- Is an attempt of increasing professionalisation of management in order to replace the outdated, traditional and centralised authoritarian pattern of management by more democratic norms.
- In an attempt to adapt the organisation structure, system procedure and development of management of today to meet the demands of tomorrow, to make the organisation more challenging and successful.

RELEVANCE OF MANAGEMENT DEVELOPMENT

According to Martin the organisation aims of management development are to secure the following end results.

- To improve inter-departmental co-ordination and co-operation.
- To improve the technical performance.
- To broaden the knowledge of people in the middle cadre.
- To stimulate junior executives to do better work.
- To attract good executive by the present organisation.
- To improve the organisational structure.
- To highlight the individual weakness and effort to remove it.
- To create reserves in management ranks.
- To keep the organisation abreast of economic and technical conditions.

TRAINING PURPOSE

The reason behind imparting training to employees are numerous, some common factors which are important can be summed up as :

1. **Improve quality** : Better information helps workers to do less mistakes. Quality increase may be in relationship to a company, product or service, or in reference to the intangible organisational employment atmosphere.

2. **Increase in Productivity** : Proper instructions can help to increase the performance level of the employees. Increased human performance often directly leads to increased operational productivity and increased company profit.

3. **Helps a company to fulfil its future needs** : Organisations that have a good internal educational programme will have to make less drastic manpower changes and adjustments in the event of sudden personnel alterations.

4. **Improves health and safety** : Proper-training helps to present industrial accidents. A safer work environment leads to more stable, mental attitudes on the part of employees.

5. **Improve organisational climate** : Proper-training helps to improve the organisational climate as endless chain of positive reactions is the result of well-planned training programme. Thus, improving production, product quality, educational level and morale of employees.

6. **Personal growth** : Employees on a personal basis gain individually from their exposure to educational experience. Management development programmes seem to give a wider awareness, an enlarged skill, and enlightened altruistic philosophy, and make enhanced personal growth possible for participants.

Beside these reasons mentioned above, emphasising the growth and development of personnel include.

- Creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organisation.
- Ensuring adequate human resource for expansion into new programs.
- Building a more efficient, effective and highly motivated team, which enhances the company's competitive portion and improves morale of employees.
- Enhancing the company's ability to adopt and use advances in technology because of a sufficient knowledge staff.
- Various researches have shown that the basic purpose behind training in small-business firms are :
  - ❏ Increase efficiency resulting in financial gains.
  - ❏ Increase productivity.
  - ❏ Decreasing the need for supervision.
  - ❏ Reduced employee turnover.

Employees frequently develop a great sense of dignity, self-worth and well-being as they become more valuable to the organisation and to society. Generally, the employees receive a greater share of the material gains that result from their increased productivity, as these factors give them a sense of satisfaction through the achievement of personal and company goals.

NEED FOR TRAINING

A good training programme aims at improving the productivity of organisation. Hence, training is necessary when there is a drop in productivity or when the job performance is unsatisfactory. Thus, training is needed :

- To prepare employee for future job.
- To improve the current job performance of employees.
- To facilitate learning at workplace.
- To maintain a knowledgeable workforce.
- To help employees manage their careers.
- To promote organisational growth through individual growth.
- To enhance the adaptability, creativity and versatility of the employees.
- To join and update the skill, knowledge and attitudes of the employees on permanent basis.
- To gain advantage through a knowledgeable workforce.
- To familiarise employees with rules, policies and procedures of the organisation.

IDENTIFYING TRAINING NEEDS

Training needs can be assessed by analysing three major human resource areas : organisation as a whole, job characteristics and needs of the individuals. This analysis must provide answer to the following questions :

1. Where is training needed?
2. What specifically must an employee learn in order to be more productive?
3. Who need to be trained?

By assessing the current status of the company and the taste performed by the employees some benchmark against which the effectiveness of training programme is evaluated.

Second, the organisation's financially commitment to support training efforts.

Next determine exactly where training is needed. It is foolishness to implement a company wide training effort without concentrating resources where they are needed most. An internal audit will help point out areas that may benefit from training.

After determining where training is needed, concentrate on the content of the programme. Analyze the characteristics of the job based on its description, the written narrative of what the employee actually does. Training based as job description should go into detail about how the job is performed on a task-by-task basis. Actually doing the job will enable one to get a better feel for what is done.

