

Programming For Executive Training

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NOW a days the need for executive training to develop working skills of manpower is receiving increased attention in the Third World and developing countries. Without training none can have developed skills to apply in the field of work which he is to do. Since Bangladesh is a developing country with ambitious plans and programmes for attaining rapid self-reliance in every stage of her economy the need for executive training in implementing those plans and programmes can hardly be over-emphasised. And in this perspective a sound and viable training programme for developing executive skills in every sector of economy has to be evolved.

Before evolving any training programme the meaning of training scheme has to be clearly taken into account from the very grass-root. Training means to develop working skills of an executive both in theoretical and practical concepts in the respective field of work. Unlike educational institute, mere delivery of lectures in the classes will not serve the very purpose of developing executive skills. In acquiring literary knowledge one can get the benefit of lectures in the classes; but in developing working skills such lectures alone do not have any immediate impact. Hence the programming of training has to be divided into two broad groups viz; (i) Theoretical Concept and (ii) Practical Concept.

(i) Theoretical Concept means to give an overall idea about the technique of the work or a given job. Again this technique may be taught by sub-dividing into (a) Methods (b) Procedures and (c)

Rationales through deliberations distribution of handouts containing exhaustive principles and objectives of theoretical concept in the class-rooms in order to encourage the trainees to grow pride for or interest in their jobs which they have to do practically. Fruitful deliberations in the class-rooms will obviously induce the executives to equip themselves by developing their thoughts and ideas for practical concept of the job training. Therefore, the deliberations and handouts must contain certain practical concept of training to enable the trainees in growing their pride for and interest in the job. In listening to such class room deliberations and reading of handouts so distributed in theoretical concept they will be imbued with the knowledge and spirit of (1) What are their jobs to be done and how? (2) What are their responsibilities as citizens and executives of the nation? (3) What contributions have to be extended by them? (4) What are their obligations to their respective organisations in which they have been appointed and are being trained up? (5) What are the ultimate goal and objective of such training? And in this perspective emphasis has to be given on Rationales as mentioned above vis-a-vis Methods and Procedures by exhibiting some instances in practical concept in the class-room deliberations.

As the training is a continuous process and has no end in itself, the question of practical concept comes with importance to develop executive skills in desired shape as well as to maintain those qualities till retirement. Practical training

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is the application of theoretical one and successful performances in executing a given policy is the result of executive skills.

(ii) Practical concept means to develop one's skills in engaging an executive in the model of practical work which he is to do by following the guidelines of training programme as discussed in the theoretical concept above. Success of a given policy largely depends on this concept. Hence the executive should be trained up and be imbued with the spirit of theoretical concept to an optimum degree to develop his skills in practical concepts. In imparting practical training to the executive he should be guided by the trainers by exhibiting a model of his work at the first stage to enable him to develop his skills in practical concept. In reality success of theoretical concept depends upon performances of an executive in practical concept. Hence both the concepts are inter-related with each other in developing executive skills to the desired level followed by constant review and evaluation through maintenance of co-ordination which is the vital aspect of training programme.

An executive should have four types of skills, viz; (a) Technical (b) Human, (c) Conceptual and (d) Emotional. In developing these skills or qualities both the theoretical and practical concepts have great bearings and impact. Hence the training programme has to be envisaged for each of the above skills separately covering both the theoretical and practical concepts. Incidentally it is felt that in evolving any training programme for developing executive skills emphasis is given on technical skill only covering some aspects of human skill. But conceptual and emotional skills are needed to be developed to an optimum degree to face the challenge and evergrowing problems of the age. Hence programming for executive training should be pursued by the grass-root thinking and need for the days to reach the desired goal.

In achieving rapid and total economic emancipation of the country a high degree of conceptual and emotional skills is needed. In the absence of conceptual skill improvement or visualization of a given policy is retarded if there is any hindrance in course of its execution. Furthermore, in the absence of emotional skill the executive cannot take or grow pride for or interest in his given job to do. Hence desired level of progress may not be achieved unless emphasis in developing these types of skills is given vis-a-vis technical and human skills.

To cover immediate and far-reaching aspects of developmental activities of the nation in maintaining balanced growth in every sector of national economy a pragmatic training programme for developing executive skills has to be ensued and pursued to utilise our vast quantum of human resources into action. And in this direction proper thinking, evaluation and co-ordination can play the needed role for readjustments.