

**A STUDY OF THE TRAINING NEEDS OF
IAS OFFICERS (10-16 YEARS GROUP)**

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**A STUDY OF THE TRAINING NEEDS OF
IAS OFFICERS (10-16 Years Group)**

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**THE DEPARTMENT OF PERSONNEL & TRAINING
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1. A Conceptual Framework for the Identification of the Training Needs of IAS Officers - (10-16 years category)

Change is the very essence of existence. Organizational existence, in particular, is caught up in a continuous, relentless process of review, renewal and refurbishment in response to the ever changing environmental processes and pressures. A change orientation at the strategic, functional and operational levels is a necessary condition if only to keep organizations from going into decline process.

If change is the essence of organizational survival and growth, praxis can be said to be the dynamo of the process of change. The term 'praxis' merits brief elaboration. The term can be defined as the dialectical process of reflection and action which the actors of the organizational drama enact as they build on organizational strengths in the thrust towards meeting challenges and coping with threats both from within and without. There is a dialectic between reflection and action which in turn becomes the basis for further reflection and action as the organization thinks, acts, lives and moves towards newer vistas, newer horizons.

The concepts of change and praxis serve as useful tools in order to develop a perspective for the main focus of the paper which is to develop a conceptual and methodological framework for the identification of the training needs of the officers of the Indian Administrative Service who have 10-16 years standing in

the service. The concepts of change and praxis facilitate the process of understanding the role of training and the concept of training needs within the perspective.

Training, for instance, within the above conceptual framework can be considered as an integral part of the reflection dimension of organizational praxis. Training, therefore, should not only flow from organizational action but should also lead to the modification of individual and organizational life and action. Training again is only one dimension in the reflection processes of organizational praxis. This is because organizational reflection processes would include several other elements like the encouragement of relevant readings from published sources, access to intraorganizational secondary sources (files, internal notes, reports, plan documents), mentoring, formal as well as informal mechanisms for discussions with peers/subordinates/predecessors/other stakeholders, experiential on-the-job "sensing", participant and non-participant observation, conduct of experiments, commissioning of systematic surveys and so on. From the individual trainee's point of view again, a combination of several of the above elements would constitute his or her strategy for sensing his own role in his organization.

Training, therefore, is only one element in the individual's reflection and action processes. However, it must also be recognized that training is distinct from other elements of the reflection processes in the sense that it is an intentional act

of providing means (Proctor and Thornton, 1961) for relevant learning to take place. This in turn not only help the trainees to develop an approach to the reflection processes but also facilitate the enrichment of the action processes.

Such a view of training as delineated above only serves to emphasize the vital importance of the identification of the training needs of any group in any given context. This issue is critical because the effectiveness of training in the praxis of organizations is not only a function of what the organization intends but also a function of the perceptions and needs of those for whom training is intended.

The concept of "training need" has been defined in various ways. For instance, the concept of training need has been viewed as a gap in the knowledge, skills and attitudes given the job requirement level and the actual job performance level. And the assumption is that the gap can be bridged by systematic training. It also becomes imperative that level of performance requirement is measurable and the level of performance achievement is assessable. (Rae, 1986). As formulated in Arora and Kukur (1979).

$$\begin{aligned} \text{Training Need} &= && \text{(Expectation of Management on} \\ &&& \text{Level of Job requirement)} \\ &- && \text{(Actual level of job performance)} \\ &+ && \text{(Required level of education,} \\ &&& \text{experience, skills and behaviour)} \\ &- && \text{(Actual knowledge, experience,} \\ &&& \text{skills and behaviour)}. \end{aligned}$$

Jinks (1979) has also identified three major areas where there

is the likelihood of a gap in the knowledge, skills and attitudes of individuals :

1. When the performance in the present position does not match with the required standards.
2. When the requirements of the job change due to changing internal and external environments.
3. When the present job ceases to exist or when the job holder changes jobs therefore creating gaps in the new job.

Yet another study of the experiences of a number of managers (Lawande, 1980) distinctly shows that the training needs principally flow from :

1. The level and rapidity of technical and administrative changes that are injected into the organization.
2. The level of individual and group performance in the organization.
3. Changing organizational structures.
4. Other perceived organizational imbalances and misunderstandings that lower the organization's standards of operation.