Individual employees can be evaluated by comparing their current skill levels or performance to the organization's performance standards or anticipated needs. Any discrepancies between actual and anticipated skill levels identifies a training need.

OBJECTIVES OF TRAINING

After the determination of training needs, the next step it to consider how these will be achieved. To do this, objectives of training programme and the individual sessions need to be decided. Training objectives are tactical application of strategic goals. They must be

1. Written in clear
2. Unambiguous
3. Specific
4. Precise Terms

They specify what the learners will be able to do at the end of each stage of the learning process. This is essential in evaluating the training by considering whether what has been achieved and what was intended. They provide the basis for all the task, which follow in the programme design process. These objectives are to be specific to knowledge, skill, or attitudes that the trainees are to gain as a result of the trainees activity and also measurable.

A training objective has three elements :

Outcomes : This is the observable behaviour required at the end of the training and is prefaced by the statement. "By (or at) the end of the session programme, the learner will be able to get a better undertanding about his/her role."

Conditions : These are the circumstances in which the outcome should take place. Such conditions might include cohesive team situation; without the use of instruction manuals; under realstic working conditions and so on.

Standards : The expected level of attainment in terms of quality, accuracy, quantity or whatever is relevant to the job. These can include 100 percent accuracy (or some other level) to the required competence standards, at a rate of 100 per hour and so on.

The steps involved in training are :

(a) *Articulate the goal of the training* : Trainers need to know what new skills and behaviours will result from a training course in order to make choice about what programmes to offer.

(b) *Communicate intent to the leavers* : By dispelling unrealistic expectations learners gain a clear sense of current status and desired outcome to better measure personal progress.

(c) *Provide means for evaluation* : The objectives established a framework for measuring the degree to which a learner has acquired a desired skill or can perform a desired function.

ADVANTAGES OF TRAINING

Training offers innumerable benefits to both employees and employers. It makes the employee more productive and more useful to an organisation The importance of training can be studied under the following heads :

Advantages to the Employees :

- Training makes an employee more useful to a firm.
- Training makes employees more efficient and effective.
- Training enables employees to secure promotion easily. They can realise their career goals comfortably.
- Training makes employees more loyal to an organisation.
- Training helps to combine materials, tools and equipment in a right way, they can produce more with minimum effort.
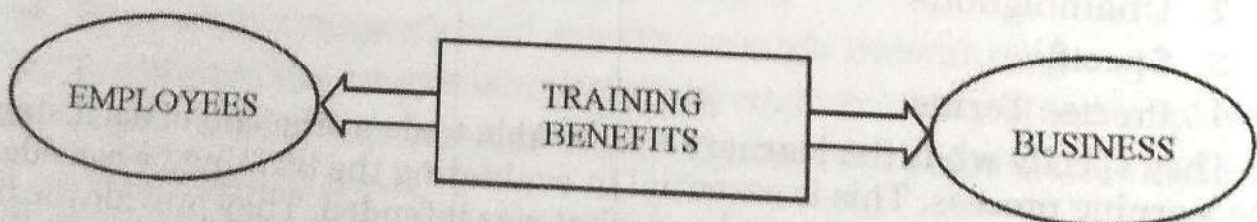
Advantages of Training

