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## Management Development Programs and Consensus Building through Management Development Games

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### ABSTRACT:

**Purpose** – The paper aims to study 1.The different types of Management Development Programs(MDPs) 2.Their purpose and their similarity and differences in contributing towards development of different skills 3.A case study of a Management Development Game is also studied where the paper aims to analyze & understand the probable results and understandings developed through the game during the MDP "Communication for Managerial Success" at IIM Indore which aimed at establishing consensus .

**Design/Methodology/Approach** – The research design is exploratory in nature as it is done to find out the different types of MDPs. It also explores all the possible outcomes of the Management Development game taken as a case study.

**Findings** – Different types of MDPs focus on development of different types of skills .Also, the development is of different level of people through different programs. The consensus building game highlights that the most profitable decisions in an organization are not always based on probability but based on finding the solution which is "win-win "for all.

**Originality** – The paper highlights which MDP is important for which skill and hence in future software can be developed for selection of MDP for the development of a specific skill in a given level (lower, middle, upper Management) of employee and then the skill level attained can be tested using an appropriate selection test. The paper highlights the interesting learning opportunities game based learning provides by investigating a live example.

**Keywords:** Game based learning, Management Development Program (MDP), Win-Win, Consensus Building, Communication

### 1. Introduction:

Management Development is a process where input is planned and deliberate learning process and the outputs are many. If an organization is running effectively then it must be earning

profits. Organizational Effectiveness depends on Managerial Effectiveness which can be achieved if plans are developed and executed effectively.

In general the purposes of Management Development as stated in different books are different which are consolidated in Figure 1 which highlights that it deals with Organizational level Goals and Strategies or Human Resource Management related strategies. Some aims specify the skill, ability MDPs target to develop .The Organizational level strategies are Long term development /Strategic Revitalization, Increasing Organizational Effectiveness and Efficiency, Organizational Development and Change, Succession Planning.