It has also been proposed that training needs can be assessed at three different levels in the organization :

1. Needs at the Organizational Level :

The identification of needs at the organizational level focusses on organizational problems and concerns. An organizational analysis could reveal the needs at the organizational level. The unit of analysis is the entire enterprise and the sources of determining the modalities of training are organizational goals and objectives, human resources inventories, indices of organizational climates such as strikes, grievances, turnover and customer complaints and efficiency indices such as costs of labour and materials waste, downtime and exit interview results.

2. Needs at the Occupational Level include knowledge, skills, abilities and other human characteristics (KSAO). The unit of analysis here is the job or jobs that are identified as deserving attention through organizational analysis. The operational concern is with finding out what the employees need to be taught to perform the job at certain desired levels.

3. Needs at the Individual Level :

It is important to view trainees as individuals whose needs vary with age, circumstances, background and time. The broad grouping of individual needs include :

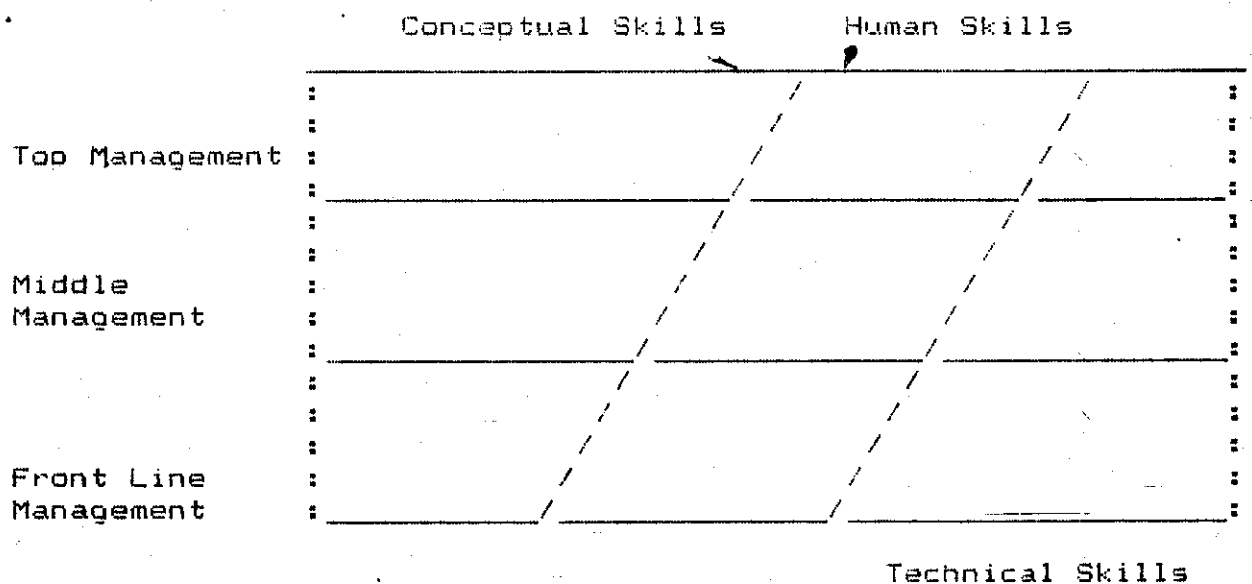
- * existence needs (basic needs such as food, warmth, shelter etc.)

social needs (the desire to conform, be part of a team, relate to others and meet group objectives).

Personal fulfilment (the taxing of one's abilities, pride in achievement and the growth that comes from meeting challenges and achieving objectives).

Person analysis is thus concerned with finding out how the employees stand with respect to the desired KSAOs. This is done by matching the required KSAOs with the assessment of employees provided through performance appraisals, work sampling, interviews, specially designed questionnaires, tests of job knowledge, proficiency and achievement. (Jinks, 1979, Jai Ghorpade, 1988).

Some useful ideas have also been proffered about the varying composition of skills as managers move up the hierarchy. This has been represented diagrammatically (Taylor and Lippitt, 1975).



The basic premise is that as the manager moves up in the organizational hierarchy he needs relatively more of conceptual and human skills than technical skills.