- Training helps employees to avoid mistakes, accidents on the job. They can handle jobs with confidence. They will be more satisfied on their job and hence, their morale will be high.
- Training can contribute to higher production, and fewer mistake, greater job satisfaction and labour turnover. Also, it can enable employees to cope with organisational, social and technological changes.
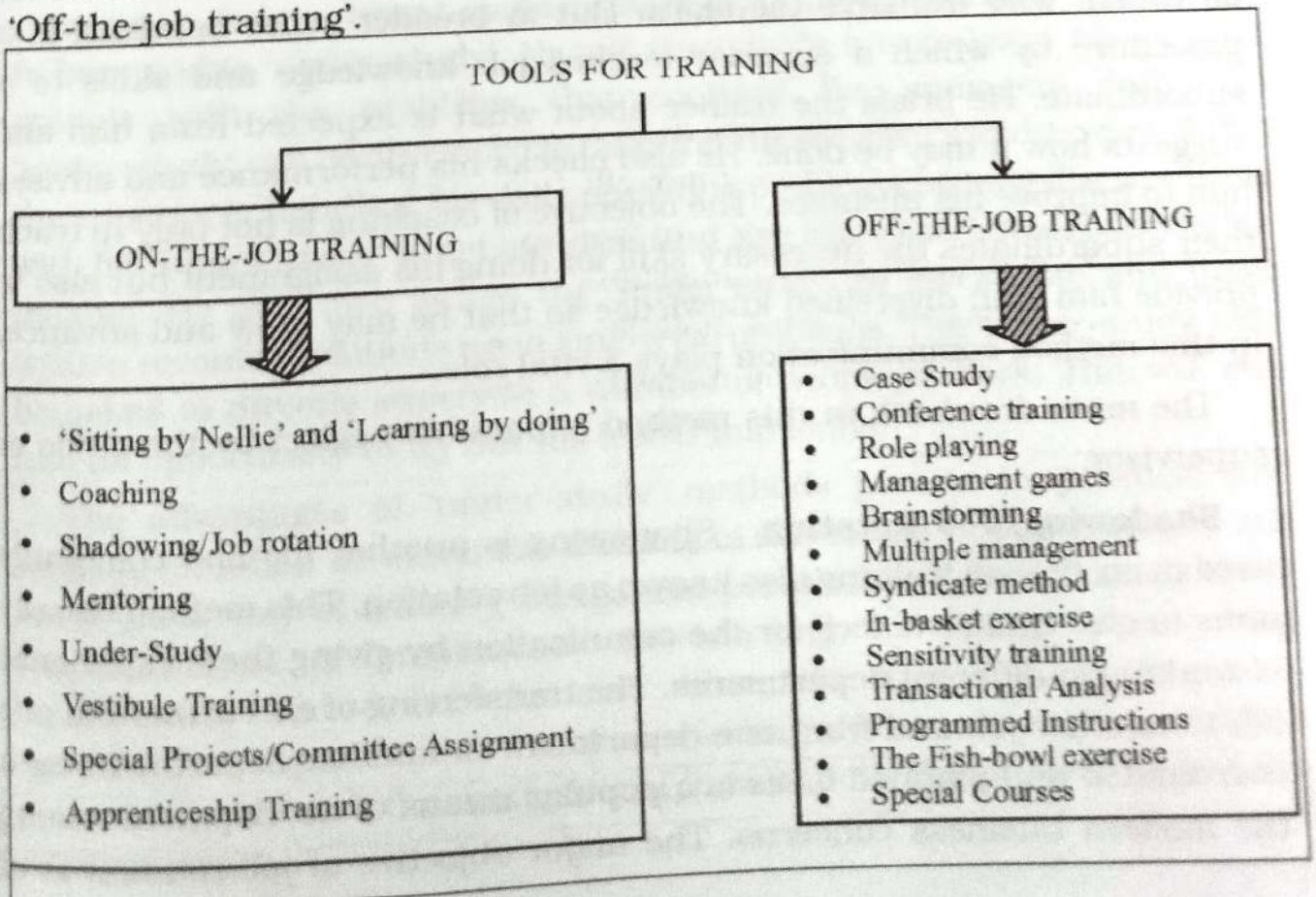
Advantages to the Business :

- Trained worker can work more efficiently.
- Trained worker can show superior performance.
- Less chances of accidents.
- Helps to improve the knowledge of employees regarding the use of machines and equipment.
- They can turn out better quality goods by putting the materials, tools and equipment to use.
- Trained workers need not be put under close supervision as they know about their work and how to handle it.
- They use machines, tools, materials in a proper way, thus reducing wastage to a large extent.

METHODS OF TRAINING

A careful use of training methods can be a very cost-effective investment in the sense of using the appropriate method for the needs of a person or group. Training offers something to everyone. The method of training is such that it can transpose unskilled to be skilled. These methods are means of attaining desired objective. Different levels of training are adopted at different levels of management, according to the suitability of employees.

Methods of training are classified into two 'On-the-job training' and 'Off-the-job training'.

TOOLS FOR TRAINING

ON-THE-JOB TRAINING

- 'Sitting by Nellie' and 'Learning by doing'
- Coaching
- Shadowing/Job rotation
- Mentoring
- Under-Study
- Vestibule Training
- Special Projects/Committee Assignment
- Apprenticeship Training

OFF-THE-JOB TRAINING

- Case Study
- Conference training
- Role playing
- Management games
- Brainstorming
- Multiple management
- Syndicate method
- In-basket exercise
- Sensitivity training
- Transactional Analysis
- Programmed Instructions
- The Fish-bowl exercise
- Special Courses

On-the-job Training

On-the-job training is probably the most common approach to training and is considered to be the most effective method of training to train the employees at the operational level. In this method, the employee is given training at his work place, *i.e.*, on-the job. This enables him to get training under the same working condition and with the same processes, materials and equipment that he will be using ultimately.

