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# Technical Report

MANAGEMENT PROCESS FOR THE  
EDUCATION OF THE FUTURE

by  
Udai Pareek

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ABSTRACT (within 250 words).

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## ABSTRACT

### MANAGEMENT PROCESS FOR THE EDUCATION OF THE FUTURE

In our philosophy, the legitimate role of social change in education has to move away from elitist orientation to whole society orientation. It is necessary to develop new value framework, attitudes, value orientations. These fall under three main orientations. The process of production of knowledge has to be reversed and also priorities. After discussing these value orientations, seven dimensions of management are discussed to see how these function in two models of management, one for elitist education and the other for the whole society education. Eight relevant processes are also discussed for these two types of education, suggesting how education can move from today to tomorrow.

## MANAGEMENT PROCESS FOR THE EDUCATION OF THE FUTURE

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At this point in the history of our country, it is necessary to have a hard look at education and how it is managed. The role of education needs to be seriously discussed and examined. It is always useful to be clear about our commitments. For example, those who are mainly concerned with the quality of education are still viewing education from the elitist point of view. They may not be conscious of this fact; but nevertheless they work for this commitment. Not that quality of education should not be improved, but the main question is what is the major concern of education today. It seems that education should move from selective quality education to basic education for the masses. So far, education has been the prerogative of the elite. In this sense, education has always contributed to the maintenance of the status-quo, and has reinforced the value system of the elite group in the society. When education emphasizes the development of the elite, it works on the theory that the high quality training and education given to the elite will eventually percolate the rest of the society and will benefit the society in general. Therefore, there is emphasis on individual talents which should be developed in the society to produce ideas and techniques which are beneficial to the entire society. The unstated percolation theory makes education work for the development of the selected intellectuals and persons with exceptional skills. The theory indeed works. Because of the emphasis on the elite and their preparation, a small group of persons, highly educated and well developed is able to run the entire society! But the society has to pay a high price for it from the point of view of the common man. The common man is neglected and the high quality education is achieved at the cost of alienation of the common man from education.

If a new society is to be developed in which all persons will have equal share, and equal opportunities, not only in theory but in practice, the emphasis of education has to drastically change. Education instead of emphasising the development of the elite and

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I am grateful to Dr. Abdul Latif, Chief of ACEID for highly stimulating discussions during the brief period I spent in July 1975 in the UNESCO Regional Office in Bangkok. The framework contained in the paper were developed during these discussions.

individual talents, should emphasise the actualisation of the potential of the whole society. This can be done not by some persons producing ideas and techniques which are accepted by rest of the society which hopefully benefits from them, but by working out solutions to common problems for the society through collaborative effort. In other words, the emphasis has to shift from exclusive reliance on individual talents to comparatively more attention to and use of collaborative effort.

### THE NEW VALUE FRAMEWORK

In order to share education for the future, we should pay attention to the value framework which will guide the management of education and its working. The following three orientations should define such a framework.

In the first place, the process of elitism should be reversed. Education of the future will require the pyramid to be put upside down. Much more importance has to be given to the under privileged and the neglected common man. Those persons who control the economic resources in the society were able to shape education so that their privileges are perpetuated. In this process, the common man gets neglected. For centuries the poor and socially disadvantaged remained alienated from the mainstream of the society, and education contributed to this process and ensured the continuity of such an alienation. This process needs to be reversed.

Secondly, the emphasis in the past in our country has been on the production of knowledge. The person who produced knowledge occupied the highest place in the society. This value orientation produced anti-work attitudes and tradition. Not that knowledge is less important but sterilised knowledge which is derived only from speculation and philosophy does not lead to the development of a healthy society. This process should be reversed; more importance should be given to empirically experienced reality and the life which should become the medium of development of theory and knowledge. Knowledge will still be important; it, however, will be a product of the experiences and life processes.

Another important reversal has to be in the area of prioritisation. Instead of giving importance to individual elite, more importance should be given to collectivity and humanising process. By emphasising a few chosen individuals, education dehumanises the society by neglecting the large majority and the groups as groups. Indian society

is probably the most individualistic society in the world. In order to correct this, it is necessary that education emphasises the importance of various groups, and in this process, it does not neglect the individual, but increases his importance by paying attention to individuals at all levels. This is the humanising process. This enhances the importance of the common man and helps every man and woman in the society achieve their maximum potential.

