

10. TRAINING - MANAGEMENT & MANAGEMENT DEVELOPMENT

10.1

AGARWALA A.N.

Pre-Experience Training in Management
in India

ASCI Journal of Management

Hyderabad

(India)

1(2)

March 1972

pp.48-50

The author traces the growth of management education in India since 1954 and identifies some of the major ingredients for making it as worthwhile pre-experience training. A key step is the selection of faculty and the proper use of the time between training and research. Nevertheless the need for research cannot be neglected. Another important question is the choice of pedagogical tools. There is an over-emphasis on lecture method but this should be supplemented by writing of term papers and other methods. The fact that the emphasis on training is job-oriented, should be kept in view while designing it.

10.2

ALDERFER
CLAYTON P.

Effect of Individual, Group, and Intergroup
Relations on Attitudes Toward a Management
Development Program

Journal of Applied Psychology

Washington, D.C.

(USA)

55(4)

August 1971

pp.302-311

Five approaches were used to provide information about the management development program: (a) individual interview, (b) fixed alternative questionnaire asking about the training program, (c) group interview, (d) fixed alternative questionnaire covering a number of satisfaction issues, (e) group feedback sessions in which the preceding data were presented and discussed. The twenty-four attitude statements about the program were factor analysed by the principal component method. The study tested the hypothesis that the reactions of organisation members to a management development program is a function not only of the individual level variables but also of group level variables.

10.3

ASHTON D. &
GIBBON B.

Information Needs in Management
Development

Management Decision Bradford
(UK) 12(1) 1974 pp.28-36

Management development, while it aims to improve the individual's performance, must also be based directly on the needs of the organisation. This is possible only when management development is viewed as a system constituting interacting elements. Decisions regarding these interacting elements at various levels of management can be taken only when there is an organised information system. A framework of such an information system is presented and the information needs of four management groups are pointed out. Three levels of control which will have a direct bearing on the organisation of information are also noted.

10.4

BARRINGTON HARRY

Developing Personnel Training for
the Management Trainee

Personnel Management London
(UK) 10(10) October 1978 pp.38-41

Line managers are often reluctant to allow the personnel department to be involved in teaching their own trainees the art of managing people. The author describes his experience in developing such a programme. The three themes developed included a learning theme, a teaching/self-development theme and the individual/group theme. The experiment has relevance to roles; what should be the trainee's own role, should they be left to decide this for themselves in each instance, or should the 'organisers' impose roles on them for certain parts of the programme? And finally what role should the training manager adopt during the programme? The author feels, however, that the approach has a great potential.

10.5

BERNSTEIN LESLEY **Management Development**
(ed)

Business Books London
(UK) 1968 pp.188

Management development is visualised with twin objectives of improving managerial performance and organising management succession. This entails the regular assessment of individual performance and the provision of suitable training to meet the needs shown up by areas of weakness, where performance is falling short or future promotion will demand additional qualification. Recent progress in the development of training techniques e.g. business games and T-groups are well outlined. The text is supported by numerous case studies from a wide range of organisations. The book is concerned less to make out a case for any particular system than to see how the methods are working in successful organisations.

10.6

CENTRAL TRAINING **Training and Development of Managers:**
COUNCIL **Further Proposals**

(Report by the Management Training and
Development Committee)

H.M.S.O. London
(UK) 1970 pp.50

The publication, a follow-up of an earlier report, discusses the nature and practice for management, the techniques of systematically determining needs for management training and development, recruitment and selection, and the construction and operation of effective programmes of management training and development. There is reference to assessing the effectiveness of training and an appendix outlines the use of training in selection tests.

10.7

CENTRE FOR
MANAGEMENT
DEVELOPMENT

**Management Education for National
Development**

(First National Conference of
Management Educators in Nigeria -
Background Paper)

Benin City

(Nigeria)

1975

pp.18

The paper analyses the management needs of the Nigerian economy and the required management of educational programmes. Some issues and problems are identified for further discussion. These include the need to improve individual performance through the dissemination of techniques, and change of attitudes of work. As far as the institutions are concerned, they should aim at promoting the flow of qualified individuals through higher education. There is also need for effective institutional coordination, curriculum development, and technical services and support. Reference is also made to the problem of training and development of management trainers and the development of local resources. The strategic position of management trainers in the development of the country is stressed.

