

# **CHAPTER-I**

## **INTRODUCTION**

This chapter is devoted to carry the introductory notes on the organization, and organizational changes. It attempts to present the role of managers for organizational changes, and need of management development as the intervention to bring the changes successfully. In addition the statement of the problems, research objectives, research questions, framework for research, and significance of the study have been included in this chapter. The chapter ends with the limitations of the study and the overview of the content of the research.

### **1.1 The Background**

Organizations in the contemporary world are an inescapable part of the human civilization. The human life is a continuous process of traversing from one organization to another. The mankind constantly gets affected by the organizations as the beneficiaries or victims of their actions. The great social transformations in the history have been essentially organizationally based (Hall, 1997: 1). The historical Roman Empire, the spread of religious beliefs, the growth and development of capitalism and socialism, and the changes that have taken place in socio-economy have been accomplished through organizations. The comfort and the miseries that we feel today cannot be understood without organizational studies.

Organizations are the creation of human civilization. They are for the betterment of their stakeholders. Traditionally, organizations were conceived as the coalition of the people for the achievement of the goal through the use of collective resources. But nowadays, organizations are more than the coalition of people. These are becoming the hope of the common people in the society for their common benefits. Organizations are expected to work for the fulfillment of the expectations of managers, employees, customers, government, and public at large. Organizations, at present feel high level of pressure to be learning, innovative, dynamic, and flexible for themselves.

Modern organizations are creating values through the processing of flows of information and knowledge rather than flows of materials. The possession of superior knowledge and the organizational ability to use it has become one of the last inimitable competitive advantages a company can enjoy. The knowledge based economy has brought the challenges for the conventional organizational settings. The organizations are facing challenges of motivating and retaining high performing knowledge workers. In order to motivate and retain the high performing talent, the organizations need to be more innovative learning centre. An open

environment recognizing the creativity, innovation and learning will be most desired components in modern organizations (Nonaka & Takeuchi, 1995: 20; Tushman & O'Reilly III, 1996; March, 1991).

Management researchers and practitioners believe that conventional forms of organization can no longer meet present business requirements (Senge, 1997). They are continuously searching the best form of organization to meet the challenges raised by trade liberalization, technology innovation and transfer, and development of flexible technology (Boisot & Child, 1999). Globalization has essentially increased the level of interdependence of organizations around the globe. In business organizations, it is evident in the erosion of boundaries between commercial and financial markets. The international agreements to liberalize trade and the emergence of modern information and communication technologies have been facilitating the organization to take the global form (Child, 2005: 29). Organizations are intensified by the forces of change, such as the shifting age structure of populations, rapid industrialization and urbanization (Illinitch et al., 1996). Social forces including consumers, employees, members in the local communities and the civil societies are demanding to rethink in the conventional organizational thinking.

Organizational practices are changing and moving in different directions. Companies, at present, are moving away from the distribution of personnel within strongly bounded roles and units, with the ideas of controlling and focusing their efforts on an efficient manner. Organizations, in future, will practise more flexible employment and compensation practices and ways to get the work done. Executives will want their organizations to have an identity of the most innovative, quickest moving and adaptive in the industry (Ulrich, 2003). On the external side, organizations are also moving away from valueing exclusivity and are instead prepared to cross, even break down boundaries between themselves. Outsourcing to subcontractors in order to focus on core capabilities and benefit from the advantages in cost and expertise from the external firms is becoming the way in contemporary organizations. Some value chains, bringing together various contractors into networks, are being organized along virtual lines. The tendency of creating alliances between the organizations in order to secure global market coverage, to resource innovation, and to access sources of low cost production is increasing. The multinational corporation has become a major and in many sectors the dominant organizational form. Many small and medium sized enterprises are also in the process of internationalizing (Pettigrew & Fenton, 2000: 39-40).

Traditionally, organizations were focusing on the goal of financial performance and corporate health. The organizations in the age are pursuing multiple goals having complexities

and contradictions. As Kanter (1990) denoted that organizations in emerging environment are pursuing the goals like becoming "lean and mean", 'stay close to knitting', 'taking risk to new ventures', 'high quality and low cost', 'balancing centralizations with decentralizations' and 'autonomous units', and so on. In a turbulent environment, organizations need to develop intensive communication systems, manage them in participative ways, utilize coordinative teams and devote considerable efforts for understanding and scanning the environment (Miller & Friesen, 1997). The alertness in the functions of information sharing, processing and utilizing will help organizations to be prepared to cope with the complex and continuously changing condition (Savage, 1992).

Resource management has also drawn attention of the modern organizations. Organizations are forced to rely more on advances in automation, flexible manufacturing techniques, and information processing technologies (Shukla, 2006: 221). High level of productivity, quality, and complexity of product mix are the major thrust of management in organization (Krafcik, 1988). The need for more efficient use of resources is also making imperative for organizations to seek more unified solutions across organizational boundaries through joint ventures, trading and distribution agreements, and strategic alliances bringing the collaboration between the allies (Kanter, 1990). The new orientation on organization requires more sophisticated technical and interpersonal skills, greater commitment and inside motivation and more sharpened learning capacity from the members in organization. For organization to be more adaptive, responsive, and flexible, people must become the primary focus of value addition (Peters, 1987). Moreover, the managerial talent is to be upgraded to respond the environmental demands rapidly.

## **1.2 Organizational Change**

Organizational change management is the young literature in management. French (1969) notes that the concern for change management activities appear to have originated in about 1957 as an attempt to apply some of the values and insights of laboratory training to total organization. According to him, the late Douglas McGregor, working with Union Carbide, is considered to have been one of the first behavioural scientists to talk systematically about and to implement an organizational development process to manage the change in planned ways. An organizational change is a process by which an organizational entity alters its form, state, or function over time. The process underlies an organizational change can be described as sequence of events that unfold during the organizational entity's existence and that relate to a specific type of change (Van de Ven & Poole, 1995). Examples of such change process include

the development of new products, organizational innovations, the movement of an organization from bureaucratic structure to team based management, and the resolution of critical decisions (Stevenson & Greenberg, 1998; Bennis, 1996). Kotter (1996) explains that change is extraordinarily difficult to accomplish in organizations, and is needed to hazardous undertaking. It is true that when organizational change is attempted but failed, the cost can be high in terms of time and money. Moreover, the organization undergoes the process of demoralization and loses managerial credibility. But, avoiding the issue and trying to maintain status quo is no longer an option.

Organizations have had to adjust and make the change continuously. Managers, at all levels, now-a-days, report that their organizations are undertaking various change initiatives at the same time. Thus, the change, paradoxically, has become an organizational norm. In the past, it was sufficient for companies to recognize periodically as their strategies and business scope developed beyond their organizational capabilities. In the relatively steady state period between reorganizations, it would normally be sufficient to revise specific rules, procedures, and responsibilities in the light to experience, new external regulations or to suit new business plans. Today, organizations need to keep their organizational arrangement for continual review (Child, 2005: 278). Child further explains that the nature of the change process itself has changed in recent times. Organizing as a management function now relies less on what can be prescribed structurally, such as rules and formal job descriptions. It depends much more on people using their intelligence and initiative to adapt what they do and how they do it, when circumstances require. As a result, change is increasingly stimulated by initiatives undertaken throughout an organization rather through simply relying on schemes formulated by top managers or worked out in close liaison with them. But now a days, organizations are likely to adopt flexible project team configurations that bring people together across levels and activities to work on proposal for improvement.

Change is the way to organizational survival. Bennis (1966), a prominent organizational researcher, predicted that the next fifty years would bring increasing change and to survive, organizations would have to adapt. He predicted a more turbulent external environment for organizations which is now seen in rapid price changes, governmental deregulations, accelerating technological development, and increasing global competition. Bennis (1966) suggests that the organizations to remain in ongoing business need to be adaptive, flexible, cooperative, agile, and reactive. Organizations, which understand and manage change are seen effective and efficient. Greve (1998) found the most fundamental pressure for change is aspiration, performance discrepancy, or differences between aspirations and current

performance. When an individual, work group or organization is not meeting its own expectations, changes in tactics, strategies, and processes often follow.

Quinn and Cameron (1983) and Greiner (1998) concluded that every organization tend to encounter predictable life cycle forces as they grow. It is not necessary that organizations experience the same forces in the same way as others, but most organizations face similar pressures. Several models of the organizational life cycle have been proposed. An integrative model best highlights the key pressures that organizations experience has four stages: entrepreneurial, collective, formalization and control, and elaboration.

Marshak (1993), in a classic article, argued about the metaphor of organizational change. He examined four change metaphors that incorporate differences about how radical change should be and how it should be carried out. The four metaphors are: fix and maintain; build and develop; move and relocate; and liberate and recreate. The fix and maintain metaphor is basically about fixing things as they are. It looks upon the organization as a machine. If its performance starts to fail, the appropriate response is not to question the capability of the machine itself, but to adjust it, service it, or may be refuel it. The build and develop metaphor also assumes that the basic set up is fine, but recognizes that it is possible to build constructively on the past. This is the search for improvements within the broad parameter of the existing system. The move and relocate metaphor conceives the organizational change as transition. This involves as move from one state to another, with the parameters of existing system, therefore, being changed. The end state, however, is known and likely to be planned in advance. The fourth metaphor, liberate and recreate, which is most in tune with the change philosophy suited to organizing for the future. This metaphor conceives of transformation rather than transition, in the sense that it is focused on unleashing an organization's potential to create a new vision of the future, to reinvent itself, and to escape from its present hang-ups. As Marshak (1993) explained transformation is an open-ended process of evolutionary discovery, in which outcomes emerge from a process of active debate and experimentation, rather than managing of a transition to a new state that is planned and specified in advance. It is not at all easy for the members of an organization to move beyond, the anxiety and confusion that naturally come when they realize, they have to let go of their conventional organizational base and workout new solutions. Once they allow themselves to think of new possibilities that are not constrained by previous assumptions and norms, a wealth of ideas typically starts to flow. As explained above, the different concepts of organizational change contained in the four metaphors are not mutually exclusive. It is a matter of judgment as to which metaphors are appropriate.

Organizational change implies different meanings to different people. Palmer and Dunford (2008) note that the greatest challenges faced by the researcher in the organizational change management is the diversity of theoretical perspective frameworks with plethora of views from organization development to processual theory, from sense making to contingency models, from prescriptive multi-step models to perspectives from complexity theory to chaos theory. To address the diversity issue, various writers and researchers have tried to provide a way forward by presenting their readings of organizational change field. For Clegg and Walsh (2004), the management of organizational change is characterized as having dominant mindset that should be replaced by the proposed mindset. The dominant change process is described as fragmented when it should be continuous; as push based when it should be pull based; and as focusing on technology rather than taking system perspective. For Sturdy and Grey (2003), the field of organizational change is symbolized by an uncritical pro-change bias that demonizes resistance to change; an assumption that change ‘can, should and must’ be managed. Pettigrew et al. (2001) perceived the research in change management as insufficient about the study of context, time, history, process and action.

Palmer and Dunford (2008) identified organizational change management as control and shaping and discussed the three assumptions about the nature of the organizational change outcomes. According to them an intended change outcome refers to the situation where it is believed that proposed change outcomes are achievable. Change is treated as the realization of prior intent and achieved through the actions of change managers. Partially intended change outcome refers to the situations where some, but not all, change intentions are achievable. In such a situation, power, processes, interests, and the different skill levels of managers affect the ability to produce proposed change outcomes. An unintentional change outcome suggests that managers often have great difficulty in achieving proposed change outcome because a variety of forces lead to unplanned change outcomes. As explained by them, the combination of these assumptions lead to different images of managing change like directing, navigating, caretaking, coaching, and interpreting.

The interpreting image of the change management is based on the sense making theory of organizational change. Weicks (2000) shows how a range of sense making drives assist individuals in developing their capabilities for managing the ambiguity of organizational change. Balogun et al. (2005) conclude that it is up to change managers to interpret how and why these adaptive emergent changes are occurring. The change managers as interpreters help to make sense to events. Moreover, Balogun and Johnson (2005) illustrate, individuals in organizations are sense makers, not just sense takers and are integrally involved in determining

the strategic change initiative. In the interpretive image, the change manager is responsible to create meaning of change for other organizational members, helping them to make sense to various organizational events and actions (Palmer & Dugord, 2008).

However, the organizations in private, joint venture or public sectors, have to move according to the demand created by their external as well as internal environmental forces. They are focusing their efforts to bring the timely changes in their technology, shared values and culture, strategy, structure, systems, and the human resources (Hitt et al., 2010: 432). The only way left to organizations is to manage change successfully. Failure to manage the change in an acceptable manner can be costly. This can be disastrous if it leads to the loss of skilled manpower with a lot of embedded knowledge. The negative provoke by the mishandling of change will also prevent management from accessing the pool of tacit knowledge among employees that can make all the differences to how efficiently new management will function (Child, 2005: 292).

### **1.3 Managers and Organizational Change**

Most company organization charts are studded with dozens of boxes entitled manager of one kind or another. In most cases, the performance of the person holding this position is being appraised as managers (Alen, 1985: 1). Millions of men and women around the world spend their days and nights as managers in organizations. They confront endless challenges as they strive to complete daily tasks (Stoner et al., 2004: 3).

The managers, all over the world, irrespective of size, nature, and location of business are called to throw out the old paradigm and start experimenting new more fertile possibilities. It is the time to call on managers to embrace collectively a new philosophy of management that enables managerial action as part of positive role that can release the vast potential that remains trapped by a clawing adherence to the old model. Keeping above in consideration, Choudhury (2003: 119) predicts that the management process in new millennium will be much more behavioural in nature focusing on the key human resource – driven issues such as learning team based vision, driving human resource processes, incentives to enhance growth, holistic budgeting, and proactive re-educative control.

Managers in the contemporary world are expected to play the role of role model for initiating, implementing, and evaluating the change in their organization. It is because that employee in the organization watches their managers' commitment to change (Labianca et al., 2000). For Kanter et al. (1992), managing change has become the ultimate managerial responsibility as firms continuously engage in some form of change from shifting organizational boundaries, to altering organization structure, and to revising decision making

processes. All the levels of managers in the organizational hierarchy have important roles to play for the successful change in the organizations. Luscher and Lewis (2008) found the top managers designing the change, manager at middle serving as critical change operationalizing the change initiatives in different functional areas of the enterprise, and the front line managers implementing the change in order to aid quantitative and qualitative values in the organizational performance. Brown and Eisenhardt (1997), state that the managers are the key persons to bring the changes in their organizations.

For Santosh and Garcia (2006), the managers' attitude or mental models towards the organizational change programmes have crucial importance in the planning, implementation, and evaluation phase. The speed of change initiation and successful implementation highly depend on the managerial feelings. Managerial attitude regarding the change in organization is created by different interrelated stimuli. Some of those stimuli are urge to adaptation to environmental conditions, organizational decline, executive succession and visualized improvement in the firm's effectiveness and performance. The managers are the major decision makers of organizational change programmes. They are also the major part of resisting to organizational change and organizational inertia.

The quality of the managers in organization is reflected in the quality of the change programme of the organization. It has been found that it is managers' ability to overcome organizational blocked to carry out the changes in the institutions. Managerial capacity to gain the collaboration of the rest of the company members involved in the change processes holds the primary importance in managing the change. Furthermore, the influence of manager's cognitive base on the perception process underlying the change decision making is the very key to each organization attempting the change (Santos & Garcia, 2006). Law and Woodman (1995) suggest that during the changes in the organization, managers need help to make the change schemata in regard to the causality of the change events, significance of a specific events, persons, processes or relationships, and prediction of the future by specifying the likelihood of the occurrence of events or behaviours. Such schemata of change can be facilitated by the training, development, and education that prepare managers ready to plan, implement, and evaluate the process of renewal, change, transformation or turnaround of the corporation.

#### **1.4 Management Development and Organizational Change**

Management development is regarded as a dynamic and complex process by which individual managers working in different levels learn to perform managerial roles at present work and will be prepared proactively to assume the future responsibilities demanded by the new managerial work context and content (Longenecker & Frink, 2001).



Success of an organization depends to a great deal on the quality of leadership provided by the managers. Now the assumption that a man or woman could acquire managerial abilities and skills by serving long years as a worker has gone wrong. A manager's jobs require certain abilities to lead and motivate the people in the organization for the achievement of some goals. Therefore, it is necessary for organization to continuously look for talent managerial employees and to develop them by the best training and education so that they may lead and prepare people ready to contribute for the realization of organizational objectives. Reeves (1968) predicted that it is becoming increasingly apparent that no modern business can continue to be successful without planned attention to the growth and development of its managerial talent. The underlying factors are the rapid expansion of technology and higher educational level, better training, sophistication to young as they presently enter the business scene. The trend will continue. No jobs will remain static. Hence, the changing nature of managerial jobs demands new knowledge, skills, and attitudes. In the views of De'Netto et al. (2008) in the intensifying war of talent, management development is seen as an important method of attracting and retaining the high quality managerial employees.

Brown (2005), states that organizations are increasing the adoption of management development intervention to enhance strategic capability and corporate performance for future. Tichy (2002) notes that the enduring successful performance of winning companies have been explained by their ability to establish a close linkage between management development and strategic management. Further, management development and training activities linked with the present and predicted future needs of the organizations have been key for high-performance work system that improves the financial performance of organizations.

Kirkbridge (2003) explores the new role of management development as employee champions, administrative experts, strategic business partners, and change agents. According to him, management development in the change agent role is always challenging the status quo and often seeking destabilizing it. Changes often threaten the career of the managers working in the organization. Management development in such a situation has to cooperate with the organizations and managers, so that the fear of unknown can be minimized and avoided. Kirkbridge suggests that management development would actively promote change where it is believed that change was necessary. Such a function would engage in developmental activities aimed at de-stabilizing the conventional mindsets of managers and organization so that collective as well as individual mind of the managers can be made proactive enough to search and face the challenges of change for the benefit of whole organization. Unlike other training programme, management development programme has had the orientation toward the

programme for change in organization. The management development and training programme to gain the popularity, effectiveness, and health in organization should be change driven, not only change oriented. When the management development programme aims at the total system of an organization, it will be the next intervention for organization-wide education. When the management development process once starts to take the holistic view, it begins to move from training process to the process of problem identification, problem evaluation, system development, system integration, and problem solving. This process will keep up organizations along with managers capable to respond the changes (Parkison, 1990).

Bennet et al. (1999) more specifically view training functions in any organization as the central part of the continuous improvement efforts in the enterprises. Many organizations are investing significant amount of money and other resources in developing their managerial resources while exposing them to significant and sometimes radical changes in work processes through downsizing, structural redesign, or reengineering. They furthermore emphasize that management training has increasingly become a key component of a larger effort of change in the organizational paradigm or way to doing business.

From the perspectives of managing resistance to change, management training, development, and education are found highly valuable (Schein, 1986). Jick (1993) suggests that resistance to change should be treated as a normal part of adaptation to change, by up-dating the managerial knowledge, skills, and abilities to take the risks of change and by facilitating their participation in the initiation, implementation, and evaluation phase of change process. Depending on these explanations, it can be said that the investment in learning and development is to be regarded as the investment to facilitate change and overcome the problems associated with resistance. Management development as a change intervention is the major activity in the organization to prepare managers and administrators ready for change, because the managers in the management development programmes get information about the conditions demanding the change, the change strategies, and the outcomes of change (Schein, 1986). Managers gain confidence, learn the way to handle the change, and get free from the anxiety and fear of unknown.

Furthermore, Farnham (2002) opines that to cope with change and be prepared to be successful in new paradigm of management; the managers require the development of new set of soft, interpersonal skills, listening, communicating, team building, facilitating, and negotiating, and conflict resolution. Moreover, managers are increasingly expected to display a positive or exemplary change orientation as demonstrated by personal flexibility. These sorts of capabilities are not easy to define, develop or integrate into conventional behavioural models of

management (Caldwell, 2002). These competencies or capabilities are demanding the new paradigm in corporate management training, development, and education practices.

Brown (2005) concludes that management development has a strategic role to play in organizations. It has been recommended that management development should be an integral part of the strategic plans and organizational change. Furthermore, in the recent age management development is seeking a renewed emphasis on its impact on corporate performance and improved competitiveness. According to him, the change oriented management development is intended to break-down the internal barriers so that all the company's capabilities can be brought to bear on any particular as well as holistic organizational needs.

### **1.5 Statement of the Problem**

Organizations are facing unprecedented challenges. They are increasingly forced to limit their cost, maximize their returns and act strategically in an extremely complex global society. Globalization, technological developments, volatility of consumer demand, and shorter product life cycles have precipitated continuing radical environmental shifts, and demanded a more strategic perspective from those who manage and lead organizations (Seppala et al., 2012). The demand for more entrepreneurial and management skill is growing. These changes have placed increased pressure on managers to be more productive, innovative, flexible, and change oriented.

All business today is global. Companies are and will be searching the globe looking for new knowledge or talent to provide competitive advantage in order to manage the global business successfully. For the success in tomorrows, global business environment, the organizations will require highly specialized yet tightly linked teams of globally, regionally, and locally aware managers (Barlett & Goshal, 1989). The need for such managers is ever growing. To manage these transnational organizations and increasing number of joint venture with foreigners, the next generation of managerial leaders will have to become sophisticated. Future leaders at both the mid and senior management levels will therefore need to possess an understanding of foreign financial markets, of global economics and organizations, and of geopolitical forces. Training will have to take managers into the minds of foreign markets and political arenas and into the complexities of managing others across a multiple of foreign boundaries and cultures (Conger, 1993).

Longenecker and Fink (2001) state that the only constant in the business is change. Nearly, seventy five percent corporations have gone through systematic change programmes. If there is an even more ubiquitous topic, it is writing about change. According to them, whether it

is books, practitioners or academic journals, the topic of change is sure to be one of the most researched and well published subjects. However, for all that has been written about change, there is still so much more to be learned and researched.

It is estimated that up to seventy percent of new programme from reengineering, installing of new technology to changing culture failed (Beer & Noharia, 2000). Beer and others (1990) discussed why change efforts do not produce change. Kotter (1995) discussed why change efforts fail. From his experience with more than 100 companies, he found that the change efforts failed due to eight reasons. According to him change efforts failed due to not having a well defined, crafted, and communicated vision. Some of the major reasons behind the failure to change were lack of right organization structure, guiding coalitions, and right culture. Altaran (2000) furthers these literatures by suggesting eight reasons why reengineering efforts failed. Among the reasons Lack of proper training was taken as the much more valuable. Washington and Hacker (2005) found the managerial resistance to change as the major cause among the causes of change failure. According to them, the successful initiation, implementation, and monitoring of change in organizations basically depend on the individual and collective knowledge and education of managers. They suggest that their study has implication over the management development in order to make managers informed about the change to reduce the level of resistance, conflict, and negative attitudes toward the changes taking place in the organizations. Majority of the studies mentioned above have the notion that the development of managerial capacity has the profound importance to bring the successful changes in the organizations.

Studies in Nepal, like Tiwari (1984) Personnel administration in manufacturing public enterprises, Shrestha (1991) labour management, Shrestha (2007) Entrepreneurship development, Shrestha (1991) Personnel management in private industrial enterprises, Agrawal (1983) Innovative human resource management, Koirala (1989) Workers' participation in management, Panta (1984) Participative management, Panta (1992) Organizational structure and job attitudes and value of managers, Paudyal (1992) A study of decision making, Pradhan, (1999) Organizational climate in the public and private enterprises, Upadhyaya (1981) Personnel management in manufacturing public enterprises, and Gautam (2008) Strategic human resource management have explored the different aspects of management in Nepalese business organizations. But, they are not concentrated specifically on the area of change management and management development.

The Nepalese studies that had concentration on management development were Agrawal (1977) Management development, and Pradhan (1997) Management development in manufacturing public enterprises. Both the studies are not relating the organizational change

programme with the management development efforts in Nepal. K.C. (1989) found that Nepal has been suffering from the lack of productive and efficient institutions and organizations in the process of her development. Most Nepalese organizations have failed to adopt the changing environmental milieu. Change for the sake of change is not desirable; it must rather be initiated for the sake of betterment.

The researcher has performed the informal interviews with the concerned authorities of the banks under the ownership of government, joint venture, and private to formulate the research problem in regard to the organizational change situation experienced by them and their organizations and the practices of change oriented management development. According to them, the banking industry in Nepal has been in tremendous pressure by deregulation, liberalization, globalization, customer demand, technology, industry competition, and politics. Internally, they are also pressurized by the restructuring, and problem of coping with diversified culture. They have gone through the different change efforts. But, those change efforts, they have felt were more imposed than emerged. The banks under-study provide training to their managers, but the management development efforts as they experienced tend to be more routine type, fragmented, and less strategic. So far, the banking industry and banks under study have the long historical experiences, but they reported that there is no established culture of learning as the continuous managerial and organizational functions.

On the basis of above explanation, the present study concentrates on the exploration of the understanding of the Nepalese managers about the organizational change situation and practice of management development efforts to facilitate the change initiation, implementation, and evaluation in order to achieve the improvement in the performance of the private, joint venture, and government and semi government banks with efficiency and effectiveness. The researcher from the informal interviews and discussions with the authorities found that there is a gap between knowing and doing about the change efforts and change oriented management development practices in the organizations under study.

## **1.6 Objectives of the Study**

The basic objective of the study is to explore and analyze the management of management development functions aimed at organizational change efforts in selected commercial banks in Nepal. In order to achieve the basic objective, the following supportive objectives have been proposed.

1. To examine the organization and execution of management development function.
2. To examine the practices of participation and implementation of management development programme.
3. To assess the changes in managerial behavior achieved from the participation in management development.

4. To analyze the evaluation procedures of management development functions.
5. To evaluate the managerial perception in regard to organizational change, the need of managerial attributes, and improvement in organizational change capacity from the participation in management development.