The major shift in value orientations will involve a change in several dimensions of these orientations. Exhibit 1 summarises the shifts which may be necessary for education to be effective in future. These shifts are briefly discussed here.

Exhibit 1 : Shifts in Values for Education in the Future

	<u>From</u>	<u>To</u>
<u>A</u>	<ol style="list-style-type: none"> <li>1. Elitism</li> <li>2. Percolation-orientation</li> <li>3. Centralism</li> <li>4. Consumerism</li> <li>5. Universal models</li> </ol>	<ul style="list-style-type: none"> <li>Whole society</li> <li>Growth-orientation</li> <li>Decentralism</li> <li>Creativity</li> <li>Specific strategies</li> </ul>
<u>B</u>	<ol style="list-style-type: none"> <li>1. Paralellism</li> <li>2. Isolated professionalism</li> <li>3. Technique-orientation</li> <li>4. Discipline-orientation</li> <li>5. Programme-implementation</li> <li>6. Sectoral approach</li> </ol>	<ul style="list-style-type: none"> <li>Linkage formation</li> <li>Dialogue</li> <li>Goal-orientation</li> <li>Life and experience-orientation</li> <li>Problem solution</li> <li>Integrated approach</li> </ul>
<u>C</u>	<ol style="list-style-type: none"> <li>1. <del>GDP</del> Growth</li> <li>2. Individual-orientation</li> <li>3. Competition</li> <li>4. Mechanism</li> <li>5. Aid-orientation</li> </ol>	<ul style="list-style-type: none"> <li>Distributive justice</li> <li>Collective-orientation</li> <li>Collaboration</li> <li>Humanism</li> <li>Self-reliance and mutuality</li> </ul>

## A. REVERSING THE PROCESS OF ELITISM

### 1. From elitism to populism

As already mentioned earlier, the shift has to be from elite group in the society to the whole society. For the first time in the history of mankind, the common man is participating in all the affairs of the society; but this is just the beginning. The old value of elitism is still coming in the way of his effective participation in the affairs of the society. It would be a great pity if this new reality is not seen and is not properly used for shaping the future through education as an instrument of change. The implication of this shift will be that education will be designed by people themselves rather than by a few in the society who claim to know what the interests of people are. It will mean innovation in the area of planning for education.

### 2. From percolation orientation to growth orientation

There may be two approaches to the development of the society. One approach is that of percolation, that by providing the best training and education to the top people in the society, it may be possible to influence the society since such quality education will filter down and percolate the various layers of the society. Education so far has used this approach and in the fond hope of benefiting the society, has emphasised a very high quality education for the selected people. On the other hand, growth orientation works on the principle that people essentially have potential and the role of education is to help them organise their experiences and learn from them in such a way that they grow, and the entire society develops. The development of a society can take place, according to the latter view, by all people participating in generating experience, learning from it, and developing necessary models and theories which are again tested and further developed. This is the process of the growth of the entire society. Education of the future will shift from the former to the latter orientation.



### 3. From Centralism to Decentralism

If the shift from elitism to populism is to be effective, there has to be a corresponding shift in the process of planning and execution of plans from a central point to participation in this process at all levels. Instead of everything being planned at one place, planning has to be done at all levels. Planning in this way becomes an iterative process in which people at various levels participate and interact simultaneously, and the plans are revised at several stages; however, essentially the responsibility of their execution is on people who have to benefit from them. The Chinese model of planning is a good example of effective decentralisation. All plans are operated at the grass-root level and there is hardly any centralised service even for collection of statistics in China. The result is that people are able to develop models which are relevant to their own needs, and innovate techniques that can contribute to the implementation of the plans.

### 4. From Consumerism to Creativity

If plans are made at the top by a central agency, their main burden is to market the plan, i.e. convince people at various levels about the importance of the plans and teach them ways of implementing these. The whole emphasis is on preparation of plans and techniques and selling these techniques to other people. This is an approach of consumerism and essentially has been promoted by business orientation of USA. On the other hand, if people participate at all levels and there is emphasis on development of plans and their execution by people themselves, there is much more emphasis on finding solutions which may be quite new and which need not conform to ideas generated by a few at the top. This would promote creativity at all levels. Such a shift will help to achieve the orientation of populism.