The pattern which emerges from the above discussion can be summarized as follows :

A CONCEPTUAL FRAMEWORK FOR IDENTIFYING TRAINING NEEDS

VARIABLES	DIMENSIONS		
Status-Role	Top Management	Middle Management	Frontline Management
Levels	Strategic	Functional	Operational
Attributes	Managerial	Behavioural	Technical
Elements	Concepts	Techniques	Issues
Occupational Characteristics	Level of Socialisation	Length of Tenure	Stability of Context

Definition of Terms :

"Status-role" is defined as the position occupied by the individual trainee and the behaviour expected of the individual given the position occupied by him in a given context.

"Level" refers to whether the individual is functioning at the strategic, functional or operational level in a given context.

"Attributes" refer to the dimensions of the training needs of an individual, namely, managerial, behavioural or technical.

"Elements" refer to the components of the attributes of training needs of an individual, namely concepts, techniques, issues.

"Occupational Characteristics" refer to certain peculiar aspects of the nature of the individual's job which has a bearing on his training needs and their identification. Three characteristics are especially significant :

- * Degree of socialization in terms of status-role, level and attribute.
- * Length of tenure in a particular status-role.
- * Stability of context in terms of whether the individual works in similar contexts or in varying contexts in the internal mobility process in given contexts.

ENVIRONMENTAL SENSITIVITY DIMENSION

However, discussions with civil service managers/administrators shows that the identification of training needs is not only a function of the five variables defined above but also a function of the praxis of the individuals related to whom training needs are being identified, that is, the dynamics of the environment in which individuals carry out their status-roles. The pattern which emerged was that the following dimensions of the environment play an important role in the praxis of the IAS officers :

The sociocultural environment with the focus on three important elements :

- * Degree of shared understandings among the various constituents of the context in which the individual is carrying out his status role.
- * Degree of societal orientation given the status-role as well as the context.
- * Degree of surplus value generation orientation.

The techno-economic environment with the focus on three important elements :

- * Degree of efficiency orientation.
- * Degree of quality orientation.
- * Degree of technological orientation.

The politico-legal environment with the focus on three important elements :

- * Degree of formal-legal authority.
- * Degree of accountability.
- * Degree of integrity.

The interplay of the nine environmental variables thus becomes critical in the process of understanding the training needs of the group and also in designing need based training programmes.

Diagrammatically, the nine variables would appear as follows :

VARIABLES	DIMENSIONS		
Sociocultural Environment	Degree of Shared Understandings	Degree of Social Orientation	Degree of Surplus value Generation Orientation.
Techno-economic Environment	Efficiency Orientation	Quality Orientation	Technological Orientation
Politico-legal Environment	Degree of Bureaucratization.	Degree of Accountability.	Degree of Integrity

The tension between societal orientation and surplus value generation orientation is an all pervasive phenomenon in the relationship between the political executive, the civil servant, other democratic institutions, the processes of production and the masses. A sensitivity to this tension is thus essential not only in the process of the identification of training needs but also in the process of designing of need-based training programmes for civil servants.

The dynamics between societal orientation and techno-economic environmental factors like efficiency-quality orientation and technology orientation is also significant in the process of understanding the training needs of civil service officers.

The tension in the politico-legal environment flows from the contradiction between the degree of formal-legal authority systems and the degree of social accountability on the one hand

and the contradiction between the degree of formal-legal authority and the degree of integrity on the other hand. The integration of the five "intrinsic" training needs variables and the "extrinsic" environmental variables yields the following conceptual framework :

A CONCEPTUAL FRAMEWORK FOR IDENTIFYING TRAINING NEEDS

VARIABLES	DIMENSIONS		
Status-Role	Top Management	Middle Management	Frontline Management
Levels	Strategic	Functional	Operational
Attributes	Managerial	Behavioural	Technical
Elements	Concepts	Techniques	Issues
Occupational Characteristics	Level of Specialisation	Length of Tenure	Stability of Context
Sociocultural Environment	Degree of Shared Understandings	Degree of Social Orientation	Degree of Surplus value Generation Orientation.
Technoeconomic Environment	Efficiency Orientation	Quality Orientation	Technological Orientation
Politicolegal Environment	Degree of Bureaucratization.	Degree of Accountability.	Degree of Integrity

Several propositions can be formulated in relation to the identification of training needs of civil service officers given the interplay of the variables related to training needs and also the interplay of the environmental factors.

