CHAPTER - TWO

EXECUTIVE DEVELOPMENT IN PUBLIC ENTERPRISES

- Introduction
- Concept of Executive Development
- Nature of Executive Development
- Need and Significance of Executive Development
- Methods and Techniques of Executive Development
- Components of Executive Development
- Executive Development in Indian Industries
- Evaluation of Executive Training and Development Programmes in Public Enterprises
Tremendous emphasis has been given to Executive Development since the last world war and it has been named as the 'Management Revolution' because a sudden dramatic change took place in the area of management development. There is a recognition that qualified executives needed throughout the industry and do not just emerge from workforce without consciously planned action on the part of the organisation. Good organisations select the talented employees and takes measures to develop them to have adequate inventory of management skill for use in the future. Management development also looks for development at present in managers. Thus, everyone who is in a managerial position or expected to be the one in the future should be developed. All potential managers or anyone below the top man in the organisation who may be transferred or promoted to another job should be prepared for the promotion by the process of executive development. The objectives of executive development programme of any business concern are to improve the performance of managers in their present positions, and more importantly, to ensure an adequate reserve of capable well trained administrators for future needs.¹

According to Lawrence A. Appley, President of the American Management Association,

Management is the development of people and not the direction of things. If this fact were more generally accepted, many management difficulties would disappear, the Executive or Supervisor who says that he would rather exhaust himself doing things correctly than expand the
time and practice necessary to get other people to do them correctly is admitting that he cannot manage.²

According to Peter Drucker "The success and ultimately the survival of any business, large or small, depends in the last analysis or its ability to develop people".

Therefore, executive development is basically development in two ways i.e. development of the body of management and the development of the individuals with in management. For development of the body of management we endeavour to link the individuals objectives with that of the division in which he works, to develop a corporate sense and be participative in company's, objectives. As far as individual development is concerned it is an process which involves the interaction of a man, his job, his manager, and the total work environment. Individual development then results in the acquisition of new knowledge, skills and attitudes in a planned, orderly manner to improve present job performance while accelerating preparation for advancement into more responsible positions. Therefore, it is the responsibility of the organisation to provide the conditions that will enable each individual to develop to the full extent of his potential, consistent with his needs, interest, abilities and willingness to exert himself to realize this potential that can be possible by encouraging each individual towards the self-development. Because self-development is an important component of any executive development programmes which helps the executives to define and use their own opportunities instead of being responsive to
someone else. The need for self-development arises from the fact that world of work is changing so rapidly with people, routinely being called upto change roles, develop serial careers and stop out dated skills for new one. Self-motivation is the pivot of executive development programmes and top management must create an environment in which self-development is encouraged and facilitated. 

'On the other hand with today's scenario, this is indeed the decade of leadership for meeting the challenges of today, we need appropriate leadership skills in executives who can build teams fast and often multicultural teams too. With this quality they must be able to motivate in situations of great uncertainty and risk and they must be able to develop others fast, as well. Today's executives will increasingly need to be international in attitude. This is not only partly a matter of linguistic skills, but also an ability to get on anywhere with local workforces or negotiate, as it were, across frontiers. Their skills will be generalist, they must be able to see the whole picture and encompass all the angles, whether these are technical, financial, organisational, market-related, environmental or human. Thus, executive development programmes seeks to develop the overall personality of executives and not only the skills necessary to do the job efficiently. The job of executive is a very challenging one. 

CONCEPT OF EXECUTIVE DEVELOPMENT

'Executive development is an educational process utilizing a systematic and organised procedure by which managerial personnel learn
conceptual and theoretical knowledge for general purposes'. A sound programme of executive development has to be based on the development of concepts evolved in the past. The more important of these are as follows -

1) 'Executive development is not a 'one-shot' affair, it must continue throughout an executive's whole professional career. Otherwise, an executive of yesterday will not be acceptable today and an executive of today will not be good enough for future. Therefore, in order to be dynamic and to change himself according to the needs a manager must continuously educate himself to successfully meet new challenges as they occur'.

2. Increased understanding of others, their behaviour and attitude, and of oneself definitely aids in managing and contributing to personal development.

3. Development seldom take place in a completely peaceful and relaxed atmosphere. Growth involves stresses and strains.

4. Development require clear cut objectives and goals which are to be achieved or attained, and the ways and methods of achieving these.

5. Participation is essential for growth, spoon feeding seldom brings significant or lasting improvement.

6. Feedback from a superior to a subordinate and from a group to an individual is necessary for the recognition of short comings and for keeping oneself in touch with the progress that has been achieved.
7. An important responsibility of the personnel departments is that of development.

Therefore, executive development must relate to all managers in the organisation, it must lead to growth and selfdevelopment of the organisation. Its focus should be on future requirements. Executive development must be dynamic and qualitative rather than static replacement based on mechanical rotation.\(^7\)

**NATURE OF EXECUTIVE DEVELOPMENT**

Executives are largely made, not born. This is a significant statement in modern management literature and forms a basis for numerous executive development programmes. The objectives of these programmes include preparation of promising personnel for higher managerial positions in the future and assistance to and improvement of existing top executives.

Yoder explained executive development as a programme of training and planned personal development purporting to prepare and aid managers in their present and future jobs. Attempts are made to identify problems with which executives are likely to be confronted and to assist them in solving these problems. Accordingly, executive development refers to a systematic effort to use the principles of planning, organising, directing, coordinating and controlling in the selection and development of level of executives as opposed to the unsystematic method based on the assumption that "Cream will come to top".\(^8\) To
become a competent executive there are three content of executive development activities these are - 1) knowledge, 2) skills and 3) attitudes,

<table>
<thead>
<tr>
<th>General Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes and Managerial Philosophy</td>
</tr>
<tr>
<td>Administrative skills</td>
</tr>
<tr>
<td>Technical Knowledge and Skill</td>
</tr>
</tbody>
</table>

**Content of Executive Development Activities**

Above diagram emphasis that-

1. Lower level managers need considerable technical skills, whereas, higher level executives need considerable administrative skills.

2. There are three skills - technical skills, human relations skills, and conceptual skill, i.e. a combination of vision, imagination and intelligence.

3. Attitudes are -
   a. Thinking like an executive,
   b. empathy, i.e. ability to put ourselves in the position of others and understand there minds;
   c. team concepts, and
   d. recognition of human values.
The concept of 'executive' includes everyone who has the major responsibility of managing man. Although the chief function of a executive is to get things done through others, and by improving administrative level. A research-based knowledge in this respect forms a basis for a sound executive development programmes. In other words executive development as a business led process, the business determines what kind of managers or executives it requires to accomplish its strategic goals as well as how to obtain and develop such executives. Although, there is stress on self - development because self development will be the key factor to determine the success of the programme of executive. In other words, the participants in this programme must have the capacity to learn and develop and they must be highly motivated to achieve the planned objectives. Therefore, the executive development process ensures that the enterprise has the effective executives. It develop capabilities of managers to accomplish its present and future requirements. Thus, there are three activities in the process of executive development viz. analysis of needs, evaluation of skills and competencies and meeting the needs. These attempt should be made to combine self-development, organisation-derived development and boss-derived development to evolve an effective executive development system.