## B. REVERSING THE PROCESS OF PRODUCTION OF KNOWLEDGE

### 1. From parallelism to linkage formation

So far the various aspects of knowledge are developing more or less in isolation. For example, in the field of education,

curriculum consists of several subjects which are taught by themselves. Even where relationships are established, these are very weak and artificial. Life is not a compartmentalised experience. Even when specialised activities develop in life, life is lived as a whole. There is need to develop the vital linkages amongst various forms of knowledge. Such linkages will make these specialised areas of knowledge even more rigorous.

## 2. From isolated professionalism to dialogue

One major problem in the education of today is that various professional groups work by themselves. Researchers are busy in doing research, while practitioners are busy implementing ideas generated either at the top in the system or suggested by thinkers and researchers. This compartmentalisation has grown to the extent that even in the field of education, teachers and inspectors have their distinct roles, and one does not trespass the sacred boundary of the other. Education of tomorrow demands a dialogue amongst the various specialised professional people. It also demands role interchange, so that people do not see their roles as isolated and confined to their specialisations alone. In this spirit, the educational supervisors will, in fact, be teachers, and teachers will supervise the achievement or non-achievement of goals set in education.

## 3. From technique-orientation to goal-orientation

Much more emphasis has been given to techniques. This is a part of the development of the technical culture in the country. With the introduction of the machines age, more emphasis was given on technology, and techniques became much more dominant. In education, for example, techniques like programmed instruction became popular mainly because these resemble the techniques found in physical sciences and engineering. In Social Sciences also, there is a craze for developing new techniques. In using the techniques, we proverbially lose the forest in search for the trees. Techniques have their own place. However, goals which should be achieved are more important, more relevant, and meaningful. Goal-orientation, therefore, will help educators become more autonomous and use their ingenuity to achieve the goals.

#### 4. From discipline-orientation to life-and experience-orientation

The development of specialised discipline has eclipsed the unique, pulsating, and meaningful life. In a developing country like India, it is becoming clearer now that this approach will lead us nowhere. Experience-orientation is important to make education more meaningful and relevant. While using the experience as the medium of education, relevant disciplines will develop. Such education should not result in the weakening of specialised disciplines, but should rather strengthen them and make them more relevant.

#### 5. From programme-implementation to problem-solution

One of the evil effects of centralised planning is the preparation of time bound programmes. The entire energy is spent in implementing these programmes. Sometimes the programmes may be far away from the reality of life and society. Programmes have some importance; but they are only instrumental in solving the problems a particular society may be facing. The emphasis, therefore, should shift to problem solving.

#### 6. From sectoral approach to integrated approach

At present education is trying to solve problems which it is facing by its own efforts. Even in the Government system and bureaucracy, the problems are divided according to sectors. We have, for example, sectors of education, agriculture, health, industry, social welfare and so on. Such a sectoral approach has failed to achieve effectiveness. Education of the future will rely on and work for an integrated approach. For example, education in the villages cannot succeed unless those who are concerned with education get involved in the academic activity of the community, work for helping the neglected and weaker sections of the society participate in the main activities of the community, and develop cooperative and collaborative efforts in the community for solving their major problems. Education in this sense becomes a part of life.

## C. REVERSING THE PRIORITIES

### 1. From GNP Growth to Distributive Justice

So far development of the society is thought in terms of the growth of the General National Product (GNP). Much importance is given to increase in the average national income and various statistics are compiled to measure the economic growth of a nation. It has become obvious that such indices may sometimes be misleading and often deflect the national attention from major problems. A country can have high GNP even with a large section of the society remaining poor. Some Arab countries are good examples of this. If a small section of the society controls most of the resources, the GNP could be high and yet the society may be poor in some sense. The emphasis should shift to distributive justice so that most of the people in the society share what is available in the society. It has become obvious to organisations now that an attempt to increase only GNP may put us in on a wrong path. With limited resources, for quite sometime to come, a poor country like India has to work for more distributive justice and ensure that people share both the resources and the miseries the country has to face.

### 2. From individual-orientation to collective orientation

The Hindu society is an individualistic society and the Western influence has emphasised individualism further. It has resulted in a paradoxical situation where we have most talented individuals in the country and a large part of the society deprived of the benefits of having modern amenities. In spite of such shocking conditions of the society, these individuals remain unaffected and indifferent like the ideal vinuktas. The education of the future has to emphasise collective experiences and working for the collectivity much more. In the name of freedom of the individual, a large number of individuals in the society are cruelly neglected. Such demand for individual freedom, in fact, has resulted in denial of such freedom to the large sections of the society.