Proposition-1 :

The training needs of a specific group or individual vary depending upon the level at which the individual plays specific roles in an organization. The levels may be strategic, functional or operational.

Proposition-2 :

The managerial, behavioural or technical attributes of training needs may vary depending on the status-role of the individual in the organization. The correct mix of the required attributes depends on whether the individual has a strategic or functional or operational role.

Proposition-3 :

The nature, degree and mix of the elements of each of the attributes of training needs (concepts, techniques and issues) vary depending on the status and role of the individual in a specific context.

Proposition-4 :

The training needs of any individual or category in an organization or context also varies depending on the occupational characteristics of the individual or category.

Proposition-5 :

The training needs of an individual or group is also dependant on the sociocultural, techno-economic or politico-legal environment within which the individual or group carries out respective roles.

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DESIGN OF THE STUDY

2. DESIGN OF THE STUDY

The conceptual framework and the propositions developed for the purposes of the study facilitated the process of formulating the following objectives for the study on identification of the training needs of the officers of the Indian Administrative Service with 10-16 years of service:

1. To gain an insight into the occupational characteristics of the category under study.
2. To understand the role of training in the overall learning strategies of the category under study.
3. To understand the level at which the question of training needs should be addressed - whether strategic, functional or operational.
4. To understand the dimensions of training needs which should be focussed on - whether managerial, behavioural or technical.
5. To understand the elements of each of the above needs which need to be stressed - knowledge/skills/attitudes or concepts/ techniques/ideological orientations.
6. To understand the modalities of training technologies which need to be utilized given the nature of this group and given the sociocultural, technoeconomic and politicolegal environment within which they function.

2.1 METHODOLOGY :

The following methodological strategies and techniques were used in order to generate data to achieve the above objectives :

1. Analysis of secondary data available from the feedback obtained from officers of the Indian Administrative Service (10-16 years category) who attended a four-week training

programme in January-February, 1989 at the Indian Institute of Management, Ahmedabad.

2. Analysis of the Civil Services List 1986 in two states Gujarat and Rajasthan in order to gain an understanding of the status and role of IAS Officers and their career path in the service.
3. An exploratory survey using questionnaires and interviews in order to elicit the views of IAS officers on various aspects of the training needs of the category under study. Twenty one officers participated in this component of the study. The survey helped in designing the instrument for the next phase of the study.
4. Thirty eight "Training Needs Case Studies" of IAS officers with special reference to the 10-16 years of service category were developed.
5. The findings emerging from the exploratory survey as well as from the training needs case studies were sent to 100 IAS officers in the 10-16 years category for their reactions. The comments received were pooled together and incorporated in the report.

**FINDINGS, CONCLUSIONS
AND RECOMMENDATIONS**

FINDINGS AND RECOMMENDATIONS

3.1 PROFILE OF RESPONDENTS - TRAINING NEEDS CASE STUDIES

The data related to the distribution of respondents by age shows that 50% are in the 35-39 years category, 23.68% in the 40-44 years category, 18.43% in the 50-54 years category and 7.89% in the 45-49 category. While 92.11% were male respondents, only 7.89% were female. Almost all the respondents (97.37%) are married with 58.33% being 2-child families, 25% 1-child families and 16.67% being 3-child families. The data also shows that 56.76% of the respondents have employed spouses while in 43.24% of the cases the spouses are not employed. As for educational background, a large majority are Arts graduates (52.63%) and science graduates (36.84%). There are a few commerce (2.63%), engineering (2.63%), management (2.63%) and other sundry (2.63%) graduates. The respondents belonged to various cadres : Gujarat (13.16%), Uttar Pradesh (10.53%), Karnataka (7.89%), Rajasthan (7.89%), Haryana (7.89%), Tamilnadu (7.89%), West Bengal (7.89%), Himachal Pradesh (7.89%), Punjab (7.89%), Nagaland (5.26%), Maharashtra (5.26%), Madhya Pradesh (5.26%), Kerala (2.63%) and Manipur/Tripura (2.63%).