10.8

CRANE DONALD P.

A Dynamic System for Management
Development

Personnel Journal

Swarthmore, Pa.

(USA)

51(9)

September 1972 pp.667-674

Management development provides the vehicle to secure a cadre of competent personnel, but a systematic approach to the development of future key personnel, as opposed to miscellaneous unrelated training, is seldom taken. The author visualises management development as a system including training and development as an important ingredient. The training component includes development activities in general, middle level and executive training. There is suggestion for a personal development plan to operationalise the training inputs.

10.9

DAYAL ISHWAR

Management Training in Organisations

Prentice-Hall

New Delhi

(India)

1970

pp.163

The book reviews the significant issues involved in the training of managers and examines the role of the organisation, the trainer and the trainee. Part I includes discussion of the learning process and how the trainer can create an environment of learning in a training situation, Part II discusses determining training needs of an organisation, and Part III is a manual for the trainer with stress on training techniques with illustrative simulation exercises, problems and cases.

10.10

DEPARTMENT OF
EMPLOYMENT

**Survey on Management Training and
Development**

H.M.S.O.

London

(UK)

1971

pp.70

The survey, conducted under the auspices of the Central Training Council, examined what has been attempted, what has been achieved and the requirements for future progress. The recommendations relate to the content of management development schemes, the national organisation and objectives, the Training Board organisation and objectives and the methods and resources. A key assumption in the survey was that managers can be helped to learn; they are not wholly at the mercy of accidents or situation.

10.11

DEPARTMENT OF
EMPLOYMENT

**Training for the Management of Human
Resources**

H.M.S.O.

London

(UK)

1972

pp.48

The professional specialist should be seen by an organisation to be an integral part of the management team. He should therefore acquire an understanding in depth of relevant behavioural concepts and specific practitioner competences necessary to become a specialist in one or other of the functional areas of human resources management. Three areas have been identified which contribute to full professional competence: common core of knowledge and skills, knowledge about specialised

functional areas and specific practitioner knowledge and skills. The report suggests that in view of the variety of sources of recruitment into the profession, care should be taken to ensure that the existing skills, knowledge and experience of individuals are borne in mind when a programme of appropriate training is being arranged. A set of appendices outline the functions of human resources management, identification of training needs, examples of appropriate learning experience and examples of training modules.

10.12

DE BANNE J.G.

Management Education for Tomorrow's
Society

Canadian Public Administration

Toronto

(Canada)

14(3)

1971

pp.354-372

The article attempts to outline the evolution of several key aspects in management education which will shape the environment in which tomorrow's managers will have to manage. Some attributes, e.g. (i) society and the environment, (ii) information systems, (iii) man, and (iv) organisations, are identified. The managerial attributes considered are part of a framework.

10.13

DITTRICH J.E.

Management Development in Non-business
Organisations: A Design and Its Evaluation

Journal of Management Studies

Oxford

(UK)

15(3)

October 1978

pp.340-6

A management design for non-business administrators is described which incorporates programmed instruction, case studies, experimental exercises and brief lectures. The design is spread over eight sessions of a duration of two and a half hours each. The design can be directed to a wide range of participants for effective training. It is claimed that it will lead to high levels of acquisition and retention. A trained trainer can translate the design into formal training.

10.14

DROR Y.

Future Studies and Management Development

Futures

Sussex

(UK)

5(6)

1973

pp.536-42

There is potential relevance of future studies to management: scenario construction can be used for relating present decisions to future goals and images; extrapolation can be used for short-range predictions as they affect decisions, Delphi method and model design are useful aids and the invention of alternative futures encourages creativity. Getting the most out of future studies requires a variety of changes in the management system and the organisational culture. This can only be achieved through management development and training including training of trainers.