### 3. From competition to collaboration

While westernisation has raised aspirations of people in the developing countries like India, these aspirations have not led to

faster growth of the society. "Protestant ethic" of the West has been quite relevant to the development of capitalistic models of society. However, it has contributed to the development of competition, and sometimes such competition may not only be unhealthy but dysfunctional for the development of a healthy society where mutuality and collaboration may be much more needed. The concern for excellence is extremely important. However, it has to be moderated by and integrated with the concern for the society and for the fellow-beings. The craze for earning and competition may result - as it seems to have happened - in our country in anti-social activities like tax evasion, smuggling, black marketing, hoarding and other ways of profiteering. The shift has to be towards collaboration where people learn to strive for excellence by working in cooperatives, and other teams.

#### 4. From mechanism to Humanism

Most of the societies in the world have been too mechanistic. Even solutions to problems are sought through better techniques, improved methods of work, more efficient machines and automation. These help to some extent; but the malady lies somewhere else. These can serve man; but the emphasis has to be on humanising the individual. Movements of humanisation of work - making work more pleasant and educative and a worthwhile experience, indicate such a shift in the future.

#### 5. From aid-orientation to self-reliance and mutuality

The model of development in the society so far has been to get help from people who have more resources, both monetary and knowledge-wise. We have sought aid from more developed countries. The more educated and developed sections of the society provide aid to less developed sections of the society. But instead of solving the problems, such a process creates new problems. In the act of giving and receiving aid, the process of de-humanisation continues at a faster rate. Those who give aid assume greater importance and begin to control the actions of those who receive aid, and the latter get demoralised and de-humanised and continue to accept themselves as inferior and less developed. Such a process perpetuates the two categories of haves and havenots. It sometimes results in degenerating several sections of the society into drones and then we complain about

people not responding to such aid. Priority should be given to self-reliance and mutuality. It is evident from the history of the world that unless a society uses self-reliance, it is not able to develop its originality. China is an example. As long as China was relying on the help of the Soviet Union, it did not attain adulthood. It is only after switching over to complete self-reliance that it emerged as one of the greatest powers in the world today. Self-reliance would develop mutuality; people work for each other and help each other to resolve problems. Such a process increases strength of the society and develops the mechanisms of solving problems the society may be facing.

### MANAGEMENT MODELS FOR THE EDUCATION OF THE FUTURE

Management is a tool to ensure effective operationalisation of plans for the specified goals. The ultimate directions and goals are not within the purview of management. These have to be determined first. The shifts discussed above indicate the direction of movement of education in the future. Essentially, the movement will be from the elitist-orientation (selective quality education for a few in the society to the whole society - education (education to develop skills to solve problems-collaboratively for all). Once this is agreed to, the role of management will be to contribute to a fast and effective transition. However, management will have to play an innovative role.

Management helps in the total process of achieving what we want to achieve - from planning (translating the general goals into operational goals) through control (setting up mechanisms of checking and taking action to ensure movement towards the goals) to operational details of ensuring the coordination between individual motivation and commitment on the one hand and organisational goals on the other.

Management of education should ensure that experiences and values are used as basic tools for planning, that persons in the field are able to develop skills and capabilities to formulate and use control systems, that decisions are made collaboratively, that mutual understanding and concern are promoted through a climate of trust and collaboration, that problems are solved through goal-oriented-confrontation-with-understanding, and that individual creativity and

commitment is ensured in the group achievement. Traditionally, management with its theory and practice may not be able to effectively play this role, and a new management processes may have to be developed.

The various dimensions of management will have different emphasis. The various changes required in moving from the position/ of the future are indicated in Exhibit 2 which summarises changes on the various dimensions of management. These are briefly discussed here.

Exhibit 2: Management Models of the Present and the Future Education

<u>Dimensions</u>	<u>Elitist Education</u>	<u>Whole Society Education</u>
1. Production strategy	Ideas and models for others (consumerism)	For collective needs
2. Marketing (dissemination of)	Ideas and models	Experiences and values
3. Control systems	Specialist function	Function of the persons in the field
4. Differentiation (through)	Specialised compartmentalised function	Interchange of roles and temporary specialised role taking.
5. Integration (through)	Conceptual linkages	Productive work and experience
6. Linkages between expertise and field work	Ideas and models	Work and specific problem contributing to theories and knowledge
7. Appraisal and reward system (promoting)	Individual capabilities	Collective pride and individual commitment and excellence

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### 1. Production Strategy

In the elitist education, ideas and models are produced by a few individuals for the use of others. This is, as already stated, a position of consumerism. Education should stress the production of ideas and models by all people involved for their own collective use. This would mean a different strategy of education.