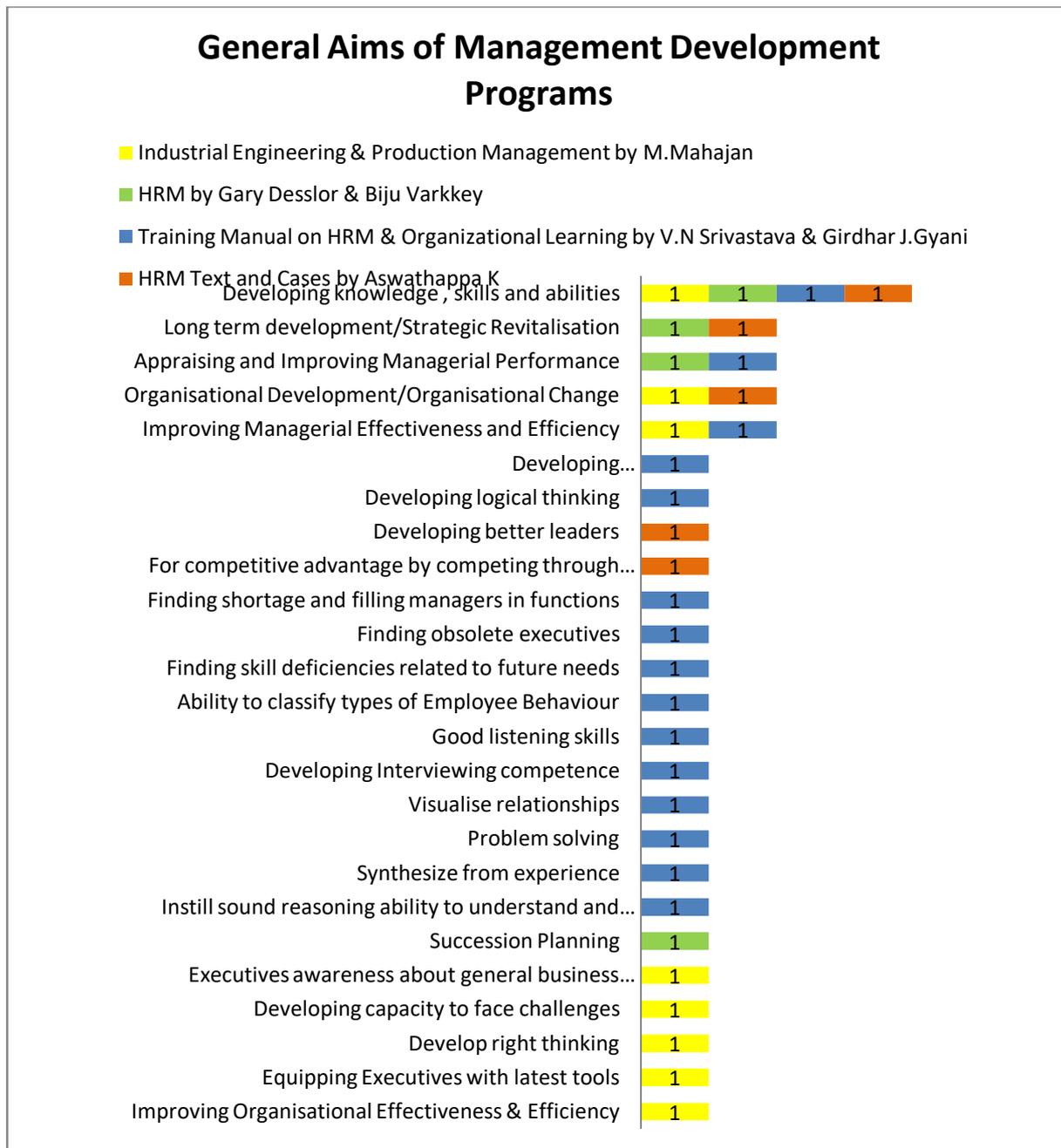


Figure 1 General aims of MDP's (Dessler & Varkkey) (K., 2017) (M.Mahajan, 2006) (Srivastava & J.Gyani, 2008)

The Management Development Game on Building Consensus was a part of the MDP “Communication for Managerial Success” organized by IIM Indore. Consensus is a common understanding or decision which any organization employees want to achieve so that the departments achieve maximum profits .There is synergy between different departments so that results can be achieved with greater speed and their thought process is streamlined. The need for Management Development is highlighted in Figure 2 .

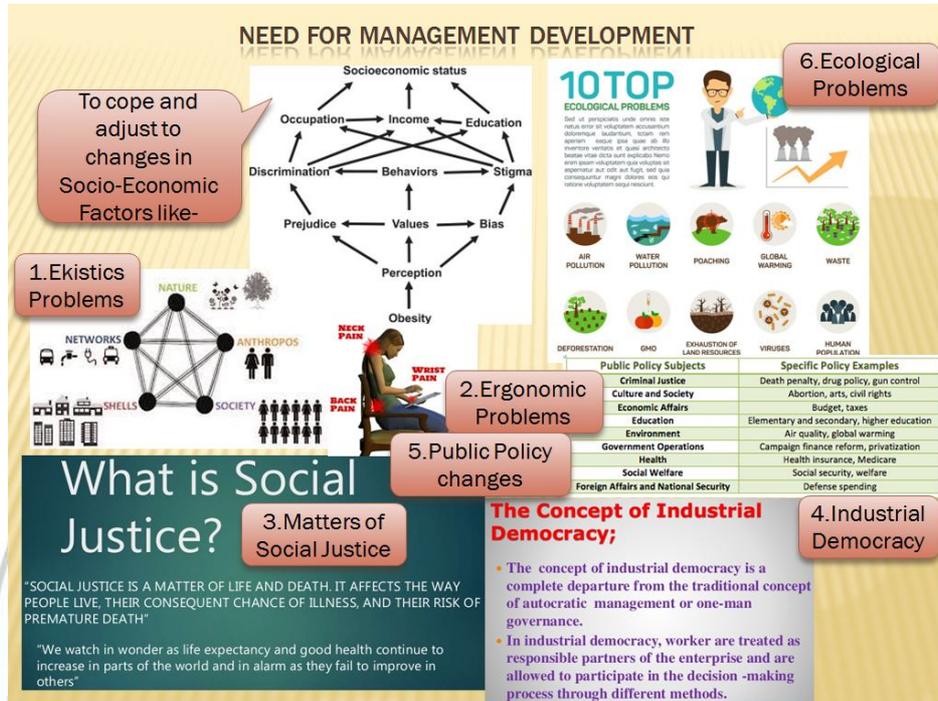


Figure 2 Need for Management Development (Srivastava & J.Gyani, 2008)

Management Development and Training and Development differ on the following fronts –

Table I Difference between Management Development and Training and Development (K., 2017)

S.No.	Management Development	Training and Development
1	For Managers and Supervisors	For all employees
2	To make them better leaders	To make them more productive
3	Most of the methods used are different from those of training	Most of the methods used are different from those of Management Development
4	For broadening an individual’s vision and providing a strategic view of an individual’s role in organization	For developing the competencies of an employee

Logo’s of some organizations which have introduced MDP’s are shown in Figure 3. It will be interesting to find out how many of these companies are Fortune 500 companies and a hypothesis can be tested to find out whether all Fortune 500 companies implement MDP’s.