### **1.7 Research Questions**

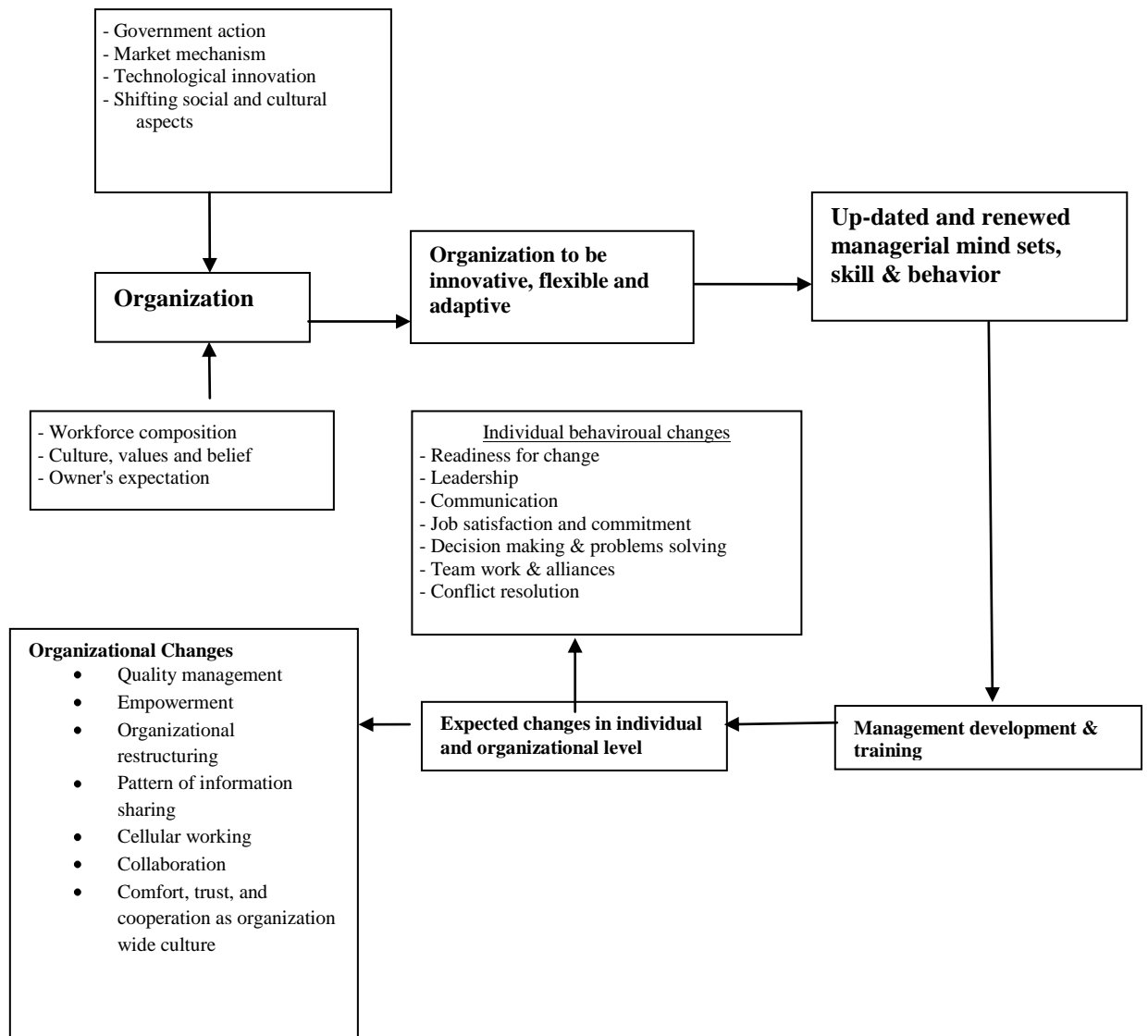
For the achievement of basic and supportive objectives of the research, the following research questions have been outlined.

- RQ: 1 How do the managers conceive of the objectives of management development programme?
- RQ: 2 Who are responsible in deciding about management development programme?
- RQ: 3 What factors drive the managers to participate in management development programme?
- RQ: 4 How do the managers measure the effectiveness of management development methods?
- RQ: 5 What are the changes in managerial behavior achieved by the managers from the participation in management development programme?
- RQ: 6 What are the factors expected to be taken in consideration to bring modification in current management development practices?
- RQ: 7 Which are the influencing factors for the management development policy in the judgment of Nepalese managers?
- RQ: 8 What measures do the Nepalese managers suggest for reengineering the existing management development practices?
- RQ: 9 How do the managers in commercial banks of Nepal perceive the organizational change, essential managerial attributes to bring change, and forces influencing it?
- RQ: 10 What are the improvements in organizational change capacity achieved by the organizations from management development programmes?

### **1.8 Framework of the Research**

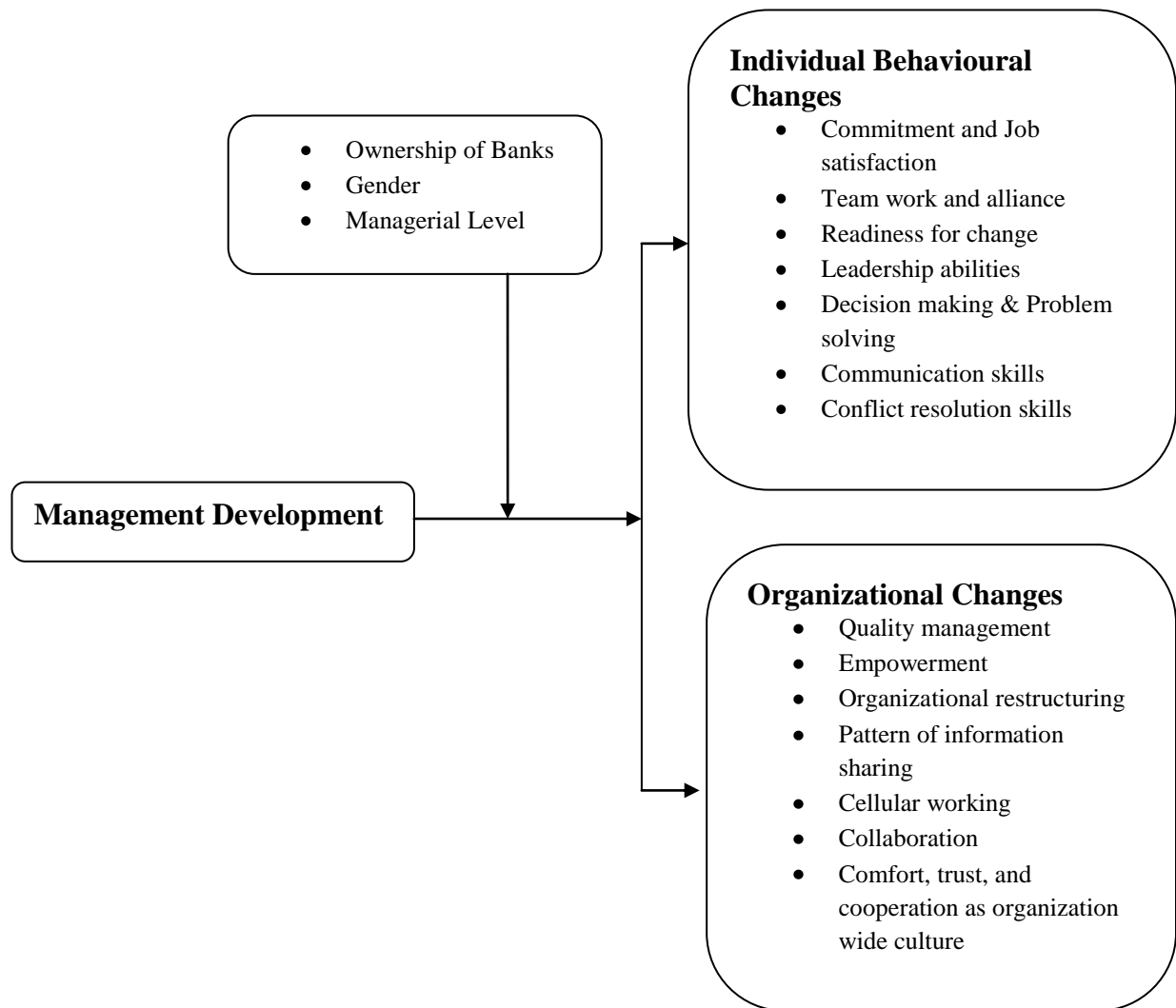
The framework of the research has been designed to summarize the concentration of the present research. The framework starts introducing the external and internal forces pressurizing the organizations continuously. When organizations feel pressure from the environmental change triggers, they try to be innovative, flexible, and adaptive. This means organizations strive for change in order to get growth and survival. As the framework suggests, organizations to be innovative, flexible, and adaptive, they feel the need of up-dated and renewed managerial knowledge, skills, and attitudes to adjust with the changing environment and to improve the organizational performance. In order to make managers capable, despite of various interventions, enterprises select the management development as the way for two fold benefits.

As depicted in the framework the management development programme will contribute to bring the changes in the individual level of the managers as well as in the organizational level, too. The research framework is depicted below.



**Figure 1.1. Framework of Research**

Depending upon above broad framework of research the following specific research framework has been designed.



**Figure 1.1.a: Framework of Research**

## 1.9 Significance of the Study

Organizations are the open social system promoted in the contemporary open and pluralistic society. To manage the organizations' competencies are the basic to the successful change managers. Managers with the desired competencies are found to be inspirational leaders and change catalysts (McClellan, 1985). Boyatzis (1982) has identified the necessary competencies for managers like emotional intelligence, social intelligence, and cognitive intelligence. Morrow et al. (1997) opined that management training can play the key role to develop the competency of managers. Boyatzis (2008) also found that management training and



education as the way to enhance managerial competency to inspire the change as the change catalyst in their organizations.

The capable change agents are the major thrusts of changing organizations of today. Who plans, designs, implements, and evaluate the required changes in the organizations has been the matter of discussion in the academic as well as practitioners' literature for a long time. Basically, the organizations are employing internal as well as external expertise as the consultants to facilitate the changes in their management. Literature shows that internal as well as external consultancy may facilitate the changes in the management of the company for a short period, but their impact in the long run decreases. To overcome such problems, and make the change continuous and permanent, it is necessary to develop internal management competency. Hence, development of internal management competency will have long run advantages to the companies.

A considerable number of new concepts are developed in the current management literatures and practices. According to the researches, the awareness about and adoption of these concepts have estimable value in the management of the companies. They found dissimilarities in the awareness and use of the new concepts. They further noticed that understanding and effective use of new concepts can be enhanced by the management development and education, fostering the collective learning of the managers for facilitating the change. Thornton and Thomas (1982) listed the benefits of management development and training for the organization and management as: improved interviewing skills, broadened observation skills, increased appreciation of group dynamics and leadership styles, new insight into behavior, strengthened management skills, broadened repertoire of responses to problems, established normative standards to evaluate performance, and a more precise vocabulary with which to describe behaviour.

Managers should not feel sufficient only by enhancing the new management concepts and individual skills but should be prepared to manage efficiently the changing organizational phenomena. Emergence of new form's like post bureaucratic organization have been characterized as less rule following, less hierarchical control, more flexible, more coordination based on dialogue and trust, more self-organized units, and more decentralized decision making (Daft & Lewin, 1993; Gre & Grasten, 2001).

The present study focuses on the management development and organizational change management in the commercial banks operating under private, joint venture, and government and semi-government ownership in Nepal. The study presents the comparative study of among the ownership, between the genders, and levels of managers in regard to their attitudes related

with the different aspects of management development and organizational change. Whatever the ownership may be, all the banks work in similar types of market niche. At present, the commercial banks in Nepal are in somewhat comfortable situation, but the internal health and continuity of business cannot be maintained, without making managers ready to accept challenges of the change. Therefore, the present research attempts to carry out the managerial responses about the management development and organizational change. The current research tries to integrate management development with organizational change efforts in Nepalese commercial banking sector. The findings of this research are hoped to be contributing in theory and practice of management development and organizational change management in Nepalese commercial banks.

### **1.10 Limitations of the Study**

As literature suggests, the study of organizational change is widespread in the different aspects of organizational life. Various theories and practices have been used to facilitate the changes in the enterprises. Change is inevitable to each kind of organizations. Change has been equally important to different sizes of organizations operating in local, national, and global areas. Irrespective of nature of business, management of organizational change is inescapable. Whatever, the level of managers, more or less they are affected by the changes in organizations. There are vast array of change forces creating pressure to organizations for change. But, the gravity of pressure of forces for change may differ according to the nature, size, and age of the organizations. Change literature show that there are various approaches to initiate, implement, and evaluate the change process.

The present study is limited to explore limited types of change forces, forms, and pace of change. It assumes the planned approach to manage the changes in the selected commercial banks of Nepal. The study regards management development function as the intervention to make the change successful. The data have been collected only from the trained managers working in the head offices of the nine selected commercial banks: three from each private, joint venture, and government and semi government banks. Therefore, the cognitive perceptions of the managers working in the branches in the different geographical areas and circumstances have not been taken in the research work. Thus, it suffers the limitation of the representation of the ideas from the managers working other than the corporate offices. The managerial level has been presented as senior and junior levels. Managers having the position of eight level and above in the organizational hierarchy are categorized as senior level and below are grouped in the junior level. Since the officer level is incorporated as the participants

of the research, then it cannot be claimed that the thesis represents the views of organization as a whole. The research work only concentrates on the commercial banking sector; therefore it cannot be generalized to other kind of organizations carrying other businesses. The thesis has given emphasis on the perceptual change achieved in the behavioural aspects of the managers in organizations from the participation in management development and has not covered the result of change in hard criteria measures like, financial returns i.e. profit, loss, return on investment, inventory turnover, and other financial indicators. The terms organizational change and organizational change management, and management development and management training are used interchangeably.

### **1.11 Organization of the Study**

The introductory notes relating to organization, organizational change, management development are included in the chapter one. Besides, it carries the statement of problem, objectives, research questions, significance, and limitations of study.

The chapter two covers the review of literature available in Nepal and abroad relating to organizational change and management development. Research design, data collection and analysis procedures and statistical tools used in the research are dealt in chapter three. From chapter four to chapter eight, attempts have been made to analyze and present the data. The chapter four covers the process of organization and management of management development. Participation and implementation of management development programme has been covered in chapter five. Chapter six is devoted to analyze the behavioural changes achieved by the managers from the participation in management development programme. The analysis of evaluation of present management development practices and possible improvement has been incorporated in chapter seven. Forces for change, rational of change, managerial perception of change, managerial attributes for change, and improvement in organizational change capacity from the participation in management development have been presented in chapter eight. Chapter nine is devoted to present summary, conclusions, and recommendation for practices and future research.

## **CHAPTER-II**

### **REVIEW OF LITERATURE**

This chapter is about the literature review relating to organizational change and management development. This chapter includes two parts. The first part of review presents the overview of organizational change and development and deals with the different aspects of organizational change and development. This part of review attempts to present the views of the researchers, academicians, and practitioners in the sub headings like context of organizational change, content of organizational change, processes of organizational change, outcomes of organizational change, affective reaction to organizational change, behavioural reaction to organizational change and ends with the theories of organizational change. The second part of the chapter covers an overview of management development, typology of management development, rationale of management development, system approach to management development (a process view), need identification for management development, subject matter of management development, management development methods, and evaluation of management development programme. This part also focuses on management development, system thinking and organizational learning.

#### **2.1 Overview of Organizational Development and Change**

Sashkin and Burke (1987) presented a review on trend of organizational development and discussed the prospects of OD in the 1980s. In their seminal work, they identified five contemporary trends in the organizational development field: (a) an increasing integration of task and process, aspect of OD as revealed in studies exploring the new work structure; (b) a growing attention to developing OD theory; (c) an expanding interest in company's merger and acquisitions; (d) an advancing sophistication in OD research resulting from improved methodologies, and (e) an intensifying focus on designing organizational cultures as the means of managing change.

Woodman (1989) presented a review, exploring the new areas of theory, method, and practice in the field of organizational change and development. He has attempted to make a sense of the advancements by grouping into seven categories: (a) refinement of change theories; (b) development in research methodologies; (c) development of firm level strategies; (d) OD in multinational firms; (e) development of organizational culture construct; (f) development of high performance, high commitment work systems; and (g) OD in social involvement. Finally, Woodman (1989) concludes the challenge and necessity of managing change in complex social

systems that continue to be among the key issues that organizations must address in order to be effective and efficient.

Pasmore and Fagans (1992) forwarded a review aimed at identifying and exploring the issues associated with the use of participation in conjunction with organizational development and change activities. In doing so, they provided historical perspective of participation, including its philosophic roots, dating back to Plato; (a) articulated the role of participation in individual development; (b) delineated the knowledge required for participation to be successful; and (c) outlined how to prepare the organizational members to participate in the change activities in the company. They concluded that the misunderstanding of participative processes places significant limitations on the success of organizational development and change interventions and upon acceptance of the field as a whole. They suggest that practitioners should pay more attention to combining individual as well as organizational change efforts and the researchers devote more energy to explore the effects of mediating variables on participation outcomes. Pasmore and Fagans (1992) recommend the concept of organizational citizenship behaviour as a more inclusive framework for research and practice concerning participation in organizational change activities.

Armenakis and Bedein (1999) presented a review selectively examining the theoretical and empirical organizational change literature in the form of discussion as: (a) content issues, focusing on the substance of contemporary organizational changes; (b) contextual issues, concentrating principally on forces or conditions existing in an organization's external and internal environments; (c) process issues, addressing on actions undertaken during the enactment of an intended change; and (d) criterion issues, dealing with outcomes commonly assessed in organizational change efforts. They have attempted to present the review of the researches dealing with monitoring effective and behavioural reactions to change. They conclude that the field of organizational change is robust and continues to be responsive to contemporary demands of organizational work settings.

Friedlander and Brown (1974) described OD as a planned change effort where the intervention is at the individual and process (human processual) levels or the technological and structural (techno-structural) levels, and found these reasonably effective beginnings for organizational change. They argue human processual approaches (survey feedback, group, and inter group methods) have a number of positive effects on the attitudes of those involved. There is little evidence, however, that organizational processes actually change or that performance or effectiveness is increased. Of the techno-structural approaches, socio-technical systems has the clearest affect on performance, while all three methods (socio-technical job design, job

enlargement, and job enrichment) tend to increase satisfaction with work. According to them, all techno-structural interventions have been done with blue color or lower level white color workers, whereas most human processual interventions have been done with white color management groups. Finally, broader applications of theory of planned change will require expanded intervention technologies. Such technologies might include techniques for training, tactics for organizing a power base, technologies for information management, and rational strategies for the management of disputes.

Alderfer (1977) considered organizational development once as a professional field of social action and an area of academic study. The practice of OD is aimed toward improving the quality of life for members of human systems and increasing the institutional effectiveness. He states the scholarly investigation of OD seeks to understand planned change processes, assess the effects of efforts to promote change in organization, and to evolve better theories of change processes. Alderfer (1977) presented a review consisting of conflicting characteristics of OD values, variety of new settings and techniques of change representing the latest professional development in OD, and critical reviews of research on OD. He forwards OD as an interrelated professional system interacting with a most complex and turbulent environment.

Faucheux et al. (1982) presented the comparative discussion between OD and QWL, extending the discussion to the cultural foundations of OD and QWL. Varieties of developments specific to the Latin countries have also been covered. They state the case QC in Japan provides a particularly useful reminder of the fact that strategies for organizational change cannot be analyzed without proper consideration of their socio-cultural and socio-economic context. In addition, they noted the field of planned change is now undergoing a very significant transformation. They regard QWL as significant social movement in the management of change. According to them, the crucial paradigmatic change lies in the central importance of the motion of boundary. It can be said that OD conceptions are the reflection of a split universe: split between the technical and human, split between scientific management and human relations, split between atomistic parts whose organic ties are not seen, split between managers and managed, and split between the organizations and their environment. They opined, in most instances organizational change takes place as a result of changes in the context that organizations create for themselves through their interaction. Further, planned organizational change can only be a gimmick when it does not fully integrate the contextual dimension that provides life, meaning, and *raison d'être* to organizations.

Beer and Walton (1987) presented the status of OD as consultant centered intervention, the traditional focus of OD, OD related trends in general management literature, literature on

organizational adaptation and realignment, trends in human resource management and their implications, and finally the implementation of change. As conceived by Beer and Walton (1987) theory building in the field of OD and OC has always been weak. It is because, this stems from the traditional focus of the field rather than cataloging the technology of organizational change, the change catalyst need to catalog how external forces create the opportunities for change rather than assume there is a single way to change the organizations. They prefer to show the need of developing contingency theory of organizational change, which can specify alternative change strategies appropriate to an organization's stage of development. They suggest the need of a theory of organizational adaptation that incorporates all possible types of interventions, applying them to the management of numerous crises all organizations face. Such theory could benefit from the general management orientation of business policy and could contribute to the field of ideas about leadership, organizational culture, organizational politics, group dynamics, and change. Beer and Walton (1987) suggest the practice of OD must also change. The focus should move away from structured and programmed consultant centered interventions. The general manager is the central character in the drama of organization development and change. The change catalyst must therefore be more concerned with the selection and development of these leaders, adopting the perspective of the general management cadre. The change managers should possess the knowledge of the business and task, understand the competitive environment and the opportunities for change and development, and become capable to handle sophistication in diagnosis, politics, and intervention design to suit to the situation.

Porras and Silvers (1991) forwarded a model of planned change. The key assumptions of the model include: that individual behaviour is central to producing organizational outcomes, that individual work behaviour is mostly driven by the context (work setting) of individual employees, that organizational vision provides the basic rationale for the design of the work setting, and that two major outcomes, organizational performance and individual development, derive from collective behaviours. They classify the planned change intervention as more traditional approach, organizational development (OD) synonymous with the term planned change and Organizational transformation (OT), the cutting edge of planned change and synonymous with "second generation OD". They state OD concentrates on work setting changes that either help an organization better adapt to its current environment or improve its fit into expected future environments. This approach to planned change produces appreciable, not radical, change in individual employees' cognitions as well as behaviours. OT, on the other hand, is also a planned and primarily directed at creating a new vision for the organization.

Vision change occurs most effectively when an organization develops the capability for continuous self diagnosis and change; "learning organization" evolves one that is constantly changing to more appropriately fit the present organizational state and better anticipate desired futures.

## **2.2 Context of Organizational Change**

In most instances, organizational change takes place as a result of changes in the context that organizations create for themselves through their interaction. Planned organizational change can only be gimmick when it does not fully integrate the contextual dimension that provides life, meaning, *raison d'être* to organization (Faucheux, 1982). Keeping in view the above argument the following efforts have been made to review the contextual literature contributing to make the literature of organizational change management rich.

The most vibrant vein of environmental research on organizational change looks at the process of technological change (Tushman & Anderson, 1986; Anderson & Tushman, 1990; Henderson & Clark, 1990). These works combine the logic of structural inertia theory with attention to environmental constraints and opportunities. Researches clearly show that the established firms have more difficult time in adapting innovations as compared to newly founded firms. They find that many innovations require new organizational capabilities that are often difficult to put in place.

Mayer et al. (1990) summarized industry and organizational level change taking place in hospitals from 1960s to 1980s, due to mounting competitive pressures. They show how in the 1960s, changes in the hospital industry were largely evolutionary, reflecting a stable external environment. During this period hospitals grew by simply adding services. By the beginning of 1970s, hospitals began to strategically and structurally differentiate themselves as a means of justifying their expansion in view of concerns over mounting health care costs. These concerns prompted revolutionary changes in the health care industry as new government regulations intended to constrain costs emerged in 1980s. By exploring the various responses of healthcare providers, they offered insights into how changes in the internal and external components that comprise the contextual elements of differing competitive environments are necessary for successful organizational change across the time.

Haveman (1992) investigated legislative and technological change on the California savings and loan industry. Among the effects of these environmental change were (a) a lowering of barriers to entry between industries in the financial services sector, (b) the complexity of financial products such as adjustable rate mortgages and mutual funds, and (c) an



increase in the speed with which information could be processed. Among Haveman's conclusions were that in response to dramatic environmental changes, a shift in organizational structures and activities will increase short term financial performance and long term survival chances. Moreover, under such conditions of change, the more closely related, new activities are an organization base domain, the more beneficial subsequent effects on net worth and net income.

Fox-wolfgramm et al. (1998) analyzed the effects of the Community Re-Investment Act (CRA) on the Texas banks. The CRA mandated that banks not to discriminate against consumers living in areas deemed high risks in terms of loan repayment, irrespective of the consumer's credit worthiness. One bank was labeled as a defender and the other a prospector, given their previous operating. The defender bank was second to undergo second order change, but this was not sustained. The prospector bank went under first order change, and this was sustained. Fox-wolfgramm et al. argue that the second order changes required of the defender bank were inconsistent with its envisioned identity and image. Consequently, the change was rejected. The changes required of the prospector bank, however, were consistent with its envisioned identity and image and, advanced various propositions and corollaries dealing with the notion that organizations will resist pressures for change that are inconsistent with their identity and image. They further proposed that to be sustainable, change must be consistent with an organization's current identity or envisioned identity and image. Indeed, they concluded that an organization's identity and image are important in sustaining change and success.

A Meta analysis by Damanpour (1991) merits its uniqueness. In brief, it focused on six internal contextual variables (specialization, professionalism, managerial attitude towards change, managerial tenure, technical knowledge resources, and slack resources), five content variables (viz. functional differentiation, formalization, centralization, administrative intensity, and vertical differentiation), and two process variables (viz., internal and external communication) that were expected to be positively or negatively related to organizational change and innovation. The major finding of Damanpour's analysis is that a successful change effort may depend more on the congruency or fit between content, contextual, and process considerations that the nature of an intended change.

Gresov et al. (1993) modeled the effects of inertia on an organization's responsiveness to change in competitive pressures. Their model includes design variables like mission, technology, size, structure, complexity, perception of change, and involvement of those affected by a change. Gresov and colleagues emphasize that such "design variables are antecedents to inertia, not inertia itself". They suggest that the process employed in implementing change can

be an important determinant of organizations' responses to competitive pressures. In fact, the process followed in implanting change can influence not only the perception of change, but also the involvement of those affected and the sequencing of change enhancing activities.

Hulf et al. (1992) developed and then simulated a characterization of how organizations renew their strategic direction. Underlying the model is the notion that strategies renewal is an evolutionary process that comes about through a juxtaposition of inertia (i.e., commitment to current strategy) and stresses resulting from dissatisfactions that signal a need for change. Their model details the nature of evolutionary process by stimulating alternative renewal paths and exploring the interaction of the cumulative stress and inertia that naturally develop in organizations over time.

Sastry (1997) also developed a simulation model for analyzing the dynamics of organizational change. The model focuses on four organizational variables. Strategic orientation (i.e., what business is a firm in and how does it compete); inertia (i.e., resistance to environmental reassessment and to change in social and structural relationships); perceived performance by top managers (i.e., consistency of activities and organizational efficiency); and pressure for change (i.e., environmental changes that render an original strategic orientation ineffective). Sastry's findings suggest various insights into how organizations may fail in attempting to introduce change. Principal among his findings is that a change effort is likely to fail if an organization adopts a strategic orientation which does not match the requirements of its external environment.

Kelly and Amburgey (1991) investigated organizational inertia and momentum in the airline industry following its 1978 deregulation. Viewed as a discontinuous or second order change, deregulation transformed the fundamental nature of the airline industry, as individual carriers were allowed to independently set fares and to enter and exit passenger markets at will. They draw five major conclusions that underscore the impact of context on varying organizational responses. First, environmental change does not necessarily increase the probability of strategic re-orientation. Second, older organizations are less likely than their younger counterparts to undergo change in their product market strategy. Third, organizational size is not necessarily associated with a decrease in organizational responsiveness to change. Fourth, organizations are more likely to repeat changes they have previously experienced. And, finally, changes in product market strategy do not necessarily contribute to organizational failure. Similar study by Amburgey et al. (1993) provides further support for some of these same conclusions. The above explanation helps to conclude that whatever the nature and size of organizations may be, they are always in pressure to change. Those organizations are capable to

change which are interactive and adoptive to their internal as well as external environmental forces.

### **2.3 Content of Organizational Change**

The content issues of organizational change, largely focuses on the substance of contemporary organizational changes. Researches in this category have typically attempted to define factors that comprise the targets of both successful and unsuccessful change efforts and how these factors relate to organizational effectiveness. The following review will explore the content of the organizational change.

Burke and Litwin (1992) predict individual and organizational performance and, thus deal with organizational conditions and resultant effects. They identify transformational and transactional dynamics inherent in successful change efforts. Transformational factors deal with the areas that require new employee behaviours as a consequence of external and internal environmental pressures. According to Burke and Litwin, such factors include leadership, culture, and mission and strategy. By contrast, as they note, transactional factors deal with psychological and organizational variables that predict and control the motivational and performance consequences of work group's climate. These variables include management practices, structures, systems (policies and procedures), task requirements, and individual skills and abilities. The Burke Litwin model is novel in distinguishing between transformational and transactional factors requiring long versus short term attention to be given by managers and change agents to bring change successfully in their work organizations.