10.15

FINK M.

Uneasiness Over Management Development

Journal of European Training

Bradford

(UK)

3(1)

1974

pp.49-52

A central problem in the future will be the development of a dynamic open organisation capable of learning. Two barriers stand in the way of management development in this regard: the traditional form of hierarchic organisation, and inability of the staff to put their knowledge and skills into practice. This can be overcome by a diagnosis of the organisational and management problems and the integration of managerial and social skills. An outline of a management programme designed on the above premises is outlined.

10.16

GUPTA S.P.

Training and Development of Managers

Indian Journal of Training and Development

Delhi

(India)

9(5)

Sept.-Oct.1979

pp.10-13

It is explained that a training programme involves not only financial outlays but also human aspirations of the participants. To improve the efficacy of training, several steps are necessary. These include identifying proper training needs which should be related to both the organisations demands and the individual requirements. This should be supported by active support from top management and positive attitude of the trainees. The

trainer should contribute to choice of proper training methods and techniques and subsequent evaluation of training programmes. It is also explained that the training dose should not be too heavy to disturb the learning process. Finally, training should not be treated as an isolated exercise but rather part of a total management development plan.

10.17

HACON RICHARD

A Change of Course in Management Training

Personnel Management

London

(UK)

8(2)

February 1976

pp.30-33

Management training problems often hidden in developed societies are thrown into relief in less well-developed countries. The author describing his experience as a director of a management development workshop in the Philippines, suggests that a skill conversion process of some magnitude must take place on two separate but related fronts. Business school teachers will need to act more as consultants and less as knowledge experts once they begin to work with organisation families; and many management development advisers will need to act more as catalysts and less as processors of forms and procedures. They will need to act as 'the man left behind' to continue internally the process of innovation and regeneration begun by business school teachers.

10.18

HAGUE HAWDON

Management Training for Real

Institute of Personnel Management

London

(UK)

1973

pp.125

It is argued that job related, and preferably on-the-job training is more effective on both educational and economical grounds than off-the-job training. This is illustrated with five case studies. These cases deal with issues such as training projects, personal coaching, self-appraisal and process consultation. The cases are designed to support the principles laid down in the body of the text.

10.19

HANDY C.

Pitfalls of Management Development

Personnel Management

London

(UK)

6(2)

1974

pp.20-5

There are different ways of developing managers. What is appropriate in one situation for one individual may not be suitable in another context for another manager. Organisations have their own cultures and sub-cultures. For management development to be successful, a cultural fit between the organisation, the individual and the method of development is essential. In this connection, reference is made to four kinds of culture in any set-up; the power culture, the role culture, the task culture, and the individuals. The trainer has to be conscious of these aspects when planning training as part of management development.

10.20

HOUSE ROBERT J.

Management Development: Design, Evaluation and Implementation

Bureau of Industrial Relations,
Graduate School of Business
Administration, University of Michigan

Ann Arbor

(USA)

1967

pp.138

A compilation of seven papers, the book analyses the theme of management development with emphasis on the role of training in inducing change. Issues in designing organisation-wide development programmes are discussed followed by an examination of the evaluation aspects. There are appendices on (i) management development: a conceptual framework, some propositions and imperatives, and (ii) empirical studies concerned with management development efforts.

10.21

JAEGER J.B.

Roadblocks to Management Training in
Development Countries

SAM Advanced Management Journal

New York

(USA)

36(3)

1971

pp.59-63

The basic techniques of management development in developing countries are largely imported from Western countries. The process of application and adaptation faces several roadblocks. The attitudinal roadblocks include the attitudes of fatalism, short-term view, attitude toward

work and the attitude toward exactness. In order to facilitate the training process, the roadblocks have to be resolved. The training courses offered thus must be not only understandable, but also acceptable.

10.22

JAIN R.C.