Figure 3 Logo’s of Organizations which have introduced MDP's (Dessler & Varkkey) (K., 2017) (M.Mahajan, 2006) (Srivastava & J.Gyani, 2008)

2. Literature Review

The Literature was reviewed for the following purposes –

1. To find out the different types of Management Development Programs
2. To study the different types of skills/abilities that are developed during the different types of MDPs
3. To study the different levels/positions of employees in an organization for which the MDPs are designed

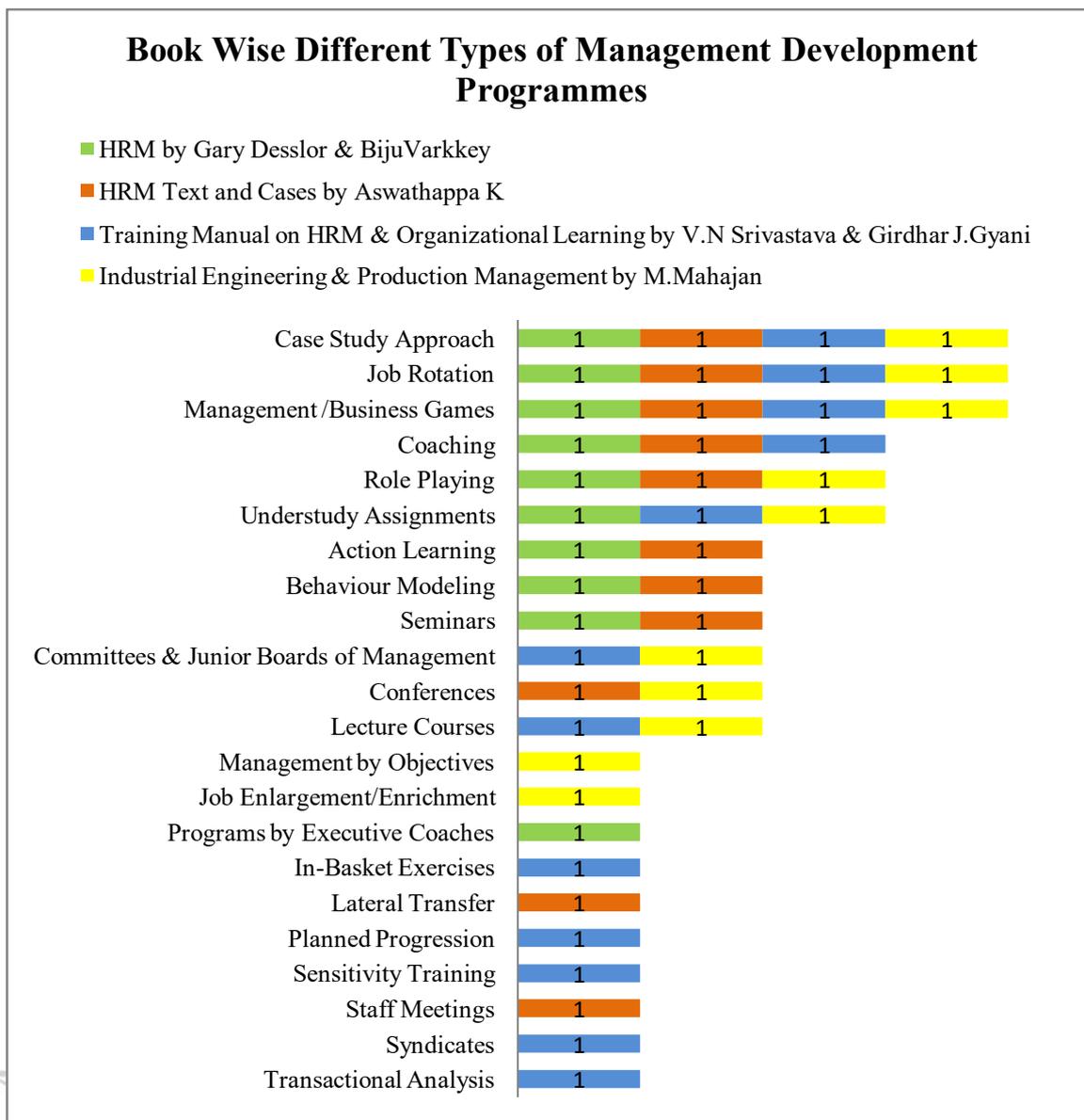
The different types of MDPs are shown in

Figure 4 as given in (Srivastava & J.Gyani, 2008) (M.Mahajan, 2006) (K., 2017) (Dessler & Varkkey).