Vollman's (1996) model of the transformation imperative portrays the magnitude of the change process as confronted by many organizations. The model as presented by Vollman consists of an eight by six matrix detailing the myriad considerations potentially at play in change efforts. The rows of the matrix constitute eight facets: (a) strategic intent (e.g. addressing the current issues); (b) competencies (e.g., linking current competencies to a desired transformation); (c) processes (e. g., establishing metrics for assessing efficiency and effectiveness); (d) resources (e.g., systematically deploying human resources); (e) outputs (e.g., identifying customer expectations); (f) strategic responses (e.g., planning action programmes); (g) challenges (e.g., anticipating obstacles); and (h) learning capacity (e.g. identifying new required knowledge, skills, and abilities). Each of these facets can serve to prompt essential equations. For example, for this organization to implement a transformation what should be its strategic intent? How can its current competencies be linked to the transformation? What metrics are necessary assessing its efficiency and effectiveness? As suggested by Vollman,

three columns of the matrix constitute organizational dimensions and three organizational resources. The dimensions and resources are (a) culture (e.g., shared values and beliefs); (b) configuration (e.g., organization design); (c) coordination (e.g., control necessary to monitor progress); (d) people (e.g., new behaviours); (e) information (e.g., new data requirements); and (f) technology (e.g., new required equipment). An analysis of each column (i.e., the cultural implications of changing each facet) and each row (i.e., implication of changing strategic intent on configuration) is intended to reveal the magnitude of proposed transformation. If conducted properly, such an analysis is intended to prevent underestimating the requirements necessary for successful change efforts. Organizational change covers a large area and factors. It goes through changing individual to organizational level behaviour and moves from the changes in structure, strategy to the culture and system of organization.

## **2.4 Process of Organizational Change**

There are several models of processes of organizational change management. These models try to give the guidelines to the change agents and managers, how change in organization can be initiated, implemented and evaluated. Research on implementing change as a process has its roots in the pioneering work of Lewin (1947), where he conceptualized change programme through successive phases named unfreezing, moving, and freezing.

Judson's (1991) model of implementing a change comprises the phases: (a) analyzing and planning the change; (b) communicating the change; (c) changing from the status quo to a desired state; and (d) consolidating and institutionalizing the new state. Within each stage, Judson states predictable reactions to change and methods for minimizing resistance to change effort. According to Judson, alternative media, reward programs such as gaining and persuasion can be used to manage the resistance.

Kotter (1995) recommended eight steps for change agents and managers to follow in managing fundamental changes in how an organization operates: (a) establishing a sense of urgency by relating external environmental realities to real and potential crises and opportunities facing an organization; (b) forming a powerful coalition of individuals who embrace the need for change and who can rally others to support the effort; (c) creating a vision to accomplish the desired results; (d) communicating the vision through numerous communication channels; (e) empowering others to act on the vision by changing structures, system, policies, and procedures in ways that will facilitate implementation; (f) planning and creating short-term wins by publicizing success, thereby building momentum for continued change; (g) consolidating improvements and changing other structures, system procedure, and

policies that are not consistent with the vision; and (h) institutionalizing the new approaches by publicizing and connection between the change efforts and organization success.

For successful management of change, Galpin (1996) proposed a model comprised of nine wedges that form a wheel. As a foundation for each wedge in the model, Galpin stressed the importance of understanding an organization's culture as reflected in its rules and policies, customs and norms, ceremonies and events, and rewards and recognition. The Galpin wheel consists of the following wedges: (a) establishing the need to change; (b) developing and disseminating a vision of a planned change; (c) diagnosing and analyzing the current situation; (d) generating recommendations; (g) preparing the recommendations for rollout; (h) rolling out the recommendations; and (i) measuring, reinforcing, and refining the change.

Armenakis et al. (1999) proposed two models, the first aiming at creating readiness for change, and facilitating the adoption and institutionalization of desired change. As stated by Armenakis and others, the model incorporates the five components to convey the message of change. The components consist of (a) discrepancy (e. g., we need to change); (b) self-efficacy (i.e., we have the capability to successfully change); (c) personal valence (i.e., it is in our best interest to change); (d) principal support (i.e., those affected are behind the change); and (e) appropriateness (i.e., desired change is right for the focal organization). The basic logic behind the model is to convert the stakeholders affected by the change into agents or managers of change. The change managers and researchers are more interested in Armenakis and others for being useful to transmit the change messages. These included (a) persuasive communication (e.g., speeches by change facilitators and writing in company news letters) ; (b) active participation by those affected (e.g., vicarious learning, enactive mastery and participative decision making); (c) human resources management practices (e.g., selection, performance, evaluation, compensation, and training and development programmes); (d) symbolic activities (e.g., rites and ceremonies); (e) diffusion practices (e.g., best practice programmes and transition teams); (f) management of internal and external information ; and (g) formal activities that demonstrate support for change initiative (e.g., new organizational structures and revised job descriptions).

Isabella (1990) has proposed a model of how (as change targets) organizational members interpret events as change initiative unfolds. The model states that organization members construe key events linked to the process of change as unfolding in four distinctive stages. According to Isabella, anticipation occurs when individuals assemble rumors and tidbits of information into a construed reality. Conformation involves the standardization of events into a conventional frame of reference used to establish logical association reflecting understandings

that seemingly have worked in the past. Culmination results from a comparison of conditions before and after an event and at which time managers amend their frame of reference to either include new information or omit invalid information. The final stage, aftermath, occurs when focal managers review and evaluate the consequences of a change. This analysis is more helpful to those attempting to understand resistance to change. In support, Jaffe et al. (1994) has advanced a four stage model of how organization members construe events as change unfolds. As forwarded by Jaffe and others denial occurs as employees refuse to believe that a change is necessary or that it will be implemented. This is followed by resistance as evidenced by individuals with holding participation, attempting to postpone implementation, and endeavoring to convince decision makers that the proposed change is inappropriate. Exploration is marked by experimentation with new behavior as a test of their effectiveness in achieving promised results. Finally commitment takes place as change target members embrace proposed changes. Thus, as other management process organizational change management comprises processes like planning, implementing, and evaluation.

## **2.5 Outcomes of Organizational Change**

Implementing change successfully requires encouraging individuals to enact new behavior so that desired changes are achieved in the organization. The action required to implement a desired change may evoke unintended responses like denial and resistance and further result in cynicism as well as reduced organizational commitment. Both researches and practical experiences note that such responses can serve as complementary criteria or marker for tracking the likelihood of employees enacting behaviours necessary for achieving change (Armenakis & Bedein, 1999).

Regarding the most ambitious work to examine the personal turmoil resulting from organizational change, Kanter (1991) reported the views of nearly twelve thousands managers in twenty five countries of six continents. Survey respondents reported a substantial shift in loyalty over the decade ending in 1990 with loyalty for both senior managers and other employees apparently employers to professional association. The effect of such shift in people's attitude will have a high level impact in the management of organizational change.

Research by Becker (1992); Becker et al. (1996); Meyer and Allen (1997) have produced a compelling rationale for using commitment as criterion variable in assessing impact of organizational change on employee-organization relations. Specifically, compliances (i.e., an individual's willingness to comply with the company rules, policies, and reward structures); identification commitment (i.e., attachment one feels to being socially affiliated with an organization and its members); internalization commitment (i.e., institutionalization of values

inherent in a change) have been argued to influence the psychological attachment employees feel toward an enterprise and, in return, the extent to which they will perform their jobs and swing in stress cynicism and forms of work place withdrawal (i.e., absenteeism and lateness) and finally employee turnover and typology of commitment has also been presented as affective, continuance, and normative.

Dean et al. (1998) has reviewed the research on employee cynicism. Conceptualizing cynicism as an attitudinal construct comprised of beliefs, affects, and behavioural tendencies. They considered cynicism to be based on specific organizational experiences and argue that it is likely to change across the time as one encounters new experience. Dean and other concluded that while cynicism related to organizational commitment, trust, and job satisfaction and other constructs, it will be an independent concept.

Reichers et al. (1997) stated that cynicism is important because change efforts are likely to fail if employees responsible for an organization success lose faith in senior management as change catalyst. Factors they identify as contributing to the development of such cynicism include a history of failed change programme and inadequate sharing of information about intended changes. They further express that cynicism about changes has detrimental consequences for such employees' outcomes as commitment, satisfaction, and motivation.

In explaining why people experience stress, Schabracq and Cooper (1998) argued that individuals develop general automatic responses to work and life events. These responses enable them to need recurring need in set ways that permit them to evolve reinforcement. This way of functioning is described as being inherent in specific situations and as comprising a set of situated roles that reduce uncertainty in everyday interactions. When an organizational change is initiated, however an individual's situated skill may become invalid. The more dramatic a change the less effective established situated skills are likely to become and the greater the experience uncertainty. According to them, as change begin to mount, coping and adapting are likely to become more difficult. The feelings of uncertainty, the potential likelihood of being unable to cope, and the difficulty inherent in developing revised situated skills will result into the greater stress. Whereas different individuals have varying ability to learn new roles, stress is expected in the face of change as new skills and behaviours are required. Organizational change produces different outcomes in individuals as well as organizational level. These outcomes determine the success and failure of the change efforts.

## **2.6 Affective Reaction to Organizational Change**

The affective reaction to change may take many forms. The measurement of affective reaction to change has been attempted by Mossholder et al. (1995) using computer aided text

analyzing softwares. They analyzed the content of open ended survey responses of 173 upper level managers of Fortune 100 firms undergoing an attempted cultural transformation. Words used by the respondents to describe the manner in which the transformation was implemented were content analyzed using the Dictionary of Affect in Language (Wissel & Dawson, 1986). This analysis permitted the researchers to determine the favorableness and strength of the respondents' feeling towards the change and, thereby gain insight into their likely emotional reactions. Schweiger and DeNisi (1991) studied the effect of various communication media on the attitudes of employees in two separate units of organization that had announced a merger. Their methodology incorporated a two group (i.e. experimental and comparison groups) design to investigate the impact of a realistic merger preview on the employee attitudes. For the experimental group, the realistic merger preview consisted of a merger newsletter, telephone hotline, and weekly group meeting with managers and personal meeting with individual employee affected by the merger decision. Employees in the comparison group simply received a letter from the organizations' chief executive officers announcing the merger. Schweiger and DeNisi found that uncertainty increased with the initial merger announcement, increasing stress and decreasing satisfaction, commitment and intention, perceived trust worthiness, honesty, and caring. On the other side, realistic communication (as practiced in the experiment group), however, helped employees to cope with the announced merger. Moreover, the beneficial effects of such communication became more pronounced over time.

McHugh (1997) investigated employee stress in an organization that was a part of the Swedish social insurance system. The organization had undergone several years of changes designed to increase accountability, efficiency, and effectiveness. Employee's stress was assessed in terms of factors such as job demands, depression, anxiety exhaustion and tension. McHugh concluded that a climate of constant change is a major source of disaffection for many employees.

Wahlstedt and Edling (1997) studied the impact of change in work practices on the job satisfaction, psychomatic complaints, and sick leave of postal employees in Sweden. They found that a carefully designed intervention succeeded in reducing sick leave and that increases in perceived skill discretion and in authority over decision were correlated with fewer reported sleep disturbances and gastrointestinal complaints. The findings of this study are valuable because they indicate that with proper foresight the corrosive effects of change-associated stress can be ameliorated. Organizational change affects the individual behaviour of the people. It creates positive as well as negative consequences.



## **2.7 Behavioral Reaction to Organizational Change**

Orlikowski (1996) analyzed interview transcripts, observation notes and archival records in identifying behavioural issues related to the introduction of a new technology to track telephone calls received by technical support department of a software company. This analysis revealed five metamorphoses over two years in the texture of work, nature of knowledge, integration patterns mechanisms of coordination and so forth as experienced by the customer service department specialists. Orlikowski coined the term situated change which is described as an ongoing incremental adjustment and adaptation process by target group members. This is considered to be a coping strategy exacted by individual so that they do not become overwhelmed by the challenges faced in adopting and institutionalizing organizational changes. Thus, situated change can be viewed as an ongoing improvisation enacted by the specialists as part of their everyday experiences in adopting the new software.

Beer and Eisenstat (1996) offered a lesson in understanding behavioral reactions to change. They reported the result of an organization wide intervention, referred to as a strategic human resource management profiling designed to enhance the strategic and learning abilities of a global technology company. A team of internal and external consultants trained an employee task force to conduct interviews with internal and external constituencies. The consultants interviewed the company's top management team. The interviewer collected information on the company's strengths and deficiencies as they are related to (a) organizational capabilities; (b) stakeholder satisfaction; (c) strategic tasks; (d) external context; (e) organizational design and human practices. The data gathered by the employee task force were sent back to the top management team with adequate dialogue to clarify any misunderstanding. The top management team then developed and shared with the employee task force a broad vision of what organizational changes were needed. After arriving at a consensus regarding the needed changes, implementation began. Strategic human resource management profiling's short-term objective was to uncover and improve organizational deficiencies. Its long-term objective, however, was to become an institutionalized programme so that organizational changes would be initiated as needed. Based on the information from task force reports, interview transcripts, questionnaire responses, and participant observation field notes, they concluded that although the strategic human resources management profiling achieved its short-term objective, it had very little sustained impact over the long term, ultimately being abandoned. Beer and Eisenstat (1996) reasoned that the change process was resisted because it was felt as overly personal and too negative. This shows that adopting with new behavior to achieve the change result is somewhat a difficult managerial work.

Organizational change does not create only negativity in the mind of the organizational members. Cameron (2008) presents a review of the several works in the positive side of organizational change. According to him positive organizational change is about the positive dynamics, positive attributes, and positive outcomes in organization. Cameron identified the results of positive organizational change in the forms of an exceptional performance change stands for positive environment, positive energy, positive emotion, positive attitude, and betterment of the organizational performance. Organizational change management, if managed well, will produce positive reactions, otherwise it results into negative. It is the change manager's wisdom to drive change positively.

## **2.8 Theories of Organizational Change**

Van De Ven and Poole (1995) introduced four basic theories that may serve as building blocks for explaining the process of change in organization: life cycle, technology, dialectics, and evolution. These four theories represent different sequences of change events that are driven by different organizational levels. They attempted to identify the circumstances when each theory produces a wide variety of more complex theories of change and development in organizational life. Van De Ven and Poole (1995) viewed the process of development as unfolding in fundamentally different progression of change events. As presented by them a life cycle model depicts the process of change in an entity as progressing through necessary sequences of stages. An institutional, nature, or logical programme prescribes the specific contents of these stages. A teleological model views development as a cycle of goal formulation, implementation, evaluation, and modification of goals based on what was learned by the entity. This sequence emerges through the purposeful social construction among individuals within the entity. In dialectical models of development, conflicts emerge antithesis that collides to produce a synthesis, which in time becomes the thesis for the next cycle of dialectical progression. Confrontation and conflict between opposing entities generate this dialectical cycle. An evolutionary model of development consists of repetitive sequence of variation, selection and retention events among entities in a designated population. Competitions for scarce environmental resources between entities are the major cause behind the change.

Gersick (1991) explained how organizational systems develop and change is shaped, at every level of analysis, by traditional assumptions about how change works. New theories in several fields are challenging some of the most pervasive of these assumptions, by conceptualizing change as a punctuated equilibrium: an alteration between long periods when stable infrastructure permit only incremental adaptation, and brief periods of revolutionary

upheavals. Gersick (1991) compares the punctuated equilibrium models from six domains adult, group, and organizational development, history of science, biological evolution, and physical science to explicate the punctuated equilibrium paradigm and show its broad applicability for organizational studies. Gersick claims that models are juxtaposed to generate new study about revolutionary change in organizational settings: how it is triggered, how systems function during such periods, and how it concludes.

Cooperrider and Srivastava (1987) focus their critique on traditional action research and problem solving approaches to planned change primarily by arguing that they do not lead to new knowledge but insisted to recreating the processes they claim to be studying. They point out that action research has not been very successful at creating new models and theories of social organization and that most action researches as practiced by change catalyst begin with a model of ideal group or organization that appreciative inquiry emerged out of search for methods of inquiry that have the potential to create new images, models, and theories of organizations as social entity. Cooperrider and Srivastava (1987) proposed four principles of appreciative inquiry.

- i. The inquiry begins with appreciation
- ii. The inquiry is applicable
- iii. The inquiry is provocative and
- iv. The inquiry is collaborative

In the important theoretical statement of appreciative inquiry, Cooperrider and Whitney (2001) respond to concern about the place of problems and problem solving in organizational change efforts and articulated another set of five principles of appreciative inquiry:

- i. The constructionist principles
- ii. The principle of simultaneity
- iii. The poetic principles
- iv. The anticipatory principle and
- v. The positive principle

Cooperrider, Whitney, and Stavros (2008); Ludema et al. (2003); Whitney and Trosten-Bloom (2003) have outlined four D method of appreciative inquiry. The four D strands for discovery, dream, design, and delivery destiny. Appreciative inquiry, when skillfully done with proper sponsorship and resources, is a potent planned transformational change process (Bushe and Kassam 2005). Cooperrider and Whitney (2001) conclude that the seed of change is the things people think and talk about the things people discover and learn, and the things that inform dialogue and inspires image of the future.

## **2.9 Management Development: An Overview**

As organizations strive to compete in the global economy, differentiation on the basis of the skills, knowledge, and motivation of their workforce, specifically the managerial talent, takes on increasing importance. Realizing on the fact, the training and development is in increasing trend year by year and industry by industry (Aguinis & Kraiger, 2009). Concerns about foci and purposes of management and executive education have increasingly been raised with greater regularity (Goshal, 2005; Mintzberg, 2004). The ambiguity surrounding the definition of management development has led to it attracting multiple meanings that do not always align and has caused confusion among both research communities and participants (Lees, 1992; Wexley & Baldwin, 1986). Storey (1989) stated that although the literature relevant to management development is growing, it remains disorganized and inchoate.

Management development is understood differently by different people. For Ashton et al. (1997) management development (MD) is a conscious and systematic decision action process to control and development of managerial resources in the organization for the achievement of organizational goals and strategies. Wexley and Baldwin (1986) view MD as the whole, complex process by which individuals learn, grow, and improve their abilities to perform professional management tasks. Mumford (1997) found MD an attempt to improve managerial effectiveness through a planned and deliberate learning process. Burgoyne (1988) states MD as the management of managerial careers in an organizational context. Storey (1989) states MD as a process (Consisting of planned and unplanned activities and experience) that helps managers in an organization to develop their experience, ideas, knowledge, skills, relationships, and personal identity, so that they can contribute to the effective development of their organization. Lees (1992) argues MD as a term which embraces much more than simply education or training. It is that entire system of corporate activities with the espoused goal of improving the performance of the managerial stock in the context of organizational and environmental change. For Espedal (2005) appropriate MD is a dynamic capability or a learned patterns of collective activity through which the organization systematically generates and modifies its routine in the pursuit of encouraging and developing managers to balance efficiency and adaptiveness.

Wexley and Baldwin (1986) presented a broad review of pieces published largely after 1980s. They review research under three headings; management education is primarily concerned with the impact of competency movement on college or university as executive education. Management training examines work undertaken in the areas of needs assessment, training content and methods, maximizing learning and transfer, evaluation and training for

special target groups such as small and medium size enterprise managers, entrepreneurs and international managers. On the job experiences discusses the action learning and monitoring as approach to "structuring and improving the developmental yield on the job managerial experience". This calls for greater attention from organizations in both identifying their management development objectives, and evaluating these in the context of their organizational objectives. Recognizing the management development as multifaceted as "management", they conclude that there is no "one best way" for developing managers, and find the activity to be contingent on the management role, the individual, and organizational context.

Storey's (1989, 1990) two part review remains one of the extensive discussion available on the subject management development and is reflective of a growing concern with the topic of management development in British management studies in the 1980s in the light of high profile reports, which had identified the lack of development capabilities in the United Kingdom. From the outset, Storey (1989) reveals a perspective on management development that influences the review: he refers to management development as a practice and a field of study. This mirrors the contemporary concerns (Mintzberg, 2004) as to exactly what the construct of management is and to extent to which management should be considered an academic disciplinary era. One of Storey's (1989) central criticisms of the management development literature he reviewed is its tendency to apply universalistic strums and to disregard context, both on organizational, and a wider level.

Storey (1989, 1990) expresses a concern as to whether management development is for planned interventions or whether it should embrace unplanned and informal ways. He differentiates "development" from "training" and "education". According to his conceptualization the following are the major objectives of management development.

- organizational change through MD;
- quality improvement, cost reduction, and excellence through MD;
- attitude change and value diffusion through MD;
- creating common identities through MD; and
- "stretching" managerial capabilities through MD.

The first objective, which Storey (1989, 1990) Identifies as having the largest volume of literature connected to it, is similar to Lees (1992) "functional performance" face or rationale, which stresses that the purpose of management development is to directly improve corporate performance and competitiveness through enhanced managerial functioning. Garavan et al. (1999) reported an enduring assumption that management development tends to be undertaken from the functional performance perspective, and noted that very few of the set of alternative

assumptions are explored in any significant way. Storey (1990) presents three frameworks of management development:

- The "classic approach" treats management development as a system that draws input from the organizational environment in the form of existing plans, diagnoses and generates outputs such as training interventions, succession plans, and related HRM subsystems;
- "Contingency approaches that challenge universalistic templates and identify key variables that aid the selection of particular management development activities; and
- Alternative conceptualizations such as management self development, which is driven by the managers themselves extrinsic to the organizational setting.

Storey (1989, 1990) concludes that these alternative conceptualizations might possibly serve to a contention area: the possibility that management development activities are interpreted variously at the different levels in which they are engaged. He suggests that management development should contribute to the competitiveness of the organization by improving managerial capabilities. It should be able to retain the managerial talent in the organizations and create collaborative efforts to initiate, implement, and evaluate the change in the enterprises.

Clemant's (1988) review of management development "Cannon", undertaken around the same time as storey's (1989, 1990), focuses primarily on literature published in the yearly 1980s. As with Storey, attention is drawn to a large volume of criticism, which had been leveled at both practitioners and researchers in the field of management development and the appropriateness of management development techniques. In an attempt to evaluate the justification of the criticism, the review unearthed significant changes in the field of management development, which include the trend toward management development in the international realm, the improved design of management development programmes, and the improvement of the evaluation of management training programmes. From these positive trends, Clemant (1988) distills three keys to effective management development as being: an examination of the cultural variables within which a manager works and an analysis of nature of the actual management position for which an individual is developed and consideration of different types of development activities.

Baldwin and Padgett (1994) review the previous five year literature on the subject. Despite Storey (1990) and Clement's (1988) call for context-specific research with a more sociological flavor, Baldwin and Padgett note significance advances in management

development research in the behavioural specificity of models of effective management and a move toward more empirical work with generalizable samples.

In the initial section on the understanding and assessment of effective management, Baldwin and Padgett (1994) focus on four categories:

- general skill taxonomy;
- assessment instruments strategies;
- changing managerial environments; and
- specific management populations.

The second major section of the review, which examines the literature on the context of managerial development, begins with a statement that the majority of "traditional" research on management development, focuses on research that takes place in structured or formal learning programmes. Despite this, Baldwin and Podgett (1993) report on research that cities' managers locating their key learning experiences in informal or on the job settings. This part of review expands on Wexely and Baldwin (1986) and is sub divided into three categories that address this informal development under the headings of job assignments and relationships, and the formal training context.

Thomson et al. (2001) rely heavily on the British context and it adopts a largely "macro" view of management development; it is concerned with management development in terms of trend in organizational investment, policies, and qualities.

Parren and Burgoyne (2002) address an asserted need of providing a framework of management and leadership abilities by reviewing well known and recent texts and analyzing 93 interviews with range of parties. Total 1,013 individual's abilities were evoked. Through content analysis, these were condensed to 83 ability set and 8 mega abilities: think strategically; manage and lead people; lead direction and culture; manage self; manage relationships; manage information; manage resources; and manage activities and quality. They are further condensed into three groups: people abilities, thinking abilities, and task abilities. Parren and Burgoyne (2002) point out that the synthesis represents a mixture of the philosophical and pragmatic and make no claims for completeness. Nevertheless, as a comprehensive review of the literature, combined with qualitative data from a set of research projects, it provides an important contribution to the identification of a framework of abilities to be developed by the managers themselves, organizations, and management education providers.

## **2.10 Management Learning**

Fox (1997) contrasts two leading approaches that have been emerged, since 1960s. These approaches are management education (a subset of higher education, which is usually

provided by university business and management schools and tends to be theoretical) and management development (a subset of human resource development). Fox examines the emergence of management learning and evaluates situated social learning as a concept that highlights the practical and the social and is concerned with how practical and social or "natural learning" occurs in work communities. Fox (1997) notes that the weight of management education syllabi is tipped to the technical and functional direction, despite this reductionist approach being the subject of criticism by managers. Fox sees the consequences of a set of interrelated cultural and political pressures as central to the emergence of management learning as a new disciplinary area, which is both a subject area and the site of a research community that studied both management education and management development. According to Fox management learning, two points of departure are that the education of managers is a different proposition than educating school leavers and that managers learn in many ways outside formal context.

Situated social learning theory emerged from ethnographic studies, which explored how individuals are assimilated into communities of practice that are of immediate relevance to social settings. In this context, formal education belongs to "Communities of discourse", which produces "people who are able to talk about practice rather than belonging to a community of practice" (Fox, 1997). Fox states that several management development and education researchers have recognized that considerable amounts of learning occur outside formal learning events and programmes. Further, there are very few detailed studies of these "natural" or "everyday" learning processes, partly because they are less easy to investigate than classrooms and other formal settings. The relevance of situated social learning to management learning is that it emphasizes learning processes rather than management development and educational processes. According to Fox, management development and education practitioners are part of a "community of discourse" rather than a "community of practice". Learning by managers in the course of their everyday work is developed as tacit knowledge in communities of practice that exist within organizations but remains a "blind spot" for management development and education practitioners. This study is found to be highly implicable for studying the relationship between management development and education and organizational culture.

Easterby and et al. (1997) presented a review of dominant research trends in management learning beginning with the proposition of two dimensional matrix, which represents overlaps between location of management learning (educational or corporate sectors) and dimensions of scale (the "policy" or general level and the "operations" or local level).



Easterby and other comment that this type of research tends to be an "establishment" activity where "researchers act as the handmaids of interest group and it seems that personal credibility is more important than mastery of the latest research methods. Their evaluation of corporate development policy focuses on the emergency of competency models that are perceived to be influenced by positivistic methodologies, although social constructionist methodologies are increasingly being applied.

Esterby et al. (1997) identify three "typical" research areas on operational corporate development: research into corporate training and development, research into "natural" process or learning at work, and research into wider learning processes that occur at systematic and structural organizational levels. Research into the first area tends to focus on new and controversial programs and is generally written from the perspective of a practitioner who implements an intervention.

Burgoyne and Jackson (1997) describe the arena thesis as "an alternative pluralist perspective that views management learning as a domain within which conflicting purposes and values within an organization meet to be reinforced, reconciled or proliferated". This exploration of the arena thesis begins with a description of how management learning has become progressively institutionalized into a field that is dominated by a unitarist perspective. They, then, explore the origins of the pluralist perspective and compare it to unitarist and radical perspective.