Systems Approach to Management Development

Indian Management

Delhi

(India)

12(12)

1973

pp.19-27

According to the author, current management development suffers from many drawbacks, e.g. lack of clarity of objectives and sincerity of purpose, wrong thinking that MD is sending managers to training programmes, failure to identify proper functions of management, incompetent trainers, lack of proper organisational climate, lack of monitoring of MD efforts and lack of proper perspective about MD. The author provides a system perspective and stresses that MD programmes must be compatible with the system of management in which training must be used. The trainer has a vital role to play in this context.

10.23

KENNEY J.P.J. &
DONNELLY E.L.

Management Training and Development

Harrap

London

(UK)

1972

pp.222

The book, written in cooperation with the Institute of Personnel Management, puts forward methods by which the effectiveness of manpower can be maximised through systematic training. It is in three main parts. The first five chapters deal with the training function, the factors which determine training policies and the use of training resources, the identification of organisational and individual training requirements, and the design and evaluation of training programmes. Chapters six to thirteen examine the ways in which training can be applied to categories of employees from operative to management levels. There are two appendices on guide to training techniques and management training and development control forms.

10.24

KITCHELL A.R.B. A Perspective on Management Training
& WONG V. in Hong Kong

**Hong Kong Journal of Public
Administration**

Hong Kong

(Hong Kong) 1(1)

June 1979

pp.19-29

The authors feel that management training in the public service should be viewed in its particular context. For Hong Kong, this means the acceptance of a pragmatic, 'value-free' approach and concentration on administrative skills for the running of an ongoing system. There is a strong tradition against holding compulsory courses: training needs are expressed by individuals through nominating themselves for courses, or by departments arranging specific courses to meet their needs. The article outlines the organisation of management training by the Civil Service Training Division. Reference is made to the training survey reports produced jointly by the Civil Service Training Division and government departments in 1977-78.

10.25

LATHROPE K. Developing the Experienced Manager

Management by Objectives

Weybridge,
Sussex

(UK)

1(4)

1972

pp.46-50

The perception of the individual of his environment, the individual's self-perception and his relationships are neglected concerns as far as training for modifying personal attributes is concerned. These areas of training, as well as that of knowledge and technical skill training, will only be achieved if the methods used are based upon accurate understanding of how people learn. In order to be effective, training has to start where the manager is, and it is learning goals which should lead to training goals, and not the other way round. In this context, some of the basic problems in current training practices are pointed out.

10.26

LEIDECKER JOEL K. The Impact of Management Development
& HALL JAMES L. Programs on Attitude Formation

Personnel Journal Swarthmore, Pa.
(USA) 53(7) July 1974 pp.507-512

The goals of management training programs are, in general: (1) transmitting a body of knowledge; (2) providing a set of skills for the application of that knowledge; and (3) providing a framework of attitudes and values to serve as guides for effective managerial behaviour. Through all phases of a training program, individual managers, their peers and trainers are constantly interacting. However, too much training in this area is done in a vacuum and there is little evaluation about program effectiveness. Whatever evaluation is conducted is subjective. Measurement of skills as to attitude change is generally lacking.

10.27

LOVETT M. Post-experience Management Training -
Development of Management Skills

Accountant London
(UK) 165 1972 pp.263-6

Management training for the experienced must be as practicable as possible and keep him from his job for as short a time as possible. Post-experience management training must be concerned with skills development through participative approach. These skills are ability to think effectively, formulating and then evaluating possible courses of action, communicating, motivating, delegation and planning. There is also need for leadership skills to ensure that problems are properly analysed and solutions worked out.

10.28

**Management Education and Training
in India**

V.M. Institute of Cooperative
Management Poona
(India) 1971 pp.231

This is a collection of papers with a report on the proceedings of a conference on management education and training organised by the National Institute of Cooperative Management, Poona. The conference was held in

five sessions - review of management education and training programmes in India and inter-institutional collaboration, management education techniques, training of trainers, research in management and collaboration with academics. The questions raised included: who should be taught, what should be taught and who should teach. These questions involved the range of training techniques, the need for trained trainers and their role. A view was suggested that executives should become trainers but it was also noted that no one can teach just experience to students in a classroom. A trainer has to have the ability to conceptualise his experience before he can contribute to teaching.