**Figure 4 Types of Management Development Programmes (Dessler & Varkkey) (K., 2017) (M.Mahajan, 2006) (Srivastava & J.Gyani, 2008)**

The off the job MDP’s can be University related Programs, Programs by Professional Associations or Corporate Universities .The book wise segregation of MDP’s is shown in **Error! Reference source not found.**It is clearly evident from **Error! Reference source not found.** that only 4 types of MDP’s are stated in all 4 books .



**Figure 5 Different Management Development Programmes given in different books (Dessler & Varkkey) (K., 2017) (M.Mahajan, 2006) (Srivastava & J.Gyani, 2008)**

The skills, knowledge and abilities developed during MDPs are shown in **Error! Reference source not found.**The skills developed during different MDPs which are explicitly mentioned in the books are included in the table and some implicit skills are included which were clearly evident to the team of authors .The numbers in the table state the number of sources that state explicitly or implicitly that a specific skill is developed by a specific MDP .Hence any MDP-Skill combination can’t be present more times than the number of sources stating it .The authors (K., 2017) (Dessler & Varkkey) believe that many MDP’s are offered by Corporate Universities and (Dessler & Varkkey)

believes that MDP’s can be offered by Professional Associations or can be university related programs. All skills listed in Table II can’t be considered as mutually exclusive as authors such as (Hasan, 2017) feels that leadership consists of communication skills, decision making skills ,responsibility, empathy along with some other skills and (Fries, 2018) feels that communication ,enthusiasm and decision making are a part of leadership skills along with some other skills .Similarly according to (Ravishankar, February 2013) empathy is one of the leadership skills defines by him and similarly communication and conflict resolution is a part of (Cain, 2016)’s blend of leadership skills intellect and communication are a part of (Craig, 2019)s transformational leadership skills.

**Table II MDP Method Used and Skills Developed**

Method	Skill/ability or knowledge developed during MDP																								
Management Development Program	Leadership	Interpersonal Skill/Interaction with others/Discussion/Networking/Communication	Analytical	Attitude/Enthusiasm	Intrapersonal	Team Working /Cooperation/Networking	Interviewing Skills	Problem Solving	Presentation Skills	Broaden Business/Understanding of others activities/ General Background of Organization/ Broadens the Viewpoint or Outlook	Critical Thinking	Decision Making /Judgement	Versatility	Responsibility	Interpreting	Empathy	Observation	Questioning Ability	Planning	Objectivity	Application Skills	Organizational Skills	Conflict Resolution Skills	Openness	
Understudy	1	3								3		1				3									
Committee Membership/Junior Board of Management						1		2		2		1		1			1								
Job Rotation	1	1				1				4			1	1		2						1			
Job Enlargement										1															
Job Enrich										1				1											



	Leadership	Interpersonal Skill/Interaction with others/Discussion/Networking/Communication	Analytical	Attitude	Intrapersonal	Team Working /Cooperation	Specific Skills eg: Interviewing /Conflict Resolution	Problem Solving /Anticipating Problems in advance	Presentation Skills	Broaden Understanding of Business/Basics of Business/Understanding of others activities/ General Background of Organization/ Broadens the Viewpoint or Outlook	Critical Thinking/Evaluation	Decision Making /Judgement	Versatility	Responsibility	Interpreting	Empathy/Sensitivity	Observation	Questioning Ability	Planning	Objectivity	Application Skills	Organizational Skills	Conflict Resolution Skills	Openness
In Basket Exercises	1						1		1	1														
Lateral Transfers									1							1								
Syndicates	1				1				1		1					1								
Transaction Analysis	1	1			1									1	1									
Planned Progression	1								1				1		1									
Executive Coaching	1			1																				
Lecture Method	2	1							2															
Staff Meetings	1						1		1						1									

The Table III shows the different levels of employees trained through different MDP’s but all categories specified are not mutually exclusive as in some sources the level to be trained is not specified and some MDP’s are used for all level of employees. Example

is that of a high performer from column 5 or employees from column 1 as he or she can be from any level. The numbers mentioned at the intersection of row and column shown in the table represent the number of sources mentioning that the specific MDP in the row is designed for the specific level in the column .When expected frequency is subtracted from observed frequency during chi square testing it is ensured that expected frequency is not greater than the number of sources (books) mentioning the specific MDP. eg: Expected frequency for syndicates can't be greater than 1 as it only mentioned as a type of MDP in (Srivastava & J.Gyani, 2008).