Examining the revitalization of the study of institutionalization theory, Burgoyne and Jackson (1997) report how it reflects the myths of institutional environments rather than demands of work place. Finding that training programmes have a tendency to become isomorphic as a result of mimetic processes and coercive and normative pressures, Burgoyne and Jackson find it to be a valuable tool for understanding the overwhelmingly unitarist approach to management learning. Although this approach may bestow legitimacy on the management development organization or practitioners, it ultimately promotes mediocrity and imitative management practices. Utilizing the framework of organizational politics, three separate frames of reference for analyzing politics as applied to organizations are presented. The first of these, the "unitary" framework, perceives society as a unitary and homogenous whole and reflects the perspective of traditional organizational theory that presents organizations as cohesive, cooperative systems. The second perspective the "radical" perspective adopts Marxist social philosophy, which views society as consisting of conflicting class interests that produces uneven power relations. The "Pluralist" perspective emphasizes diversity and group interests where conflict is viewed as having potential positive outcomes.

Burgoyne and Jackson, utilize the metaphors of "parade", "battlefield", and "arena" to respectively characterize these.

Cullen and Turnbull (2005) attempt to review the management development and learning literature with the aim of providing a framework of how various perspective and research approaches to management development have been outlined in the literature. They developed the meta definition of management development as a multi field that emerged from a range of disciplines (primarily, though not exclusively psychology, social sciences, and management studies), which either attempts to frame the reality of management or reference the reality experienced by managers, with the aim of contributing to the personal resource base of managers and /or the intellectual capital of the organizations. They found that there is a significant lacuna in the area of understanding why organizations make this (often substantial) commitment to investing in the development of their managers and perhaps highlights a need for deeper research into these rationales. They opined that an inquiry into these rationales might reveal some important clues to the relationship between management development and the social and cultural setting in which learning occurs. They suggest that management development is futuristic process and should contribute to the organizational change management. There is no one best way to management development and learning. Basically it depends on the different situational variables in and outside the organizations.

### **2.11 Typology of Management Development**

Wohkling (1971) identifies two types of management development: Conventional (classroom, case based, etc) and processual. Another typology was developed by Ashton et al. (1975), which categorized patterns of management development on a matrix that represented visible activity and level of commitment. Wexely and Baldwin (1986) organize their review under the headings of management education, management training, and on the job experiences. Mumford (1997) uncovered three approaches to management development that comprised informal managerial/accidental process, integrated managerial/opportunistic approaches, and formalized development/planned approach approaches. Homlan (2000) outlines four types of formal management education as academic liberalism, experiential liberalism, experiential vocationalism, and the experiential critical school approach.

Jansen and Van der Velde (2001) present typologies of management development in Dutch context, which distinguish between three types of management development: Classical management development, which focuses on succession planning; formalized management development; and modern management development in which there is an equilibrium between effective success planning and employee development. They then proceed to develop a typology of management development, which is based on two axes representing the level of

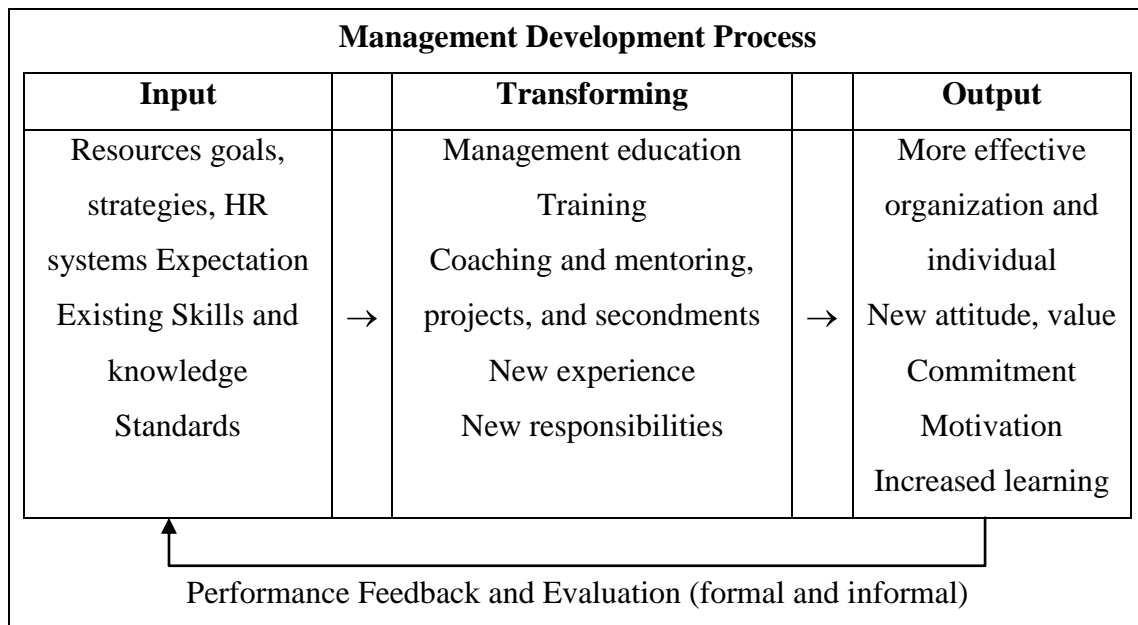
attention that management development receives in the contexts of organization and personal development. The four general types of management development, they identify are as follows: administrative, derived, partner, and landing management development. A model that is widely cited in the literature is Burgoyne's (1988) representation of levels of organizational maturity with regard to management development. The model outlines steps that organizations must progress through to gain an appreciation of how management development can grow from having not systematic management development to having strategic and change oriented development practices that enhance corporate policy formation, implementation, and evaluation.

### **2.12 Rationale of Management Development**

Lee (1992) developed a model of ten different reasons why organizations support and invest in management development. These ten rationales are: functional performance, agricultural, functional defensive, socialization, political reinforcement, organizational inheritance, environmental legitimacy, compensation, psychic defense, and ceremonial. Long (2004) provides a useful summary of literature that demonstrates how executive education benefits organizations and executives and conducts an investigation into the personal rationales of individuals for attending university based executive education programmes. Comparatively, the former refers to approaches that develop managers in order that they might contribute to organizational strategic attainment and the later to determining and ordering appropriate managerial behaviour in line with offered political order of the organization.

### **2.13 Systems Approach to Management Development: A Process View**

Doyle (1995) argues that in the era of radical revolutionary and unintended change, management development can only play an effective role in transforming and renewing the organization, when it is located in a broader, more contingent, holistic, integrative, and rational framework where the factors that influence it (and which it seeks to influence and respond to) are identified and considered alongside more conventional development processes. He precisely states that seeing or thinking of the organization as a system has served as a powerful conceptual and intellectual tool for these managers coming to terms with growing complexity and ambiguity in the chaotic work place. Hitt (1987) conceptualized management development as an open system comprised of assemblage of interrelated elements directed towards common goals. The system perspective of management development views that the process of developing managers is not considered as being piecemeal or fragmented. Instead, the process is seen to be integrated, congruent and supportive of organizational goals and strategies, which themselves are a vital input to the process. Also, implicit in the model is the existence of a coherent and supportive human resource infrastructure to facilitate the process of management development (Doyle, 1995). This view has been presented in the following figure.



Contextual influences from other subsystems and the organization's environment (Political, economic, social, cultural, and technology, etc.)

**Figure 2.1 : Developing the manager: A process**

#### 2.14 Need Identification for Management Development

Yuki and Van Fleet (1982) focused attention on observable managerial behaviours rather than on abstract skills. They used a typology of managerial behaviour consisting of twenty three behaviours measured by the managerial behaviour survey (MBS). Respondents (e.g., subordinates, peers, and superiors) who had had ample opportunities to observe a manager's behaviours were asked to describe that behaviours using MBS. The same respondents also filled out a parallel questionnaire on which they indicated what level of behaviour was optimal for managerial effectiveness in that particular position. The discrepancy between actual and ideal behaviour could then be computed. Whenever a discrepancy occurred, it could simply indicate that the manager was unaware of how important a particular behaviour was, or, more important, it could signal a need for additional training.

Byham (1983) has discussed how assessment centers can be useful for identifying individual management development needs. He has argued that although assessors have typically been used solely for selection or promotability information. They are also valuable for detailing the strengths and weaknesses of each participant and making specific developmental recommendations. Oppenheimer (1982) has focused on the conditions under which self assessments can be expected to be most accurate to find the training needs for managers when they have positive attitude.

The need for training has been conventionally ascertained by organizational analysis, task analysis, and cognitive task analysis. The organizational analysis focuses on the congruence

between training objectives with factors as organizational goals, available resources, constraints, and support for transfer (Goldstein 1993). A job/task analysis has been used to identify the information necessary to create the training objectives. Ford et al. (1993) examined the impact of task experience and individual factors on task ratings of training emphasis. Results indicated that as experience increased overtime, it tended to cause trainees to increase ratings on training emphasis. A cognitive task analysis can complement existing behavioural forms of training need analysis. Research on metacognition suggests that through continued practice or experience, individuals automatize complex behaviours, thus freeing up cognitive resources for monitoring and evaluating behaviour. By determining trainees' current complex cognitive skills, instructional designers can gain insight into trainee's capacity for proficiency and diagnose performance deficiencies. Thus, training needs analysis should identify not only the requisite knowledge and skills to perform tasks, but also the cues and cognitions that enable trainees to know when to apply those skills (Rogers et al., 1997).

### **2.15 Subject Matter of Management Development**

The decision of content of management development subjects depends on the nature, size, and history of the organization. It is also considerably affected by the levels of manager in the company. Subjects for management development content ranged from the very straight forward like problem solving, communications, and time management to unusual topics like image improvement and minimizing stage fright (Wexely and Baldwin, 1986). Other non-traditional training topics receiving attention in the literature include: creativity (Dayne and Pettingill, 1986), performance rating (Barnardin and Buckley, 1981), harnessing pygmalion (Eden, 1984), complicated understanding (Bartunek et al. 1983), strategic thinking (Easterby et al., 1983), and efficacy training (Gist, 1986). Furthermore, subjects like managerial motivation, leadership style, decision making and supervisory interpersonal skills, organizational change and development are also being the main part of management development programme (Blake & Mouton, 1978; Kepner & Tregoe, 1981).

Bernick et al. (1980) have presented a study about the ranking of training dimensions using mean factor score for each managerial level. According to them, technical communications and office skills, fiscal control, human relation skills, managerial leadership skills, and planning skills were the major content of management development for the first line supervisor. Mid level managers preferred the financial control, human resource skills, managerial leadership, human relations skills, planning skills, technical communications, and office skills in order. The preferences of top level management were planning skills, managerial leadership, human relations skills, human resource skills, fiscal control, and technical communication and office skills in order. They conclude that all three levels of management differ with regard to which factor was most important to them. First line supervisors had their highest score on technical factors, mid level

managers had their highest scores on technical and human oriented factors, and top management had its highest score on the conceptual dimensions.

## **2.16 Management Development Methods**

Carroll, Jr. et al. (1972) conducted a survey of 200 training directors who worked for the companies with the largest numbers of employees indicated on Fortune's list of the top 500 corporations. The questionnaire was designed in 5 point Likert scale as highly effective to not effective. The result of the training director about the effectiveness of training methods was found out. According to them, the effective training methods were case study, conference (discussion) method, lecture (with questions), business games, movie films, programmed instruction, role playing, sensitivity training, and television lecture in order. They conclude that the effectiveness of particular training method is relative to the training objectives and participants' demography.

Compbell et al. (1970) classified off the job management training activities into two basic types (a) information presentation techniques (e.g., lecturers and programmed instruction) and (b) simulation methods (e.g., case studies and business games). Goldstein and Sorcher (1974) have focused almost exclusively on the behaviour modeling. Research evidence generally supports its utility for improving the human relation skills of managers (Birkenbach et al., 1985). Additional methods such as intensive athletic competition (Wellemeyer, 1983) and wilderness experiences (Van Zwieten, 1994) to support the simulation have been presented in the literature.

## **2.17 Evaluation of Management Development Programme**

Bruwelheide and Duncan (1985) described two methods that can be used together for evaluating training that can be used together for evaluating training and development results in terms of observable changes in the behaviour of trainees. According to them two methods are self report behavioural checklists and analogue testing aiming at achieving the positive behavioural changes. The evaluation process in the training and development should attempt to measure participants' reactions, or how well they liked the programme: learning, or the extent to which the training content was assimilated, behavior, or the changes in job behaviour, and results, or the changes in organizational variables such as costs, productivity, and turnover (Kirkpatrick, 1977, 1978).

Kraiger (2002) proposed a decision based evaluation model. The model frames decisions about how to measure training impact around the intended purpose for evaluation purposes of decision making, marketing, and providing feedback to participants, instructors or instructional designers. Komaki (1977) proposed the experimental and control group to measure the training effectiveness. Levin (1975) provided a thorough discussion of the cost effectiveness approach, emphasizing the comparative effectiveness of various alternatives. There continues to be calls for

establishing the return on investment for training and development, particularly as training continues to be outsourced for cost effectiveness (Philips & Philips, 2007). It is important not only that the benefits of training be maximized, but also that these benefits are to be documented. The proposed conceptualizations and measures of training effectiveness can enhance the perceived benefits of training and development from the perspective of the various stakeholders in the process, including those who participate in training, those who deliver it, and those who fund it (e.g., organizations). It is important that training evaluations include a consideration of the intended purpose of the evaluation, the needs and sophistication of the intended audience, and the variables related to various types of utility reactions (Aguinis & Kraiger, 2009).

## **2.18 Management Development, Systems Thinking, and Organizational Learning**

In the contemporary model, management development is in better position to make an important contribution to organizational learning. It has been recognized that the organization must not only adapt to its size, technology, and environment but must also shape these forces. It does so through the development of managerial skills. This perspective encourages a more reflective and acquiring approach to management development (Doyle, 1997). Morgan (1986); and Senge (1990) begin to develop new ways of seeing and thinking about the organization. According to Senge (1990), the managers can acquire the anticipatory, creative and visionary skills that enable them to challenge and question existing mental model, mind sets, assumptions and the validity of past experience and knowledge in shaping future actions. With greater understanding of complex organizational issues managers and organizations can begin to rewrite the rules and act with perceptiveness and leverages to bring about organizational change and renewal (Kofman & Senge, 1993). Management development should be designed in such a way that will facilitate the second order change. The aim of management development has been to shift the process beyond maintenance or single loop learning to encompass generative or double loop learning. Management development as organizational learning process encourages the managers to unlearn the old habits and learn the new and think beyond the box (Argyris, 1991). As organizational learning is a continuous process of adaptation, in the same way management development is also the continuous lifelong learning process in the cooperative and collaborative ways in the contemporary organizations.

There are few studies about management development in Nepal. Some studies like Shrestha (1991) and Upadhyaya (1981) have highlighted the personnel management in holistic approach. Pradhan (1997) has conducted the research on management development in manufacturing public enterprises. This study is the pioneer in the area, but is not addressing the changes in individual and organizational level to be brought by management development.

## CHAPTER-III

### RESEARCH METHODOLOGY

Research methodology is presented in the three sections. The first section deals with the procedures and results of the formation/determination of research topic, determination of research objectives, and development of research problems. The second section of this chapter presents the research design, the nature of questionnaire, data collection procedures, preliminary test of the questionnaire, administration of questionnaire, questionnaire distributed and collected, data analysis and statistical tools applied, validity, and reliability tests. The last section of this chapter is devoted in dealing with the demographic variables about respondents and responding organizations. The demographic variables like, ownership patterns of the banks, levels, and genders of managers are taken as the intervening variables to compare and present the perceptual information in the present research work.

#### 3.1 Formation of Research Topic

The researcher has tried to get the valued ideas of the chief executive officers (CEOs) of the 'A' class commercial banks operating during the beginning of 2009 regarding the relevance of the research topic. They were requested to provide time for the discussion about the research topic. According to time provided, the researcher met them and requested to give their views on the research topic as highly relevant, moderately relevant, relevant, less relevant, and unknown. A short oral description of the research topic was explained to the CEO's before getting their ideas. The ideas of the 25 CEO's of 'A' class commercial banks were collected. The table 3.1 presents the summary of their views.

**Table 3.1**  
**Relevancy of the Research Topic**

Ownership of Banks	Total	Highly Relevant		Moderately Relevant		Relevant		Less Relevant		Unknown	
	N	n <sub>1</sub>	%	n <sub>2</sub>	%	n <sub>3</sub>	%	n <sub>4</sub>	%	n <sub>5</sub>	%
Private Banks	16	7	43.75	5	31.25	2	12.5	–	–	2	12.5
Joint venture Banks	6	2	33.33	2	33.33	1	16.67	1	16.67	–	–
Govt. & Semi Govt. Banks	3	3	100	–	–	–	–	–	–	–	–

According to table 3.1, total 16 CEO's of private ownership commercial banks were involved in the discussion about the relevancy of research topic. Out of 16 CEOs, 7 (43.75%) and 5 (31.25%) regarded the research title as highly relevant and moderately relevant, respectively for functional as well as theoretical purposes. In the same way, 2 (12.5%) opined that topic was relevant and other 2 (12.5%) were unknown about the topic. Similarly, total 6



CEOs of the joint venture ownership banks were consulted to share their views about the relevancy of the research topic. For 2 (33.33%), the research topic was highly relevant. Other 2 (33.33%) opined it as moderately relevant, and the rest 1 (16.67%) was rating the research topic as less relevant. All CEOs of government and semi government banks opined the research topic being highly relevant for practical and theoretical purposes.

In this way, the majority of the CEO's in commercial banks provided the response that the research topic was relevant for practical purposes.

### 3.2 Appropriateness of Research Objectives

The research objectives, listed in the first chapter were explained with the human resource (HR) department heads (HRDH) of the 'A' class commercial banks in Nepal in order to get their ideas individually. The ideas of the HRDHs relating to the research objectives are presented in the table 3.2. The HRDHs were requested to share their views in the scale like more appropriate, appropriate, less appropriate, not appropriate, and unknown.

**Table 3.2**  
**Appropriateness of Research Objectives**

Ownership of Banks	More Appropriate		Appropriate		Less Appropriate		Not Appropriate		Unknown	
	n <sub>1</sub>	%	n <sub>2</sub>	%	n <sub>3</sub>	%	n <sub>4</sub>	%	n <sub>5</sub>	%
Private Banks	7	43.75	5	31.25	2	12.5	–	–	2	12.5
Joint venture Banks	2	33.33	3	50	1	16.33	–	–	–	–
Govt. & Semi Govt. Banks	2	66.67	1	33.33	–	–	–	–	–	–

As presented in the table 3.2, out of 16 HRDHs in the private bank, 7 (43.75%), 5 (31.25%), and 2 (12.5) viewed research objectives as more appropriate, appropriate, and less appropriate, respectively. For 2 (12.5%) HRDHs in private bank, the objectives were unknown. Total six HRDHs in the joint venture banks were involved in finding the appropriateness of the research objectives. According to their opinions, the objectives were more appropriate for 2 (33.35%), appropriate for 3 (50%) and less appropriate for 1 (16.33%). Among three HRDHs in government and semi government banks, 2 (66.67%) and 1 (33.33%) opined that the research objectives were more appropriate and appropriate, respectively.

In summary, the majority of the HRDHs opined that the research objectives were appropriate.

### 3.3 Evaluation of the Research Problem

The research problem was explained to the strategic and corporate managers (SCMs) in the private, joint venture, and government and semi government banks. The research problem statement was briefed with the concerned managers individually and their ideas were collected in the scale like highly suitable, moderately suitable, suitable, less suitable, and unknown. The table 3.3 presents the number and percentage of the SCMs showing the level of suitability of the research problem.

**Table 3.3**  
**Evaluation of the Research Problem**

Ownership of Banks	Highly suitable		Moderately suitable		Suitable		Less suitable		Unknown	
	n1	%	n2	%	n3	%	n4	%	n5	%
Private Banks	8	50.00	3	18.75	4	25.0	–	–	1	6.25
Joint venture Banks	3	50.00	2	33.34	1	16.66	–	–	–	–
Govt. & Semi Govt. Banks	2	66.67	1	33.33	–	–	–	–	–	–

As presented in the table 3.3, for 8 (50%), 3 (18.75%), and 4 (25%) SCMs in the private banks, the research problem as briefed by the researcher, was highly suitable, moderately suitable, and suitable respectively. Out of 16 SCMs, 1 (6.25%) manager was unknown to the research problem. The total 6 SCMs working in joint venture banks were requested to share their perception about the suitability of the research problem. The number and percentage of the SCMs perceiving it as highly suitable, moderately suitable, and suitable were 3 (50%), 2 (33.34%), and 1 (16.66%), respectively. The SCMs in government and semi government banks were also requested to find the suitability of the research problem. As presented in the table above, for 2 (66.67%) and 1 (33.33%), the research problem as they came to know by discussion with the researcher was highly suitable and moderately suitable, respectively.

Summing up, the majority of the SCMs working in private, joint venture, and government and semi government banks perceived the research problem as suitable.

As discussed above, the researcher finalized the research topic, objectives, and problems on the basis of the discussions with the concerned authorities in the 'A' class commercial banks in Nepal. The interactions with different individual authorities in private, joint venture, and government and semi government banks have enabled the researcher in different ways. The most important support received by the researcher was development of research willingness.

### **3.4 The Research Design**

The research design situates the researcher in the empirical world, and connects the research problem and question of data. As the basic plan for a piece of research includes main ideas such as the strategy, the conceptual frame work, the questions of whom or what will be studied, and tools and procedures to be used for collecting and analyzing the empirical materials (Punch, 2005: 66).

The present research is based on the opinions collected from the managers working in 'A' class commercial banks under private, joint venture, and government and semi government ownerships. By nature, it is an exploratory cum descriptive survey research (Krishnaswamy et al., 2010; 161). The study covers nine numbers of 'A' class commercial banks comprising of three from each of private, joint venture, and government and semi government ownerships. The research has explored the comparative results of the opinions of private, joint venture, and government and semi government banks. The comparison of the results of the opinions of male and female managers and senior and junior managers have also been presented. Hence, the present research also attempts to carry some characteristics of the comparative research design as explained in May (2001: 206) and Heinn et al. (2006: 60)

### **3.5 The Nature of Questionnaire**

The questionnaire can be said as a well ordered set of questions aimed at eliciting information regarding facts, level of knowledge, attitudes, needs, and motivations. The design of questionnaire is regarded as more art than science (Krishnashwamy et al., 2010: 305). Lee and Lings (2010: 268) regards the questionnaire as the survey or data collection instruments. They regard that questionnaire is as one for all and answer from all may differ with each other.

The questionnaires used to collect the data from the survey were divided into five sections. The first section of the questionnaire consists of socio-demographic information of the respondent managers. The second section of the questionnaire covers the existing practices of management development in the organizations under study. Basically, this section deals with the questions related to the existing management development issues like planning, implementation and evaluation of management development practices in the organizations under study. The third section of the questionnaire includes the queries related to the need of change and improvement in the existing management development and training in the selected banks. The fourth section of the questionnaire deals with the improvements and changes in the behavior of the individual manager from the participation in management development. The fifth part of the questionnaire covers the managerial attributes to bring changes, forces for

change, forms of changes observed, managerial role for initiation and implementation of change, speed of change and so on.

In addition, the questionnaires contain different types of questions to be answered by the responding managers. The survey questionnaire used in this research includes the single answer questions, the single choice as Yes/No and Applied/Not applied, multiple choice, and alternative ranking scales to get the judgmental information regarding the degree of understanding, knowledge, attitudes, needs, and feelings of the individual respondent about the given attributes. All questions asked to the responding managers were close ended.

### **3.6 Development of Measurement and Scale**

The development of measurement of the variables is the way of quantifying attributes to place them in an artificial, numerical, objective world, where the mess and subjectivity of the real world can be removed. Thus, the measurement is the process applied for mapping the magnitude of the attributes to the numerical values or transferring the amount of a quality to quantity (Lee & Lings, 2010: 140). Measurement, in another way is the assignment of numbers indicative of quantity to properties, characteristics or behavior of persons, objectives, events, and states (Krishnaswamy et al., 2010). The present research has made an attempt to develop the various measurement scales related to the behavior of the managers and events in their organizations. The questionnaire developed and used in this research was developed by using the focus groups, other developmental interviews with the concerned authorities in the 'A' class commercial banks of Nepal and reviews of former research works in and outside Nepal. The vocabulary used in the questionnaires was developed as suggested by Schaeffer and Pressure (2003). The questionnaire mostly constitutes the unipolar scales as described by (Schaeffer and Pressure, 2003). It also includes the bipolar scale, too. The unipolar questions included in the questionnaire are presented in the format of five point scale with highly positive <sup>(1)</sup> to negative <sup>(5)</sup> as exhibited by Krishnaswami et al. (2010: 263) and Heinn et al. (2010: 162). The question about perceiving change was in the bipolar scale with wording like strongly agree and strongly disagree. The midpoint of the bipolar scale indicates neither agree nor disagree i.e. neutral as suggested by Shaeffer and Pressure (2003).

### **3.7 Population and Sample**

The table 3.4 presents the sample organizations, their total number of trained managers working in the head office at the day and the sample of managers selected for responses.

**Table 3.4**  
**Population and Sample**

Private Banks	BOK			MPBL			NCCBL		
	Total	Sample	%	Total	Sample	%	Total	Sample	%
	N	n		N	n		N	n	
	22	16	73	18	12	67	25	17	68
Joint Venture Banks	NABL			HBL			NBBL		
	Total	Sample	%	Total	Sample	%	Total	Sample	%
	N	n		N	n		N	n	
	30	23	78	32	25	78	24	18	75
Govt. & Semi Govt. Banks	NBL			RBBL			ADBL		
	Total	Sample	%	Total	Sample	%	Total	Sample	%
	N	n		N	n		N	n	
	105	65	62	110	70	64	125	75	60

As presented in the table 3.4 the total number of trained managers working in private banks, namely BOK, MPBL, and NCCBL head office were 22, 18, and 25 respectively. The total number of trained managers selected for the sample were 16 (73%) from BOK, 12 (67%) from MPBL, and 17 (68%) from NCCBL. The total number of trained officers working in joint venture banks, namely NABL, HBL, and MPBL were 30, 32, and 24, respectively. The number of managers taken as the sample for the study were 23 (78%) from NABL, 25 (78%) from HBL, and 18 (75%) from NBBL. Likewise, the total numbers of trained officers working in the head office of government and semi government banks namely NBL, RBBL, and ADBL at the date were 105, 110, and 125 respectively. The selected number of managers for the study sample were 65 (62%) from NBL, 70 (64% from RBBL, and 75 (60%) from ADBL.

### 3.8 The Data Collection Procedures

Twenty five 'A' class commercial banks in the initial phase of the research setting were consulted to get the ideas of the chief executive officers, human resource department heads and the strategic and corporate managers by the researcher. According to their suggestions, the research topic, research objectives, and research problems were determined. The process of getting their ideas was accomplished by personal informal interview with the concerned authorities as mentioned above.

Total twenty five number of 'A' class commercial banks comprised the organizational population for the study. The population of the banks was classified according to ownership pattern. The population was composed of 16 private sector, 6 joint venture sector, and 3 government and semi government sector banks. Among sixteen commercial banks under private ownership three banks were selected for the study purposes. The basis of selection was the enthusiasm of the chief executive officer, human resource department head, and the

corporate or strategic managers to support the study, the change process that they have felt and explained with the researcher. In addition to above criteria, the life history of the banks was also taken as the basis for selection. Among six banks under joint venture ownership, three banks were selected for the study. Like above, these were also selected on the basis of life history, change felt and explained by the chief executives, human resource department heads, and corporate or strategic managers and their readiness to support the research. All the three banks under government and semi government ownership were selected for the survey.