3.2 OCCUPATIONAL CHARACTERISTICS

1. The career path of the IAS officer is not related to his entry level educational qualification.
2. There is no relationship between the career path of the IAS officer and the nature of the training programmes for which he is sent during his career.

3. IAS officers perceive themselves to be generalists and there does not appear to be any policy of specialisation.
4. The status-role of IAS officers in the 10-16 years category is varied and diverse as is evident from the positions held by officers in the category in Gujarat and Rajasthan as on January 1, 1986. This is reinforced by an analysis of the career path of IAS officers who participated in this study.
5. Broadly speaking, officers in the category function either in the corporate context (C) or in the non corporate context. In the non-corporate context, an officer may be in the districts (D) or in Government departments (G).
6. An attempt was also therefore made to see if there was any pattern in the mobility of IAS officers from one context to another. The following patterns emerge :
 - 6.1 The single most predominant mobility pattern is D-G-C, that is, the officers start in the district context, then move to the government department context, then move to the corporate context. (in 28.9% of the cases).
 - 6.2 Irrespective of the direction of the mobility pattern (C-G-D or G-C-D or D-G-C or G-D-C or D-C-G or C-D-G), the data shows that during their career span, 60.5% of the officers work in all three contexts.

6.3 The data also shows that in 31.58% of the cases, officers work in two contexts only during their career span (D-G/19.42%, G-D/13.16%).

6.4 The average length of tenure of an IAS officer in any position is short (1 year, 8 months in this study).

3.3 ROLE OF TRAINING IN OVERALL LEARNING STRATEGIES

1. IAS officers as a category go through training programme at different institutions like Lal Bahadur Shastri National Academy of Administration, Indian Institute of Public Administration (Delhi), the Indian Institutes of Management, the Institute of Rural Management (Anand), MIDA (Pune), All India Management Association (Delhi), National Institute of Information Technology (Delhi), National Institute of Rural Development (Hyderabad), Tata Management Training Centre (Pune), Institute of Management in Government (Trivandrum) to mention but a few.
2. Considering the varied and diverse themes of the training programmes, the underlying logic appears to be that IAS officers should be given exposure on a wide range of issues on a continuous basis.
3. The perceived purpose of management training as prioritized by the respondents are as follows :

* Meeting and interacting with colleagues.

- * Exposure to management concepts.
- * Improving professional, technical and managerial skills.
- * Developing the capacity and the requisite knowledge for preparing development plans.
- * Means for self-development.
- * Improving capacity for making rational and sound decisions.

LEARNING STRATEGIES OF RESPONDENTS

An attempt was made to understand the constituent elements of the learning strategies of the respondents. While training has been acknowledged to be one element in the learning strategies adopted while coping with various roles played by IAS officers, several other elements of learning strategies of this group were identified in the exploratory-formulative stage. The diverse elements were placed before the respondents in order to determine their preferences and priorities. The pattern which emerged is as follows :

1. Self-learning.
2. Learning from peers.
3. Learning from internal secondary sources (files, reports, etc.).
4. Learning from mentors.
5. Training received earlier.
6. Learning from predecessors.

It is evident from the above prioritization that the IAS officer as he moves from position to position horizontally as well as vertically relies on his own self, his peers, his mentors, his

predecessors as well as internal secondary sources combined with earlier training in "sensing" his status-role.

3.4 LEVEL AT WHICH TRAINING NEEDS ARE TO BE ADDRESSED

The analysis of the positions held by the IAS officers in this category shows that they function at the district, Government department and enterprise levels. However, the pattern of sponsorship of IAS officers shows that there is no relationship between the status-role of the officers and the training for which they are sponsored. In other words, training is not differentiated according to the diverse nature of the requirements given status-roles as well as varying contexts. Classification of officers for training is on the other hand done on the basis of hierarchical positions on the basis of number of years in the service. (10-16 years for instance).

However, the finding that even within classifications based on number of years of service there are differences based on contextual variations points to the need for differentiation of training based on contextual variations. Important considerations on the differentiation of training along contextual lines would take the following lines :

- * What does exposure to management mean to an officer at the strategic level in a Government department in either formulating policy or interpreting policy for enterprises in the corporate sector? The focus will have to be more on what kind of impact his thinking

and actions are going to have on strategic, functional and operational aspects of enterprise management.