**Table III Level of Employees developed by different MDPs**

Method	Level of Employee trained						
	Empl oyees /Trai nees (level not specif ied)	Manage ment Trainee	Executive/ Senior Manager /Senior Manager	Manager s/Potenti al Manager s/Top Manager/ Young Manager s	Star Performer/ High Performer/ High Potential Employee	Superv isors/T eam Leader	Union Leaders
Syndicates			1				
Executive Coaching				1			
Sensitivity Training				1			
Job Rotation	1	2	2	1	2		
Coaching	1		1	1	1		
Role Playing	2	1		1		1	
Understudy	1			2			
Action Learning			2	2			
Case Study	2		1	2		1	
Management Games	3		1	1		1	
Seminars	1			2		1	
Conferences	2			2		1	
Behaviour Modelling	2	1					1
In-Basket Exercises	1						

Lectures	1			1			
Transactional Analysis				1			
Planned Progression	1			1			
Committees & JBM	1			1			
Programmes by Corporate Universities	1		1	1			
Programmes offered by Universities in collaboration with industries			1	1			
Role Plays	2	1					
Management by Objective	1						
Job Enlargement	1						
Job Enrichment	1						
Staff Meetings	1						
Lateral Transfers	1						

### 3. Research Methodology:

**Research Design** – The design is Exploratory as it uses secondary data .

**Research Methodology** – The research can be classified based on objective as shown below-

S.No.	Research Type	Objective
1	Exploratory	<p>To explore the different types of MDP’s used currently by different organizations.</p> <p>To explore the possible outcomes of the game to build consensus.</p> <p>To find out the skills the MDP’s are designed to develop and whether all MDP’s are designed to develop same skills.</p> <p>To find out the level of employees different MDP’s are designed to develop eg: Management Trainee level, Manager level, Senior Manager Level and whether all MDP’s develop same level of employees.</p>

**Data Type-** Primary for the consensus building game and Secondary for the MDP related content

**Sample Size-**

1. Four books were referred to study the types of MDP's
2. 17 that is 17 times the game was played based on the limited duration available for the game. 4 million was the amount on stake in every chance.

**Data Source for the Consensus Building Game –** On the spot choices of team members from X and Y  
**Statistical Test Applied –** Chi Square Goodness of Fit Test

**Tools used for statistical testing –** Microsoft Excel

**5. Hypothesis Testing & Statistical Tests Applied**

S.No.	Hypothesis Number	Description	Data Type	Tests Applied
1	H <sub>1</sub>  H <sub>1a</sub>	It is believed that all MDP's contribute in development of all skills.  It is believed that all MDP's do not contribute in development of all skills.	Categorical as contingency tables of 2 variables is prepared based on Literature Review .The 2 variables are -1.Type of Management Development Program 2.Type of Skill developed	Chi Square Goodness of fit test
2	H <sub>2</sub>  H <sub>2a</sub>	It is believed that all MDP's contribute in development of all employee levels.  It is believed that all MDP's do not contribute in development of all employee levels.	Categorical as contingency tables of 2 variables is prepared based on Literature Review .The 2 variables are -1.Type of Management Development Program 2.Level of employee developed	Chi Square Goodness of fit test

**6. Findings:**

1. Management Development Programs aim at either improvement of skills which are beneficial for achieving results of results like performance improvement , application of skills , Learning , Knowledge improvement etc.
2. The skill vary from enhancing the understanding of the self and acitivities related to self to enhancing the understanding of others feelings and activities which are important for mutual co-existence of people in an organization.
3. Most of the Management Development Programs are specifically designed for Managers and

above level of employees but some are applicable for all irrespective of their level. There is a possibility that in such organizations Management is present at all levels.