The managers working in the head/corporate offices of the private, joint venture and government and semi government banks were the population of the respondents. The samples of the responding managers in private and joint venture banks were selected with the help of head of human resource management department taking into consideration the demographic variables like gender, and level of the managerial position, participation in the management training and development and work experience. Due attention was given to include the respondent managers working in different departments/ divisions of the banks to assure the representation of the different functional experiences. Respondents from the government and semi-government banks were selected on the basis of experience, level of managerial position, participation in management training, and the division/departments currently they are working. The details of the selected organizations and demographic information about the respondents are given in the next section of this chapter.

### **3.9 Pilot Test of the Questionnaire**

The questionnaire was tested before finalizing. The managers working in private, joint venture, and government and semi government banks were requested for the responses. They were also requested to provide suggestions regarding the content, coverage, and language of the questionnaire. Total 63 questionnaire were distributed to the responding managers for the purpose of the preliminary test of the questionnaire. Among 63 questionnaire, 15 were distributed to managers of private sector banks at the rate of 5 to each bank. Eighteen questionnaire were given to the managers working in the joint venture banks at the rate of 6 to each bank. Thirty questionnaire were distributed to the managers in the government and semi-government banks at the rate of ten questionnaire to each bank. Total fifty five usable questionnaire were collected from the managers. Among the collected questionnaire fourteen were from private, sixteen from joint venture and twenty five from government and semi government banks. The preliminary response rate was about 87%. The summary is given in table 3.5.

**Table 3.5**  
**Distribution and Collection of the Questionnaire for Pilot Testing**

Ownership of Banks	Questionnaire distributed	Usable questionnaire received	Percentage of response
Private Banks	15	14	93
Joint venture Banks	18	16	89
Govt. & Semi Govt. Banks	30	25	83
Total	63	55	87

The questionnaire collected were duly tabulated and the descriptive statistics like mean, standard deviation, and coefficient of variation were computed. The Pearson's coefficient of correlation and chi-square values were computed to give the sense to the responses given by the managers working in private, joint venture, and government and semi government banks. All the results of the calculation were desirable and were able to give meaning. The language used in the questionnaire was made simple as far as possible. Some questions in the questionnaire were dropped out as the respondents found irrelevant and some were added in, as advised by the responding managers.

### **3.10 Administration of Questionnaire**

The finalized questionnaire, after the feedback from the preliminary testing were distributed to the managers working in the selected banks. The printed format of the questionnaire in English language with a requesting cover letter was handed over by the researcher to the individual responding managers of different genders, levels, experiences, and the departments of concerned banks. The researcher was provided the opportunity to brief about the topic, objective, and problem statement of the present research before distribution of questionnaire. This process was found important to make clear about the intent of the questionnaire and to increase the readiness to make responses. The majority of the responding managers returned the questionnaire with responses in two weeks. The other remaining respondents were reminded so many times by the telephone and were requested to submit the questionnaire with their responses. Few managers reported that they misplaced the questionnaire and duly replaced. Altogether within two months, starting from March to April of 2009 the questionnaire were collected.

### **3.11 Distribution and Collection of the Questionnaire**

The table 3.6 presents the summary of questionnaire distributed and collected.

**Table 3.6**  
**Distribution and Collection of the Questionnaire**

Ownership of Banks	Questionnaire distributed	Usable questionnaire received	Percentage of Response
Private Banks	45	37	82
Joint venture Banks	66	55	83
Govt. & Semi Govt. Banks	210	174	83
Total	321	266	83

As shown in the table 3.6, 45 questionnaire were distributed to the managers in private banks and 37 (82%) were found usable for research purposes. Out of 66 questionnaire given to the managers in joint venture banks, 55 (83%) were found usable. Among three banks under government and semi government ownership, total 210 questionnaire were distributed. Out of 210 questionnaire 174 (83%) questionnaire were found ready to use for the purpose of the study. The percentage of usable responses was 83.

### **3.12 Data Analysis and Statistical Tools Applied**

The information containing in collected usable questionnaire were duly entered into the statistical package for social science (SPSS) version 13.0 for window. Microsoft office Excel 2003 was also used to process the data. Statistical tools applied to reach the findings were descriptive statistics like percentage, mean, standard deviation, coefficient of variation, bivariate coefficient of correlations (Pearson coefficient of correlation), Chi-squares, and Cronbach's Alpha.

### **3.13 Validity and Reliability Tests**

Basically the validity of the measurement instruments used in this survey research was tested by the preliminary testing of the questionnaire in the field. The validity of the content was determined by the judgments of the managers who participated in the preliminary testing of the survey instruments. The reliability of the perceptual information was ascertained by the computation of the Cronbach's Alpha. The values of Cronbach's Alpha are presented in the table 3.7. All the values of Cronbach's Alpha obtained were more than 0.60. It assured that the instruments used in the research were valid, reliable, and consistent. The significance of the perceptual information was tested by using bivariate (Pearson's coefficient of correlations) analysis and Chi-Square tests, and are included in the subsequent chapters of data analysis.



**Table 3.7**  
**Reliability Test Statistics**

	Cronbach's Alpha	No. of Items
Objective of management development	0.793	7
Satisfaction with resources used in management development	0.788	7
Responsibility of management development	0.730	6
Managerial motives for participation in management development	0.609	6
Effectiveness of management development methods	0.637	13
Improvement in commitment and job satisfaction	0.711	6
Improvement in team work and alliance	0.726	6
Improvement in readiness for change	0.796	6
Improvement in leadership abilities	0.832	6
Improvement in decision making and problem solving	0.832	6
Improvement in communication skills	0.774	6
Improvement in conflict resolution skills	0.803	6
Expected change in various aspects of management development practices	0.773	7
Responsible factors for less effective management development	0.759	9
Factors influencing management development policy	0.690	9
Reengineering the management development practices	0.676	7
Forces for change	0.742	7
Motives for change	0.610	9
Managerial attributes to carryout change	0.742	10
Managerial perception about change	0.691	10
Improvement in organizational change capacity	0.788	7

### **3.14 Demographic Information of Respondents**

This section of the chapter attempts to explore the socio-demographic information regarding the respondents and responding organizations participating in the present research work.

#### **3.14.1 Responding Organizations and Respondents**

The twenty five 'A' class commercial banks under different ownership pattern were targeted for the total organizational population for the study. The nine banks were selected as the organizational units for the study comprising three from each private, joint venture, and government and semi government ownership. The officer level employees working in the head offices of the concerned banks were the population for the study. The table 3.8 presents the summary of the responding organizations and respondents.

**Table 3.8**  
**Responding Organizations and Respondents**

Ownership of bank	Respondents							
	BOK		MPBL		NCCBL		Total	
Private Banks	n1	%	n2	%	n2	%	N	%
		15	40	8	22	14	38	37
Joint venture Banks	NABL		HBL		NBBL			
	n1	%	n2	%	n3	%		
	18	33	22	40	15	27	55	21
Govt. & Semi Govt. Bank	NBL		RBBL		ADBL			
	n1	%	n2	%	n3	%		
	58	33	55	32	61	35	174	65
Total	-	-	-	-	-	-	266	100

As presented in the table 3.8, the responding banks in private sector were Bank of Kathmandu (BOK), Macchapuchre Bank (MPBL), and Nepal Credit and Commerce Bank (NCCBL). As shown in the table, the usable responses 15 (40%), 8 (22%), and 14 (38%) were received from BOK, MPBL, and NCCBL, respectively. The selected banks under joint venture ownership were Nabil Bank (NABL), Himalayan Bank (HBL), and Nepal Bangladesh Bank (NMBL). The usable responses received were 18 (33%) from NABL, 22 (40%) from HBL, and 15 (27%) from NMBL. There was no option to select the banks for the study from the government and semi government sector banks. All the three banks, Nepal Bank (NBL), Rastriya Baniija Bank (RBBL), and Agricultural Development Bank (ADBL) were taken as the responding organizations for the study purposes. The completed questionnaires received were 58 (33%), 55 (32%), and 61 (35%) from NBL, RBBL, and ADBL, respectively.

Summing above, total 266 usable questionnaire were received from the responding managers in private, joint venture, and government and semi-government banks. Among 266 responses received, 37 (14%) were from private, 55 (21%) were from joint venture, and 174 (65%) were from the government and semi government banks.

### 3.14.2 Ownership Pattern and Managerial Level of Respondents

The responding managers were classified into senior and junior levels for the study purpose. The table 3.9 presents the number and percentage of the senior and junior managers working in private, joint venture, and government and semi government banks selected for the study purpose. The officers working in the capacity of level eight and above are categorized as senior and officers working in the capacity below level eight in the organizational hierarchy are taken as junior managers in this study.

**Table 3.9**  
**Ownership Pattern and Managerial Level of Respondents**

Managerial Level	Private Banks		Joint venture Banks		Govt. & Semi Govt. Banks		Total	
	n1	%	n2	%	n3	%	N	%
Senior manager	12	32	22	40	77	44	111	42
Junior manager	25	68	33	60	97	56	155	58
Total	37	100	55	100	174	100	266	100

As presented in the table 3.9, the respondents managers in private banks, 12 (32%), and 25 (68%) were senior and junior, respectively. The number of responding, senior and junior managers in joint venture banks, composed of 22 (40%) and 33 (60%) ,in the respective order. From the government and semi government banks, 77 (44%) senior and 97 (56%) junior managers responded to the questionnaire. Out of 266 total respondents, 111 (42%) and 155 (58%) were senior and junior level managers, respectively.

### 3. 14.3 Ownership Pattern and Gender of the Respondents

Responding managers were classified according to gender for the comparative study. The table 3.10 presents the number and percentage of the male and female managers respondents working in the private, joint venture, and government and semi government banks selected for the study.

**Table 3.10**  
**Ownership Pattern and Gender of Respondents**

Gender	Ownership Pattern						Total	
	Private Banks		Joint venture Banks		Govt. & Semi Govt. Banks		N	%
	n1	%	n2	%	n3	%		
Male manager	20	54	36	65	140	80	196	74
Female manager	17	46	19	35	34	20	70	26
Total	37	100	55	100	174	100	266	100

According to table 3.10, the usable responses received from the male and female managers in private banks were 20 (54%) and 17 (46%), respectively. Among 55 total usable responses received from joint venture banks 36 (65%) and 19 (35%) were from male and female managers, respectively. The 140 (80%) male and 34 (20%) female manager's responses from the government and semi government banks were used in the study. In total, 196 (74%) and 70 (26%) responses from male and female managers were used in the present study accordingly.

### 3.14.4 Ownership Pattern and Work Experience of Respondents

The responding managers were classified in different six groups of experience according to tenure of managership in the organizations. The table 3.11 presents the number and percentage of the responding managers with their respective work experience, working in private, joint venture, and government and semi government banks selected as the study units.

**Table 3.11**

**Ownership Pattern and Work Experience of Respondents**

Ownership Pattern	Work Experience												Total	
	Less than 5 years		5 to 10 Years		10 to 15 years		15 to 20 years		20 to 25 years		Above 25 years			
	n1	%	n2	%	n3	%	n4	%	n5	%	n6	%	N	%
Private Banks	17	46	16	43	4	11	-		-		-		37	14
Joint venture Banks	12	22	26	47	12	22	5	9	-		-		55	21
Govt. & Semi Govt. Banks	22	13	33	19	18	10	24	14	48	27	29	17	174	65
Total	51		75		34		29		48		29		266	100

According to table 3.11, the number of responding managers working in private banks with working experience of less than 5 years, 5 to 10 years, and 10 to 15 years were 17 (46%), 16 (43%) and 4 (11%), respectively. Out of 55 usable responses received from the managers working in joint venture banks, 12 (22%) managers were having work experience of less than 5 years, 26 (47%) were having the work experience of 5 to 10 years, 12 (22%) with work experience of 10 to 15 years and 5 (9%) with work experience of 15 to 20 years. The responding managers from the government and semi government banks were 22 (13%), 33 (19%), 18 (10%), 24 (14%), 48 (27%) and 29 (17%) with the work experience of less than five years, 5 to 10 years, 10 to 15 years, 15 to 20 years, 20 to 25 years, and above 25 years, respectively. Out of 266 total responses received 51 (19%) managers were with the experience of less than 5 years, 75 (28%) managers were having the experience of 5 to 10 years, 34 (13%) managers were with the experience of 10 to 15 years, 29 (11%) managers were having the experience of 15 to 20 years, 48 (18%) managers were with the experience of 20 to 25 years, and 29 (11%) managers were with the experience of above 25 years.

### 3.14.5 Ownership Pattern and Educational Qualification of the Respondents

The study covers the managers with different educational qualification working in selected private, joint venture, and government and semi government banks. The table 3.12

presents the number and percentage of the responding managers with different educational qualification.

**Table 3.12**  
**Ownership Pattern and Educational Qualification of Respondents**

Educational qualification	Ownership Pattern						Total	
	Private Banks		Joint venture Banks		Govt. & Semi Govt. Banks		N	%
	n1	%	n2	%	n3	%		
Bachelor's	3	8	5	9	48	28	56	21.05
Master's	32	86	45	82	124	71	201	75.56
Above Master's	0	-	0	-	1	0.5	1	0.39
Professional Degree	2	6	5	9	1	0.5	8	3
Total	37	100	55	100	174	100	266	100

As presented in the table 3.12, the number of responding managers in private sector banks having bachelor's, master's, and professional degree were 3 (8%), 32 (86%) and 2 (6%), respectively. Out of 55 total respondents in joint venture banks, 5 (9%), 45 (82%), and 5 (9%) managers hold the educational qualifications of bachelor's, master's, and professional degree. The educational qualification of the managers responding from government and semi government banks was bachelor's, master's, above master's and professional degree. Among 174 total respondents, 48 (28%) were bachelor's, 124 (71%) were master's, 1 (0.5%) each were above master's and professional degree holder. In total, among 266 respondents from all types of ownership banks, 56 (21.05%) were bachelor's, 201 (75.56%) were master's, 1 (0.39%) was above master's and 8 (3%) were professional degree holder. The table 3.11 shows the impression that the majority of the managers, irrespective of ownership hold master's degree.

### 3.14.6 Gender and Managerial Level of Respondents

The table 3.13 presents the number and percentage of the gender and level of managers responding the research questionnaire from private, joint venture, and government and semi government banks.

**Table 3.13**  
**Gender and Managerial Level of Respondents**

Gender	Managerial Level				Total	
	Senior manager		Junior manager		N	%
	n1	%	n2	%		
Male manager	85	77	111	72	196	74
Female manager	26	23	44	28	70	26
Total	111	100	155	100	266	100

As presented in the table 3.13, among the 111 responding senior managers, 85 (77%) were male and 26 (23%) were female. Out of total 155 responding junior managers, 111 (72%) male and 44 (28%) were female.

### 3.14.7 Gender and Educational Qualification of Respondents

The table 3.14 presents the number and percentage of the male and female manager respondents with their educational qualification.

**Table 3.14**  
**Gender and Educational Qualification of Respondents**

Gender	Educational Qualification								Total	
	Bachelor's		Master's		Above master's		Professional degree			
	n1	%	n2	%	n3	%	n4	%	n5	%
Male	42	75	146	73	1	100	7	87.5	196	74
Female	14	25	55	27	-	-	1	12.5	70	26
Total	56	100	201	100	1	100	8	100	266	100

According to table 3.14, among 56 total respondents with bachelor's degree, 42 (75%) were male and 14 (25%) were female managers. Likewise, out of 201 responses received, 146 (73%) male and 55 (27%) female managers hold master's degree. A single male manager was above master's degree to respond the questionnaire. Out of 8 respondent managers with professional degree, 7 (87.5%) were male managers and 1 (12.5%) was the female.

### 3.14.8 Gender and Work Experience of Respondents

The table 3.15 attempts to report the number and percentage of the responding male and female managers with their respective work experience.

**Table 3.15**  
**Gender and Work Experience of Respondents**

Gender	Work Experience												Total	
	Less than 5 years		5 to 10 Years		10 to 15 years		15 to 20 years		20 to 25 years		Above 25 years			
	n1	%	n2	%	n3	%	n4	%	n5	%	n6	%	N	%
Male manager	34	67	54	72	22	65	22	76	42	87.5	22	76	196	74
Female manager	17	33	21	28	12	35	7	24	6	12.5	7	24	70	26
Total	51		75		34		29		48		29		266	100

As shown in the table 3.15, responding managers with less than five years experience were 34 (67%) male and 17 (33%) female. Among 75 managers with working experience of 5 to 10 years, 54 (72%) were male and 21 (28%) were female. The number and percentage of

responding male and female manager with the work experience of 10 to 15 years were 22 (65%) and 12 (35%), respectively. Out of 29 responses received from the male and female managers were 22 (76%) and 7 (24%) with work experience of 15 to 20 years, accordingly. The number of male and female managers providing responses having the experience of 20 to 25 years were 42 (87.5%) and 6 (12.5%), correspondingly. Among 29 responses received from the managers having the experience of above 25 years' comprised of 22 (76%) male and 7 (24%) female managers.

### 3.14.9 Managerial Level and Work Experience of Respondents

The following table 3.16 shows the number and percentage of the responding senior and junior managers with their respective work experience.

**Table 3.16**  
**Managerial Level and Work Experience of Respondents**

Managerial Level	Work Experience												Total	
	Less than 5 years		5 to 10 Years		10 to 15 years		15 to 20 years		20 to 25 years		Above 25 years			
	n1	%	n2	%	n3	%	n4	%	n5	%	n6	%	N	%
Senior manager	11	22	25	33	17	50	25	86	21	44	12	41	111	42
Junior manager	40	78	50	67	17	50	4	14	27	56	17	59	155	58
Total	51		75		34		29		48		29		266	100

As presented in the table 3.16 the number and percentage of responding senior and junior managers with the work experience of less than 5 years were 11 (22%) and 40 (78%), respectively. Among the 75 responses received from the managers having work experience of 5 to 10 years, 25 (33%) were seniors and 50 (67%) were juniors. The number of responding senior as well as junior managers holding the work experience of 10 to 15 years were 17 (50%) of each level. Among 29 responses received from the experience group of 15 to 20 years senior and junior managers were 25 (86%) and 4 (14%) accordingly. In case of the responses received from the managers having the work experience of 20 to 25 years, the senior were 21 (44%) and juniors were 27 (56%). The number of senior and junior managers providing responses to the questionnaire with the work experience of above 25 years were 12 (41%) and 17 (59%), respectively.

### 3.14.10 Managerial Level and Educational Qualification of Respondents

The table 3.17 presents the number and percentage of the managerial levels and educational qualification of the responding managers working in private, joint venture, and government and semi government banks.

**Table 3.17****Managerial Level and Educational Qualification of Respondents**

Managerial Level	Educational Qualification								Total	
	Bachelor's		Master's		Above master's		Professional degree			
	n1	%	n2	%	n3	%	n4	%	N	%
Senior manager	16	29	94	47	0	-	1	12.5	111	42
Junior manager	40	71	107	53	1	100	7	87.5	155	58
Total	56		201		1		8		266	100

According to table 3.17, the numbers of respondents with bachelor's degree of educational qualification were 16 (29%) senior and 40 (71%) junior managers. Among the 201 with master's degree qualification the number of senior and junior managers were 94 (47%), and 107 (53%), respectively. There was a single junior manager providing the answers to the questionnaire with the degree of above master's. The number of respondents with professional degree were 8. Out of 8 respondents 1 (12.5%) was senior and 7 (87.5%) were junior level managers.

**3.14.11 Educational Qualification and Work Experience of Respondents**

The table 3.18 presents the number and percentage of the educational qualification and work experience of responding managers working in the selected banks.

**Table 3.18****Educational Qualification and Work Experience of Respondents**

Educational Qualification	Work Experience												Total	
	Less than 5 years		5 to 10 Years		10 to 15 years		15 to 20 years		20 to 25 years		Above 25 years			
	n1	%	n2	%	n3	%	n4	%	n5	%	n6	%	N	%
Bachelor's	4	8	4	5	6	18	3	10	24	50	15	52	56	21.05
Master's	43	84	68	91	26	76	26	90	24	50	14	48	201	75.58
Above master's	0	-	1	1	0	-	0	-	0	-	0	-	1	0.37
Professional degree	4	8	2	3	2	6	0	-	0	-	0	-	8	3
<b>Total</b>	<b>51</b>		<b>75</b>		<b>34</b>		<b>29</b>		<b>48</b>		<b>29</b>		<b>266</b>	<b>100</b>

As depicted in the table 3.18, the number of responding managers having less than 5 years work experience were 4 (8%), 43 (84%) and 4 (8%) holding the educational qualification of bachelor's, master's and professional degree, respectively. Out of 75 responses received from the managers with 5 to 10 years work experience, 4 (5%) were bachelor's, 68 (91%) were master's, 1 (1%) was above master's and 2 (3%) were professional degree holders. In the 10 to 15 years experience group, the qualification of the respondent managers was 6 (18%) bachelor's, 26 (76%) master's, and 2 (6%) professional. Likewise, 3 (10%) and 26 (90%) respondents were bachelor's and master's degree holders in the experience group of 15 to 20 years. The number of respondent managers having bachelor's and master's degree were equal 24 (50%) for the 20 to 25 years experience group. There were 15 (52%) bachelor's and 14 (48%) master's degree holders responding the questionnaire in the group of having experience of above 25 years.



## CHAPTER-IV

### ORGANIZATION AND ADMINISTRATION OF MANAGEMENT DEVELOPMENT

This chapter is concerned with the organization and administration of management development in selected commercial banks of Nepal. An attempt has been made to present, analyze and interpret the data collected from the managers in the sub-headings like department and training centre for management development, priority for management development, objectives of management development, participation and objectives of management development, management development policy and calendar, and planning for management. In addition to above, it covers procedures for preparing management development budget, responsibility for management development need identification, methods of management development need identification, satisfaction with resources used in management development, and responsibility for management development.

#### 4.1 Training Department and Centre

The following table presents the existence of training department and training centre in different ownership banks. Managers were asked to answer the question in 'Yes' or 'No' format.

**Table 4.1**  
**Training Department and Centre**

	Total	Private Banks			Joint Venture Banks			Govt. & Semi Govt. Banks		
		Yes	No	Total	Yes	No	Total	Yes	No	Total
Training Department	266	3	34	37	1	54	55	172	2	174
Training Centre	264	3	33	36	1	54	55	166	7	173

According to table 4.1 the majority of the managers responding from private (34) and joint venture (54) banks reported that their organizations do not own their training centre and they have not separate training department. The managers from government and semi government banks, (172) reported that their organizations have their own training centre and also have separate training and development department (166). The majority of private and joint venture sector banks carry the training and development function under human resource department. They lunch the training and development programme some where in a rental venue. From the above fact, it can be said that the training and development is not becoming the process of continuous learning in the private and joint venture sector banks.

#### 4.2 Priority for Management Development: Ownership, Gender, and Managerial Level Perspectives

The managers were requested to rank the level of priority of management development in their respective organization. The managers ranked the priority of management development in the scale like very high priority (1), high priority (2) moderate priority (3), low priority (4), and very low priority (5) functions in their work organizations. Out of 266 respondents, for 151 (57%), 73 (27%), 34 (13%), 6(2%), and 2 (1%) managers management development was the matter of very high priority, high priority, moderate priority, low priority, and very low priority, in the order. The table 4.2 presents the comparative mean values, standard deviations, coefficients of variation under the categories like ownership pattern of the banks, gender, and level of the managers. The table 4.2 also attempts to present the similarities and dissimilarities about the expression of priority to management development.

**Table 4.2**  
**Priority for Management Development: Ownership, Gender, and**  
**Managerial Level Perspectives**

	Ownership pattern			Gender		Managerial Level	
	Private Banks	Joint Venture Banks	Govt. & Semi Govt. Banks	Male manager	Female manager	Senior manager	Junior manager
Mean	1.62	1.58	1.64	1.65	1.57	1.53	1.69
N	37	55	174	196	70	111	154
SD	.924	.832	.839	.837	.878	.749	.910
CV	57	53	51	51	56	49	54

According to table 4.2, managers in private, joint venture, and government and semi government banks reported that management development should have high priority. The mean values computed for private, joint venture and government and semi government banks were 1.62, 1.58, and 1.64, correspondingly. The variability was less in the responses of government and semi government banks. The mean values computed for male and female managers were 1.65 and 1.57, respectively. According to mean values, male as well as female managers hold the similar view about the priority for management development in their organizations. They noted that management development should be given high priority. In comparison with female, male managers were more consistent in their responses. The senior as well as junior managers also recognized management development as the high priority function in their organizations. The mean values computed for senior and junior managers were 1.53 and 1.69, respectively. Senior managers were more uniform in their responses.

Summing above, all the managers irrespective of ownership pattern, gender and level difference, expressed the same views in regard to the priority of management development

function in their organizations. They all recognized management development should have the high priority.

### **4.3 Objectives of Management Development**

Brown (2005) has classified the management development objectives as strategic and functional. According to him, the strategic objectives of management development are: developing abilities to manage change, developing abilities in strategic management, developing entrepreneurial behaviour, encouraging innovation and creativity, developing capacity for communicating corporate strategy, shaping and modeling culture, creating collaboration, and creating a cadre of change agent. The functional objectives are: Improving current job performance, developing managers for higher responsibility, identifying high fliers for succession planning, preparing managers for promotion, developing leadership ability, and building team works and networks. Earlier to this, Wo and Pounder (2000) have listed the management development objectives in the Chinese context. According to them, the Chinese managers prioritized the management development objectives in the order like, to improve management skills in preparing to assume greater responsibilities in future, to be equipped with management knowledge and skills that are required for doing the present job, to help in making better decision and be more effective in solving problems, getting exposure by knowing people and sharing ideas and experience, to improve interpersonal skills and build cohesiveness in group, understand and carry out organizational objectives and policies, and helping people to adjust with the change.

The current research aims to know how managers in Nepalese commercial banks perceive the level of importance of the management development objectives like, to improve knowledge and skill to cope up with future, to increase efficiency and production as per future need' to motivate and enhance morale, to achieve changed organizational goals, to prepare managers for higher responsibility, to help manager to be flexible and adaptive, and to implement visualize change.

The table 4.3 presents the number and their percentage of the opinion collected from the managers working in private, joint venture, and government and semi government banks in regard to the level of importance of objectives of management development.

**Table 4.3**  
**Objectives of Management Development**

	Most important		More important		Important		Less important		Unimportant		Total
	N	%	N	%	N	%	N	%	N	%	N
To improve knowledge and skill to cope with future	179	67.3	53	19.9	22	8.3	9	3.4	3	1.1	266
To increase efficiency and production as per future need	129	48.7	103	38.9	24	9.1	9	3.4	-	-	265
To motivate and enhance morale	80	30.3	110	41.7	59	22.3	10	3.8	5	1.9	264
To achieve changed organizational goal	112	42.7	81	30.9	53	20.2	13	5.0	3	1.1	262
To prepare manager for higher responsibility	104	39.7	87	33.2	53	20.2	10	3.8	8	3.1	262
To help manager to be flexible and adaptive	60	23	97	37.2	80	30.7	16	6.1	8	3.1	261
To implement visualized change	78	29.9	81	31	68	26.1	24	9.2	10	3.8	261

As presented in table 4.3, the managerial indication of the management development objectives show that management development function aims at to improving and renewing the organizational activities in future. The majority of managers regarded to improve knowledge and skill to cope with future (67.30%) as the most important objective of management development. As ranked by the managers, the more important objectives of management development were to increase efficiency and production as per future need (87.60%), to motivate and enhance morale (72%), to achieve changed organizational goal (73.60%), to prepare manager for higher responsibility (73%), to help manager to be flexible and adaptive (60%), and to implement visualized change (61%) in the selected commercial banks of Nepal. These percentages represent the sum of the percentages of the scales most important and more important of the respective objectives of management development.