STRATEGY

The executive development strategy is determined by the strategic plans of the company. These strategic plans provide a basis for
human resource plans flowing from business plans. The executive
development strategy indicates intent which asserts as, "We believe a
strategy for investing in people will pay off and this is what we are
going to do about it". It also determines as to how executive development
processes, policies and programmes contribute to the attainment of the
corporate goals embodied in the business plan. It should also address the
critical success factors of the business in varied areas including product-
market development, innovation, quality and cost leadership. It also
provide a linkage between learning, development, and training activities
add value and facilitate competitive advantage. The executive
development strategy is also beneficial to all the stockholders in the
company, including employees, shareholders, customers, suppliers and
the community. Therefore, it should be designed with in the purview of
the executive development philosophy. It should assert that executive
development is a continuous process. Executive development policies,
practices and strategies of an enterprise should be led by its business
and human resource requirements which indicates intents to invest in
people.  

NEED AND SIGNIFICANCE OF EXECUTIVE DEVELOPMENT

"In this age of 'Professionalisation of Management' importance
of Executive Development cannot be minimised. Executive talent is the
most important asset of an organisation, it is not shown on the Corporate
Balance sheet, but it influences appreciably the growth, progress and
profit than any other corporate assets. Managerial asset is not costly to
acquire, it is a low cost resource with a high profit potential. Top management must give importance to the acquisition, maintenance and growth of men and women who possess managerial talent and calibre than the thought and care given to planning and development of a plant or a product. But the first and one of the most important reasons for having an executive development programme is simply the law of supply and demand. The present and the near future demand for executives is far in excess of the supply. This need arose because there are not enough capable, broad-gauged executives to go around, whereas industry had previously enjoyed a virtual monopoly on executive talent, competition for new sectors in the economy such as hospitals, schools governmental and social organisations has intensified.

As many organisations have added new staff officers to cope with the increased complexity of a modern society. Typical new officers include human relations, administration, planning and development, engineering research and the controllership. 'As Peter Drucker, said an institution that cannot produce its own managers will die from an overall point of view, the ability of an institution to produce managers is more important than its ability to produce goods efficiently and cheaply. "As the global trend is towards increasing use of performance appraisals for executives even though in the beginning the practices was mostly in respect of workers and supervisors only. Another trend is the mounting managements interest in using appraisal for identification of development needs and developing and improving managers because no
modern business can grow and succeed without planned attention towards the development of its managerial staff. In developing countries like India, management is the single factor that acts as the master key for unlocking the forces of economic development. Therefore, among various objectives of the appraisals the major emphasis is on development of executives because of the following factors-

1) Executive Obsolescence

The growing complexity of the managers job itself mandates the initiation of a executive development effort in most of the organisation's. Executive obsolescence is a problem for most institutions. It has been observed that numerous executive have little familiarity with advanced management techniques, and they continue to ignore the advances made in communications, participation and motivation as well as in products, markets, systems, procedures, processes and technology. There are many causes of executive obsolescence. Some of these are, age, success, centralized authority, lack of responsibility and direction, loss of confidence and ability. A few test for signs of obsolescence include failure to constantly set new and far reaching goals, doing things the same way year after year, ignore the advances made in communications, participation and motivation as well as in products markets, systems, procedures, processes and constantly being tripped up by way new terminology which should be part of a way of life.

Basically, all management personnel need to develop just to
keep pace with competition and with the state of the art as it relates to each job. For many this will mean career advancement but not for everyone, for many, increasing ability to perform their present assignments more effectively is ample reward and satisfaction. On the other hand, in business organisation managers are very much aware that the major basis for economic growth and profitability lies in developing executives for the future who know how to acquire and use new knowledge as well as existing knowledge. Therefore, one of the most important function of executive development is that it encourage people to seek out and evaluate many sources of significant new knowledge and convert this knowledge into new product, new market, new technique and new behaviour pattern. Failure to do this on regular basis leaves organisation vulnerable to competition and to rapid obsolescence. Thus one of the important task of executive is to update his knowledge to prevent a knowledge gap between himself and his key people which cannot be bridged.

2. The Information Revolution

In recent years the executive process itself has been subjected to series of revolution which has changed the entire decision making process. These new dimensions in executive require new concepts and tools to solve problems of an enormous magnitude. As technological development's have Produced an information revolution which is rapidly changing the very nature of our organisations, senior management is beginning to recognize that dramatic accomplishments can be possible if
These new capabilities are put to work on an organisation's objectives and communicated to all concerned with their accomplishment. In finding the answers of management questions, the technological development's have proved themselves valuable assistants. The computer necessitates a new style of management. Management in general is approximately ten years behind in developing the systems and methods to find out what its information requirements are and how to use them to achieve its objectives.

The information revolution has spawned the several billion dollar computer equipment and systems industry because the new technology has affected everyone. It is on the verge of revolutionizing our educational system by facilitating learning for individuals and groups as never before. It is producing enormous social changes. Executive have to face and solve the social problems produced by these rapid technical changes. Social problems could be converted into opportunities for profitable, competitive businesses. Today, things have changed, the modern manager needs in addition information, organisation, a sense of timing, communication, and a group of rightly talented professional people. These professional people will seek out and use information from giant computer information about population trends, new family formations, age distribution, income, year and number of any given product whether in the field, warehouse or home and these trends will help them in taking necessary internal adjustments to avoid mistakes of timing.
One of the most important managerial skills is the ability to determine quickly what the key elements of a decision are, then to move decisively to implement the decisions. But in a modern organisation, it is difficult to overcome the hierarchy of authority and the remoteness of the functional disciplines for each others. As a result, executives become narrowly oriented, and their specialities tend to become ends in themselves. The older managers often discourage the bright young comers by forcing them to function with in the narrow confines of day to day responsibilities. Often the organisation begins to ossify. Everything slows down, including the development of energetic young management. The best tools of modern management can become useless unless they are used in an organisation which has not lost its entrepreneurial spirit.

3. The International influence:

In this vast array of changes which is influenced by rapidly growing foreign needs necessitated continuous executive development. Modern technology, modern transportation and modern management requires large integrated markets. Any organisation which is committed to expansion will find that a large portion of its assets, human and financial will soon be deployed around the world. This transformation goes well beyond normal growth as well as beyond the national organisation chart. In this new environment, it is essential to develop executives who can cultivate an international viewpoint. Many executive's at different levels of the organisation must be given exposure and experience in international as well as domestic operations.
Totally new issues will face the multinational executive. He must play a significant role in the future growth of the countries with which he does business, and in his new role he will influence and participate in the social, economic, governmental, and educational programmes of the nation.

4. Social Change

Despite the new international role for executives the home front problems loom large. They are on domestic, social, political and economic scene. The major problems-poverty, unemployment, welfare, crime, education, segregation-go hand in hand with the large block of population in our major cities. Strong public pressure is being applied on business. Government and education to solve these problems before our social revolution becomes a civil war between the have-nots.