10.29

MARKWELL D.S. & **Organisation of Management Development**
ROBERTS T.J. **Programmes**

Gower Press London
(UK) 1971 pp.182

The book is in two parts: Part one relates to designing the programme and Part two about six management development case histories. Part one discusses practical starting points for management development, establishing management development needs, management career planning, learning characteristics in management development, sensitivity training, technology of management development and evaluation of training. The role of trainers and the need for trained trainers in these areas is stressed.

10.30

MINNES A.L. & **Management Training in Sri Lanka** WITHANA R.M.

Sri Lanka Academy of Administrative Studies Colombo
(Sri Lanka) 1977 pp.91

This publication is the outcome of a survey conducted in 1973 to establish some basic ideas and data about management training requirements in Sri Lanka, with emphasis on the public sector. The survey indicated that attitude towards management training was positive and encouraging. The government departments/ministries noted general management as a training area of high priority for senior, middle and junior grades. However, only a very small number of departments, corporations and private firms had training divisions that conducted some form of training. There was little evidence of a formal system for performance appraisal and relating training activity to intended career progress of managers. Reasons given included lack of competent training personnel and inadequate facilities in the training institutes.

beginning. The emphasis was on ensuring participation and to that extent the role of a trainer was different from other management programs.

10.34

NSARKO J.K.

Simulation and Management Training

Greenhill Journal of Administration

Achimota

(Ghana)

1(4)

1974

pp.68-73

The article discusses the advantages of simulation in management training. The use of games and simulations enables the learner to develop analytical thinking, insight and sensitivity. The general features of management games are outlined and the limitations are indicated as questions about the validity of games. Taking an overall view, simulation approach can be utilized for predictive as well as instructional purposes. In the new training schemes, the use of simulation method is recommended for improving decision-making skills in complex situations.

10.35

NIT J.

Management Training at Ghana Institute
of Management and Public Administration

Greenhill Journal of Administration

Achimota

(Ghana)

1(1)

1974

pp.1-8

After explaining the concept of management development, the author describes the four types of courses offered at the Institute. These are the Senior management development course, the Diploma course, the Introductory course for specialists and Special/functional courses. The training courses are designed to meet specific training needs and the curriculum and syllabus for each course is devised, as far as possible, to meet the requirements of each group. The broader aim is to induce the quality of leadership apart from providing administrative knowledge as the individual rises in his executive career.

10.36

OPUKU-AFRIYIE Y. Change and Management Development
in Ghana

Greenhill Journal of Administration Achimota
(Ghana) 1(3) 1974 pp.80-90

Management development in this article refers to the national development of executive capacity of a country through an orderly or programmed "post call" training of middle and top echelon personnel for increasing efficiency for development. Conditions for effective management development are noted along with management response to change. The author suggests that use of selected training techniques could help intensify change consciousness and desire for organisational reforms among participants and through them in management generally in Ghana.

10.37

PHEYSEY D. Off Course Considerations in Training

Personnel Management London
(UK) 4(12) 1972 pp.26-9

Four major reasons for undertaking management training are outlined. These include development, conversion, emergency and strategy. The paper contends that the development of an individual is likely to be more effective when it is linked with strategic objectives involving the simultaneous development of his associates. Secondly, the conversion of a man from one stage to another of his career is preferably accomplished in the company of those whom he will be joining rather than his scattered peers.

10.38

PLANT ROGER & TUFFIELD DAVID Management Training and Organisational
Change

Journal of European Training Bradford
(UK) 2(3) 1973 pp.264-271

The article describes the evaluation of a five-day programme with the overall objective of achieving organisational change. The programme was based on a statement of learning themes and activities based on a Personnel Training Model for organisational change. The model stresses on three key elements, development of individual action plans, stages for introducing change and implementation of action plans. The design was developed

10.41

REVE T.