4. Decision Making, Leadership, Empathy are examples of the skills which should be exhibited by the Management every now and then. **Some Management Development Programs aim at improving the communication through improving discussion, interpersonal skills, interaction with others. According to (Cline) Communication is 7% verbal, 38 % Tone and 55% through body language. Communication can be one way also but discussion, interaction and interpersonal skills are all about 2 way communication.**

5. Some of the development programs aim at developing a specific level employee and that too for a specific level position.

6. The skills, knowledge and abilities which are developed during MDPs are either explicitly stated or are implicit .It is believed that the implicit skills will vary depending on the experience and understanding of the groups listing them.

7. The term broadening of outlook, broadening of understanding of business, general background of business, increase in the understanding of basics of business and knowledge upliftment are considered as one term.

8. As per (K., 2017) (Dessler & Varkkey)the programs offered by Corporate Universities are customized programs for employees of different levels including Executives/Managers to change the culture of the company or General Management or areas which represent the characteristic spirit of culture like Sustainable Business and Strategic Management and Mentoring .Some industries have associations with industrial associations like National Institute of Bank Management , National Insurance Academia,National Institute of Construction Management and telecommunication centres of excellence established at IIT's and IIM's as stated in (Dessler & Varkkey).

9. Coaching is an on the job MDP but Executive coaching is an off the job MDP which focuses mainly on developing intrapersonal ability with focus on strength and weaknesses of an employee based on the feedback of peers , subordinates ,family and boss as stated in (Dessler & Varkkey).

10. Management by Objective is the method of objective setting between superior and subordinate and planned progression is a method where blue print of the future career positions is provided to the Manager. In Job Enlargement and Enrichment responsibilities are added at same level or level uplifted (vertical movement) with additional responsibilities and both horizontal movement and vertical movement happen at the same time in Lateral Transfers.

11. Wherever broadening of viewpoint /understanding of business basics/general background has increased it is expected that empathy will develop in employee but in some cases the focus of the MDP is not on empathy development.

12. The levels of employees developed during any MDP are Managers, Management Trainees,

Executives or Senior Managers, Team Leaders, Union Leaders etc or the level is not specified as the MDP is applicable for all levels. The employee can be a Star performer also at any level at which he/she is working.

13. Similarly universities like Indian School of Business, Harvard Business School offer MDP's which are for experienced Managers and develop latest Management Skills. Latest Management and other skills change with time due to changes in laws ,Acts ,rules and regulations and newer technology developments and adoptions as shown in the TRANSITION Model specified in (Chaturvedi & Rai, 2019). Institutes shown in **Error! Reference source not found.** below offer MDP's and have collaborations with Indian Firm's to offer customized programs.



Figure 6 Institutes which offer MDP's [1] [2] [3] [4]

### 7. Hypothesis Testing Results:

The Chi Square tabulated for 100 degrees of freedom and 0.01 level of significance is 135.81. The table does not mention any value for greater than 100 degrees of freedom. As discussed with IIT Roorkee Professor Mr. Jogendra Nayak Chi Square values beyond 100 degrees of freedom show very less variation so calculated value is compared with the value at 100 degrees of freedom .

Table IV Hypothesis testing results

Hypothesis Number	Degrees of Freedom	Chi Square Calculated	Tabulated value	Result	Decision	Interpretation
1 and 1a	506	837.417	135.81	Chi Square Calculated is greater than the tabulated value	Fail to accept null hypothesis and alternate hypothesis accepted	All skills are not developed in all MDP's.
2 and 2a	150	252	135.1	Chi Square Calculated is more than the tabulated value	Fail to accept null hypothesis and alternate hypothesis accepted	All level of employees are not developed in all MDP's.

**8. Conclusions:**

From statistical testing it is concluded that

1. All type of skills are not developed in all MDP’s.
2. All level of employees are not developed in all MDP’s.

2. The following Management Development Game “Consensus Building Game” was studied in detail which was played at IIM Indore as a part of one of the MDP’s in order to explore how learning takes place through these games.

The **Rules of the Game** are specified below. **4 teams were formed. The possible choices for any team were 2 mutually exclusive choices X and Y in any round.**

Rule 1 – If all teams chose X then each team will be rewarded with -1 million rupees. So, the total loss will be 4 million.

