individual to take over a manager's job by gaining experience in handling important functions of the job.

Job Rotation: Job rotation can be either horizontal or vertical. Vertical job rotation is nothing more than promoting a worker into a new position. Horizontal job rotation is also known as lateral transfer. Job rotation proves to be an excellent method for broadening the manager or potential manager. It turns specialists into generalists. Job rotation increases the manager's experience and permits the manager to absorb new knowledge and information. Job rotation also decreases the boredom arising from performing the single task and stimulates the development of new ideas. It provides opportunities for a more comprehensive and trustworthy evaluation of the manager by his supervisors.

Committee Assignments: Committee assignment provides an opportunity for the employee to participate in managerial decision-making, learn by observing others, and to examine task force activities aimed to delve into a particular problem, identify alternative solutions, and recommend implementing a solution. These temporary assignments can provide employees both interesting and rewarding to the employee's growth. Serving on permanent committees exposes the employee to other members of the organization, increases his understanding and gives him an opportunity to grow and make recommendations under the scrutiny of senior committee members.

Action Learning: Action learning gives managers release time to work full-time on projects with other in the organization. In some cases, action learning is combined with classroom instruction, discussions, and conferences.

Planned Career Progression: This method utilizes different methods to provide employees with the training and development essential to advance a series of jobs needing higher and higher levels of knowledge and/or skills.

2. Off-the Job Development

While on-the-job experiences make the centre of management training and development, other off-the-job methods of executive development can be put to supplement these experiences. Off-the-job methods include:

- (iii) Members have the opportunity to participate in the group interaction and thereby gain the practical experience of group decision-making.
- (iv) It is relatively inexpensive method; and
- (v) Considerable number of executives can be developed in a short span of time.⁹

Off-the-Job Techniques

Because of the fact that on-the-job techniques have their own limitations, these off-the-job techniques are considered important to fill those gaps. The following are some of the important off-the-job techniques:

- (1) The case study.
- (2) Incident method.
- (3) Role playing.
- (4) In basket method.
- (5) Business game.
- (6) Sensitivity training.
- (7) Simulation.
- (8) Grid training.
- (9) Conferences.
- (10) Lectures.

(1) *The Case Study*: Cases are prepared on the basis of actual business situations that happened in various organisations. The trainees are given cases for discussing and deciding upon the case. Then they are asked to identify the apparent and hidden problems for which they have to suggest solutions.

The situation is generally described in a comprehensive manner and the trainee has to distinguish the significant facts from the insignificant, analyse the facts, identify the different alternative solutions, select and suggest the best. This whole exercise improves the participant's decision-making skills by sharpening their analytical and judging abilities.

(2) *Incident Method*: This method was developed by Paul Pigors. It aims to develop the trainee in the areas of intellectual ability, practical judgement and social awareness.¹⁰ Under this method each employee developed in a group process.

Incidents are prepared on the basis of actual situations which happened in different organisations. Each employee in the training group is asked to study the incident and to make short-term decisions in the role of a person who has to cope with the incident in the actual situation. Later, the group studies and discusses the incident and takes decisions relating to incident, based on the group interaction and decisions taken by each member. Thus, this method is similar to a combination of case method and in basket method.

(3) *Role Playing*: A problem situation is simulated by asking the participants to assume the role of particular person in the situation. The participant interacts with other participants assuming different roles. Mental set of the role is described but no dialogue is provided.

The whole play may be tape-recorded and the trainee may thus be given the opportunity to examine his or her own performance.

Role playing gives the participants vicarious experiences which are of much use to understand people better. This method teaches human relations skills through actual practice. The exemplary role playing situations are: a grievance discussion, employment interview, a sales presentation etc.

(4) *In Basket Method*: The trainees are first given background information about a simulated company, its products, key personnel, various memoranda, requests and all data pertaining to the firm. The trainee has to understand all this, make notes, delegate tasks and prepare memos within a specified amount of time. Abilities that this kind of exercise develops are: "(i) situational judgement in being able to recall details, establish priorities, interrelate items and determine need for more information, (ii) social sensitivity in exhibiting courtesy in written notes, scheduling meetings with personnel involved and explaining reasons for actions taken, and (iii) willingness to make decision and take action."¹¹

(5) *Business Games*: Under this method, the trainees are divided into groups or different teams. Each team has to discuss and arrive at decisions concerning such subjects as production, pricing, research expenditure, advertising etc., assuming itself to be the management of a simulated firm. The other teams assume themselves as competitors and react to the decision. This immediate feedback helps to know the relative performance of each team. The team's cooperative decision promotes greater interaction among participants and gives them the experience in cooperative group processes.