Management Training Through Partly
Autonomous Study Groups: A Case Study

Journal of European Training

Bradford

(UK)

3(2)

1974

pp.130-40

The case study describes how a system of partly autonomous study groups and seminars has been integrated into an internal management programme of one of the very big industrial corporations. The purpose of the case study is to show the flexibility of this approach to management education, and how it is possible to design a study programme according to the individual needs of a particular organisation. A major discussion relates to the application of a system of continuous evaluation.

10.42

ROY DELWIN A.

Management Education and Training the Arab World

**International Review of Administrative
Sciences**

Brussels

(Belgium)

XLIII(3)

1974

pp.221-228

The perspectives and current issues in management education and training are discussed. The question of the timing of training programmes, inavailability of teaching materials and methods, and evaluation is analysed. The need for moving away from heavy reliance on western techniques and concepts as taught in Europe and the United States is stressed. In conclusion, it is noted that there must be a decisive break with the traditional approach to public administration, or at the very least, additions and modifications to curricula that address the new tasks facing Arab bureaucracies.

10.43

SCHEUPLEIN H.

Guiding Factors for Group Training in
Management Training and Business Management

Integrated Management

Bangalore

(India)

7(4)

1978

pp.7-12

Guidance of group work requires knowledge of such factors as group efficiency, group formation, educational targets, group observation, group size, feedback and individual qualification of the group members. The different methods in use in managerial group training are noted. The author later outlines a practical procedure of management training for groups in different steps.

10.44

SCHMUCKLER
EUGENE

The Problems Involved in the Establishment
of a Management Development Program

Personnel Journal

Swarthmore, Pa.

(USA)

50(10)

October 1971

pp.790-795

In exploring some of the issues involved in the establishment and implementation of a management development program, it is necessary to consider the implications of such a program on the need for changes within the existing organisational structure. For success, the program must have not only the cooperation on top, but also the requisite authority and participation of the group. The program must develop personnel who are responsive to the needs of the whole organisation, and its objective must be clearly stated and communicated to all levels of personnel. The steps to be followed and the questions to be answered are stated and the crucial role of training is emphasised.

10.45

SCHMUCKLER
EUGENE

Management Development: A Joint Venture

Personnel Journal

Santa Monica

(USA)

55(1)

January 1976

pp.30-33

The necessary characteristics of a successful management development program are outlined first from management's point of view and then from the view of investment. Sharing is the key ingredient relative to success in such a program. The elements of management's investment include training whether accomplished by job rotation, coaching or formal classroom instruction. When this function is not being fulfilled, additions, deletions, or other modifications in the program are imperative. Equally important is evaluating if participants are truly acquiring information and skills to an extent sufficient to warrant further consideration of the program. It is stressed that training here must have the complete support of management in order to be successful. In the absence of this commitment, there will be lack of clearly defined goals and objectives leading to demise of the program and a loss of management's credibility.

10.46

SESHAN SURESH A. **Professionalization of Management in Developing Countries**

Indian Institute of Management Ahmedabad
(India) 1979 pp.178

Most management education institutions in developing countries have been inspired and influenced by Western prototypes. Some adapted these models to their own needs and environment and some initiated their own approaches for setting up the institutes. The book contains the experiences gained from such experiments by some thirteen countries in Asia and Africa. In several situations the role adaptation of trainers was an important factor.

10.47

SIMMONS ROGER Administrative Development

The Quarterly Journal of Administration Ibadan
(Nigeria) 7(2) January 1973 pp.147-160

The issues in management development and staff training as part of Nigeria's Second National Development Plan are examined. It is suggested that managerial capacity is essential for plan implementation and institutions including Administrative Staff have a role to play. There is no need to extend the scope of training presently available as the colonial-type services have to be changed in modern civil administrations. The acute shortage of administrative and professional personnel including trainers is acknowledged and the need for retraining present higher civil servants is stressed.