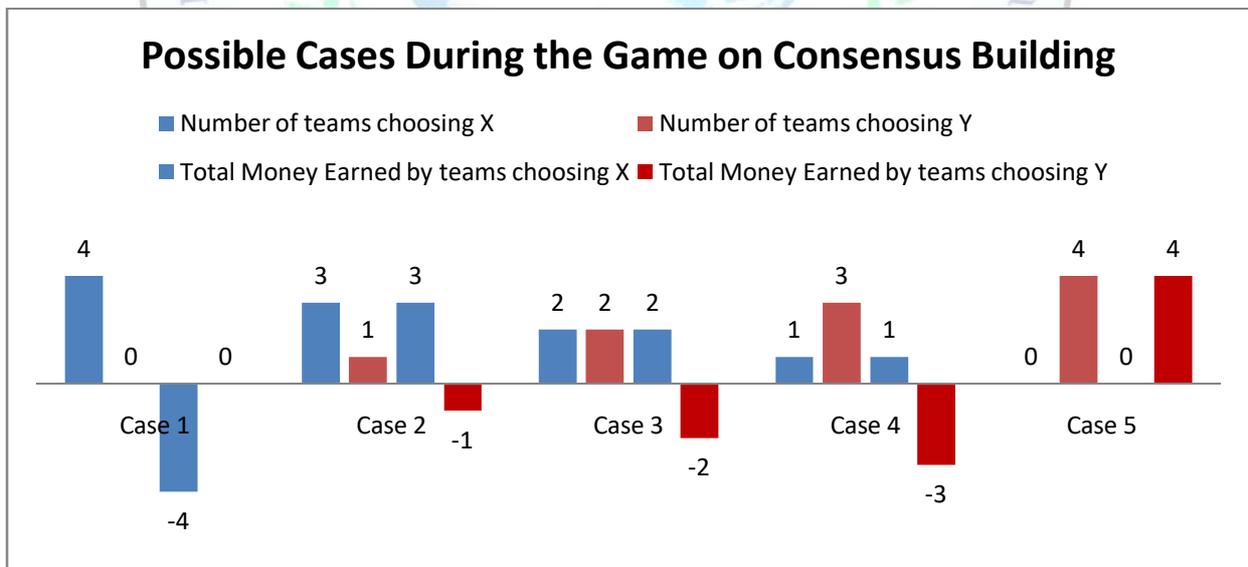
Rule 2 – If 3 teams chose X and 1 team chose Y then the 3 teams choosing X will be given 1 million each and 1 team choosing Y will loose 1 million.

Rule 3 – If 2 teams chose X and 2 teams chose Y then the 2 teams will earn 1 million each and 2 teams choosing Y will loose 1 million each

Rule 4 – If 1 team chose X and the remaining 3 teams chose Y then 1 team will earn 1 million and the 3 teams will loose 1 million each .

Rule 5 – If no team chooses X then all teams will choose Y and will earn 1 million each.

Rule 6 – The decisions of each team in each round were only known to themselves until all 4 had taken a decision.



**Figure 7 Possible cases during the game**

The probability of earning money for any team with X choice is 3/5 which includes case 2,3,4. That is 60%.

The probability of losing money for any team with X choice is 1/5 which is case 1. That is 20%.

The probability of winning with Y choice for any team is 1/5 which is case 5. That is 20%.

The probability of loosing with Y choice for any team is 3/5 which includes case 2, 3, 4. That is 60%.

The case with no Y is of maximum loss and the case of no X is of maximum profit.

The Results of the game were -

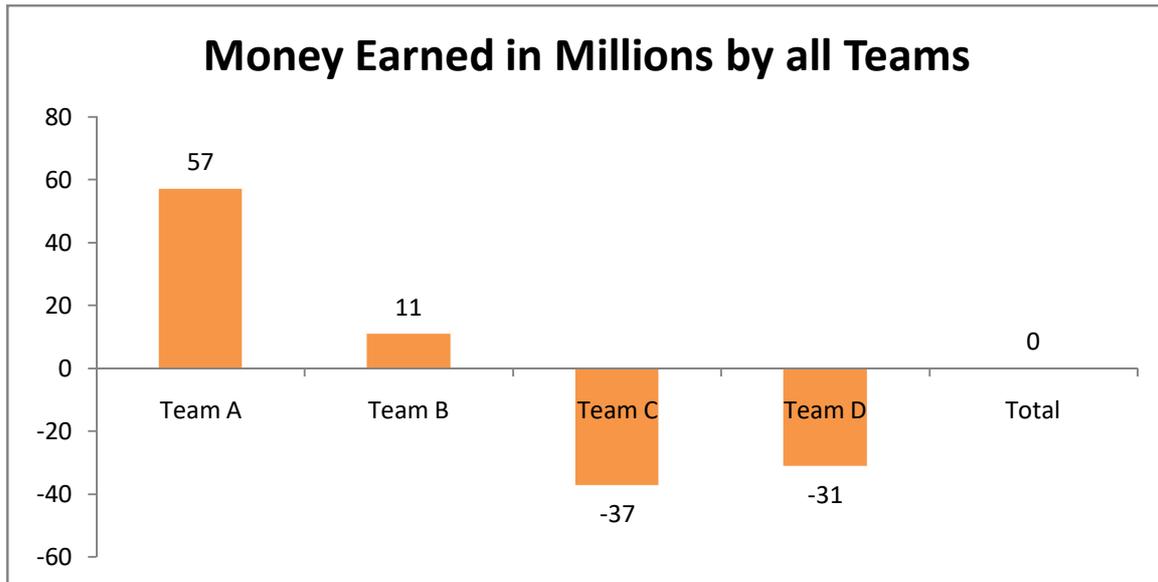
1. After 10 rounds of game the 4 teams made 10 choices each so the total number of possible choices in each round are shown below.