On-the-job training is most appropriate for teaching knowledge and skills that can be learnt in a relatively short time and where only one or a few employees must be trained at the same level, time for the same job, but the success of training depends upon the ability of the trainer.

The major advantages of this form of training is that it motivates the trainee to learn. It is not located in an artificial situation, either physically or psychologically. It permits the trainee to learn at the actual equipment and in the environment of the job.

'Sitting by Nellie' and 'Learning by doing' : This is very popular method of teaching new skill to the employees. Here the trainee is attached with a person who is experienced and he learns the skill by doing the job.

The advantages are that they are tried and tested and that they fit the requirements of the organisation.

The disadvantages are that if the person himself is not efficient then he may not be able to transfer proper skills. This type of method is generally good for lower level management.

Coaching : 'Coaching' is particularly to be taken with a trainer known as coach, who transfers the skills. But in broader sense coaching is a procedure by which a superior teaches job knowledge and skills to a subordinate. He briefs the trainee about what is expected from him and suggests how it may be done. He also checks his performance and advises him to improve his mistakes. The objective of coaching is not only to teach their subordinates the necessary skill for doing his assignment but also to provide him with diversified knowledge so that he may grow and advance. In this method communication plays a vital role.

The main drawback in this method is possible neglect by the guide or supervisor.

Shadowing/Job Rotation : Shadowing is another method commonly used in on-the-job training also known as job rotation. This method usually aims to give trainee a 'feel' for the organisation by giving them experience of working in different departments. The transferring of executive 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 of

broadbanding the background of executives in the business. The trainee is rotated from job-to-job and hence, acquire a general background.

Main advantages of shadowing/job rotation method are :

- Eliminates the feeling of superiority of one department over others.
- Share the experience as any employee understand the work at different positions.
- Enhances inter-departmental cooperation and coordination.
- Facilitates learning and understanding among all the staff.

Beside these advantages this method has its own drawback :

- Productive work may suffer due to disruption caused by changes and limitations of individuals to adjust to new job.
- Executives are not able to get specialised knowledge in one particular area due to very short span of time at place of work.
- Reduces the morale and efficiency of the employees as they feel difficult to adjust in changing work environment.

Mentoring : In this method of training the senior or experienced employee take charge of the training and development of a new employee. This suggests a much closer association than master/apprentice and elements of a father-son, mother-daughter relatonship can exist whereby the mentor acts as an adviser and protector to the trainee. Mentoring has a direct impact on the morale of the employees.

Under-Study : In this method, a certain person specifically designed as the heir apparent and his future depends upon what happens to his superior. Thus, in 'under-study' a person who is in training is to assume the full duties and responsibilities of the position currently helped by the superior, when the later leaves the post due to promotion, transfer or retirement. A department manager may pick one individual from his unit to become his 'under-study'. He will then guide him to learn his job and grapple with the problems that confront the managers daily. An 'under-study' can be developed to take over the superior's job one day. When the superior is handling his daily operating problems he may discuss these with his 'under-study' to get his ideas and give him experiences of decision-making. He may also assign the 'under-study' to investigate and make written recommendations upon long-term problems. The 'under-study' may be asked to directly supervise a number of people at work. This will give him an opportunity to try out his leadership skills.

The advantages of 'under-study' methods pertain to practical and realistic situation in which the training is conducted. It is a practical and fairly quick way of training designated persons for greater management responsibilites. It emphasises on learning by doing. Beside this 'under-study' has drawbacks also. Since the 'under-study' has been specifically designated, there is often a feeling of competition for promotion is over, this reduces the motivational level of both the designated and the other personnel.

The 'under-study' is not certain that when the job will be vacated and he will move up, resulting jealousy and friction within the department.

Special Projects/Committee Assignments : A special project is a highly useful training device under which a trainee may be assigned a project that is closely related to the work of his department. For instance, a trainee may be assigned to develop a system of cost control in the execution of an order. The Trainee will study the problem and then make written recommendation upon it. This project would not only provide valuable experience in the problem to the trainee but would also have the other values of educating the trainee the importance of costs and to understand the organisational relationships with the accounting department. Thus, the trainee would acquire knowledge of the assigned subject and would also learn to work with others possessing the different viewpoints.