#### **4.3.1 Objectives of Management Development: Ownership Perspective**

The table 4.3.1 attempts to present the comparative opinions of the managers working in private, joint venture, and government and semi government banks in regard to indicating the given management development objectives. Managers of all ownership pattern banks were requested to express their opinion as most important (1), more important (2), important (3), less important (4), and unimportant (5) for each objectives. Further, the table 4.3.1 will help to explore the similarities as well as dissimilarities of the managerial understanding about the importance of management development objectives.

**Table 4.3.1****Objectives of Management Development: Ownership Perspective**

	Ownership Pattern											
	Private Banks				Joint venture Banks				Govt. & Semi Govt. Banks			
	Mean	N	SD	CV	Mean	N	SD	CV	Mean	N	SD	CV
To improve knowledge and skill to cope with future	1.62	37	.828	51	1.40	55	.735	53	1.52	174	.917	60
To increase efficiency and production as per future need	1.70	37	.939	55	1.62	55	.680	42	1.68	173	.776	46
To motivate and enhance morale	2.68	37	1.226	46	1.91	55	.674	35	1.97	172	.864	44
To achieve changed organizational goal	2.22	37	1.158	52	1.95	55	.870	45	1.83	170	.936	51
To prepare manager for higher responsibility	1.95	37	1.053	54	1.71	55	.896	52	2.06	170	1.033	50
To help manager to be flexible and adaptive	2.35	37	1.006	43	2.07	55	.858	41	2.35	169	1.019	43
To implement visualized change	2.05	37	.998	49	2.09	55	1.005	48	2.36	169	1.142	48

According to table 4.3.1 the responding managers from private and government and semi-government banks recognized to improve knowledge and skill to cope with future as more important management development objective. For the managers working in joint venture banks, it was most important. The mean values obtained in this regard were 1.62, 1.40, and 1.52 for private, joint venture, and government and semi government banks, respectively. The responses received from private banks were less variable. The mean values obtained for the responses in regard to management development objectives, to increase efficiency and production as per future need, were 1.70, 1.62, and 1.68 for the private, joint venture, and government and semi government banks, respectively. According to mean values all the managers working in different banks unanimously recognized it as more important objective. The responses from joint venture banks were less variable. To motivate and enhance morale was important management development objective for private banks and more important for joint venture and government and semi government banks. The mean values were 2.68, 1.91, and 1.97 for private, joint venture, and government and semi government banks respectively. The uniformity in the responses was more for joint venture banks. Management development objective such as to achieve changed organizational goal was recognized as more important objective by all managers from all ownership banks. The mean values for private, joint venture, and government and semi government banks were 2.22, 1.95, and 1.83, respectively. The variability in the responses was less in joint venture banks.

All the managers, irrespective of ownership, recognized management development objective to prepare manager for higher responsibility as more important objective. The mean values were 1.95, 1.71, and 2.06 for private, joint venture and government and semi government banks, accordingly. The responses received from government and semi government banks were more uniform. Managers from all ownership patterns were similar in their expression in ranking, to help manager to be flexible and adaptive. They recognized this objective as more important. The mean values for private, joint venture, and government and semi government banks were 2.35, 2.07, and 2.35, respectively. For all managers, to implement visualized change was more important objective of management development function. The mean values were 2.05, 2.09, and 2.36 for the responses of managers in private, joint venture, and government semi government banks, correspondingly. The responses were equally less variable in joint venture and government and semi government banks.

Summing above, the managers from private, joint venture, and government and semi government banks were similar to each other. They recognized management development as the major management function to make managers more proactive to manage changes effectively. It is because, the entire participating managers in this survey from the different banks under different ownership patterns recognized the objective as most important, more important, and important.

#### 4.3.2 Objectives of Management Development: Gender Perspective

The table 4.3.2 attempts to present mean values, standard deviations, and coefficients of variation computed for the responses received from male and female managers indicating the level of importance of management development objectives. It also tries to find out the similarities and dissimilarities in their opinion. This may also be helpful to know about the usefulness and contribution of management development function in organizational change management.

**Table 4.3.2**

**Objectives of Management Development: Gender Perspective**

	Gender							
	Male manager				Female manager			
	Mean	N	SD	CV	Mean	N	SD	CV
To improve knowledge and skill to cope with future	1.53	196	.868	57	1.46	70	.879	60
To increase efficiency and production as per future need	1.74	195	.824	47	1.49	70	.608	41
To motivate and enhance morale	2.04	195	.910	45	2.10	69	.957	46
To achieve changed organizational goal	1.91	192	.933	49	1.91	70	1.046	55
To prepare manager for higher responsibility	2.04	192	1.020	50	1.80	70	.987	55
To help manager to be flexible and adaptive	2.34	191	.953	41	2.17	70	1.076	50
To implement visualized change	2.31	191	1.127	49	2.11	70	1.015	48

According to table 4.3.2, to improve knowledge and skill to cope with future as management development objective was more important for male and most important for female managers. The mean values for male and female managers were 1.53 and 1.46, correspondingly. The variability was less in the responses of the male managers. For male managers, to increase efficiency and production as per future need was more important and for female managers it was most important objective of management development. The mean values were 1.74 and 1.49 for male and female managers, respectively. The variability in the responses was less for female managers. The mean values computed for the responses in relation to motivate and enhance morale were 2.04 for male managers and 2.10 for female managers. Both the genders recognized it as more important objective of management development. To achieve changed organizational goal was more important objective of management development function for male and female managers. The mean value was 1.91 for both genders of managers. The responses of male managers were less variable.

To prepare manager for higher responsibility was more important objective of management development for male as well as female managers. The mean values were 2.04 and 1.80 for male and female managers, accordingly. The male managers were less variable in their responses. To help manager to be flexible and adaptive was also more important objective for both the gender. The mean values for male and female managers were 2.34 and 2.17, correspondingly. The uniformity was more in the responses of male managers. Lastly, male and female managers recognized to implement visualized change as more important objective of management development. The corresponding mean values were 2.31 for male and 2.11 for female managers. The female managers were more uniform in their responses.

In a nutshell, male as well as female managers in majority of the cases were similar in their opinions except in cases like to improve knowledge and skill to cope with future and to increase efficiency and production as per future need. The male as well as female managers recognized the management development as the major vehicle for bringing the changes in individual as well as in organizational level.

### **4.3.3 Objectives of Management Development: Managerial Level Perspective**

The table 5.3.3 presents the comparative mean values, standard deviations, coefficients of variation between senior and junior managers. This table also aims to understand the similarities and dissimilarities in the opinion of senior and junior managers depending on their responses showing the level of importance of management development objectives. It also tries to find out the contribution of management development to organizational change management.

**Table 4.3.3****Objectives of Management Development: Managerial Level Perspective**

	Managerial Level							
	Senior manager				Junior manager			
	Mean	N	SD	CV	Mean	N	SD	CV
To improve knowledge and skill to cope with future	1.42	111	.781	55	1.58	154	.927	59
To increase efficiency and production as per future need	1.59	111	.719	45	1.74	153	.817	47
To motivate and enhance morale	1.95	110	.783	40	2.13	153	1.005	47
To achieve changed organizational goal	1.83	109	.931	51	1.96	152	.983	50
To prepare manager for higher responsibility	1.84	111	1.014	55	2.07	150	1.011	49
To help manager to be flexible and adaptive	2.26	108	1.080	48	2.31	152	.922	40
To implement visualized change	2.04	108	.995	49	2.41	152	1.148	48

As presented in the table 4.3.3, to improve knowledge and skill to cope up with future was most important for senior managers and more important objective of management training for the junior managers. The mean values were 1.42 and 1.58 for senior and junior managers, respectively. Senior managers were more uniform in their responses. The management development objectives like to increase efficiency and production as per future need was more important for both the level of managers. The mean values were 1.59 for senior and 1.74 for junior managers. The senior managers were more uniform in their responses. To motivate and enhance the morale of the managers was ranked by senior and junior managers as more important objective of management development. The mean values were 1.95 and 2.13 for senior and junior managers, respectively. In this case also senior managers were more uniform in their opinion. Senior as well as junior managers were similar to rank to achieve changed organizational goal as objective of management development. It was more important to them. The mean corresponding values were 1.83 and 1.96 for senior and junior managers. The junior managers were more uniform in their opinion.

To prepare managers for higher responsibility was more important objective of management development for senior and junior managers. The mean values were 1.84 for senior and 2.07 for junior managers. The junior managers were less variable in their responses. Senior and junior managers reported that the objective of management development, helping manager to be flexible and adaptive was more important objective. The mean values were 2.26 and 2.31 for senior and junior managers, accordingly. The mean values for management development objective, like, to implement visualized change were 2.04 and 2.41 for the responses of senior and junior managers, respectively. For both the levels, it was more important objective. The variability in the opinion was less for the junior managers.



Summing above, senior and junior managers expressed almost similar opinions in ranking the management development objectives. They differed in ranking the objective, like to improve knowledge and skill to cope up with future. It was most important for senior managers and more important for juniors. According to above analysis, both the levels of managers recognized that management development contributes much more for organizational change, renewal, transformation, and improvement.

#### 4.3.4 Correlation of Objectives of Management Development

Pearson correlation was computed to find the relationship of management development objectives with each other on the basis of responses received from the managers working in private, joint venture, and government and semi government banks. The computed values of correlation are presented in the table 4.3.4.

**Table 4.3.4**  
**Correlation of Objectives of Management Development**

		1	2	3	4	5	6	7
1. To improve knowledge and skill to cope with future	Pearson Correlation	1						
	Sig. (2-tailed)							
	N	266						
2. To increase efficiency and production as per future need	Pearson Correlation	.582(**)	1					
	Sig. (2-tailed)	.000						
	N	265	265					
3. To motivate and enhance moral	Pearson Correlation	.274(**)	.301(**)	1				
	Sig. (2-tailed)	.000	.000					
	N	264	264	264				
4. To achieve changed organizational goal	Pearson Correlation	.098	.214(**)	.261(**)	1			
	Sig. (2-tailed)	.114	.000	.000				
	N	262	262	261	262			
5. To prepare manager for higher responsibility	Pearson Correlation	.309(**)	.513(**)	.316(**)	.435(**)	1		
	Sig. (2-tailed)	.000	.000	.000	.000			
	N	262	262	261	259	262		
6. To help manager to be flexible and adaptive	Pearson Correlation	.295(**)	.381(**)	.326(**)	.364(**)	.597(**)	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000		
	N	261	261	260	258	259	261	
7. To implement visualized change	Pearson Correlation	.135(*)	.298(**)	.296(**)	.405(**)	.460(**)	.555(**)	1
	Sig. (2-tailed)	.029	.000	.000	.000	.000	.000	
	N	261	261	260	258	259	260	261

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

As presented in table 4.3.4, management development objective to improve knowledge and skill to cope with future was positively strongly (0.582) related with to increase efficiency and production as per future need in comparison with other objectives. Comparatively, the relationship between management training objectives to increase efficiency and production as per future need and to prepare manager for higher responsibility was positively strong (0.513) than other relationships. Management training objective to motivate and enhance morale was positively strongly (0.326) connected with to help manager to be flexible and adaptive than relationships with other objectives. To achieve changed organizational goal as management training objective was positively strongly (0.435) related with to prepare manager for higher responsibility when compared the relationship with other objectives. Management development objective to prepare manager for higher responsibility was positively strongly (0.597) associated with the objective to help manager to be flexible and adaptive in comparison with relationships with others. Lastly, the relationship between the objectives to help manager to be flexible and adaptive and to implement visualized change was positively significant (0.555) in comparison with relationship with other objectives of management development.

#### 4.3.5 Chi-Square Test for Objectives of Management Development

The table 4.3.5 shows the calculated values of Chi-Square to test the significance of the responses collected from the managers working in private, joint venture, and government and semi government banks.

**Table 4.3.5**  
**Chi-Square Test for Objectives of Management Development**

	To improve knowledge and skill to cope with future	To increase efficiency and production as per future need	To motivate and enhance moral	To achieve changed organizational goal	To prepare manager for higher responsibility	To help manager to be flexible and adaptive	To implement visualized change
Chi-Square	399.865	156.238	154.674	159.603	145.595	116.950	82.774
df	4	3	4	4	4	4	4
P value	.000	.000	.000	.000	.000	.000	.000
Level of Significant ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

As presented in the table 4.3.5, there is significant difference between actual and expected frequencies of the objectives of management development. According to the Chi-Square and P-value, it can be concluded that the managers were not similar in showing the level of importance of management development.

As discussed above, managers working in private, joint venture, government and semi-government banks have found the level of importance of management development as

forwarded by brown (2005) and Wo and Pounder (2000). According to mean values, to improve knowledge and skill to cope with future, to increase efficiency and production as per future need, to motivate and enhance morale, to achieve organizational goal, to prepare manager for higher responsibility, to help manager to flexible and adaptive, and to implement visualized change were important for managers working in selected commercial banks in Nepal. The correlations among management development objectives were positively significant.

#### 4.4 Participation and Objectives of Management Development

Managers under study were asked to express their opinion for which objectives they were nominated and put in management development programme. The table 4.4 presents the number and percentage of the responses for each objective stated. For comparison purpose, the responses were grouped under the subheadings like ownership pattern, gender, and level of managers. The total number of responses and their corresponding percentage was also computed, and presented in the table.

**Table 4.4**  
**Participation and Objectives of Management Development**

	Ownership Pattern						Gender				Managerial Level				Total	
	Private Banks		Joint Venture Banks		Govt. & Semi Govt. Banks		Male manager		Female manager		Senior manager		Junior manager		N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
To improve knowledge and skills	29	78	49	89	130	75	151	77	57	81	92	83	116	75	208	78
To increase efficiency and production	29	78	36	65	114	66	128	65	51	73	76	68	103	66	179	67
To motivate and enhance morale	11	30	30	55	48	28	66	34	23	33	40	36	49	32	89	33
To achieve changed organizational goal	11	30	28	51	79	45	88	45	30	43	54	49	64	41	118	44
To prepare manager for higher responsibility	19	51	31	56	70	40	84	43	36	51	61	55	59	38	120	45
To help manager to be flexible and adaptive	8	22	25	45	47	27	59	30	21	30	46	41	34	22	80	30
To implement visualized change	8	22	16	29	34	20	43	22	15	21	30	27	28	18	58	22
Total No. of responses received	37	14	55	21	174	65	196	74	70	26	111	42	155	58	266	100

According to table 4.4, among 37 managers from the private sector banks, 29 (78%) felt, they were nominated and put in management development programme to improve knowledge and skills as well as to increase efficiency and production. For 11 (30%) managers, they were nominated to motivate and enhance morale and to achieve the changed organizational goal each. The number of managers in private banks, expressing their objective of participation for preparing managers for higher responsibility, helping managers to be flexible and adaptive, and to implement visualize change were 19 (51%), 8 (22%), and 8 (22%), respectively. For 49

(89%), 36 (65%), 30 (55%), and 28 (51%) managers from the joint venture banks, to improve knowledge and skills, to increase efficiency and production, to motivate and enhance morale, and to achieve changed organizational goal were the objectives to participate in management development. The managers in joint venture banks reported that they were nominated for preparing managers for higher responsibility 31 (56%), for helping managers to be flexible and adaptive 25 (45%), and for implementing visualized change 16 (29%).

Among 174 managers in government and semi government banks, 130 (75%), 114 (66%), 48 (28%), and 79 (45%) managers reported that they were nominated and put in management development programme to achieve the objectives, like improve knowledge and skills, increase efficiency and production, motivate and enhance morale, and achieve changed organizational goal respectively. The number of managers expected to prepare for higher responsibility, to help to be flexible and adaptive, and to implement visualized change were 70 (40%), 47 (27%), and 34 (20%), respectively from the participation in management development programme in government and semi government banks.

The table 4.4 presents the number and percentage of male and female managers reporting the desired objectives of management development through their participation. The number of male managers expected to improve knowledge and skill, to increase efficiency and production, to motivate and enhance morale, and to achieve changed organizational goal were 151 (77%), 128 (65%), 66 (34%), and 88 (45%), respectively. For 84 (43%), 59 (30%), and 43 (22%) male managers, the main motive of sending them in management development programme were to prepare manager for higher responsibility, to help manager to be flexible and adaptive, and to implement visualized change respectively. The total numbers of male managers included in the survey were 196.

Among 70 responses received, 57 (81%), 51 (73%), 23 (33%), and 30 (43%) individual female managers noted that they were nominated for the management development programme to achieve the objectives like improve knowledge and skills, increase efficiency and production, enhance motivation and morale, and achieve changed organizational goals, respectively. For 36 (51%), 21 (30%), and 15 (21%) female managers, the motives behind their nomination for management training programme were to prepare manager for higher responsibility, to help manager to be flexible and adaptive, and to implement visualized change, correspondingly.

Among 111 senior managers, 92 (83%), 76 (68%), 40 (36%), and 54 (49%) reported that their nomination for management development programme was to bring improvement in knowledge and skills, increment in efficiency and production, enhancement in motivation and morale, and achievement of changed organizational goal correspondingly. For 61 (55%), 46

(41%), and 30(27%) senior managers, the main motives behind their participation in management development programme were to prepare manager for higher responsibility, to help manager to be flexible and adaptive and to implement visualized change respectively.

For 116 (75%), 103 (66%), 49 (32%), and 64 (41%) junior managers the main objectives of management development were to improve knowledge and skills, to increase efficiency and production, to motivate and enhance morale, and to achieve changed organizational goal from the participation in management development respectively. As reported by junior managers 59 (38%), 34 (22%), and 28 (18%) were nominated to achieve the management development objectives like to prepare manager for higher responsibility, to help manager to be flexible and adaptive, and to visualize change. The total numbers of responding junior managers were 155.

The table 4.4 also presents the report of total managers nominated for the achievement of the listed objective from management development programme in their organizations. According to table, among 266 managers, 208 (78%), 179 (67%), 89 (33%), and 118 (44%) individual managers reported that they were nominated for the management development to achieve the objectives like to improve knowledge and skills, to increase efficiency and production, to motivate and enhance morale, and to achieve changed organizational goal, accordingly. Further, the numbers of managers reporting major objectives behind their nomination in management development programme were 120 (45%), 80 (30%), and 58 (22%) to prepare manager for higher responsibility, to help manager to be flexible and adaptive, and to implement visualized change, respectively.

Summing above, in the majority of cases managers irrespective of ownership pattern, gender, and level differences were able to identify the objectives behind nominating them in management development programme by their organizations. From the analysis of the total numbers of managers, the top priority was given to the management development objective like to improve knowledge and skills (78%), second priority to increase efficiency and production (67%), the third priority to prepare manager for higher responsibility (45%), and the fourth priority was given to achieve changed organizational goal (44%). The fifth, sixth, and last priority was given to the management development objectives like to motivate and enhance morale (33%), to help manager to be flexible and adaptive (30%), and to implement visualized change (22%), accordingly. Depending on the analysis above, the existing understanding and prioritization of the objectives of management development seem to be less change oriented.

#### 4.5 Management Development Policy and Calendar

The table below presents the information about the existence of management development policy and the practice of preparing management development calendar in advance. The responses received from the managers working in different ownership banks are presented in 'Yes' and 'No' format in table 4.5.

**Table 4.5**  
**Management Development Policy and Calendar**

	Ownership Pattern											
	Private Banks			Joint venture Banks			Govt. & Semi Govt. Banks			Total		
	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total
Management development policy	1	36	37	3	52	55	166	8	174	170	96	266
Management development calendar	0	37	37	5	50	55	173.	1	174	178	88	266

The table 4.5 showed that the private banks have no written management development policy. The case is same to the joint venture banks also. The managers from the government and semi government banks reported that their organizations have written management development policy. There is no practice of preparing management development calendar in advance in private as well as in joint venture banks. Managers working in government and semi government sector noted that their organizations have practice of preparing management training calendar in advance. From the above analysis it can be concluded that the position of management development policy and calendar is very weak in the private and joint venture banks. Government and semi government sector banks are more institutionalized in regard to management development policy and calendar.

#### 4.6 Planning for Management Development

Managers working in different banks were requested to express their opinion about the planning of management development practiced in their enterprises. The table 4.6 presents the summary of the managerial responses relating to applicability of different basis for planning for management development. The table presents the managerial responses on the basis of ownership pattern. An attempt has been made to find out the perception of the managers about different methods. It also attempts to show the similarities and dissimilarities in the understanding of the basis for planning the management development function in different banks.

**Table 4.6**  
**Planning for Management Development**

	Ownership Pattern						Total	
	Private Banks		Joint Venture Banks		Govt. & Semi Govt. Banks		N	%
	N	%	N	%	N	%	N	%
Based on annual budget	8	22	27	49	112	64	147	55
As and when required	14	38	30	55	49	28	93	35
Based on performance appraisal	10	27	11	20	19	11	40	15
Based on the report of Training need identification	16	43	19	35	53	30	88	33
Based on the proposed change programme	6	16	8	15	45	26	59	22
Total	37	14	55	21	174	65	266	100

As shown in table 4.6 the majority of managers from private banks found their management development plan based on the report of training need identification (43%), and as and when required or ad hoc (38%). The majority of responding managers from joint venture banks reported that management development plan was based on as and when required (55%) and annual budget (49%). The case in government and semi government banks is different. The majority of the managers in government and semi government banks opined that management development plan was mainly based on annual budget (64%), report of training need identification (30%), and as and when required (28%). In comparison with private and joint venture banks, the number and percentage of managers recognizing proposed change programme as the basis for management development plan was higher (26%) in government and semi government banks. From the analysis above, it can be said that the Nepalese organizations and managers are lacking to give due attention on the proposed change programme to make the bases for management training plan.

The table 4.6 also presents the total number of managers expressing their opinions relating to the management development plan. For 147 (55%), 93 (35%), and 40 (15%) managers, management development plan was based an annual budget, as and when required, and performance appraisal respectively. For 88 (33%) and 59 (22%) managers, management training plan was based on the report of training need identification and the proposed change programme, accordingly.

#### **4.7 Procedures for Preparing Management Development Budget**

Managers working in private, joint venture, and government and semi government banks were requested to express their opinions about the procedures of preparing management development budget in their respective enterprises. The table 4.7 presents the responses received from the managers.

**Table 4.7**  
**Procedures for Preparing Management Development Budget**

	Ownership Pattern						Total	
	Private Banks		Joint Venture Banks		Govt. & Semi Govt. Banks		N	%
	N	%	N	%	N	%		
Budget approved by board of directors	4	11	19	35	114	66	137	52
Based on recommendation of department heads	29	78	41	75	122	70	192	72
Based on the recommendation of HRD/training managers	24	65	48	87	126	72	198	74
Based on the changed strategy	16	43	21	38	29	17	66	25
Based on the last year budget	3	8	3	5	26	15	32	12
Total	37	14	55	21	174	65	266	100

According to table 4.7, 4 (11%) managers from private banks, 19 (35%) managers from joint venture banks, and 114 (66%) managers from government and semi government banks found that the management development budget was prepared and approved by board of directors. For 29 (78%) managers from private banks, 41 (75%) managers from joint venture banks, and 122 (70%) managers from government and semi government banks, the procedure of preparing the budget for training and development was based on the recommendation of concerned department managers. The numbers of managers believing that the procedure of preparing annual budget for training and development based on the recommendation of HRD/training managers were 24 (65%), 48 (87%), and 126 (72%) from private, joint venture, and government and semi government banks respectively. Among 66 responses received, 16 (43%), 21 (38%), and 26 (15%) managers from private, joint venture, and government and semi government banks found that the training and development budget was based on the changed strategy. For 3 (8%) managers, from private banks, 3 (5%) managers from joint venture banks, and 26 (15%) managers from government and semi government banks the management development budget was based on the last year budget.

Summing above, for the managers in private bank the concerned department head (78%) and human resources development or training manager (65%) were the most important people in the organization for the preparation of annual budget for training and development function. Changed strategy (43%) was recognized as the third priority basis for the training budget. Managers from joint venture banks gave first, second, and, third ranking to recommendation of human resource development or training managers (87%), the recommendation of concerned department head (75%), and changed strategy (38%) for the preparation of annual management development budget respectively. Managers from government and semi government banks recognized recommendation of human resources development or training managers (72%),



recommendation of concerned department head (70%), and board of directors (66%) as first, second, and third important players in the procedures of preparation of budget for management development accordingly. As presented in the table 4.7 the total numbers of managers also recognized the position of human resource development or training managers (74%), the concerned department head (72%), and the board of directions (52%) as first, second and third in the preparation of annual budget for training and development in the banks under study. It is notable that managers from all the categories gave fourth position to the changed strategy (25%) as the basis for preparing annual budget for management development. Therefore, it can be said that Nepalese organizations are not allocating their resources optimally to bring desired changes through management development.

#### 4.8 Responsibility for Management Development Needs Identification

Managers were requested to recognize the responsibility of determining the management development need in their organizations. The table 4.8 presents the summary of the managerial responses relating to the responsibility for management development need identification from the managers working in the selected private, joint venture, government and semi government banks.

**Table 4.8**  
**Responsibility for Management Development Needs Identification**

	Ownership Pattern						Total	
	Private Banks		Joint Venture Banks		Govt. & Semi Govt. Banks			
	N	%	N	%	N	%	N	%
Top management	10	27	22	40	56	33	88	33
The department head	23	62	26	47	99	58	148	56
The section head	3	8	6	11	11	6	20	8
Concerned participant manager	1	3	1	2	6	3	8	3
<b>Total</b>	<b>37</b>	<b>14</b>	<b>55</b>	<b>21</b>	<b>172</b>	<b>65</b>	<b>264</b>	<b>100</b>

According to table 4.8, 10 (27%), 23 (62%), 3 (8%), and 1 (3%) managers from private banks recognized top management, the department head, the section head, and concerned participant manager responsible for determination of management development needs, correspondingly. For 22 (40%), 26 (47%) 6 (11%), and 1 (2%) managers, top management, the department head, the section head, and concerned participant managers were responsible for the need identification for the managers in joint venture banks, respectively. The numbers of managers from government and semi government banks recognizing the responsibility of top management, the department head, the section head, and concerned participant manager were 56 (33%), 99 (58%), 11 (6%), and 6 (3%), correspondingly. The total responses received from

private, joint venture and government and semi government banks were 37, 55, and 172, respectively.

Summing above, whatever the categories of classification of the managers may be, they hold similar views in fixing the responsibility for determining the management development needs. According to analysis above, managers in majority number found the department head (56%) as the prime responsible person in the identification of management training needs. The second responsible position for the purpose was given to top management (33%).