All this develops organisational ability, quickness of thinking, leadership qualities and the ability to adopt under stress.

(6) *Sensitivity Training*: The main objective of sensitivity training is the "Development of awareness of and sensitivity of behavioural patterns of oneself and others."¹² This development results in the (i) increased openness with others, (ii) greater concern for others, (iii) increased tolerance for individual differences, (iv) less ethnic prejudice, (v) understanding of group processes, (vi) enhanced listening skills, (vii) increased trust and support.¹³

The role played by the trainee here is not a structured one as in role play. It is a laboratory situation where one gets a chance to know more about himself and the impact of his behaviour on others. It develops the managerial sensitivity, trust, and respect for others. One of the limitations of sensitivity training is that it exacts a huge emotional cost from the manager.

(7) *Simulation*: Under this technique the situation is duplicated in such a way that it carries a closer resemblance to the actual job situation. The trainee experiences a feeling that he is actually encountering all those conditions. Then he is asked to assume a particular role in the circumstances and solve the problems by making a decision. He is immediately given a feedback of his performance.

One of the limitations of this method is that it is very difficult to duplicate the situation to the extent of making the trainee feel the pressures and realities of actual

decision-making on the job. The very fact that the trainee knows that it is an artificial situation prevents him from experiencing all that he experiences in real job situation.

(8) Managerial Grid: It is a six phase programme lasting from three to five years. It starts with upgrading managerial skills, continues to group improvement; improves inter group relations, goes into corporate planning, develops implementation method and ends with an evaluation phase. The grid represents several possible leadership styles. Each style represents a different combination of two basic orientations — concern for people and concern for production.

(9) Conferences: A conference is a meeting of several people to discuss the subject of common interest. But contribution from members can be expected as each one builds upon ideas of other participants. This method is best suited when a problem has to be analysed and examined from different viewpoints.

It helps the members develop their ability to modify their attitudes. Participants enjoy their method of learning as they get an opportunity to express their views.

The success of the conference depends on the conference leader. In order to make the conference a success, the conference leader must be able to see that the discussion is thorough and concentrate on the central problem by encouraging all the participants to develop alternatives and present their viewpoints and by preventing domination by a few participants.¹⁴

(10) Lectures: It is the simplest of all techniques. This is the best technique to present and explains series of facts, concepts, and principles. The lecturer organises the material and gives it to a group of trainees in the form of talk. The main uses of lectures in executive development are:

- (i)* It is direct and can be used for a larger group of trainees.
- (ii)* It presents the overview and scope of the subject clearly.
- (iii)* It presents the principles, concepts, policies and experiences in the shortest time. Thus, it is a time saving technique.

The lectures do not give scope for student participation and may sometimes be boring which in turn hinders learning. Skills can be learnt only by doing and therefore lectures are of no use for technical skills.

(D) SELECTION OF TECHNIQUES

The success of any management development programme largely depends on the selection of the techniques. However, it should also be remembered that no single technique can prove to be sufficient, but only the combination of the techniques makes any management development programme effective. This is because all managers at all levels require all kinds of skills but in varied proportions. The following table may be used in the determination of these techniques based on the needed proportions. Exhibit 9.5 presents teaching techniques, their suitability and check points as

Seminars and conferences: Seminar is an established method for training. It is conducted in several ways: It may be based on a paper prepared by one or more trainees on a subject selected in consultation with the person in charge of the discussion. It may be a part of a study or related to theoretical studies or practical problems. The trainees read their papers, followed by a critical discussion. The contents of the papers are summarized by the chairman. It may be based on the statement by the person in charge of the seminar or on an expert prepared document, invited to participate in the discussion. The person in charge of the group discussion distributes in advance the study material for analysis. The reactions of trainees are compared by the seminar compares and discussion is encouraged, defines the general trends and guides the participants to certain conclusions. Valuable working material may be provided to the trainees by actual files. The trainees may consult the files and bring these to the seminar where they may study in detail the various aspects, ramifications and complexities of a particular job or work or task.

Management Games: The development of management games have brought training experiences to life and made them more interesting. In management games trainees face the task of making a series of decisions affecting a hypothetical organization the effects that every decision has on each area within the organization can be simulated with a computer programmed for the game. This technique requires a high degree of participation. Games are now widely used as a management development method. Many of them have been designed for general use but more recently have been adapted specific industries. As the development of industry specific games has increased, there are now simulations for a wide variety of organizations. Some are using simulations of organization dynamics as tools for change. Practitioners in management training have realized that broad preparation, planning, and debriefing are required to obtain the potential benefits of management games.