### 2. Marketing

In the traditional education, there is much more emphasis on the dissemination of ideas and models. Models are prepared, books are written by experts and it is hoped that these are model books, new ideas are prepared in a central place by knowledgeable persons, and all these are disseminated to a larger mass of educational administrators and teachers. Education of the future will have a different marketing strategy. Instead of disseminating ideas and models, experiences and basic values to be developed in the society will/be disseminated. This will be through sharing of the experiences and commitment to the values by the people at various levels.

### 3. Control Systems

In the traditional education, specialised functions are used to control the quality of education. Inspectors of Schools or Supervisors have an important control role. The Headmaster plays that role in relation to his teachers, and the Supervisor plays in relation to the Headmaster, and the large hierarchy builds up like that. In the education of future, the control will be through the function of the persons in the field. Instead of separate control roles, control will be built into each role, and much more reliance will be put on self-regulation and self-control. Control systems will certainly operate. But the control systems depend on the philosophy of control. With this change in philosophy, the control system will also change.

### 4. Differentiation

Differentiation is the process of attending to functions which emerge as major functions and which demand enough attention. In the traditional organisation, differentiation results in specialised and compartmentalised functions. The problem of compartmentalisation is solved through integration. This happens in the field of education when even an introduction of change becomes a specialised function, and someone is given the responsibility of attending to this important function. This results in divorce between theory and practice, between



ideas and their implementation. The differentiation process in the education of the future will be achieved through interchange of roles. Persons will be able to go from one specialised role to the other. These roles may be taken temporarily. However, they do not continue in those roles for long. Such an integration, and interchange of roles will be much more functional for the values indicated in this paper.

### 5. Integration

As already stated above, differentiation poses the problem of integration of some functions. In the traditional education, this is achieved through conceptual linkages. Various functions are related to each other through an intellectual understanding. However, integration cannot take place effectively unless it is done through work itself. By working together and generating experience in a collaborative framework, integration is much more effective.

### 6. Linkages between expertise and field work

There is always a problem in an organisation to build linkages between the central office where specialised knowledge of various forms resides, and the field units. The linkages are done through ideas and models. As already stated, the supervisor, for example, bridges the gap by suggestions and ideas. He hopefully brings back the experience of the field to feed into the Head Office in building new models. The same happens between research and practice. If work is the most important entity, the specific problems on which collaborative work is to be done by people from various roles and various levels build these linkages and they contribute to the development of theory and knowledge.

### 7. Appraisal and reward system

Traditional education rewards and promotes individual capabilities. The best appraisal system available would do this in an excellent way. However, if collaboration is to be developed rather than competition, the appraisal and reward system should promote the achievement of superordinate goals and individual commitment to both collective and individual goals. The appraisal and reward system should certainly promote excellence, not in isolation but in the context of collaboration.

RELEVANT MANAGEMENT PROCESSES

Emphasis on process is necessary. Achievement of the goals and designing of necessary structure by itself cannot contribute to the effective achievement of goals. In order to facilitate the implementation of the structure, it is necessary to pay attention to the processes. However, processes in the education of the future will take a new form. There are some important process aspects of management, and these are indicated in Exhibit 3. Work may be needed both in attending to these specific aspects as well as promoting these through necessary structural changes. An integration in process and structure is, therefore, necessary. This is the spirit of praxis, the basic Marxian concept of the integration of theory and practice. The necessary changes in the processes are summarised in Exhibit 3 and briefly discussed below.

Exhibit 3: Process of the Present and the Future Education

	<u>Dimensions</u>	<u>Elitist Education</u>	<u>Whole Society Education</u>
1.	Self-confrontation (for)	Awareness of intra- psychic process	Awareness of own strengths and limitations in the context of the collective
2.	Motivation	Power and achievement	Extension and power
3.	Influencing process (for)	Increasing effect- iveness of own influence	Increasing effective- ness to help others (and the collective) gain and use power
4.	Interpersonal process (based on)	Understanding others to influence them	Empathy and concern for others
5.	Intergroup relations	Convincing and influencing	Joint exploration, trust and collaboration
6.	Intergroup strategy	Win-lose	Win-win
7.	Resolving differences and conflicts	Avoiding, arguing and defending	Goal-oriented confront- ation with understanding
8.	Problem solving	Search the best solution for (or expect from) others	Jointly explore alternatives in work