With regard to developing social trends, a number of significant factors dictate a need for new management knowledge, skills, and techniques. The basic forces of science and technology will be directed toward contributing more to social progress. Education will continue to have an increasing impact on social change and will exert an increasing influence on people's patterns of living and thinking. Higher education will be more readily accessible to all people from all walks of life. Education itself will more and more be process of developing skills in decision making and preparation for change, it will prepare people for life and develop the whole person instead of merely injecting knowledge.
The educated person will develop more self-confidence and self-respect, he will be for less tolerant of autocratic management and organisational restraints. Needs for executive development will become intensified. As social realities are fostering new cooperation between business and government, and education. Political, economic and ideological boundaries are fast melting away under the heat of a national economy fed by rapidly expanding technology and instant communication. Problem of urban renewal, transportation, pollution, and education mandate the development of executives for all reasons for service in public as well as private sectors. No institution can escape the coming manifestation of the latent desire and need of individuals for self-expression. People will demand and receive more individualized attention.

5. Implications for Business:

Business will become increasingly involved in community problem solving, and part of the executive development efforts will have to be geared to service of public boards and in community service organization's. There will also be increasing public pressure on business for the continuing education and development of employees at all levels. Companies will be forced to set and adhere to long range goals which are in harmony with national goals. In the social need market, business will not only supply products but also include management education and training programmes, career development services, and management organisation services.
Business organisation's will change with the growing need for rapid and continuous innovation and the job related aspirations of tomorrow's employees. Communications will be more fluid, flexible and open. Task force assignments will become more numerous, emphasizing broader employee participation in the decision making process. Thus, the task of executive will be compounded by a need for greater flexibility, less structure, constant innovation and economic stability of production processes. There will be even greater mobility of managerial, professional and technical personnel. Individuals, will be more committed to their professional disciplines and to self development than to an organisation. Employees will seek greater autonomy, specific geographic location, creative outlets and more gratifying work per se. Opportunities for education and self-development will become substantial parts of job offers.

Thus, the growing complexities of manager's job coupled with the critical shortage of executive talent mandates development in every managerial position. Each executive's task must include a continuation of his personal development to avoid the spectre of obsolescence - the danger of knowledge gap between his key people and himself because the performance of a company depend upon the quality of its managers. Companies with same raw materials, equipments and technical know-how show different results because of the quality of their executives therefore, the requirements of society dictate the acquisition and use of the new, critical resources of information, timing, organisation, and
professionally trained people in addition to the traditional resources of land, labour and capital. Factors contributing to the complexity of executive's job such as the information revolution, the urban crisis, and international influence - mandate a stepped up executive development process. Executive development, therefore, is of paramount importance to have an effective and desired managerial manpower to meet the organisation's demands and to maintain and raise the level of managerial competence in the organisation.\textsuperscript{14}

**EXECUTIVE DEVELOPMENT PROGRAMME**

Skills which are required in executive's positions are developed by using the following procedure -

I) Planning :

Planning for executive development programme deserve utmost attention. It develops capabilities of managers to accomplish organisations business strategies in the context of critical success factors such as innovations, quality and cost leadership. The capabilities of executive involves -

1) Setting challenging ambitions.

2) Evolving product market strategies

3) Developing functional strategies

4) Creating and applying systems for managing the business effectively.
5) Building organisational culture for future.

6) Structuring and restructuring the business activities, and

7) Optimising profits.

These factors help executive to function more effectively in their existing positions and maintaining a force of qualified personnel to hold higher position in the future. These programmes purport to bring executives up-to-date in respect of technological and scientific advancements, provide knowledge of business responsibilities, develop a broader perspective and provide understanding of people. The second step relates to evaluation of present managers. The limitations and strengths of these managers are to be assessed in terms of their job requirements.

After careful planning of the executive development programme, several steps are taken depending upon its nature. It is largely held that would be top executive's should start their career from the lower cadre followed by well-planned training and sequence of experiences. Another step is to assign each executive the responsibility of preparing a replacement for him. However, the overall responsibility for the programme lies with the personnel manager who has easy access to top executives. The over all incharge of the programme constantly assesses the future needs of the company for executive's, selects potential candidates for the development, outlines plans for developing each candidates, assesses each candidate's progress periodically and properly
maintains a balance between demand and supply of executive personnel. Thus, depending upon the nature of the programme, the major stages may include organisation planning, programme targeting, identifying basic requirements of key positions, executive appraisal, preparing replacement inventories, planning individual development programmes and programme administration.

Therefore, the forecast of executive demands and supplies with target dates involves the consideration of the nature, size and scope of the future organisation. In addition, attempts should be made to identify the duties and responsibilities to be attached with the executive positions. This will provide a basis to infer the nature of the required training and development, and facilitate the selection of participants. At present training of executive is necessary because many jobs have assumed a highly technological character and under automation we require highly skilled operatives.

2) Replacement tables:

The future needs of executive's can be accomplished by maintaining replacement tables indicating present and future executive positions, their existing incumbents and individuals for promotion to those positions and replacement table based on organisational planning forms an initial step and is the heart of executive development. It also implies preparation and maintenance of an executive inventory including both present and prospective. The inventory will facilitate the accelerated
preparation when emergency arises and indicate alternate routes of advancement. Only the right individuals are picked for the programme on the basis of age, marital status, health, formal training, work experience and personal development. In this respect, the personnel ratings, career pattern and performance in conference sessions can provide valuable guidelines.

3. Side-effects:

Last but not the least, the side-effects must be watched. The resentment caused by passing over some individuals must be dissipated. Effective measures should be taken to balance input with future needs to avoid dissatisfaction, frustration and turnover in higher managerial positions.¹⁵

METHODS AND TECHNIQUES OF EXECUTIVE DEVELOPMENT

' Development is an educational process whereby a deliberate and conscious effort is made to enhance the general knowledge and broaden the perspective and vision of the executive. The things like 'vision', 'perspective' and 'general knowledge' are not concrete in nature, they are general concepts. Therefore, the techniques which aim at developing 'general', things will also be general in nature. This means that development programmes do not aim at making the person master of certain principles and behaviours. Instead they merely provide some guidelines according to which the person must develop himself. According to Trickett "the most frequently used methods and techniques
of executive development include - group discussion or conferences, lectures by company executives, slides and films, case studies, panels, outside reading and private study, lecture by outside speakers, role playing and workshop.¹⁶

The developmental techniques include leadership skills, job experience, coaching, individual counselling, understudy positions, conferences and technical meetings at company expenses, job rotation, in company courses, external courses, special training positions, committee assignments, management courses in colleges and universities, planned visits to other companies, 'multiple management' plans and training by outside consultants.

Yoder observes that the multiplicity of these methods and techniques is because of their applications for different groups and jobs. These measures usually purport to develop thinking ability and reading speed and comprehensions.¹⁷ To permit proper selection of effective system for development there are some important group and non-group methods and techniques of Executive Development which are as follows -

1. **Job Rotation**:

The transferring of executives from one job to another job and from one department to another department on a coordinated and planned basis is a popular means of development among the modern business concerns. The major objective of job rotation is that of broadening the
background of the executives in the business. The trainee is rotated from job to job and hence acquires a general background.