Committee assignments are very much related to project assignments. Under this method, an *ad-hoc* committee is constituted and is assigned a subject to discuss and make recommendations. The committee has assigned objectives and responsibilities related to the work of the organisation. It will make a study of the problem and present its suggestion to the department manager. This can provide the necessary general background to the trainees because every member of the committee gets a chance to learn from the others.

Apprenticeship Training : This is one of the oldest and the most commonly used methods of training an employee in crafts, trade and technical area. The area in which apprenticeship training is offered are numerous ranging from the job of a printer, engraver, electrician, draughtsman, mechanic, etc. In this training, each trainee is given a programme of assignment according to pre-determined schedule which provides training in the concerned trade. In India, the Apprenticeship Act, 1916 (amended in 1973) makes it obligatory on the part of all the employees in the specified industries to involve the apprentices for on-the job training with related instructions, embracing the entire period of training. During this period, each trainee is paid certain amount of stipend as stipulated in the Act. The benefit of apprenticeship training is that the organisation can build a pool of technically trained personnel with much higher loyalty to it.

Off-the-job Training

The techniques or methods of training in which the trainee has to leave his workplace and devote his entire time for training purpose; is known as Off-the-job training. During this period of training, the trainee does not contribute anything to the organisation. Some of the most common methods of off-the-job training are :

(a) Case study

(b) Conference training

(c) Role playing

(d) Management Games

(e) Brainstorming

(f) Multiple Management

(g) Syndicate method

(h) In-basket exercise

(i) Sensitivity training

(j) Transactional analysis

(k) Programmed instructions

(l) The Fish-Bowl exercise

(m) Special courses

(n) Vestibule Training

Let us go through each method one by one.

Case Study : Case study method of training was developed and popularised by the Harvard Business School, U.S.A. It is one of the most common form of off-the-job training. Case study is a means of simulating experience in the classroom. The trainee is given a problem to discuss which is more or less related to principles taught. This method gives a trainee an opportunity to apply his knowledge to the solution of realistic problems. Cases may be used in two ways. Either, first, they can be used subsequent to the exposition of formal theory under which the trainees apply their knowledge of theory to specific situation. Secondly, the trainee must be assigned the cases for written analysis and oral class discussion without any prior explanation of pertinent concepts and theory.

Case study method increases the trainees power of observation helping him to ask better questions and to look for broader range of problems. A well chosen case may promote objective discussion, but the lack of emotional involvement may make it difficult to effect any basic change in the behaviour and attitude of trainees.

Conference Training : Conference training is one of the most common and old methods of off-the-job training. In this method a group meeting is conducted according to an organised plan in which the member seeks to develop knowledge and understanding by obtaining a considerable amount of oral participation. It is an effective method of training for a person in the position of both conference member and conference leader. As a member, a person can learn from others by comparing his opinions with others, he/she also learns to respect the viewpoint of others and to realise that there is more than one workable approach to a problem. As a leader of conference one can develop his skills to motivate people through his direction of discussion. This also helps the trainees to learn the effect of closely controlling and dominating the decisions as compared to adopting a more permissive type of direction.

The limitations of lectures methods are not found in this method as here the participants play an active role and are not passive. Learning is facilitated through building upon the ideas contributed by the conference members, they learn from each other.
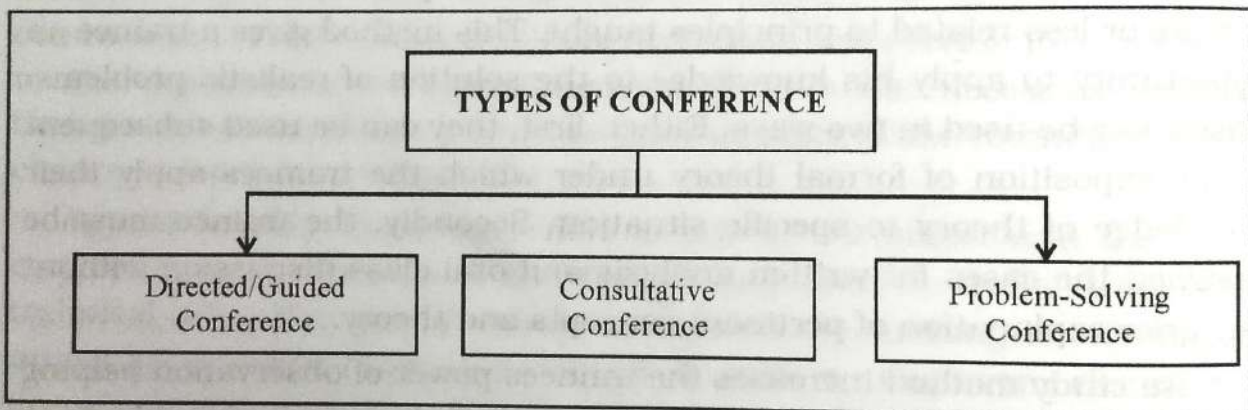
The main advantage of this method is that it allows the trainee to look at a problem from a broader angle and understand it. It is also the best method for reducing the dogmatism employed in supervisory and executive development programs.