### 1. Self-confrontation

In order to achieve the goals in a system, it is necessary for people to know where they are contributing and where they have problems. This is emphasised in self-appraisal and is done through what is called self-confrontation. Only an individual with high self-respect and self-integration can successfully achieve self-confrontation. In the traditional management system, self-confrontation is used to help people become aware of their intrapsychic process. This is done in programmes like T Group or L Group, where people help each other understand what happens to them and through such self-confrontation, they are able to develop their interpersonal competence. In the management of future, self-confrontation should result in awareness of own strengths and limitations in the context of the collective. Instead of awareness of intrapsychic processes in vacuum, this awareness should be in a context. This will help in relating the individual to the group and larger social units.

### 2. Motivation

The process of motivation is important and its significance cannot be overstressed. In the traditional systems, the emphasis is on power motivation and achievement motivation. Power motivation helps in making the individuals effective in influencing the situations and the people, and achievement motivation helps them work for excellence and develop competitiveness. New motivations are necessary for the future. More emphasis should be given on extension motivation which helps a person develop concern for others and capability of helping others to move towards the goal. Power motivation, when combined with extension motivation, will take the form of socialised power i.e. the capability of influencing the situations and people for the benefit of the groups and for helping each individual attain his own goals of development.

### 3. Influencing process

Power motivation is becoming more and more important. It is now realised that the most important motivation in higher management is power motivation. In the traditional system, however, as already stated, it takes the form of increasing the effectiveness of a person to use his own influence. In future, it should take the form of increasing the effectiveness of individuals to be of help to others, and to make others, especially, the traditionally deprived and weaker sections, to gain more power and use this power.

#### 4. Interpersonal process

The process of relationship between individuals is based on their mutual understanding and mutual influence. In such a process, individuals will remain parallel to each other. This process, in future, will take the form of empathy and concern for others. By being able to put oneself in the position of the other person, one is able to go beyond one's own self, and this dimension is likely to increase in future.

#### 5. Intergroup relation

The relationship between two groups in the traditional systems is based on in-group out-group phenomenon. There is basic suspicion of each other. The main issue dominating the groups is to get an upperhand over the other group. In building relationships, there is more emphasis on convincing the other group about one's own point of view and ensuring that that point of view is accepted by the other group. In the management of the future, the emphasis will change to trust and collaboration so that it may be necessary for both the groups to have joint exploration in the problems they face. Instead of the concern being of power, the emphasis will be on empathy and trust.

#### 6. Intergroup strategy

The pattern of intergroup relationship influences the strategy for intergroup work. When the main issue between the two groups is who is able to influence whom, the strategy of their working is that of zero-sum game i.e. either win the game or lose the game to the other group. In the management of the future, the shift will be in the form of non-zero-sum game, i.e. a win-win strategy. Instead of thinking of winning at the cost of the loss or defeat of the other group, there will be a joint exploration of maximising the gain to both groups. Emphasis to this change in strategy is already evident in many management concerns today.

#### 7. Resolving differences and conflicts

The usual strategies used in managing conflicts in the traditional systems are: a) avoiding (not recognising the conflict, denying it, or not allowing situations in which a conflict may take place); it essentially would mean avoiding vital interactional

situations; b) coercion (aggressively arguing in the hope of convincing the other group or sticking on to one's own point of view); c) defending (aggressively arguing back); and d) asking for arbitration by a third party. These strategies do not help in conflict resolution. The conflict resolution process should change to problem solution. The goal should become more and more important. Instead of avoiding the conflict, it should be confronted and the process of confrontation with understanding has to develop.

#### 8. Problem solving

In the traditional systems also, problems are solved. However, the elitist orientation makes people search for the best solution available and such solution is given to others, or people expect it from other experts. Management of the future will help people understand that there is no one best solution. Instead of searching for the best solution, people should jointly explore various alternatives for the solution of the problems. Such alternatives should be searched mainly in the work which is being done. This may help in developing new models of problem solution.

In short, the movement of education from the present to the future will involve an understanding and acceptance of new values, developing relevant management practices for such movement, and use and internalisation of relevant processes to make the management of the future more effective. These need much more discussion and elaboration than is possible in the short space. It is, however, hoped that this short paper will stimulate more thinking and discussion on the subject.