In modern organisations a high proportion of the entry jobs for junior executives require a considerable degree of specialised knowledge and skill. But a man can never acquire the broad perspective and diversified skill needed for promotion unless he is deliberately taken out of his speciality and placed in different types of situations. In order to develop the generalists for the upper management levels, the organisation must take action to provide a variety of job experiences for those having the potential for major executive ranks. Job or position rotation is the only answer in such a situation.18

2. In-Company courses:

Courses internally dealing with such things as various management functions and their inter-relationship with one another, company organisation, policies and techniques. Such training is more informative and economical because, there is less wasted time and effort in implementing training and in accomplishing the organisational training needs. In-company courses assist an executive to understand better a particular method, technique and policy, as followed within the organisation. Such courses are usually intended to impart information of various functions in the organisation.19

3. On-the-Job Training:

Technical proficiency alone is not sufficient qualification for executive success. There are no completely satisfactory tests for an
executive except performance on the job. For that reason, much of the training of an executive must be practical work but planned to give an all-round understanding of the business in contrast to the narrow, concentrated experience as a specialist. Courses and seminars can prove helpful in clarifying principles or encouraging insight, but because development needs must be met in terms of the individual and his work situation, the bulk of development must take place on the job. Thus, all development activities could be made more effective by improved day to day coaching on the job.20

4. External courses:

These are usually more general in nature and do not relate directly to the activities of any particular company. The course provide broad background and views, new ideas and new slants on the methods and attitudes of executive. We therefore, use a number of external courses in order that we do not become too inward looking. These courses are, as nearly as possible, selected to satisfy individual's needs either as indicated on his annual performance appraisal or as judged by his next appointment. We also endeavour to select courses which deal with modern management techniques. It is particularly important when selecting such technique oriented courses for executives, because they are expected to understand and encourage the use of such modern techniques in the running of their department.21
5. Conference:

'A conference is a group meeting conducted according to an organised plan in which the participants seek to develop knowledge and understanding by obtaining a considerable amount of oral participation. It is an effective training device for persons in the positions of both conference member and conference leader'. 'This methods permit trainees to think about problems, express themselves, understand teamwork, assess the opinion of others and develop leadership as well as judgement'. There are three kinds of conferences viz.

i) guided or instrumental conference, which is used mostly for training purpose,

ii) consultative conference, and

iii) Problem-solving conference

Thus, the conference method is very much useful for the development of conceptual knowledge and also for the creation and modification of attitudes. It is mostly used for case studies.22

6. Role-playing:

Role playing techniques is used for human relations and leadership training. Its purpose is to give trainees an opportunity to learn human relations skills through practice. Thus, this technique makes trainees self-conscious and imaginative and analytical of their own behaviour and aware of the problems and perspectives of others with
whom they deal', for e.g. (i) An interviewer conducting an employment interview, (ii) A sales man presenting a sales talk on a product to purchasing agent, (iii) A finance officer conducting a budget meeting, (iv) An employee explaining his difficulty before the supervisor.

Thus, role playing is not a mere drama of acting but is a useful method to project life between learning and working on the job and creating actual business situation in the classroom.23

7. Syndicate System:

'Development of executive's who are already in positions of responsibility and are marked out for assuming a place at the top or near the top in business has to provide for suitable opportunities for developing better insights on their part in respect of human resources. The syndicate system permits an analysis of a problem by a committee of trainees and involves presentation of reports for comments by other executives. The trainees are divided in several groups. The syndicate discusses the issues involved in the subject given to it and writes a paper. The chairman of each syndicate presents the paper which is criticised by others. The trainer provides only general guidance. The trainees learn from their participation. In a similar method called committee system or multiple management, executive level problems are discussed to familiarise junior executives with them. Like other group method, these systems improve the effectiveness of trainees as group members'. Thus, the purpose of the syndicate technique is to "expose a participant to a
milieu in which he is persuaded into reflecting upon his experiences as an executive, updating his knowledge, improving his executive skills and developing a greater insight into human behaviour”.24

8. Sensitivity Training:

The aim of sensitivity training is to improve the trainees skills in dealing with people. In sensitivity training the executives spend about two week periods attending the lectures on topics such as leadership and communication. T-group which is sometimes called as sensitivity training development group has a two-fold functions -

1. To help its members learn how groups actually work.

2. To give each member of the group a chance to discover how other people interpret and are affected by his own behaviour.

Under this method, the learning take place not on an intellectual level, but on a 'feeling' level, since the individual is actually experiencing events rather than talking about them. When sensitivity training is combined with lectures, discussion, group exercises, personnel skill training, reading and feedback sessions, it is designated as 'laboratory training'. Therefore, the main objective of this method is to provide managers with increased awareness of their own behaviour and of how others perceive them, greater sensitivity to the behaviour of others and increased understanding of group processed. Specifically, this technique is likely to increase managerial sensitivity and trust and enhance respect for the contributions of others.25
9. **Case Study:**

Case method is a means of simulating experience in the classroom. Under this method the trainees may be given a problem to discuss which is more or less related to the principles already taught. This method gives the trainee an opportunity to apply his knowledge to the solution of realistic problems. Case studies are widely used in teaching law, personnel management, human relations, labour relation, marketing, production management, financial management and business policy. The advantages of this method are - i) It provides for learning by doing, ii) It develops analytical thinking, iii) It helps in applying knowledge to the situation and, in decision making, (iv) It broadens the student's horizon of knowledge, and (v) It is the best means for integrating knowledge secured from a number of discipline fields. Great care should be taken in the preparation of the case study material and in case writing.26

10. **Structured Insight:**

Structured insight purports to accomplish personal insight of sensitivity training without involving much costs. This method involves systematic collection of data on the trainees attitudes and assumptions regarding the motives, abilities and attitudes of others, especially subordinates. The assessment is made on a 'managerial grid'.27

11. **University Courses:**

University courses provide the benefit of special teaching and training skills of faculty members and present a broad view of economic
and political considerations. However, these courses alone are inadequate. They cannot provide the problems, pressures and interplay of personalities obtained in actual business situations. After all, no single programme is likely to be effective for all the companies.28

12. Business Games:

A widely used method is business games. This method involves the problems of running an enterprise or a department and has been used in several areas including investment strategy, collective bargaining and morale. It stimulates interest, involvement and competition among trainees. An atmosphere is created in which the participant plays a dynamic role, and enrich their skills through involvement and stimulated experience. Business games are designed to teach trainees how to take management decision in an integrated manner and in a comparatively short time, participants learn by analysing problems and by making decisions by a trial and error process. Thus, Business games provide the instructors opportunity to study the pattern of communication, emergence of leaders, solution of disputes, etc. These games must be used with lectures, reading assignments and conference discussion.29

13. Multiple Management:

Multiple management is the name given to the system whereby permanent advisory committees of executives study problems of the organisation and make recommendations to higher management. The final decisions rest with the higher management. Thus committees are the
device for executives development. Another device is the establishment of a junior board of directors in a company for the training of the executives. The junior board is given power to discuss any problem which the senior board (constituted by the shareholders) could discuss. The greatest value of this additional board is the training of junior executives. Memberships on the junior board becomes a pre-requisite to the membership of the senior board.