#### **4.9 Methods of Management Development Needs Identification**

Organizational analysis has been the method of identifying training needs on the basis of corporate strategy. Sonnenfeld and Ingols (1986) organizational analysis must include the recognition of the growing pressure from government, structural shifts in the economy, geographic relocation, international competition, technological changes, and industry deregulation. Hall (1986) task analysis may be emphasizing on what is currently required to what will in future be required to be effective on the job. Person analysis as a measure of identifying management development need includes intensive interviewing with key informants, group meetings, training specialists, and relevant managers. Mitchell and Hyde (1979) concluded that such need can be an expression of preference or demand, and not an observable discrepancy in performance produced by lack of skills. Person analysis is the way by which organizations determine the promotability of the managers along with strengths and weakness of the knowledge, skill, and attitude.

Trucker (1985) forwarded the demographic analysis as the way to determine the management training and development need identification. Bermick et al. (1984) focused on the management hierarchy, Berryman-Fink (1985) focused on the male and female managers, Laster (1985) focused on the educational qualification, and Trucker (1985) focused on the age group of the managers to find the management training needs. Morrison and Hock (1986) argued that management development needs to be based on the career development plan of individuals and organizations.

Truskie (1981) concludes that the methods of management development need identification as performance appraisal, analysis of manager movement in job, constant monitoring the knowledge, skill, and ability of managers, interview with managers and the boss, and analysis of the success and failure events. Vloeberghs (1998) adds potential assessment, interest determination, and personal data analysis as the supportive to define the need for management development. The present research forwards the job analysis, performance

appraisal, knowledge and skill test, issues and problems in organizations, future needs of organization as the methods for identifying the management development need.

The managers were requested to denote the different methods for identifying management development needs frequently used in their organizations. The table 4.9 presents the summary of the responses from the managers working in selected private, joint venture, government and semi government banks in regard to training need identification methods. The total impression of managers is also included in the table below.

**Table 4.9**  
**Methods of Management Development Needs Identification**

	Ownership Pattern						Total	
	Private Banks		Joint Venture Banks		Govt. & Semi Govt. Banks		N	%
	N	%	N	%	N	%	N	%
Job analysis	15	41	31	56	88	51	134	50
Performance appraisal	23	62	41	74	100	57	164	62
Knowledge and skill test	12	32	28	51	81	47	121	45
Issues and problems in organization	17	46	39	71	114	66	170	64
Future needs of organization	23	62	39	71	96	55	158	59
All of above	8	22	27	49	70	40	105	39
Total number of respondent & %	37	14	55	21	174	65	266	100

As presented in the table 4.9, among 37 managers from private banks 15 (41%), 23 (62%), and 12 (32%) recognized job analysis, performance appraisal, and knowledge and skill test as commonly used method of management development need identification. For 17 (46%), 23 (62%), and 8 (22%) managers frequently used methods of management development need identification were issues and problems in organization, future needs of organization, and all of above. Managers in private banks emphasized more in performance appraisal and future needs of organizations as commonly used methods of management development need identification.

Among 55 managers from joint venture banks, 31 (56%), 41 (74%), and 28 (51%) reported jobs analysis, performance appraisal, and knowledge and skill test as usually used methods of identifying management development needs. The numbers of managers noting, issues and problems in organization, future needs of organization, and all of above as the methods used to identify management development needs were 39 (71%), 39 (71%), and 27 (49%), correspondingly. The manager's views were more concentrated on performance appraisal, issues and problems in organization, and future needs of organization as the major commonly used method of management development in the joint venture banks.

For 88 (51%), 100 (57%), and 81 (47%) managers in the government and semi government banks job analysis, performance appraisal, and knowledge and skill test were

commonly used methods for identifying the management development needs respectively. Among 174 respondents, 114 (66%), 96 (55%), and 70 (40%) manager reported that issues and problems in organization, future needs of organization, and combination of all above as methods usually used to find out the need for management development, correspondingly. The frequently used methods of identifying management training needs were performance appraisal, analysis of issues and problems in organization, and prediction of future needs of organization in the government and semi government banks.

Among 266 managers, 134 (50%), 164 (62%), and 121 (45%) recognized job analysis, performance appraisal, and knowledge and skill test as the usually used method for determining management development needs, correspondingly. The number of managers reporting analysis of issues and problems in organization, prediction of future needs of organization, and all of above as commonly used methods of needs identification were 170 (64%), 158 (59%), and 105 (39%), respectively. Managers were highly concentrated on the recognition of methods such as identifying issues and problems in organization, performance appraisal, and determining the future needs of organizations as the more commonly used methods to find the needs for management development.

Summing the above analysis, the managers working in private, joint venture, and government and semi government banks were able to recognize the common methods used to determine management development needs. They recognized the usefulness of the methods to identify management development needs. According to their responses, analysis of issues and problems in organization (64%), performance appraisal (62%), and prediction about the future needs of organization (59%) were given first, second and third position in comparison with other methods mentioned in the question. Job analysis (50%) has got the fourth position, knowledge and skill test (45%) got the fifth position, and the last position was given to combination of all methods (39%) by the responding managers. From the above analysis managers regard the management development function as supportive to improve the organizational performance and bring the necessary changes in individual and organizational level.

#### **4.10 Satisfaction with Resources Used in Management Development**

The effectiveness of the management development programme depends on the quality of the resources provided to the participant managers. These resources constitute the climate of the management training. The conducive climate facilitates the learning and transfer of learning in the work place (Mattson, 2005). The present research attempts to find the level of satisfaction felt by the participating managers in the development programme.

The table 4.10 shows the number and percentage of the managers expressing the satisfaction level as they experienced from the use of different resources during the management development programme. The resources were grouped as human, financial, physical, time, and knowledge. The knowledge resources include handouts and course materials, the content of course, and the course objective.

**Table 4.10**  
**Satisfaction with Resources Used in Management Development**

	Highly Satisfied		Moderately Satisfied		Satisfied		Less Satisfied		Unsatisfied		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Human resources	47	17.7	52	19.6	107	40.4	53	20.0	6	2.3	265	100
Financial resources	25	9.5	87	33.0	120	45.5	27	10.2	5	1.8	264	100
Physical resources	22	8.4	69	26.2	126	47.9	39	14.8	7	2.7	263	100
Time allocated	28	10.6	64	24.3	98	37.3	63	24.0	10	3.8	263	100
Handouts and course materials	11	4.2	62	23.7	95	36.2	83	31.7	11	4.2	262	100
The content of the course	23	8.8	70	26.5	102	38.6	55	20.8	14	5.3	264	100
The course objective	28	10.6	82	31.2	95	36.1	50	19.1	8	3.0	263	100

As presented in table 4.10, the majority of managers working in the selected private, joint venture, and government and semi government banks were satisfied with human resources (77.70%), financial resources (88.00%), physical resources (82.50%), time allocated (72.20%), hand outs and course materials (64.10%), the content of the course (73.90%), and the course objectives (77.90%) as resources used during the management development programme in their respective organizations. Above percentages covers the percentages of the scales highly satisfied, moderately satisfied, and satisfied of the respective resources used in management development. But there is still a considerable number of managers less satisfied with time allocation, handouts and course materials, and content of the course.

#### **4.10.1 Satisfaction with Resources used in Management Development: Ownership Perspective**

The managers working in private, joint venture, and government and semi government banks were requested to express their opinion in regard to satisfaction with the resources used during their development and training programme. They ranked the resources in the scale like highly satisfied (1), moderately satisfied (2), satisfied (3), less satisfied (4), and unsatisfied (5). The resources were grouped as human, finance, physical, time, and knowledge. Knowledge resources were included as handouts and course materials, the content of course, and course

objectives. The table 4.10.1 presents the comparative mean values, standard deviations, and coefficients of variation for the responses received from the managers.

**Table 4.10.1**

**Satisfaction with Resources used in Management Development: Ownership Perspective**

	Human resources	Financial resources	Physical resources	Time allocated	Handouts and course materials	The contents of course	The course objectives
Private Banks							
Mean	2.46	2.73	2.81	2.78	3.24	3.05	3.00
N	37	37	37	37	37	37	37
SD	.803	.769	.739	.917	.983	1.201	1.106
CV	33	28	26	33	30	39	37
Joint Venture Banks							
Mean	2.38	2.84	3.05	2.95	3.15	2.93	2.96
N	55	55	55	55	55	55	55
SD	.972	.811	.870	.970	.803	1.034	1.071
CV	41	29	29	33	25	35	36
Govt. & Semi Govt. Banks							
Mean	2.84	2.53	2.67	2.85	3.02	2.82	2.59
N	173	172	171	171	170	172	171
SD	1.096	.888	.919	1.063	.973	.959	.912
CV	39	35	34	37	32	34	35

According to table 4.10.1, the managers from the private and joint venture banks were moderately satisfied with human resources used for their training and development programme. The managers from government and semi government banks were satisfied with human resources. The mean values were 2.46, 2.38, and 2.84 for private, joint venture, and government and semi government bank managers, respectively. The variability in responses was less for the managers in private banks. Financial resources were found to be satisfactory by private, joint venture, and government and semi government bank managers. But the satisfaction level was high in government and semi government banks. The mean values were 2.73 for private, 2.84 for joint venture, and 2.53 for government and semi government banks. The private bank managers were more uniform in their responses. Managers from all ownership patterns were satisfied with physical resources. The mean values were 2.81, 3.05, and 2.67 for private, joint venture, and government and semi government banks, accordingly. In this case also responses from the private bank were less variable. The mean values obtained for the responses relating with time resources were 2.78 for private, 2.95 for joint venture, and 2.85 for government and semi government banks. According to mean values, managers of all the banks were satisfied with time allocation. The variability was equally less in the responses of private as well as joint venture bank managers. Handouts and course materials provided to the participating managers during management development was satisfactory to all the managers. The mean values were,

3.24, 3.15, and 3.02 for private, joint venture, and government and semi government banks, respectively. The responses were less variable for the managers in joint venture banks.

As shown in the table 4.10.1, irrespective of ownership pattern, all managers were satisfied with the course content of management development programme. The mean values were 3.05, 2.93, and 2.82 for private, joint venture, and government and semi government banks, respectively. The variability was low in the responses received from government and semi government banks. The course objectives were also found to be satisfactory by the managers in private, joint venture, and government and semi government banks. The mean values were 3.00 for private, 2.96 for joint venture and 2.59 for government and semi government banks. The responses received from government and semi government banks were less variable in comparison with others.

Concluding above, managers in all ownership banks experienced satisfaction with the resources used in management development programme. But the level of satisfaction was fluctuating. In case of human resources employed during management development and training the level of satisfaction experienced by private and joint venture banks was higher than the level of satisfaction experienced by the managers in government and semi government banks. The level of satisfaction was comparatively lower for handouts and course materials, the content of course, and the course objectives.

#### **4.10.2 Satisfaction with Resources used in Management Development: Gender Perspective**

The male and female managers working in different banks were requested to express the satisfaction with the resources used in the management development programme. The table 4.10.2 presents the mean values, standard deviations and coefficients of variation calculated for the responses received from the male as well as female managers. The information presented in the table also attempts to find out the similarities and differences about the feeling of male and female managers in regard to level of satisfaction with the resources used for management development programme.

**Table 4.10.2****Satisfaction with Resources used in Management Development: Gender Perspective**

	Human resources	Financial resources	Physical resources	Time allocated	Hands out and course materials	The contents of course	The course objectives
Male manager							
Mean	2.72	2.63	2.70	2.84	3.06	2.86	2.68
N	195	194	193	193	192	194	193
SD	1.097	.885	.902	1.016	.969	1.011	.995
CV	40	34	33	36	32	35	37
Female manager							
Mean	2.63	2.60	2.96	2.91	3.13	2.91	2.86
N	70	70	70	70	70	70	70
SD	.920	.806	.859	1.046	.867	1.018	.967
CV	35	31	29	36	28	35	34

According to table 4.10.2, the male and female managers were satisfied with the human resources employed in the management training programme. The mean values were 2.72 for male and 2.63 for female managers. Female managers were less variable in their responses. The mean values computed for the responses relating to financial resources were 2.63 and 2.60 for male and female managers, respectively. According to mean values male as well as female managers were satisfied with the investment of financial resources in their development. The responses of female managers were less variable. For male and female managers, the physical resources provided for management development also were satisfactory. The mean values were 2.70 and 2.96 for male and female managers, accordingly. In this case also the variability was less in the responses of female managers.

The male as well as female managers were satisfied with the time allocated for management training in their organizations. The mean values obtained for the responses of male and female managers were 2.84 and 2.91, respectively. The variability in the responses was same for both the genders. For distributed hands out and course materials, both the genders were satisfied. But the level of satisfaction felt by female managers was low. The mean values were 3.06 for male and 3.13 for female managers. The female managers were less variable in their responses. The content of course of management development was experienced satisfactory by male as well as female managers. The mean values computed for the responses of male and female managers were 2.86 and 2.91, respectively. The variability in the responses was same for male as well as female managers. The course objectives were also satisfactory for male as well as female managers. The mean values computed in this respect for male and female managers were 2.68 and 2.86, accordingly. The female managers were less variable in their responses relating to course objectives.



Summing above, irrespective of gender, male as well as female managers expressed their satisfaction in the same direction with similar experiences. It is interesting to note that the inherent degree of satisfaction is low with the time and knowledge resources used for management development programme. The analysis above showed that female managers were feeling less satisfaction in all the cases except human resources, and financial resources used in management training.

#### **4.10.3 Satisfaction with Resources used in Management Development: Managerial Level Perspective**

The table 4.10.3 presents the mean values, standard deviations, and coefficients of variation computed for the responses received from the senior and junior managers, about the satisfaction with resources used for management development in their organizations. The table also attempts to explore the differences and similarities in the experiences of senior and junior managers relating to satisfaction with the resources used for their training and development.

**Table 4.10.3**  
**Satisfaction with Resources used in Management Development:**  
**Managerial Level Perspective**

	<b>Human resources</b>	<b>Financial resources</b>	<b>Physical resources</b>	<b>Time allocated</b>	<b>Handsout and course materials</b>	<b>The contents of course</b>	<b>The course objectives</b>
Senior manager							
Mean	2.86	2.63	2.64	2.91	3.08	2.82	2.71
N	111	111	111	110	111	111	111
SD	1.043	.797	.840	.982	.997	1.055	1.004
CV	36	30	32	34	32	37	37
Junior manager							
Mean	2.59	2.63	2.88	2.83	3.09	2.92	2.75
N	154	153	152	153	151	153	152
SD	1.042	.905	.961	1.053	.901	.980	.974
CV	40	34	33	37	29	34	35

As shown in the table 4.10.3, the senior as well as junior managers were satisfied with the human resources employed in the process of management development. The mean values computed for the responses were 2.86 for senior and 2.59 for junior managers. The responses of senior managers were less variable. The mean value for the responses in regard to satisfaction with financial resources was same 2.63 for senior as well as junior managers. Both the levels of managers were satisfied with the investment of financial resources in their training and development. The variability was less in the responses of senior managers. Senior as well as junior managers, found the physical resources provided for management development

satisfactory. The mean values computed in this regard were 2.64 and 2.88 for senior and junior managers, respectively. Senior managers were less variable in their responses.

According to table 4.10.3, senior as well as junior managers were satisfied with the allocation of time resources for management development. The mean values were 2.91 and 2.83 for senior and junior managers, respectively. Senior managers were less variable in their responses in ranking the level of satisfaction with time allocated. Senior as well as junior managers recognized hands out and course materials as satisfactory resources distributed in the management training process. The mean values were 3.08 for senior and 3.09 for junior managers. The junior managers were less variable in their responses. The content of course designed for management development was satisfactory for senior and junior managers. The corresponding mean values were 2.82 and 2.92 for senior and junior managers. The responses of junior managers were less variable. The mean values computed for responses received in regard to the course objectives were 2.71 for senior and 2.75 for junior managers, correspondingly. Both the levels of managers were satisfied with the course objectives determined for management development programme. The variability was less in the responses of junior managers.

To sum up, senior as well as junior managers are expressing their experiences of satisfaction relating to different resources used for management development process in their organizations in the same direction. If seen minutely, some degree of differences can be stated from the above analysis. In cases of human resources and time allocation, the junior managers seem to be slightly more satisfied in comparison to senior managers. In the remaining cases except financial resources, the level of satisfaction was slightly high in the experience reported by senior managers. The above analysis also showed that the resources used for management development were sufficient to satisfy the managers in the organizations under study.

#### **4.10.4 Correlation of Satisfaction with Resources used in Management Development**

The Pearson correlation was computed in order to show the relationship of the satisfaction with the resources used in management development programme on the basis of responses received from the managers working in private, joint venture, and government and semi government banks. The correlation values are given in the table 4.10.4.

**Table 4.10.4**  
**Correlation of Satisfaction with Resources used in Management Development**

		1	2	3	4	5	6	7
Human Resources	Pearson Correlation	1						
	Sig. (2-tailed)							
	N	265						
Financial resources	Pearson Correlation	.486(**)	1					
	Sig. (2-tailed)	.000						
	N	264	264					
Physical resources	Pearson Correlation	.320(**)	.544(**)	1				
	Sig. (2-tailed)	.000	.000					
	N	263	263	263				
Time allocated	Pearson Correlation	.423(**)	.420(**)	.457(**)	1			
	Sig. (2-tailed)	.000	.000	.000				
	N	263	263	262	263			
Hands out and course materials	Pearson Correlation	.233(**)	.321(**)	.357(**)	.497(**)	1		
	Sig. (2-tailed)	.000	.000	.000	.000			
	N	262	262	262	262	262		
The content of the course	Pearson Correlation	.228(**)	.211(**)	.233(**)	.370(**)	.561(**)	1	
	Sig. (2-tailed)	.000	.001	.000	.000	.000		
	N	264	264	263	263	262	264	
The course objectives	Pearson Correlation	.137(*)	.198(**)	.176(**)	.200(**)	.371(**)	.585(**)	1
	Sig. (2-tailed)	.027	.001	.004	.001	.000	.000	
	N	263	263	262	262	261	263	263

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

As presented in table 4.10.4, the participant's satisfaction with human resources was positively strongly (0.486) related with financial resources in comparison of satisfaction with other resources. Likewise, the satisfaction of financial resources was positively strongly (0.544) connected with physical resources than satisfaction with other resources. The relationship of participants' satisfaction between physical resources and time allocated was positively significant (0.457) than other resources. The association between time allocation and hands out was positively strong (0.497) as compared to others. The association between satisfaction with hands out and course material and the content of the course was positively strong (0.561) than the relationships of satisfactions with other resources. The relationship of participant's satisfaction with the content of course and the course objectives was positively significant (0.585) than the relations with other resources used in management development programme.

#### 4.10.5 Chi-Square Test for Satisfaction with Resources used in Management Development

The table 4.10.5 shows the computed values of Chi-Square to test the significance of the responses received from the managers of the selected commercial banks.

**Table 4.10.5**

**Chi-Square Test for Satisfaction with Resources used in Management Development**

	Human Resources	Financial resources	Physical resources	Time allocated	Hands out and course materials	The content of the course	The course objectives
Chi-Square	97.396	178.197	168.388	89.719	119.679	96.871	100.061
df	4	4	4	4	4	4	4
P- value	.000	.000	.000	.000	.000	.000	.000
Level of Significant ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

As shown in the table 4.10.5, there is significant difference between the observed and expected frequencies of the manager's responses showing the level of satisfaction with the resources used in management development programme in their organizations. According to Chi-Square and P- values, the responding managers were not similar to show the level of satisfaction with the resources used in management development programme.

Managers working in selected commercial banks were found satisfied with human resources, financial resources, physical resources, time allocated, handouts and course materials, the content of the course, and the course objectives used in management development programme. This finding is similar to the work of Mattson (2005). The resources used in management development were positively and significantly correlated with each other.

#### 4.11 Responsibility for Management Development

Davis (1990) notes that the responsibility of management development is to be shared between human resource specialist, the learner's superior, and the individual managers. Moreover, other parties requiring the effective management development are also expected for full involvement and participation in deciding about management training. Margerison (1991) asserts that no development programme will succeed if not supported by senior and middle management. Other stakeholders, emphasized to support the management training include colleagues, mentors, and family members of the managers. In addition, Mabey and Salaman (1995) state that national bodies and other institutions are also considered influential in shaping management development policies and strategies. Brown (2005) opines that the corporate strategy also determines the management development programme. Berger and Nixon (1981) find top management, the individual manager, and the learning environment as more important

for the development of managerial skills. Huber (1991) points out that the line manager's support is a multi-dimensional construct for the successful management development.

The present study tries to bring into light the level of responsibility of the top management, the department head, the HRD manager, the learning environment, the individual manager, and the goal and benefits of the programme as the responsible aspects of the management development efforts in the selected commercial banks.

The table 4.11 presents individual manager's responses, locating the responsibility for the management development in their respective organizations. The table carries the number and percentage of the responses.

**Table 4.11**  
**Responsibility for Management Development**

	Top management		The department head		The HRD manager		The learning environment		The individual manager		The goal and benefits of programme	
	N	%	N	%	N	%	N	%	N	%	N	%
More responsible	198	74.7	103	38.9	124	46.9	34	12.9	50	19	81	30.7
Moderately responsible	40	15.1	109	41.1	96	36.4	95	36.0	78	29.6	90	34.1
Responsible	16	6.0	41	15.5	38	14.4	93	35.2	72	27.4	56	21.2
Less responsible	7	2.7	9	3.4	5	1.9	30	11.4	47	17.9	24	9.1
Not responsible	4	1.5	3	1.1	1	0.4	12	4.5	16	6.1	13	4.9
	265	100	265	100	264	100	264	100	263	100	264	100

According to table 4.11, for the majority of managers, top management (74.70%) are more responsible for management development programme. The department head (80%), the HRD manager (83.30%), and the goal and benefits of the programme (64.80%) were moderately responsible for effective management development programme. These percentages represent the sum of the percentages of scales more and moderately responsible of the respective factors responsible for management development. The learning environment (84.10%) and the individual manager (76.00 %) were the responsible factors for management development programme in the selected private, joint venture, and government and semi government banks of Nepal. These percentages are obtained by adding the percentages of scales more, moderately, and responsible of respective factors.

#### **4.11.1 Responsibility for Management Development: Ownership Perspective**

The table 4.11.1, presents the mean values, standard deviations, and coefficients of variation, computed for the responses received from the manager in different banks operating under different ownership patterns. The managers were requested to show the level of responsibility of different aspects to carryout management development functions successfully

in the scale like, more responsible (1), moderately responsible (2), responsible (3), less responsible (4), and not responsible (5).

**Table 4.11.1**

**Responsibility for Management Development: Ownership Perspective**

	<b>Top management</b>	<b>The department head</b>	<b>The HRD manager</b>	<b>The learning environment</b>	<b>The individual manager</b>	<b>The goal and benefits of programme</b>
Private Banks						
Mean	1.41	1.92	1.41	2.81	2.78	2.54
N	37	37	37	37	37	37
SD	.798	.924	.599	1.076	.976	1.192
CV	57	48	42	38	35	47
Joint Venture Banks						
Mean	1.51	1.69	1.58	2.38	2.29	1.98
N	55	55	55	55	55	55
SD	.998	.960	.786	.828	1.149	1.009
CV	66	57	50	35	50	51
Govt. & Semi Govt. Banks						
Mean	1.38	1.91	1.84	2.60	2.70	2.25
N	173	173	172	172	171	172
SD	.795	.834	.829	1.029	1.184	1.140
CV	58	44	45	40	44	51

According to 4.11.1, managers from the private and government and semi government banks recognized top management as more responsible for planning implementing and evaluating the management development function in their organizations. The managers in joint venture banks found top management moderately responsible. The mean values computed were, 1.41, 1.51, and 1.38 for private, joint venture, and government and semi government banks, respectively. The managers in the private banks were less variable in their responses. For managers from private, joint venture, and government and semi government banks, the department head was moderately responsible for management development. The mean values were 1.92 for private, 1.69 for joint venture, and 1.91 for government and semi government banks. The managers from government and semi government banks were less variable in their responses. The human resources development manager was more responsible for managers in private banks, and moderately responsible for the managers in joint venture, and government and semi government banks. The corresponding mean values were 1.41, 1.58, and 1.84 for private, joint venture, and government and semi government banks. The variability in the responses was less for private bank managers.

The mean values computed for the learning environment as the responsible aspect of management development were 2.81, 2.38 and 2.60 for private, joint venture, and government and semi government banks, respectively. According to mean values the learning environment

was responsible for the managers in private and government and semi government banks. It was moderately responsible for the managers in joint venture banks. The variability was less in the responses of the joint venture banks. The individual manager was recognized as responsible by the private and government and semi government banks. But the managers in joint venture banks recognized him as moderately responsible to make management development fruitful. The corresponding mean values were 2.78, 2.29, and 2.70 for private, joint venture, and government and semi government banks. The uniformity in the responses was comparatively more for the managers in joint venture banks. The goal and benefits of the programme was the last variable rated by the managers. The mean values were 2.54, 1.98, and 2.25 for the responses of the managers in private, joint venture, and government and semi government banks, respectively. According to mean values, it was moderately responsible for the managers in joint venture, government, and semi government banks. It was recognized as responsible by the managers in the private sector banks. The uniformity in the responses was more for the managers in the private sector.

Summing above, managers from all banks recognized all the aspects included in the question as responsible to plan, implement, and evaluate the management development functions in their organizations. Managers differed in indicating the degree of responsibility in regard to top management, human resources development manager, the learning environment, the individual manager, and the goal and benefit of the programme.

#### **4.11.2 Responsibility for Management Development: Gender Perspective**

The male and female managers were requested to locate the level of responsibility of the different aspects in deciding management development in their respective organizations. An attempt has been made to find the answer to question like whether male and female managers differ in their expression about the responsibility of the management development or not. The mean values, standard deviations, and coefficients of variation were computed for the responses received from male and female managers and presented in table 4.11.2.

**Table 4.11.2****Responsibility for Management Development: Gender Perspective**

	<b>Top management</b>	<b>The department head</b>	<b>The HRD manager</b>	<b>The learning environment</b>	<b>The individual manager</b>	<b>The goal and benefits of programme</b>
Male manager						
Mean	1.45	1.87	1.78	2.60	2.59	2.24
N	195	195	194	194	193	194
SD	.874	.839	.825	1.014	1.147	1.136
CV	60	45	46	39	44	51
Female manager						
Mean	1.30	1.87	1.57	2.54	2.71	2.23
N	70	70	70	70	70	70
SD	.729	.977	.734	.973	1.193	1.119
CV	56	52	47	38	44	50

According to table 4.11.2, top management was more responsible for the management development function in their organizations for male and female managers. The mean values computed, were 1.45 and 1.30 for male and female managers, respectively. The female managers were less variable in their responses. For male and female managers, the department head was moderately responsible to plan, implement and evaluate the management development functions. The mean value was same 1.87 for both the gender. Male managers were less variable in their responses. The human resources development manager was recognized as moderately responsible for management development function by both the gender. The mean values were 1.78 and 1.57 for male and female managers, respectively. The responses of male managers were less variable.

Learning environment was recognized as a responsible variable for management development function by male and female managers. The mean values were 2.60 and 2.54 for male and female managers, respectively. The variability was less in the responses of female managers. The individual manager was noted as responsible by male and female managers. The mean values were 2.59 and 2.71 for male and female managers, correspondingly. The variability was similar in the responses of male and female managers. The goal and benefits of programme was reported as moderately responsible factor for management development by male as well as female managers in their enterprises. The mean values were 2.24 and 2.23 for male and female managers, respectively. The female managers were more consistent.