- * What does management training mean to officers in district administration ?
- * What does management training mean to officers in the corporate context ? The focus here will have to be on appreciation of strategic, functional and operational aspects of managing an enterprise.

3.5 DIMENSIONS AND ELEMENTS OF TRAINING NEEDS

The preferences of IAS officers in the 10-16 years category regarding the dimensions and elements of their training needs was arrived at :

- * By analysing responses related to the current positions held by respondents.
- * By analysing the titles of training programmes attended by IAS officers during the 10-16 year period.
- * By analysing responses to a list of training dimensions and elements on a four point scale.

The findings are presented below :

3.5.1 Dimensions and Elements of Training Needs -

Undifferentiated according to context

Primary Dimensions and Elements of Training Needs	Secondary Dimensions and Elements of Training Needs
Basic management concepts	Policy Formulation and Programme Development.
Financial Management	Management of Public Enterprises.
Behavioural Skills	Development Administration.
Human Resources Management	Public Service Management.
Marketing Management	Management of Cooperatives.
Computer Aided Management/ Administration	Industrial Development.
	Legal Aspects of Business.
	International Trade.
	Technology Transfer
	Project Formulation.

3.5.2 Dimensions and Elements of Training Needs - Differentiated and Prioritized according to Context

Non Corporate Context	Corporate Context
Primary Dimensions and Elements of Training Needs (Prioritized)	Primary Dimensions and Elements of Training Needs
1. Financial Management.	1. Financial Management.
2. Computer aided Administration.	2. Computer aided Management.

Non Corporate Context	Corporate Context
3. Policy Formulation and Programme Development.	3. Basic Management Concepts.
4. Development Administration.	4. Management of Public Enterprises.
	5. Human Resource Management.
	6. Quantitative Techniques and Technical Skills for setting norms and standards.

Secondary Dimensions and Elements of Training Needs (Prioritized)

Secondary Dimensions and Elements of Training Needs

1. Public Service Management.	1. Marketing Management.
2. Human Resource Management.	2. Industrial Development.
3. Basic Management Concepts.	3. Behavioural Skills.
4. Behavioural Skills.	4. Legal aspects of Business.
5. Production and Operation Management.	5. International Trade.
6. Marketing Management.	6. Technology Transfer.
	7. Project Formulation
	8. Management of Cooperatives.

3.6 PREFERRED TRAINING TECHNOLOGY

The meaning and relevance of training as an element in the praxis of IAS officers is not only a function of the preferred training context as identified earlier but also a function of the extent to which training is sensitive to the sociocultural, technoeconomic and politicolegal environment in which IAS officers function. Such a purpose can be achieved only by the interaction of factors like appropriate pedagogy, the right faculty mix as well as correct choice of venue.

The pattern related to appropriate pedagogy which emerged from the exploratory formulative stage in the early phases of this study is as follows:

A multipronged training strategy was discernible from the responses. The elements are as follows :

- * Case studies should be developed on handling political executives, management of public enterprises, management of private enterprises, interpersonal relationships in situations in which IAS officers work, impact of policy on the functioning of enterprises.

Interaction should be provided for not only with management experts but also with industrialists and policymakers. Interaction with activists of non-government organizations has also been recommended.

The mechanisms of guest lectures, group discussions and panel discussions could facilitate such interaction.

- * Self-study through library work and guided project work should also be provided for standard reading lists if distributed could facilitate the process.
- * Field and observation visits to good private and public sector units should be organized.
- * Use of good films and audiovisual aids should be stepped up.
- * Lectures should be minimized.

Respondents in the Training Needs Case Study Phase were asked to rank order sixteen training methods according to their respective preferences. The following pattern, prioritized according to the preferences of respondents, emerged :

1. Group Discussions.
2. Case Method.
3. Lecture.
4. Seminar Method.
5. Group Exercises.
6. Field Visits.

The preferred venue of training as prioritized by respondents was as follows :

- * Management institutions.
- * Other pleasant, new, attractive locations.

- * Government training institutions.

