Scope & Object

of the Study
1. Need for the study

The Indian manufacturing industries, banking, financial and other institutions are growing in size and complexity at an extremely fast pace that it has outstripped the limited supply of trained managers. Further, the manager of today performs an entirely different role from that of his predecessor a decade ago. Training and development activities have, therefore, become essential today for almost all organisations.

Management education in India is of comparatively recent origin. In recent years there has been a rapid growth in the number of institutions offering management programmes. The interdisciplinary nature of management education and its professional character has delineated it from being a purely academic discipline. Large organisations have, therefore, set up their own training institutions all over the country. Many public and private training institutions are offering diversified training courses in various fields of management.

Management education, research and consulting are developed and given in the following categories of institutions:

- educational institutions like university departments,
colleges and specialised institutions like the Indian Institutes of Management at Ahmedabad, Calcutta and Bangalore.

- the post experience national institutes of management like the Administrative Staff College of India.

- private general management institutions with or without affiliation to the universities that cater to particular fields of management such as St. Xavier Labour Relations Institute, Jamshedpur,

- discipline based institutes like the Indian Institutes of Technology,

- sector institutes that are established by the industrial sectors like the National Institute of Bank Management, Institute of Defence Management, etc.,

- professional institutes and associations such as the Institute of Chartered Accountants, Institute of Cost and Works Accountants, etc.,

- in-company training institutions wherein well established private and public sector enterprises have incorporated the training activity catering to their own needs like the Hindustan Steels Ltd, Life Insurance Corporation of India, Hindustan Lever Ltd, State Trading Corporation, Bharat Heavy Electrical Ltd., etc.,
- management trainee schemes conducted by many companies for the young graduates recruited by them as a part of their management development programmes.

Management education has thus grown rapidly in India to cover a number of sectors, disciplines and functions. The programmes offered attempt to inculcate concepts and techniques in the manager so as to upgrade his competence in dealing with the growing complexities of organisational management, prepare him to shoulder higher responsibilities and further his decision making skills.

With the diversion of considerable economic and human resources into this strategic area of national development, there should be simultaneous endeavours to explore and study the various factors that affect these programmes right from the identification of the training needs, selection of suitable trainees and the training methodologies, the supportive climate provided to the trainees in the organisations and finally the consequent impact of these programmes on the trainees' efficiency and their performance in the organisation. Such a study would help in understanding and appreciating the various underlying factors and specify the variables that affect these programmes.
A thorough search of the literature, however, reveals that very little has been done in systematically studying and evaluating the impact of these programmes and in trying to improve these programmes from the point of view of the organisations. In particular, no attempt has been made to study, whether, and to what extent, these diverse training institutions have succeeded in their difficult task of preparing the manager for coping with his responsibilities so that it may yield the required beneficial results to the sponsoring organisations. It was, therefore felt by the author that it is worth attempting to make a general study to ascertain whether these programmes conducted have had the required impact on the morale, behaviour and performance of the executives and whether they have resulted in the acquisition of the right type of knowledge and skills which are expected to result in organisational improvements.
Objectives of the Study
2. Objectives of the study

The basic objectives of this study are, therefore,
- to thoroughly review the literature on evaluation studies conducted by earlier workers,
- to evaluate the impact of the various executive development programmes conducted by different organisations, on the morale, behaviour and performance of the executives.
- to make a comparative analysis and assessment of the impact of these development programmes, between public and private sector undertakings,
- to identify and assess the problems, if any that are encountered by these organisations for a successful implementation of their executive development programmes, and finally
- to recommend measures and models for conducting better training and development programmes.
Methodology used
3. Methodology used

Industries and organisations in various sectors from all over the country were chosen in order to give the study a nation wide character to the extent possible. All the major sectors in the economy, namely, engineering, electronic, chemical, computer, banking etc., were considered. The study covered ninety organisations, both big and small, involving about ten thousand executives (Appendix-III). The organisations studied included both the public sector (Government owned) and the private sector undertakings. There are about forty to fifty thousand executives working in India. Questionnaires were therefore, sent to about four thousand executives out of which two thousand seven hundred and thirty six of them responded representing approximately seventy percent response. While some of the organisations have their own staff training colleges, many others have separate training and development departments to take care of the development needs of their executives. A few of the organisations do not have facilities of their own and hence rely on external training institutions. By and large, the programmes conducted are a blend of both in-house and externally sponsored programmes.
The questionnaire method was selected as the main tool of survey and data collection. Out of three most commonly used methods to elicit reaction by the questionnaire method, namely evaluation based on higher level managements' reaction, evaluation based on participants' reaction at the conclusion of a programme and evaluation based on participants' reaction after some time of the programme, the third method was chosen as it was proposed to cover a large number of organisations and make general study of the problem as it exists in the country today.

A questionnaire comprising forty questions was prepared (Appendix-I). The response to the group of first ten questions were assumed to reflect on morale, the next thirteen on behaviour and the remaining seventeen on performance of executives. These assumptions are based on studies made by industrial sociologists like Miller and Form (1980) and Hickman and Silva (1984). The questionnaire was thus so designed to obtain information about the whole range of executive job rather than about the details of one particular aspect. It was estimated that a respondent would take about twenty minutes to meaningfully answer all the questions. One element that was used to back up the appeal to the executives was a guarantee of anonymity. It is
common knowledge that respondents will ordinarily not answer if they have any reason to suspect that information about them will be made public.

In addition to this no questions were included that are so detailed as to make identification easy. It was felt that these measures would succeed in installing a greater level of confidence among respondents and elicit honest responses. A few in-depth personal interviews were also undertaken based on some structured questions (Appendix-II) in order to supplement the data collected through the questionnaire method.

A statistical analysis of the data obtained from the survey was done with the help of a computer. In addition to this, charts were also made to highlight the findings. Based on the analysis and systematic interpretation of both the survey and interview data certain general conclusions and insights were drawn.
Limitations
4. Limitations of the method used

One way of determining the success or failure of a management development programme is to ask the people who have undergone the training whether the objectives of the programme have been met. Though this method is frequently used, its validity is open to question, since most people are generally said to respond favourably to training programmes and hence their evaluation results are likely to be biased. One of the limitations of this study is, therefore, a lack of objectivity as the findings may not fully reflect on the existing situation.

Further, there were certain other drawbacks observed in this method of survey and data collection. The degree of response is open to question as the use of the mailed questionnaire does not in any way force the subjects to respond. In a few organisations the response was rather discouraging. In spite of the attempts made to personally meet and request the executives, quite a few of them did not evince much interest in the questionnaire. The cost of mailing and writing time was one other limiting factor.

In spite of all these obvious drawbacks, the questionnaire method can be assumed to have been used fruitfully in the present study because the respondents
chosen were highly selective with a strong interest in the subject matter, good education and high socio economic status. Further, when the respondents are widely dispersed geographically, as in the case of the present study, the questionnaire method is perhaps the only tool available for the researcher whose aim is to make a general study of the problem as it exists today in the country. It is likely that there are other factors which are important in an evaluation study of this nature and which the author has not considered. An honest attempt, however, is made by the author to carefully analyse and interpret the data collected before arriving at certain general conclusions.