10.48

SINHA JAI B.P. **Elitism in Management Development Programmes**

Economic and Political Weekly Bombay
(India) XIII(21) 1978

The author broadly analyses the way in which Management Development Programmes actually work in many institutions which are engaged in management training and education. The author's findings are that despite the professed aims of these programmes to democratise the whole work process, their actual impact has been to make the hierarchical divisions more rigid. The phenomenon of elitism so characteristic of managerial culture, while masquerading

under the garb of democratisation, indeed becomes pronounced. In regard to the learning processes, it is stressed that often the context (location, setting, timing) consumes all attention leaving little room for concentrating on the content. The trainer wishing to bring about lasting changes has indeed a difficult task to balance these conflicting factors.

10.49

SRINIVASAN A.V. Executive Development in India:
A Futuristic Profile

ASCI Journal of Management Hyderabad
(India) 6(2) March 1977 pp.135-146

The paper is based on the research study on 'Forecast of Executive Development Programme in India', which has made future forecasts based on trend extrapolation of the likely number of programmes etc. in the year 1985. The forecast is based on the Delphi technique. According to the author, some of these forecasts have already taken shape. Sectoral institutes are being established in many disciplines and there is greater attention to career plan, assessment of individual needs and programme relevance. There are also indications of service sector adopting management techniques as borne out by the forecast.

10.50

STIEFEL R.T. Framework for Programme Planning in
Post-experience Management Education

Journal of European Training Bradford
(UK) 3(2) 1974 pp.97-112

The author develops a three-phase programme of management education. These are the pre-course, actual course, and post-course phases. The essential activities of the trainer as a programme planner in the first and last phases are noted. Four elements of programme planning are distinguished: educational objectives, content, organisation for learning, and evaluation. The organisation for learning is sub-divided into four areas: concept of learning, degree of structure in the instructional process, trainer-participant relationship, and use of techniques. Two types of evaluation of learning: self as well as teacher evaluation are also discussed.

10.51

STIFEL LAURENCE
D. et al

**Education and Training for Public Sector
Management in Developing Countries -
Conference Report**

Rockefeller Foundation

New York

(USA)

1977

pp.147

The report provides a record of the concerns of a group which deliberated on a manageable range of problems and issues in August 1976. Of the report's nine papers - divided into three groups - the two papers of the first group deal with management requirements in the sectors of population and agriculture, four papers in the second group assess Western management models and their transferability and three papers in the final group review strategies and experience in the process of institutionalising public management education. One of the papers examines curriculum planning and develops a framework for public management. Reference is made in the discussion to the ability of developing countries to resist externally induced methods which often result from scanty diagnosis by experts.

10.52

TAYLOR JACK W.

**Ten Serious Mistakes in Management
Training Development**

Personnel Management

Swarthmore, Pa.

(USA)

53(5)

May 1974

pp.357-362

The author, a trainer, highlights ten serious mistakes, several of which are trainer oriented. The basic mistake is lack of training for trainers. This is strengthened by hasty and shallow needs-analysis and the failure to differentiate between group needs and individual needs. There is lack of provision for practical application as the trainee's and learner's normal working environment is not conducive to ready use of that which is to be learned. It is explained that proper training of trainers can help in avoiding the mistakes.

10.56

ZEIRA Y.

Organisational Change Through Management
Development: Problems of Implementation

Journal of European Training Bradford
(UK) 3(1) 1974 pp.39-48

Management development programmes are vital components in the process of organisational change. A systems approach to management development has four steps: identification and definition of the desired managerial change, preparation of operational development programmes, implementation of these programmes, and evaluation and feedback. A recent effort to carry out the systems approach to organisation development in five organisations in UK has shown some implementation problems which are discussed.

10.57

ZEIRA Y.

Is External Management Training Effective
for Organisational Change

Public Personnel Management Chicago
(USA) 2(6) 1973 pp.400-7

The author points out that the objective of management training programmes is planned organisational change which satisfies not only the organisational goals but also personal goals of trainees. This can only be achieved by a systems approach to training. This approach has the following steps: analysis of the present managerial behavior, preparing specific training goals, choosing the right composition of training and development methods, implementing the training programmes, evaluating its effectiveness and presenting feedback and recommendation for future training activities. A trainer responsible for these programmes has to be aware of these steps.