The preferred primary faculty mix of the respondents in the order of priority was as follows :

- * A mix of administrators and academicians.
- * External only (management experts, etc.).
- * Internal only (Senior IAS officers, etc.).

RECOMMENDATIONS

The pattern of training programmes in management for IAS officers should be as follows :

1. The programmes in management for IAS officers 10-16 years category should be oriented to the following objectives as perceived by the group :
 - * Experience sharing.
 - * Exposure to management concepts.
 - * Improving professional, technical and managerial skills.
 - * Developing the capacity and the requisite knowledge for preparing development plans.
 - * Self-Development.
 - * Improvement of capacity for making rational and sound decisions.
2. Given the patterns of the status-role of IAS officers in the IAS 10-16 years category and also the pattern of contextual mobility, management training programmes should be differentiated according to the following two contexts :
 - * Non-corporate contexts (Government departments or districts) with a focus on management of policy formulation, programme development and implementation.
 - * Corporate context with a focus on the strategic, functional and operational aspects of the management of enterprises.

- * The both contexts; training programmes should be sensitive to the sociocultural, politico-legal and technoeconomic environment in which the officers function.
- * During the 10-16 year phase, therefore, officers should go through two management programmes - one in the non-corporate context and one in the corporate context preferably within the first three years of this phase of their careers. Since there is no concept of context specialization and since most of the officers function in both the contexts, such an arrangement would meet the management training requirements of the 10-16 years phase of the IAS officer.

3. Management training for IAS officers (10-16 years category) in non-corporate contexts could have the following focus :

- * Management of policy formulation, programme development and programme implementation.
- * Modalities of the involvement of various relevant constituents in the policy formulation, programme development and programme implementation process.
- * Sensitization to the implications of policy formulation, programme development and implemmentation for relevant constituents (e.g. Corporate management, national interest, labour, consumers, etc.).
- * The primary dimension and elements of training needs should be : financial management, computer aided administration policy formulation, programme development and development administration.
- * The secondary dimensions and elements of training needs for officers in government departments are : public service management, human resources management, basic management concepts, behavioural skills, production and operations management, marketing management.

4. Management training for officers managing enterprises should have the following focus :

- * The focus will have to be on developing appreciation of the strategic, functional and operational aspects of managing an enterprise.
- * The entire process of training should be sensitive to the socio-cultural, technoeconomic and politicolegal environment within which the officer functions.

- * The primary dimensions and elements of training needs should be : financial management, computer aided management, basic management concepts, management of public enterprises, human resources management, quantitative techniques and technical skills for setting norms and standards.
- * The secondary dimensions and elements of training needs for officers managing enterprises are : marketing management, industrial development processes, behavioural skills, legal aspects of business, international trade, technology transfer, project formulation and management of cooperatives.

5. The preferred training technology which emerges from the study is as follows :

- * The design of training programmes for IAS officers should take into consideration the strong self-learning orientation of this category of officers. Thus training programmes should provide ample space and time for self-learning.
- * Equal attention should also be given to the fact that IAS officers have a strong orientation of learning from peers, predecessors and mentors. Training programmes should provide ample space and time for experience sharing with peers, predecessors and mentors.
- * The pedagogy of training programmes should be multipronged - a combination of the case method, experience sharing, field visits and "expert" contributions from academicians. The preferred pedagogical mix suggested above is critical in orienting the entire management training process to the sociocultural, technoecomic and politicolegal environment within which the IAS officers have to function.
- * The structure of a four week management programme, for instance could be as follows:
 - * Week 1/2 : Core Modules for all participants with a focus on primary dimensions and elements identified in this study.
 - * Week 2/3 : Elective Modules with emphasis on specific interests of specific learner groups. Ample time for self-study and group work should be emphasized. •

* Week 3/4

Projects on specific issues could be undertaken from the beginning of the third work. Project component could include field visits to well run organizations.

* Week 4

Seminars for presenting project reports could be organized. A two day "Integration" exercise could conclude the programme.

- * The most preferred venues of training are management institutions. It might be useful to identify institutions for training on the basis of whether the institutions have the resources for offering management training related to the corporate or the non-corporate contexts. If a particular institution has capabilities for offering management training for the corporate context, then such institutions should be shortlisted for such training only.

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