The junior board discusses a wide variety of subjects which a senior board can discuss. All recommendations that are forwarded to the senior board must be unanimous. This will prevent the lower boards from dumping their problems upon the senior board. The senior board is under no compulsion to accept the recommendations of the junior board. The junior board and various committees serve in an advisory capacity only. Though the major objective is training and development of junior executives, the company is benefited by their productive ideas.\(^{30}\)

In addition to the above group methods, there are several non-group methods involving an assessment of each individual's strengths and weaknesses. These methods includes

14. Counselling:

It helps the trainees to observe their weaknesses and involves measures to overcome them. It is related to periodic appraisal or ratings. It involves discussion between an employer and his superior on matters concerning the employees, personal hopes, fears, emotions, and
aspirations. It is an effective way to get a new subordinate oriented in his job. It involves continuous analysis of the subordinates performance by the superior. This enables the candidate to understand clearly how the superior operates in matters of inter-departmental relationships and personalities. Such counselling is usually non-directive. Some times, attempts are made to develop managers through guided experience. The guidance is based on counselling.

15. Under Studies System:

Under this system a certain person is specifically designed as the heir apparent and his future depends upon what happens to his superior. Thus an understudy is a person who is in training to assume the full duties and responsibilities of the position currently held by his superior, when the latter leaves his post due to promotion, retirement or transfer.

A department manager may pick one individual from his unit to become his understudy. He will then guide him to learn his job and grapple with the problems that confront the manager daily. An understudy can be developed to take over one day the superior's job in a number of ways. When the superior is handling his daily operating problems, he may discuss these with his understudy to get his ideas and give him experience of decision-making, he may also assign the understudy to investigate and make written recommendations upon long-term problems. The understudy may even be asked to directly supervise a number of
people at work. This will give him an opportunity to try out his leadership skills.\(^\text{31}\)

16. Special Project Arrangement:

These are likely to be highly effective training systems. In these systems, for e.g. a trainee may be requested to develop a particular process of paper-coating. Sometimes, a task force is built representing varied functions in the company. The special projects enables the trainees to achieve knowledge of the subject assigned as well as to learn how to deal with others having varied view points. Thus special project, such as marketing of a new product, provision of technical service branch expansion, solving industrial relations issues, computer introduction etc. may be given to an individual executives who will work on the project, collect data, make the analysis and investigation and offer this recommendations. This helps considerable in the growth of a manager.

Therefore, the above training and development method purport to develop specific qualities of executives. As Flippo has suggested - In basket methods, business games and case studies purport to develop decision making skills while role playing, sensitivity training and structured insight are likely to develop interpersonal skills of the executive. Further, on the job experience, coaching, and understudy provide job knowledge, whereas position rotation and multiple management enhance organisational knowledge. Again, special courses,
meetings and outside readings develop general knowledge, while special projects, counselling etc. meet the specific needs of the executives.\textsuperscript{32}

\textbf{COMPONENTS OF EXECUTIVE DEVELOPMENT}

1. Training and Development:

Training today has become an integral part of any company's operations. The need of the hour has rightly forced all enterprises to make this happen so that an adequate supply of personnel becomes available for survival, progress and growth. In some sectors of industry there is even a shortage of manpower as well. Not even unskilled workers with the potential of becoming productive employees are available. It means organisations must develop its major resources i.e. its own people because it is essential to develop skills and also update the knowledge. This can be achieved by imparting appropriate training to raise the skill levels and increase the versatility and adaptability of employees.

The term 'Training' and 'Development' are sometimes used interchangeably. Traditionally development was seen as an activity normally associated with executive with the future firmly in mind. Development is based in the fact that an employee will need an evolving set of tools, including knowledge skills and abilities to perform well in the succession of positions during his career whereby training is the process which tries to increase the knowledge and skill of the employee, thereby making him better equipped to perform his job or take up greater amount of responsibilities.
Training is also necessary for executive and managers who perform the leadership function in their enterprise, they have to work in an environment which is ever changing and dynamic, economic theories, social customs and traditions, presumptions about the role of state and even about the nature of man are changing fast. They are responsible for results under a given parameter of organisational structure and policies.\textsuperscript{33}

Therefore, the main objective of training and development is to prepare the management trainees for handling the job or responsibility of the first line executive independently. It also develops the positive attitude, commitment to work, analytical skills, ability to face the challenges of the job and belongingness to the company. It also provide the tentative idea about the operation and working of the various units of the integrated plants.\textsuperscript{34}

\textbf{a. Executive training programmes :}

Formal training activities for officers can be broadly divided into three categories viz.

\begin{center}
\begin{tabular}{c|c|c}
Functional training & Supervisory training & Management training \\
\end{tabular}
\end{center}

As learning is a continuous process it is essential that the executive should continuously update their functional knowledge and
skills in their respective disciplines. Further, the executives should also be familiar with the modern management concepts relevant to the needs of the organisation. The management training programmes may be designed both for the new trainees and also for promotees from within.

b. Training programme for Fresher:

Management training programme may be designed for the selected executives depending on their educational background and qualifications. The training programme should be oriented towards giving these trainees more 'On-the-job training' so that they are exposed to the actual business conditions existing in the company. The following are the important methods of training on specific job - 1) Training within Industry, 2) learning by experience, 3) On-the-job coaching, 4) Understudy, 5) Special project assignments. 6) Job rotation training. 7) Apprenticeship training, 8) Multiple management emphasises the use of committees to increase the flow of ideas from less experienced executives and to train them for position of greater responsibility.

There are a number of additional training devices available for the training of junior executives, e.g., committees, junior boards, conferences, courses, trade association programmes and many other arrangements of this type.

During the period of training, a regular appraisal of each of these trainees should be made both to determine their performance on the given job and also their future managerial potential. Besides, the
purpose of the appraisal will be to find out if the individual has an
aptitude for the function in which he is being trained. At times it may be
necessary to change the function for a trainee who may, for e.g. have
attitude for sales but does not fit into the engineering group. The
appraisal should be rigorous and highly objective. It may be desirable to
conduct some general interviews with these trainees by senior executives
to determine their progress. Generally, the training manager should be
responsible for entire scheme of management training. If the trainee is
found unsuitable after two or three appraisals, he should not be
considered for confirmation and at the earliest stage, required to look
for another position elsewhere.

c. Training for Promotees from Within :

In order to locate and identify individuals who could promoted
from within, a well planned system of 'Potential Appraisal' is required. A
careful potential appraisal should be made of all the employees,
following which individuals with managerial potential be chosen for
training and development as junior executives. The management should
appraise the supervisory and clerical staff with in a view to identify
individual with potential. At the same time the management training
scheme should be opened to all individuals from within, who meet the
basic requirements, and if they are able to compete in the test and
interviews and come out successful, they should be taken up for the
management training scheme.
The training-programme for employees who have been promoted from within should be designed around giving the background and training in managerial skill and related management subjects. It would be a good idea also to give these trainees general orientation in the overall company operations because most of these individuals would have worked only in one plant or location with a limited exposure to only that particular unit. It is also good to bring together the new management trainees and the promotees from within courses, seminars, etc.