The drawbacks of conference method are summed up as :

(a) It is limited to small groups, and thus are not relevant for big pool of employees.

(b) There is also a fear of shifting from the main issue due to creeping of irrelevant points in between.

(c) The progress is generally slow. There are many participants desiring to speak.

There are three major types of conferences :

(1) *Directed or the guided conference* : In this type the conference is directed towards to achieve a pre-determined goal.

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                    ┌──────────────────────┐
                    │ TYPES OF CONFERENCE   │
                    └──────────┬───────────┘
         ┌─────────────────────┼─────────────────────┐
 ┌───────────────┐   ┌───────────────┐   ┌───────────────┐
 │ Directed/Guided│   │ Consultative  │   │Problem-Solving│
 │  Conference    │   │  Conference   │   │  Conference   │
 └───────────────┘   └───────────────┘   └───────────────┘
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(b) *The consultative conference* : Here the issues which are taken are commonly consulted before coming to a particular solution.

(c) *The problem-solving conference* : This type of conference is done for solving a problem which is common to all.

Role Playing : Role playing technique is used for human relations and leadership training. Its purpose is to give the trainees an opportunity to learn human relation skills through practices to develop insight into one's own behaviour and its effect on others. Thus, its objective is very narrow, i.e., to increase the trainee's skill in dealing with others. It can be used in human relations training and sales training, because both these involve dealing with other people.

In Role playing, a conflict situation is artificially constructed and two or more trainees are assigned different parts to play. No dialogue is given beforehand. The role player is provided with either a written or an oral description of a situation and the role they are to play. After being allowed sufficient time to plan their actions, they act out their parts spontaneously before the class. Role playing has number of advantages. It provides an

opportunity for developing human relations, understanding the skills and to put into practice the knowledge they have acquired from textbooks, lecturers, discussions, etc.

Management Games : Management game is a classroom exercise in which teams of students compete against each other to achieve common objectives. The game is designed to be a close representative of real life conditions. The trainees are asked to make decisions about production, cost, research and development, inventories, sales, etc., for a simulated organisation. Since they are often divided into teams as competing companies, experience is obtained in team-work.

Under this method, the student learns by analysing problems by using some intuition and by making trial and error type of decisions. The error of an unsound decision could be disastrous in a real business situation. But, in a game, an executive learns from his mistakes and has a chance to record his losses without harmful consequences. In some games, players can even get a second chance to do something all over again if their first decision is wrong.

Brainstorming : Brainstorming method of training was first applied by Osborn (1938) to stimulate for idea generation, in an American company. As defined by Osborn brainstorming as "using the brain to storm the problem". According to famous Webster dictionary, "A conference technique by which a group attempts to find a solution of specific problem by amassing all the ideas spontaneously contributed by its members." For conducting a session of brainstorming, a group comprises of 10 to 15 members is constituted, who are working at the same level. The process of brainstorming is done in steps as mentioned below :

STEP 1 : Problem is given to the group for brainstorming.

STEP 2 : Each member is asked to give his views and ideas by which the problems can be solved.

STEP 3 : Group members are expected to put forward their ideas for problem solutions, taking into consideration all the limitations— organisational, legal, environmental, etc.

STEP 4 : In the last stage idea evaluation is carried. Here one thing is kept on note that any criticism, judgement or comment is strictly prohibited and the participants are told not to give any such views.