Round Number	Team A	Team B	Team C	Team D	Total combinations possible in each round	The probability of one combination of choices made by 4 teams
1	${}^2C_1$	${}^2C_1$	${}^2C_1$	${}^2C_1$	16	1/16
2	${}^2C_1$	${}^2C_1$	${}^2C_1$	${}^2C_1$	16	1/16
3	${}^2C_1$	${}^2C_1$	${}^2C_1$	${}^2C_1$	16	1/16
4	${}^2C_1$	${}^2C_1$	${}^2C_1$	${}^2C_1$	16	1/16
5	${}^2C_1$	${}^2C_1$	${}^2C_1$	${}^2C_1$	16	1/16
6	${}^2C_1$	${}^2C_1$	${}^2C_1$	${}^2C_1$	16	1/16
7	${}^2C_1$	${}^2C_1$	${}^2C_1$	${}^2C_1$	16	1/16
8	${}^2C_1$	${}^2C_1$	${}^2C_1$	${}^2C_1$	16	1/16
9	${}^2C_1$	${}^2C_1$	${}^2C_1$	${}^2C_1$	16	1/16
10	${}^2C_1$	${}^2C_1$	${}^2C_1$	${}^2C_1$	16	1/16
11	${}^2C_1$	${}^2C_1$	${}^2C_1$	${}^2C_1$	16	1/16
12	${}^2C_1$	${}^2C_1$	${}^2C_1$	${}^2C_1$	16	1/16
13	${}^2C_1$	${}^2C_1$	${}^2C_1$	${}^2C_1$	16	1/16
14	${}^2C_1$	${}^2C_1$	${}^2C_1$	${}^2C_1$	16	1/16
15	${}^2C_1$	${}^2C_1$	${}^2C_1$	${}^2C_1$	16	1/16
16	${}^2C_1$	${}^2C_1$	${}^2C_1$	${}^2C_1$	16	1/16
17	${}^2C_1$	${}^2C_1$	${}^2C_1$	${}^2C_1$	16	1/16

2. It was observed that the decisions of the teams in the initial stages were governed by the fact that the probability of earning money was 60 % with X and only 20% with Y so there is a greater possibility to earn with X. Hence, most of the teams chose X. This showed that teams wanted to be on safer side.

3. The final money earned by all 4 teams after 17 rounds are shown below in Figure 8.

The probability of occurrence of below result is  $1^{17} / 16^{17}$  which is equal to  $3.381 \times 10^{-21}$ .



**Figure 8 Money earned by all teams**

4. The above result is positive for Team A and B if it is a competition. However it is negative for all if all teams represent different departments of the same organization as the result is no profit after investing some time.

5. In above case if the decision is driven by probability of winning individual teams can attain profits but their decision is always at 20 % risk of loss .If the teams thought about choosing Y and all ended up choosing Y they were at 60% risk of loss but each of them earned profit. Hence choice Y was a win-win choice for all though having lesser probability of earning profit.

**9. Future Research Directions:**

1. A software can be developed for selection of MDP for any employee where data can be entered related to the level of employee and the required skill developed and the type of available MDP's will appear and the most suitable type can be chosen based on resources available.
2. Effectiveness of MDP can also be measured using before and after competency mapping.
3. Sector wise variation in the use of MDP's can be mapped.
4. Frequency of updating MDP's can be studied with changes in Employer requirements, Laws, Acts, Rules and Regulations or Changes and Development in Technology etc.

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