Thus, training and development department cannot function in isolation. It is an active participant in all the developmental activities and the important change agent. Training is not merely a matter of imparting jewels of knowledge from an ivory tower. It has to be down to earth in terms of its utility, for it to find a permanent place in any organisation. Therefore, it is an important component of executive development.

2. Performance Appraisal:

Performance Appraisal is one of the most versatile instruments for the practitioners of modern management. Appraisal is the evaluation of worth, quality or merit. It should appraise both performance in accomplishing goals and performance as a manager. In yester years, appraisal programmes tended to emphasize employee's traits, deficiencies and attributes, but modern philosophies present performance and future goals. It lays stress on goodness, capability and
responsibility of human beings. Managerial appraisal is the process of judging the effectiveness of executives.

According to Fred Luthans, "Today, performance appraisals are used not only for wage increases, transfer, promotions and layoffs, but also as a means of communication, motivation and development of all employees in the organisation".36

According to Mahler & Frazier "the primary goal of a performance appraisal system is to generate accurate and valid information regarding the behaviour and performance of members of the organisation. The more accurate and valid the information generated by the system, the greater is its potential value of the organisation".

Therefore, performance appraisal assists executives in making decisions about differential treatment to be accorded to individual employees in salary, administration, promotion, transfer, performance planning, training, counselling, discipline and other matters to enhance the attainment of organisational goals.

As the use of individualised plans for the development of particular men is, in fact, the most important characteristic of executive development. Managerial appraisal serves as a basis for improving the quality of the performance of the executives in his present work by defining specifically the individual strengths and weaknesses. The main object of this is -
1) To provide information of great assistance in making and enforcing decisions about such subjects as lay-off, pay increase and transfers.

2) It serves to guide-employee-development.

3) It puts a psychological pressure on people to improve performance on the job.

4) It serves to mention fair relationship in groups.

5) Appraisal results may be used to counsel with each employee about his future development. They are provided a basis for tailoring sound development programme to suit the need of the organisation with the development of the individual and his improved performance on the job.\textsuperscript{37}

The performance of the employees at work are quite often judged, both formally or informally. An informal system superiors regularly make judgements about their subordinates performance on a subjective basis. By contrast, superior could resort to using formalised appraisal techniques when assessing the performance of subordinates and these judgements are considered to be more objective. In formalised systems the term performance appraisal and performance management are used. These refers to a process where by managers and their subordinates share understanding about what to be accomplished and the manager will naturally be considered how best to bring about those accomplishment by adopt management and development of people in the short and long term. In this way the subordinates receive feedback on his or her progress.
The distinguishing feature of performance management is its integrating strength in aligning various processes with corporate objective. The following are some of the important method operative in the present era of performance appraisal.

(1) **Ranking Method**: According to this method, one man is compared with all other man and then he is placed in a simple rank order. In doing this, the appraiser consider the man and his performance as an entity. This method is suitable for small groups but in large group 'Pair comparison' method may be allowed, where in each man is compared with every other man, one at the time.\(^{38}\)

(2) **Man to man comparison**: Under this method, certain personality factors such as leadership, initiative, dependability and so on, are selected for the purpose of analysis. Instead of comparing a man to another, personnel are compared to key men, one factor at a time.

(3) **Grading method**: Here certain categories of worth are established in advance and are carefully defined e.g. outstanding, satisfactory and unsatisfactory. Employees performance is then compared with these trade definitions and the person is allocated to the grade which best describes his performance.\(^{39}\)

(4) **Appraisal by Result**: It is common feeling of all modern managers that performance is in itself the most reliable indicator of potential and quality. This feeling has led to the development of appraisal by results. The essential feature of this appraisal is the manager's observation of the
subordinate's performance measured against specific pre-determined goals with the subordinate's actions, attitudes and general job behaviour examined in this context.

(5) Self Appraisal: The major appraisal techniques which are frequently used by superiors in evaluating the performance of subordinates, consider for a moment the practice of self-appraisal in the context of executive development. In self-appraisal, an appraisee

a) Appraises his achievements against a pre-set targets.

b) His managerial/executive qualities in order to perform assigned key results or performance areas.

c) Indicates facilitating and inhibiting factors i.e. personal, organisational, environmental.

d) Suggests ways in minimizing inhibiting factors and own weaknesses, through planned development of organisation and individual.

e) Make annual performance review and planning and future action in joint session with head of the unit.\(^{40}\)

6. Development Appraisal:

In this type of appraisal the interview features prominently, with the emphasis on the future development of the appraisee. The provision of open and constructive feedback is used to create the right motivational disposition. In practice the appraisee could gain sight of the appraisal forms and say what they thinks of the performance of the person carrying out the appraisal.\(^{41}\)
Undoubtedly various performance appraisal methods like ranking method, man-to-man comparison, grading method, appraisal by result, self-appraisal and developmental appraisal are operative in the system of performance appraisal. However, the widely used and popular methods are self-appraisal and developmental appraisal. In majority of the hotel industry cases self-appraisal and developmental appraisal are commonly functional. In order to achieve maximum positive result the main purpose of these methods is to identify the developmental needs of the executive.

3. Reward Management:

The purpose of managing the system of rewards within the organisation is to attract and retain the human resources the organisation needs to achieve its objectives. To retain the services of executive and maintain a high level of performance, it is necessary to increase their motivation and commitment. In fact the organisation is aiming to bring about an alignment of organisational and individual objectives when the spotlight is on reward management.42

Appropriate rewards not only recognize and motivate employees, they also communicate the organisation's value to the employees. In HRD system, innovations and use of capabilities are rewarded in order to encourage the acquisition and application of positive attitude and skills, typical rewards include certificate appreciation, news letter announcement, increase in salary, bonuses, special privileges and desired
training. Promotion generally are not considered as rewards because promotion decisions are based on appraisal of potential whereas most rewards are based on performance. Rewards may be given to teams, departments and other units within the organisation as well as to the employees individually.

Therefore, the executives desire rewards that are distributed in what seem to be an equitable manner. This means fairness among the organisation's executives and fairness relative to what people get for doing a similar job in another organisation. There are some popular criteria or methods by which rewards are distributed to their executives or employees. These are as follows:

1. **Time rates**: When reward system is related to the number of hours worked it is referred to as a payment system based on time rates. Time rates can be classified as a hourly rate, a weekly wage, or a monthly salary. Traditionally, factory workers received a weekly wage and it is common for office workers to receive a monthly salary. As part time employee receive an hourly rate. In job evaluation job grades has a particular level of pay associated with it. Within a grade it is common to have an incremental scale in which employees move along on the basis of one point each year until the maximum of the scale is reached. This
system rewards experience rather than performance. The advantages of this method are as under:

1) The system encourages the retention of human resources by creating stability, knowing that there are gradual increases in rewards within given grades. The rationale is that employees retention and the stability of the labour force offer staff the chance to enhance their skill and efficiency over time with cost advantages.