Multiple Management : Multiple management is the name given to the system whereby permanent advisory committee of executives study problems of the organisation and make recommendations to higher management. The final decision rests with the higher management. Thus, committees are devices for an executive development. Another device is the establishment of a junior board of directors in a company for the training

of the executives. The junior board discusses a wide variety of subjects which the senior board can discuss. All the recommendations that are forwarded to the senior board must be unanimous, this will prevent the lower boards from dumping their problem upon senior board. There is no compulsion for the senior board to accept the recommendation made by junior board. Thus, junior board works as a committee who perform advisory functions only.

Advantages of multiple management are numerous :
(a) It gives board members to gain knowledge and experience in various aspects of business.
(b) The junior executives gain practical experience in group decision-making and in team work.
(c) It is a less expensive method of training.
(d) It permits considerable number of executives to participate within a reasonable period of time.
(e) It helps to identify those who have good talent.

Syndicate Method : Training and development of executives who are already at a position of responsibility and are marked out for assuming a place at the top or near the top in business or public services has to provide for suitable opportunities for :
(a) Developing better insights and sound judgement on their part in respect of human resources.
(b) Further improving executive skills under suitably stimulated conditions.
(c) Critical reflections on their own work and the manner of doing it.
(d) Updating their knowledge of new concepts and advanced techniques in the field of management.

To provide such opportunities to executives who possesses long executive experience presents considerable challenge in the selection of the training techniques. Training in the correctional manner does not have much appeal to them nor does it make much impact on them. The process of learning on the part of an experienced executive is essentially a self-imposed or willingly accepted discipline of self-education. Syndicate method as a technique of training admirably be a requirement for the training of such executives.

There is a tendency to call any kind of group discussion in management courses as a 'syndicate' and the impression has grown that syndicates are just groups that discuss but this is not true. It is true that syndicate works and appears as if it consists only of discussions but there is much more than the discussion. Syndicate is a form of organisation established for the performance of a specific task of management with the help of a team.

The syndicate method is intended to stimulate critical thinking rather than providing spoon fed information or opinions in developing men of long experience and practical wisdom. The syndicate method had certain basic

advantages over other educational methods. It secures the highest involvement from the participants, it facilitates 'self-fed group'. The greatest value of it lies in the practice as it gives the participants a chance of communicating, understanding and managing colleagues and constantly compelling them to adjust and re-adjust themselves to what they think and their colleagues think about them. The residential type of course is more advantageous, this ensures confidence and friendliness among participants.

In-basket Exercise : In this method of training, the trainees are given a series of files, papers and letters similar to those they will be required to deal with at their workplace. Trainees take action on each piece of work. The results are marked and are compared with one another. It is suitable for giving trainees a clear understanding of the real life problems and their solutions.

The simulation of real situation aids the transfer of learning from the training to the work situation. It is also useful for developing attitudes towards the work, e.g., priorities, customer's complaint, superiors, etc. It is crucial that the content of the in-tray are realistic. The basic aim should be to provide trainees with a typical in-tray. The marking or comparison of results must be done in a way which will not sap the confidence of weaker trainees.

Sensitivity Training : Sensitivity training was developed by Kurt Lewin (1945) and later brought into prominence by the National Training Laboratories, USA. Sensitivity training pertains to a training group format for the purpose of increasing effectiveness of employees through their becoming more sensitive to interpersonal and group factors in staff relationship.

The main goal of sensitivity training is helping trainees to improve in quality and participation in human affairs. The objectives behind sensitive training are :

(a) Understanding the behaviour, i.e., why people behave the way they do.

(b) Understanding own behaviour and how one's behaviour affects others.

(c) Understanding group processes.

(d) Encouraging one to try out new ways of interacting with people and receiving feedback.

(e) Developing tolerance for other people's behaviour.

Sensitivity training focuses on exploring the nature of interpersonal relationship. Sensitivity training sessions generally try to establish a learning atmosphere in which self-examination and criticism is rewarded, where constructive feedback is given to others and where social support is given for change efforts. Composition of sensitivity training is based in groups, where participants meet in group of 12-15 with a professional

DEFINITIONS

To understand training and have a realistic and clear perception of what training entails, some definitions propounded by eminent and distinguished writers are :

"The act of increasing the knowledge and skills of an employee for doing a particular job."
—*Edwin Flippo*

"Training is the continuous, systematic development among all levels of employees of that knowledge and those skills and attitudes which contribute to their welfare and that of a company."
—*Planty, Cond M. C. & Efferson*

"Training means helping individual to learn how to carry out his present job satisfactorily."
—*John P. Jkenny*

"Training is (a) an active process, (b) by which capabilities of a person can be improved, (c) to meet the organizational objectives."
—*S. L. Goes*

Thus, we can sum up that, training is a systematic process to enhance the KSAO level of individual employees i.e. knowledge, skills, ability & other characteristics. In this other characteristics includes attitude, morale, ethics, values etc.