2) The system is relatively easy to administer and allows labour costs to be predicted.

3) The system does not emphasize quantity of output to the detriment of quality.

2) Visibility: A reward that is not visible to the executive may fail to get the desired motivating effect from the employee. On the other hand, a truly visible reward gets the attention not only of individual employees but also of their peers. This quality means visible rewards can contribute to satisfying an employee's esteem and recognised needs. In what ways can managers increase the visibility of rewards. The possibilities include well publicised bonuses, allocating annual salary increase in lumpsum rather than spreading them out over the entire year, and eliminating the secrecy surrounding pay by openly communicating everyone's compensation.

3) Flexibility: An effective reward would be flexible in terms of the amount given and whether it is given to everyone in the organisation. For
instance, the annual performance bonus, offers high flexibility. It can be adjusted upward or downward or eliminated, each year depending on some measure of performance. Therefore, it can be given selectively to those employees who have done a superior job. Another attribute of a flexible reward is that it be given frequently without losing importance. Giving reward frequently is often helpful for sustaining extrinsic motivation, while some reward diminish in importance when used overtime.\footnote{44}

4. Performance related pay: The principle of paying on the basis of performance seems to be quite logical and fairly operative in all systems of production or industries. Individuals' performance is measured against previously set objectives or compared with the various task listed in the job description, using performance appraisal techniques; this assessment is normally conducted by the manager with or without professional assistance.

Performance base reward are exemplified by the use of commission, piece work pay plans, incentive systems, group bonuses or a bonus as a percentage of basic salary, with quality of performance determining the magnitude of the percentage increase or alternatively accelerated movement up a pay scale. In connection with the last, accelerate performance might for e.g. justify a movement upwards of two points on the scale, whilsts poor performance could result in staying at a current levels. Some incremental pay scales have a bar at a particular point beyond which there is entitlement of discretionary point.
To go beyond the bar and benefit from discretionary point it would be necessary for the individual to receive a favourable performance evaluation. Manager reserves right to award discretionary points. Certain conditions are said to be necessary for a performance related pay scheme.

1) In order to make the measurement of performance as a meaningful activity, it is essential that there should be sufficient differences between individuals on the basis of performance.

2) The pay range must be of sufficient width to accommodate significant differences in the basic pay structure of the employees.

3) The measurement of performance must be a valid and reliable exercise, and it must be possible to relate the outcome of the measurement process to pay.

4) Appraisers are skilful in setting performance standards and in conducting appraisals.

5) Mutual trust exists between managers and their subordinates, managers are prepared to manage with an eagerness to communicate performance criteria and face making difficult decisions.45

5. Skill-based pay:

Reward based on the skills of the employees is another important system. When individuals enter in an organisation, their skill
level is usually a major determinant of the compensation they will receive. In this case, the market place or competition has acted to make skills a major element in the reward package. In other words, the relationship of demand and supply for particular skills in the community can significantly influence the rewards the organisation must expend to acquire particular skills.\textsuperscript{46}

From the above submission it can thus be inferred that besides so many systems operative for reward management the most commonly prevalent mode in practice is performance related pay. The system has gained popularity on account of its satisfying and logical principles.

4. Career Advancement:

Every employee aspires for the advancement for his career, and for better opportunities to use his talents. In fact, for the most managers or executives, career advancement is the most motivating factor from the organisation point of view, it is necessary to develop in executives some expectation of opportunities for the future in order to keep their motivation high. Career planning does not mean predicting or envisaging, which higher job will be available for each person. It essentially means helping the employee plan his career in terms of his capabilities with in the context of organisational needs. Career planning need not imply any specific commitment on the part of the management to promote an employee. It only implies that the individual, after becoming aware of some of his capabilities and career and development opportunities,
chooses to develop himself in a direction that improves his chances of being able to handle new responsibilities.

It is also the responsibility of the boss or the reporting officer of an employee to help him to identify the career opportunities, make choices, and develops his career. Identification of such opportunities become easier once the future manpower needs, rate of mobility, etc. are laid own. The reporting officers at two or three levels above the employee are in a better position because of their experience and insights, to counsel the employees on his development.

While career development means the development in general, technical planning implies planning with the help of the reporting officer, of specific career paths of the employee in the foreseeable future. Therefore, in the case of an executive, career planning provides an answer to this question as to where he will be in the organisation after five years or ten years or what the prospects of advancing or growing are in the organisation or building the scope of his career there. This gives him impetus to avail the training and development facilities provided by the management, and develop himself in a direction that would improve his ability to handle new responsibilities as planned by the organisation. Therefore, career planning is not an event or an end in itself, but a process of development of human resources. In short, it is an essential aspect of managing people to obtain optimal results.47
EXECUTIVE DEVELOPMENT IN INDIAN INDUSTRIES

The executive development in Indian enterprises has become one of the most challenging tasks because the success of an organisation depends to a great extent on the quality of leadership provided by the executive. There is a increasing realisation of complexity of management job. This, coupled with the increasing recognition of the peculiar skills demanded of a manager has contributed to a belief that management is an emerging profession because it is a established fact that it is a complex job, calling for certain skills, knowledge and attitude which can be learned only by systematic training and development. Therefore, it is necessary for the organisation to continuously look for talented employees and develop them by giving the best training and education so that they may lead and motivate the people for the realisation of organisational objectives. It is now almost recognised by every organisations that talented employees can not be recruited and selected from outside but have to take measures to develop them within organisation to have adequacy inventory of management skills for use in the future. As organisations uses different structures, systems and processes to help its employees to acquire or strengthen their capabilities and can be viewed under HRD technology. Executive Development techniques are being used as HRD mechanism by Indian organisations. Executive development programmes can enable the organisation to have a workforce which can make more contribution and can adopt to changing situation. The business determines what kind of
manager requires to accomplish its strategic goal as well as how to obtain and develop such manager. The executive development process ensures that the enterprise has effective managers, it need to accomplish present and future requirement. It seeks to improve performance of existing manager providing them relevant opportunities to grow and develop. Executive development programmes are practised in some Indian enterprises but the progress has been far from satisfactory. Surveys have been conducted to ascertain whether Indian organisations have been successful in developing the managerial skills through their training schemes.

From the literature available it is clear that after world war II, heavy industrialisation was followed and management development has got a pivotal role in Human Resource Management. The rapid growth of industry has multidimensional impact on Indian industrial scene. The industry has started experiencing changes in societal, governmental, organisational and attitudinal areas. The continuing need for developing high quality manpower and the fear of managerial obsolescence, have necessitated executive development. The main purpose for executive development with in the organisation is to improve managers attitude, knowledge and skills in order to ensure or protect the survival of the organisation, growth, planned financial returns and the ability to adopt changing circumstances. Various aspects observed by different surveys and studies of HRD practices in India are enumerated below.
Existence: It is observed that there is an increasing trend among Indian enterprises to recruit management trainees with a view to building them into high calibre, motivated and dedicated managers. It has also been noted that about 70% of the organisations are having some sort of executive development programme.

Methods: Organisations used different combinations for executive development methods according to their culture. The review of executive development methods used in Indian organisations revealed that a poor mix of methods were being used. Organisations have to find ways of increasing the variety so as to derive maximum benefits from their HRD efforts.

Training:

1. As far as training is concerned, the need for management trainee schemes for inducting fresh graduates into the enterprise was recognised. Some organisations initiated these schemes nearly two decades ago, while majority of them introduced these schemes during the last decade.

2. Pre-employment training was considered essential in most of the organisations. It purported to provide trainees with theoretical background of management principles and techniques, opportunity to adjust with the organisational culture and acquaint them with the management policies. Even small organisations which recruited very few trainees and imparted very little formal training, provided some
kind of induction training to enable them to know its organisational culture and its product.

3. A trainee scheme was considered to be successful both by trainees and the management in which after a brief period of induction the trainees were given a specific responsibility. Most of the organisations provided some job responsibilities to them. After completion of one year on-the-job, a separate training programme was organised for them depending upon their specific needs. Thus, job-related training for a short period provided more satisfactory results than any theoretical training for a longer period.

4. In organisations who are having initial two years training period created a dismal feeling among their employees and they over shadowed the long-term effect of the plan. Explicitly, notwithstanding relatively high salaries and perquisites, the trainees were not satisfied and their turnover rate was as high as 50 percent.\(^{49}\)

Training techniques:

The various forms of training techniques which organisations employ to impart training in management development programme are class-room instruction where specialists from within or outside are invited, case studies, role-playing, business games, films/video's etc. which makes the programme more interesting and practical.
Further, it is observed that conference method was widely used followed by lecture, case studies and films. It also revealed that inspite of the fact that executive development has been practicised for nearly four decades in organisations, has not evolved considerably, partly due to the training institution/professional trainer who run the show.

Career planning:

The status of career planning varied from organisation to organisation. A very few organisation possessed a trainee scheme with a full-fledged career plan. These organisations prepared a life-span chart for each trainee showing their promotion, salary allowance and position which they might be holding in their full career span.

Objectives

The fundamental purpose of executive development is to induce behavioural changes among managerial personnel by improving their mental abilities and basic qualification by encouraging the development of various skills and the acquisition of knowledge and insight, their by improving their managerial competence. In Indian organisations, individual development and growth and the improvement of skills/knowledge, were more frequently viewed as the objective of sending executive's for training followed by the need to meet organisational requirement and expose the executives to current knowledge. Very few organisations viewed it in terms of bringing about attitudinal change.
Evaluation

Executives sent to various programmes need to be evaluated so as to identify the effectiveness of the programme. But almost all ongoing training programmes were not systematically evaluated. The potential of training was also not fully exploited, as it completely neglected the need for a post-training follow-up.50

EVALUATION OF EXECUTIVE TRAINING AND DEVELOPMENT PROGRAMMES IN PUBLIC ENTERPRISES

The management of public enterprises has become one of the most challenging tasks facing the administration of the developing countries. In spite of its phenomenal growth and achievements, the public enterprises have come in for sharp criticisms, they have been under the constant gimlet eye of the press and the private industry. It has been pointed out that public enterprise managers were required not only to master the operation of industry, but also to manage the close interface between the public enterprises and the Government.

Executive training and development programmes in public sector represent significant educational measures to improve managerial effectiveness through a planned and deliberate learning process. The purpose of these programmes is to prepare the executives at lower, middle and top levels to sharpen knowledge, attitudes, skills and abilities to enable them to take up higher roles and responsibilities. However, inspite of the unprecedented developments and growing importance of executive development the progress in public sector organisations has
been far from satisfactory. The large majority have neglected this crucial area of development. Lack of seriousness on the part of managers, lack of separate HRD staff, personnel policies, and poor finances tend to slow down executive development programme in many organisations. There is no comprehensive programme of executive development in most of the public enterprises.

Surveys has been conducted regarding training and other needs of the executives. It is observed from these studies that public enterprises are mainly giving attention to training. Other important aspects of executive development are not covered. Main observations are concluded below -

1. Although several training institutions were used to train managerial personnel, most of them did not evaluate the relative effectiveness of these programmes.

2. Notwithstanding the formulation of training objectives in terms of managerial levels, there was less focus on the needs of individuals than on the needs of the organisation in determining the training objectives.

3. Although the curriculum of training was designed in terms of appropriate levels of executives, there was not much stress on scientific approaches and techniques involved in managing organisations. It also seems, that curriculum development was not extensively linked up with the objectives of training.
4. On-the-job training embracing the techniques of developing individuals on the same job through job rotation and special assignments, had several operational barriers because of inadequate planning and implementation.

5. Despite the application of several pedagogical techniques of training, audiovisual aids were not widely used as a part of training methods. Education/training technology was not extensively used.

6. "Outcome evaluation" which helps in measuring the change-producing impact of training was not given serious attention by them. Reaction evaluation which is conducted with the aid of end-of-the course review forms/questionnaires and trainers' reports at the end of the programme emerged to be the widely used evaluation method.

It is clear from the above observation that no in detail programme regarding executive development is available in any public enterprise. Most of the trainees were not satisfied with their existing training programmes, as they were perceived to be merely, to some extent, relevant to them, inadequate attention was given to innovative training methods and improving the satisfaction of trainees. It also seems that in most of the organisations, there was shortage of qualified trained trainers with specialised skills in training/educational technology.

Apart from the above the public enterprises are now facing the challenges of modern environment. The biggest challenge is to retain
middle executives for tomorrow's flatter hierarchies. The fate of middle executives has become quite uncertain as the result of recent efforts of the enterprises to burn the fat off their middle. In several cases, there are efforts to shed the entire levels to adopt flatter hierarchies. The top management expects that the new age middle executives should be equipped with multiple skills, teamsmanship, customer orientation, entrepreneurship, leadership skills, trainership qualities, and technological competence. The role of middle executives has become more strategic in nature. They are expected to make available operational information for strategic decision-making by the top management team. Indeed, they are also in the best position to generate strategic thinking. Further, retraining of middle executives is also required for another reason. The act of putting them into career development programme relieves them from the trauma of a retrenching world as well as enables them to regain their motivation and self-confidence.

It is thus clear from the above discussion that executive development would be the most important aspect of human resource development. Managerial effectiveness could be attained only when they are having comprehensive executive development programme.
References

1. Ahuja, K.K., Personnel Management, Kalyani Publishers, New Delhi, p. 137.


4. Rohmetra, Neelu, Organisation effectiveness through HRD - Cultural Dynamics, 8M (JIMS), Jan.-March 98.


7. 'Management Development Concept', Institute of Indira Gandhi National Open University, New Delhi.


20. Ibid.

21. Ibid.


23. Ibid., p. 149.

24. 'Training Programme', Institute of Indira Gandhi National Open University, New Delhi.


26. Ibid.

28. Ibid.


30. Ahuja, K.K., 'Personnel Management' - Kalyani Publisher, New Delhi, p. 150.

31. Ibid.


34. Bansal, M.P., HRD in Public enterprise, RBSA Publisher.


43. Ibid., pp. 134-135.