UNDERSTANDING TRAINING

Training is an act of increasing the knowledge and skills of an employee for doing a specific job. Training is a systematic planning process with an organisational purpose to impart and provide learning experience. Training is done with a view to bringing about improvement in an employee and thus enabling him to make his contribution in greater measure in meeting the goods and objective of the organisation.

Training is also an organised procedure for increasing the knowledge and skills, technical knowledge, problem-solving ability, etc. It also gives an awareness of the rules and procedure to guide their behaviour, thereby improving performance of employees on present job and prepares them for taking up new assignments in future.

The word 'Training' consists of eight letters, to each of which could be attributed some significant meaning in the following manner :

T : Talent and tenacity (strong determination)

R : Reinforcement (Some positive to be reinforced into memory and system again and again, until it becomes a spontaneous affair)

A : Awareness

I : Interest

N : Novelties

I : Intensity

N : Nurturing

G : Grip

Training is a widely accepted problem-solving device. It is a continuous process because of dynamic nature.

DEVELOPMENT OF EMPLOYEES

Developing employees for the overall development of organisation is a vital exercise. Developing needs continuous assessment of overall work process and the involvement of employees in that work. Development can be defined as preparing the individual for future job. Development activity in an organisation are future-oriented. They help employees deliver a better performance. Training teaches employees a specific set of skills whereas development attempts to teach employees to think in a rational and logical manner. Development activity teaches employees how to develop required skills and how to apply these skills to improve individual as well as organizational performance. It must be kept in mind that for a proper development, objectives of individual and organisation must be carefully defined and alined in the same direction.

PROCESS OF DEVELOPMENT

As every activity in management has a process, development too has its own. In the development process, organisations undertake activity that improve job performance and contribute in growth of an individual. It is a long-term educational process that utilises a systematic and organised procedure. It enables the personnel to enhance their conceptual and theoretical knowledge.

Development activities are concerned with the learning and performance improvement of individuals, team, groups and organisation as whole, These activities integrate the strategic goals and objectives of the organisation with following :

(a) Individual Development.

(b) Career Development.

(c) Organisational Development.

(a) Individual Development

In this, the individuals are provided with adequate help to identify their strengths and weaknesses. They are given proper guidance to build their strengths and work on their weaknesses. Each worker when developed contribute towards organisational goal. Performance Management Process (PMP) helps organisation to keep check on individual development.

(b) Career Development

In career development, the emphasis is on the match between the individual and his/her job and developing the individual over his/her career span.

(c) Organisational Development

Organisational development is a planned organisational wide effort, managed from the top to increase organisational effectiveness through planned intervention in the organisational process by applying behavioural science knowledge.

Developmental activities pertaining to individuals, their career, performance, or those pertaining to the organisation are initiated after thoroughly examining the objectives of the organisation.

The development process consists of the following steps :

First Step : The first step in the development process is to study the organisational objectives and provide a frame work from which the managerial needs are determined. Analysis of organisational objectives is necessary as they indicate the future plans of the organisation. Organisation can determine developmental needs by studying the future implications of their present activities.

Second Step : The second step is to appraise resources available to the management with the help of skill inventory, management inventory and executive inventory. The appraisal of resources is necessary to ensure participation of the people in development activities.

Third Step : In the third step it is ascertained that whether there is adequate managerial talent to fulfil managerial needs in future.

Fourth Step : The fourth step determines the individual developmental needs to develop skills to change attitudes and to acquire knowledge.

Fifth Step : Fifth and final step is to evaluate the developmental activities. Managers have to look for changes in the behaviour of employees and an improvement in their performance.

DEVELOPMENT OF EXECUTIVES

Also known as management development. Excutives are developed to re-equip them for the purpose of harmony between the environment in which they work and the functions they perform. Thus, management development :

- Involves the process of managerial manpower flows and future inventories of human skills, abilities and resources to match the demand of expanding and diversifying operations of the enterprise.