Summing above, the male and female managers were similar in their responses. They unanimously recognized that all the aspects included in the question were responsible to carryout management development function in their organizations.



### 4.11.3 Responsibility for Management Development: Managerial Level Perspective

The table 4.11.3 presents the mean values, standard deviations, and coefficients of variation for the responses received in regard to locating the responsibility for management development. The senior as well as junior managers were requested to recognize the responsibility of different aspects in deciding about management development programme in their organizations. This comparative analysis is aimed to know the similarity and differences in the opinion of the managers at different levels.

**Table 4.11.3**

#### **Responsibility for Management Development: Managerial Level Perspective**

	<b>Top management</b>	<b>The department head</b>	<b>The HRD manager</b>	<b>The learning environment</b>	<b>The individual manager</b>	<b>The goal and benefits of programme</b>
Senior manager						
Mean	1.33	1.78	1.68	2.54	2.59	2.14
N	111	111	110	110	111	111
SD	.651	.768	.765	.945	1.131	1.116
CV	49	43	46	37	44	52
Junior manager						
Mean	1.47	1.93	1.76	2.62	2.64	2.32
N	153	153	153	153	151	152
SD	.953	.944	.835	1.045	1.180	1.136
CV	65	49	47	40	45	49

According to the table 4.11.3, senior as well as junior managers recognized top management as more responsible for planning, implementing and evaluating the management development function in their enterprises. The mean values were 1.33 and 1.47 for senior and junior managers, respectively. The senior managers were less variable in their responses. The department head was moderately responsible to carryout the management development function for both the level. The mean values for senior and junior managers were 1.78 and 1.93, respectively. The senior managers were less variable in their responses. For senior as well as junior managers the role of human resources development manager was moderately responsible for management development in their organizations. The mean values were 1.68 for senior and 1.76 for junior managers. The senior managers were less variable in their responses.

The senior and junior managers recognized learning environment as responsible for management training and development. The corresponding mean values were 2.54 and 2.62 for senior as well as junior managers. The variability was less in the responses of senior managers. The mean values for the responses in regard to the individual managers were 2.59 and 2.64 for senior and junior managers, respectively. According to mean values, both the level of managers recognized the concerned individual manager as responsible for management development function. The senior managers were less variable in their responses. For senior as well as junior managers, the goal and benefits of management development programme were moderately

responsible. The representing mean values were 2.14 for senior and 2.32 for junior managers. The junior managers were less variable in their responses.

Summing above, irrespective of the levels of managers, they have similar recognition for the responsibility of the different aspects for planning, implementing, and evaluating the management development functions in their organizations. Senior as well as junior managers recognized all the aspects responsible for management training.

#### 4.11.4 Correlation of Responsibility for Management Development

The Pearson correlation was computed to determine the relationship between the different factors responsible for management development on the basis of the responses received from the managers in private, joint venture, and government and semi government banks. The computed values of Pearson correlation are presented in the table 4.11.4.

**Table 4.11.4  
Correlation of Responsibility for Management Development**

		1	2	3	4	5	6
1. Top management	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	265					
2. The department head	Pearson Correlation	.121(*)	1				
	Sig. (2-tailed)	.050					
	N	265	265				
3. The HRD manager	Pearson Correlation	.253(**)	.432(**)	1			
	Sig. (2-tailed)	.000	.000				
	N	264	264	264			
4. The learning environment	Pearson Correlation	.154(*)	.392(**)	.303(**)	1		
	Sig. (2-tailed)	.012	.000	.000			
	N	263	263	262	264		
5. The individual manager	Pearson Correlation	.008	.400(**)	.330(**)	.488(**)	1	
	Sig. (2-tailed)	.903	.000	.000	.000		
	N	263	263	262	262	263	
6. The goal and benefits of programme	Pearson Correlation	.042	.346(**)	.230(**)	.444(**)	.580(**)	1
	Sig. (2-tailed)	.501	.000	.000	.000	.000	
	N	264	264	263	263	263	264

\* Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).

As presented in the table 4.11.4, the relationship between the top management and the HRD manager was positively strong (0.253) in comparison with other responsible factors for management development. Comparatively, the relationship between the department head and the HRD manager was positively more significant (0.432) than others. The connection of the learning environment was positively strong (0.330) with the individual manager than other factors. The learning environment and the individual manager were positively strongly (0.488) related in comparison with others. The individual manager was related with the goal and benefits of programme positively strongly (0.580) than relationship with other responsible aspects of management development responsibility in the private, joint venture, and government and semi government banks.

#### 4.11.5 Chi-Square Test for Responsibility for Management Development

The table 4.11.5 presents the computed values of the Chi-Square to know the significance of the responses received from the managers working in different banks.

**Table 4.11.5**  
**Chi-Square Test for Responsibility for Management Development**

	Top management	The department head	The HRD manager	The learning environment	The individual manager	The goal and benefits of programme
Chi-Square	510.943	192.755	229.598	112.402	45.612	87.174
df	4	4	4	4	4	4
P Value	.000	.000	.000	.000	.000	.000
Level of Significant ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

As shown in the table 4.11.5, all the observed frequencies were significantly different from the expected frequencies for the responsibility of management development. According to Chi-Square, and P- values we conclude that the responding managers were different with each other to fix the level of responsibility of different factors for management development.

For Nepalese managers irrespective of ownership, gender, and level differences, top management, the department head, the HRD manager, the learning environment, the individual manager, and goal and benefit of programme were responsible for effectiveness of management development in their respective organizations. These findings are similar to the work of Berger and Nixon (1981) and Huber (1991). The responsible factors for management development were positively significantly correlated.

Depending on the analysis and interpretation as above, the answer to the research question one is obtained. According to analysis, managers in selected banks denoted that to improve knowledge and skills, to cope with future, to increase efficiency and production as per future need, to achieve changed organizational goals, and to prepare manager for higher responsibility as the most important objectives of management development. Other remaining objectives included in the research survey were taken as important by the responding managers. In regard to research question two, the responding managers found top management, more responsible for carrying out the functions of management development in their companies. Other factors like the department head, HRD manager, and the goal and benefits of the programme were moderately responsible for the success of management development. The learning environment and the individual manager were regarded as responsible factors for the purpose.

## **CHAPTER-V**

### **PARTICIPATION AND IMPLEMENTATION OF MANAGEMENT DEVELOPMENT**

This chapter has been devoted to present, analyse, and interpret the data collected from the managers in selected commercial banks of Nepal in regard to participation and implementation of management development. The chapter covers the subheadings like, managerial motives for participation in management development, relevancy of management training for manager's functional need and interests, basis for selection of the participant managers, nomination of participant managers for management development, managerial satisfaction with selection of participants for management development, achievement of management development objectives from participation, facilitators for management development, and effectiveness of management development methods.

#### **5.1 Managerial Motives for Participation in Management Development**

The effective outcome of the management development depends on the motivation of the managers participating in the programme. The pre-training environment plays a key role in such motivation. Barbar (2004) found greater innovation and tacit skills as the individual benefit of training. Decker and Nathan (1985); and Robertson (1990) found managers benefited to change basic managerial skills through a change in the trainees knowledge structure and mental models. Bhawuk and Brislin (2000) reported the increment in manager's ability to cope and adjust in different cultures. Collins and Holton (2004) found improvement in job performance, leadership ability, tolerance capacity, and willingness to exert extra efforts after participation in management training. These are the some managerial motives to participate in management development efforts. Thus, the present research attempts to unearth the various benefits that Nepalese managers expect from the participation in management development. The major motives included in the research are financial benefit, promotion to higher rank, achievement of new knowledge, career development, and performance enhancement to meet the future challenges.

The managers working in the selected private, joint venture, and government and semi government banks were asked to identify the degree of importance of motives behind the participation in management development programme in their organizations. The following table 5.1 presents the number and corresponding percentage of the managers noting the motives of managers behind the participation in management development.

**Table 5.1**  
**Managerial Motives for Participation in Management Development**

	Financial benefit		Promotion to higher rank		Achievement of new knowledge and skills		Career development		performance enhancement		To meet the future challenges	
	N	%	N	%	N	%	N	%	N	%	N	%
Most important	28	10.7	69	26.2	140	52.6	93	35.1	99	37.5	122	46.2
More important	46	17.6	80	30.4	79	29.7	106	40	104	39.4	80	30.3
Important	85	32.4	69	26.2	33	12.4	51	19.2	50	18.9	44	16.7
Less important	54	20.6	32	12.2	13	4.9	9	3.4	6	2.3	13	4.9
Unimportant	49	18.7	13	5	1	0.4	7	2.3	5	1.9	5	1.9
<b>Total</b>	<b>262</b>	<b>100</b>	<b>263</b>	<b>100</b>	<b>266</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>264</b>	<b>100</b>	<b>264</b>	<b>100</b>

As shown in table 5.1, the responding manager noted all the motives for participation in management development program as important and more. Managerial motives like achievement of new knowledge and skills (82.33%), career development (75.10%), performance enhancement (76.90%), and to meet the future challengers (76.50) were the more important motives of the managers to participate in management development programme. These percentages represent the sum of the percentages of scales most and more important of the respective managerial motives. Other remaining motives financial benefit (60.70%) and promotion to higher rank (82.80%) were important for the managers participating in management development programme in the selected private, joint venture, and government and semi government banks in Nepal. Above percentages cover the percentages of the scales most, more, and important of the respective managerial motives.

### **5.1.1 Managerial Motives for Participation in Management Development: Ownership Perspective**

The table 5.1.1 shows the mean values, standard deviations, and coefficients of variation computed for the responses of the managers working in private, joint venture, and government and semi government banks. They were requested to note their perception about the degrees of importance of motives for participation in management development process in the scale like most important (1), more important (2), important (3), less important (4), and unimportant (5). The table 5.1.1 also attempts to explore the similarities in perception of motives across the different bank managers working in different ownership patterns.

**Table 5.1.1**  
**Managerial Motives for Participation in Management Development: Ownership**  
**Perspective**

	Financial benefit	Promotion to higher rank	Achievement of new knowledge skills	Career development	Performance enhancement	To meet future challenges
Private Banks						
Mean	3.25	2.51	1.73	2.00	2.14	1.97
N	37	37	37	37	37	37
SD	.925	1.325	.962	.745	1.134	1.040
CV	28	53	56	37	53	53
Joint Venture Banks						
Mean	3.49	2.31	1.45	1.78	1.62	1.60
N	55	55	55	55	55	55
SD	1.153	1.200	.835	.917	.680	.873
CV	33	52	58	52	42	55
Govt. & Semi Govt. Banks						
Mean	3.08	2.39	1.78	2.03	1.97	1.92
N	170	171	174	173	172	172
SD	1.307	1.087	.886	.982	.898	1.005
CV	42	45	50	48	46	62

As shown in the table 5.1.1, financial benefit was an important motive for participation in management development process for all managers working in private, joint venture, and government and semi government banks. The mean values were 3.25 for private, 3.49 for joint venture, and 3.08 for government and semi government banks. The responses from the private bank managers were more consistent. The mean values computed for the responses received relating to promotion to higher rank were 2.51, 2.31 and 2.31 for private, joint venture, and government and semi government banks, respectively. According to mean values promotion to higher rank was an important motive for managers in private banks and more important for managers in joint venture and government and semi government banks. The variability in the responses was less for the managers in government and semi government banks. Achievement of new knowledge and skills were more important motive to the managers in private and government and semi government banks. For the managers in joint venture banks, it was the most important motive. The mean values computed for the responses in this regard were 1.73 for private, 1.45 for joint venture, and 1.78 for government and semi government banks. The variability in the responses was less for government and semi government banks.

According to table 5.1.1, career development was perceived as more important motive for the participation in management development process by all the managers, irrespective of ownership differences. The corresponding mean values were 2.00, 1.78, and 2.03 for private,

joint venture, and government and semi government banks. The responses from the managers in private banks were more uniform. For the responses received in relation to performance enhancement, the mean values were 2.14 for private, 1.62 for joint venture, and 1.96 for government and semi government banks. According to mean values, irrespective of ownership differences, all responding managers noted that the motive of performance enhancement was more important. To meet future challenges was also perceived by the private, joint venture, and government and semi government banks managers as more important motive to participate in management development programme in their respective enterprises. The mean values were 1.97, 1.60, and 1.92 for private, joint venture, and government and semi government banks, accordingly. The variability in the responses was less for the managers in government and semi government banks.

Summing above, managers from private, joint venture, and government and semi government banks reported that all the motives included in the survey were important and more to them. But the degrees of importance differed in some cases like promotion to higher rank and achievement of new knowledge and skills. Promotion to higher rank was more important motive for managers in joint venture and government and semi government banks in order to participate in management development, whereas it was only important to the managers in private banks. Achievement of new knowledge and skills was the most important motive for the managers in joint venture banks. But the same was more important to the managers in private and government and semi government banks. From the above discussion it is clear to note that managers participating in the survey were well aware of managerial motives for the participation in management development programme.

### **5.1.2 Managerial Motives for Participation in Management Development: Gender Perspective**

The male and female managers were requested to note their perceptions in regard to degrees of importance of motives for participation in management development. The table 5.1.2 presents the mean values, standard deviations, and coefficients of variation for the responses received from the male and female managers working in different banks. On the basis of the information presented in the table 5.1.2, it has been attempted to explore the similarities and dissimilarities in the perception of the degrees of importance relating to managerial motives for participation in management development programme.

**Table 5.1.2**  
**Managerial Motives for Participation in Management Development:**  
**Gender Perspective**

	Financial benefit	Promotion to higher rank	Achievement of new knowledge and skills	Career development	Performance enhancement	To meet future challenges
Male manager						
Mean	3.21	2.42	1.76	1.99	1.93	1.90
N	192	193	196	915	194	1.94
SD	1.265	1.120	.905	.958	.861	.982
CV	39	46	51	48	45	52
Female manager						
Mean	3.14	2.31	1.56	1.94	1.89	1.76
N	70	70	70	70	70	70
SD	1.158	1.210	.845	.899	1.029	1.013
CV	37	52	54	46	54	58

As presented in the table 5.1.2, financial benefit was an important motive for male and female managers to participate in management development process. The mean values were 3.21 for male and 3.14 for female managers. The female managers were less variable in their responses. Promotion to higher rank was more important motives for both the genders. The mean values were 2.42 and 2.31 for male and female managers, accordingly. The male managers were less variable in their responses. For male as well as female managers, achievement of new knowledge and skills was also more important motive for participation in management development programme. The mean values computed for the responses of male and female managers were 1.76 and 1.56, respectively.

According to table 5.1.2, career development was more important motive of the managers to participate in management development programme. The mean values were 1.99 for male and 1.94 for female managers. The responses of female managers were less variable. Male as well as female managers noted, performance enhancement as more important motive. The mean values for male and female managers were 1.93 and 1.89, respectively. Male managers were less variable in their responses. The mean values computed for the responses relating to the motive to meet future challenges were 1.90 and 1.76 for male and female managers, accordingly. Mean values shows that it was more important motive for male as well as female managers to participate in management development programme. The variability was less in the responses of male managers.

Concluding above, male and female managers recognized all the motives, except financial benefit as more important motives that they strived to satisfy from the participation in management development functions in their respective organizations. Female managers were



rating more positively all the motives included in the survey in comparison with their male counterparts.

### 5.1.3 Managerial Motives for Participation in Management Development: Managerial Level Perspective

The following table 5.1.3 presents the mean values, standard deviations, and coefficients of variation computed for the responses received from senior and junior managers participating in the survey in respect to degrees of importance of motives for participation in management development. The following table also helps to find the similarities and the differences in the opinion of the senior and junior managers in ranking the degrees of importance of the different motives included in survey.

**Table 5.1.3**  
**Managerial Motives for Participation in Management Development: Managerial Level Perspective**

	Financial benefit	Promotion to higher rank	Achievement of new knowledge and skills	Career development	Performance enhancement	To meet future challenges
Senior manager						
Mean	3.46	2.39	1.57	1.92	1.76	1.75
N	110	109	111	111	110	110
SD	1.114	1.122	.805	.875	.834	.848
CV	32	47	51	46	47	48
Junior manager						
Mean	2.98	2.39	1.81	2.03	2.03	1.94
N	151	153	154	153	153	153
SD	1.278	1.165	.941	.986	.942	1.077
CV	43	49	52	49	46	46

As presented in the table 5.1.3, financial benefit was recognized as the important managerial motive for participation in the management development process by senior and junior managers. The mean values were 3.46 for senior and 2.98 for junior managers. The responses of senior managers were less variable. The mean value for promotion to higher rank was 2.39 for both the levels. According to mean value senior along with junior managers perceived that promotion to higher rank was the more important motive to be satisfied from the participation in management development programme. The senior managers were more consistent in their responses. The achievement of new knowledge was also more important managerial motive to be fulfilled by management development for both the levels. The mean values were 1.57 for senior and 1.81 for junior managers. Senior managers were less variable in their responses.

Career development was more important motive for senior and junior managers to be attained from the involvement in management development functions. The mean values were 1.92 and 2.03 for senior and junior managers, accordingly. As mean values suggested for both the levels of managers, performance enhancement was more important motive to be achieved from the participation in management training. The computed mean values in the respect were 1.67 for senior and 2.03 for junior managers. The junior managers were less variable in their responses. For senior as well as junior managers, to meet the future challenges was more important motive for involvement in management development in their organizations. The mean values were 1.75 for senior and 1.94 for junior managers. The senior managers were less variable in their responses.

Summing above, all the managers irrespective of levels were similar in their opinions about the ranking of the motives for participation in management development in their organizations. Except financial benefit and promotion to higher rank, in all the cases, senior managers were more positive in stating the importance of the motives included in the survey.

#### **5.1.4 Correlation of Managerial Motives for Participation in Management Development**

Pearson correlation was calculated to show the relationships of different managerial motives for participation in management development programme. The correlation values were computed by using the responses received from the managers working in private, joint venture, and government and semi government banks. The values of correlation are presented in the table 5.1.4

**Table 5.1.4****Correlation of Managerial Motives for Participation in Management Development**

		1	2	3	4	5	6
1. Financial benefit	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	262					
2. Promotion to higher rank	Pearson Correlation	.373(**)	1				
	Sig. (2-tailed)	.000					
	N	260	263				
3. Achievement of new knowledge and skills	Pearson Correlation	-.175(**)	.285(**)	1			
	Sig. (2-tailed)	.004	.000				
	N	262	263	266			
3. Career development	Pearson Correlation	-.141(*)	.267(**)	.452(**)	1		
	Sig. (2-tailed)	.022	.000	.000			
	N	262	262	265	265		
4. Performance enhancement	Pearson Correlation	-.084	.256(**)	.454(**)	.437(**)	1	
	Sig. (2-tailed)	.175	.000	.000	.000		
	N	261	262	264	264	264	
5. To meet the future challenges	Pearson Correlation	-.154(*)	.145(*)	.341(**)	.383(**)	.569(**)	1
	Sig. (2-tailed)	.013	.019	.000	.000	.000	
	N	261	261	264	264	263	264

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

As presented in table 5.1.4, the relationship of financial benefit with the managerial motive of promotion to higher rank was positively strong (0.373) in comparison with others. The association of promotion to higher rank with achievement of new knowledge and skills was positively strong (0.285) than others. The relationship between achievement of new knowledge and skills was positively significant (0.454) with performance enhancement in comparison with other motives. Comparatively, there was positively strong (0.437) relationship between managerial motives of career development with performance enhancement. The relationship between performance enhancement and to meet future challenges was positively significant (0.569) than other managerial motives for participation in management development programme. It is notable that the relationships of financial benefit with achievement of new knowledge and skills, (-0.175), career development (-0.141), performance enhancement (-0.084), and to meet the future challenges (-0.154) were significantly negative.

### 5.1.5 Chi-Square Test for Managerial Motives for Participation in Management Development

The table 5.1.5 carries the computed values of Chi-Square to test the significance of the responses of the managers from different banks relating to ranking the level of importance of motives of managers participating in the management development programme.

**Table 5.1.5**  
**Chi-Square Test for Managerial Motives for Participation in**  
**Management Development**

	Financial benefit	Promotion to higher rank	Achievement of new knowledge and skills	Career development	Performance enhancement	To meet the future challenges
Chi-Square	32.695	62.380	243.398	161.472	174.977	179.447
df	4	4	4	4	4	4
P Value	.000	.000	.000	.000	.000	.000
Level of Significant ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

As presented in the table 5.1.5, there was significant difference between the observed and expected frequencies of responses of managers relating to ranking the level of importance of managerial motives for participation in management development programme. According to Chi-Square and P-values, managers were found to be different from each other in expressing their views.

Managers in selected commercial banks irrespective of ownership, gender, and level differences reported that their individual motives like financial benefit, promotion to higher rank, achievement of new knowledge and skills, career development, performance enhancement, and to meet the future challenges as important motives for the participation in management development. These findings are similar to the work of Bhawuk and Brislin (2000); Collins and Holton (2000). The correlations of managerial motives for participation were positively significant. It is noteworthy that the correlations of motives like financial benefit except with promotion to higher rank were negatively significant.

## **5.2 Relevancy of Management Training for Manager's Functional Needs and Interests**

The managers working in different banks under study were asked to show the relevancy of management development in the fulfillment of their functional needs and interests. The following table presents the number and percentage of managers ranking the relevancy of management training. The table 5.2 presents the number and percentage of managers in the headings like ownership pattern, gender, and level of managers. The table 5.2 also attempts to explore the similarities and differences in the ranking of relevancy of management development among the ownership pattern, between the genders and levels of managers.

**Table 5.2****Relevancy of Management Training for Manager's Functional Needs and Interests**

	Ownership Pattern						Gender				Managerial Level				Total	
	Private Banks		Joint venture Bank		Govt. & Semi Govt. Bank		Male manager		Female manager		Senior manager		Junior manager			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very high relevant	3	8	8	15	22	12.64	24	12.24	9	13	17	15.31	16	10.32	33	12.41
Highly relevant	17	46	13	24	70	40.23	76	38.78	24	34	41	36.94	59	38.06	100	37.59
Relevant	17	46	34	61	79	45.41	93	47.45	37	53	52	46.85	78	50.32	130	48.88
Less relevant	0	0	0	0	1	0.57	1	0.51	0	0	0	0	1	0.65	1	0.37
Irrelevant	0	0	0	0	2	1.15	2	1.02	0	0	1	0.9	1	0.65	2	0.75
<b>Total</b>	<b>37</b>	<b>100</b>	<b>55</b>	<b>100</b>	<b>174</b>	<b>100</b>	<b>196</b>	<b>100</b>	<b>70</b>	<b>100</b>	<b>111</b>	<b>100</b>	<b>155</b>	<b>100</b>	<b>266</b>	<b>100</b>

The table 5.2 shows that the management training was very high relevant, high relevant, and relevant to 3 (8%), 17 (46%) and 17 (46%) managers working in the private banks. Nobody found management training less relevant and irrelevant. For the managers working in joint venture banks, management development was very high relevant for 8 (15%), highly relevant for 13 (24%), and relevant for 34 (61%). There was not a single manager to note management development as less relevant and irrelevant. The numbers of managers in government and semi government banks recognizing the management development as very high relevant, highly relevant, and relevant were 22 (12.64%), 70 (40.23%), and 79 (45.41%), correspondingly. For a single and two managers from government and semi government banks it was less relevant and irrelevant. According to table 5.2, the numbers of male managers recognizing management development as very high relevant, highly relevant, and relevant were 24 (12.24%), 76 (38.78%), and 93 (47.45%), accordingly. A single and two male managers reported that the management training was less relevant and irrelevant for them. Among 70 female managers, management development was very high relevant for 9 (13%), highly relevant for 24 (34%), and relevant for 37 (53%), respectively. Management training was not less relevant and irrelevant for the female managers.

For 17 (15.31%), 41 (36.94%), and 52 (64.85%) senior managers management development was very high relevant, highly relevant, and relevant to their functional needs and interests, respectively. Single manager reported that it was irrelevant for his/her functional needs and interest. Among 155 junior managers, management development process was very high relevant for 16 (10.3%), highly relevant for 59 (38.06%), and relevant for 78 (50.32%), correspondingly. For one manager each, it was less relevant and irrelevant.

According to table 5.2, among 266 total responses received, 33 (12.41%), 100 (37.59%), and 130 (48.88%) managers found management development and training programme very high relevant, highly relevant, and relevant for the fulfillment of managerial needs and interests. For 1 (0.37) and 2 (0.75) managers, it was less relevant and irrelevant for their functional needs and interests.

Summing above the majority of managers recognized management development as relevant and more, for the satisfaction of their functional needs and interests. The numbers of managers ranking management training as relevant (48.88%) was high in comparison with other alternatives. Highly relevant (37.59%) was the second and very high relevant (12.41%) was the third in order. There are no differences in the opinions of managers among private, joint venture, and government and semi government banks, between the male and female, and senior and junior managers.

### **5.2.1 Relevancy of Management Training for Manger’s Functional Needs and Interests: Ownership, Gender, and Managerial Level Perspectives**

The table 5.2.1 presents the comparative mean values, standard deviations, and the coefficients of variation for the responses received from the managers working in different banks. The table 5.2.1 is divided into three sub headings. The first part compares the responses of the managers working in private, joint venture, and government and semi government banks. The second part shows the responses of male and female managers, and the rest of part of the table deals with the responses from senior and junior managers. The managers were requested to denote the relevancy of management development in their managerial career in the scale like very high relevant (1), highly relevant (2), relevant (3), less relevant (4), and irrelevant (5).

**Table 5.2.1**

#### **Relevancy of Management Training for Manger’s Functional Needs and Interests: Ownership, Gender, and Managerial Level Perspectives**

	Ownership Pattern			Gender		Level	
	Private Banks	Joint Venture Banks	Govt. & Semi Govt. Banks	Male manager	Female manager	Senior manager	Junior manager
Mean	2.38	2.47	2.37	2.39	2.40	2.34	2.43
N	37	55	174	196	70	111	155
SD	.639	.742	.755	.747	.710	.769	.713
CV	27	30	32	31	30	33	29

According to table 5.2.1, for the managers working in private, joint venture and government and semi government banks management development programmes were highly relevant for their functional needs and interests. The mean values were 2.38, 2.47 and 2.37 for the responses received from the managers in private, joint venture, and government and semi government banks, correspondingly. The responses from the managers in private banks were less variable.

Male as well as female managers felt that management development was highly relevant to fulfill their functional needs and interests. The mean values were 2.39 and 2.40 for male and female managers, respectively. The male managers were less variable in their responses.

The mean values computed for the responses of senior and junior managers were 2.34 and 2.43, respectively. According to mean values, for senior as well as junior managers, management training was highly relevant to their functional needs and interests. The junior managers were more uniform in their responses.

Summing above, irrespective of ownership, gender, and level, all the managers recognized management development as highly relevant for their managerial career. On the basis of above discussion and analysis, it can be said that management development in organizations should not be taken as occasional events, but should be taken as the continuous learning process in organizational life in order to bring changes and guarantee the organizational survival.

### 5.3 Basis for Selection of the Participant Managers in Management Development

Managers working in different banks were asked to denote the bases or methods that their organizations commonly use in the selection process of the managers in order to participate in the management development and training programme. The following table presents the number and their percentage of managers indicating the selection methods used in their organizations. The responses are presented in four parts of the table 5.3. The first part shows the responses relating to the ownership pattern of the banks. Second and third parts indicate the responses of gender and level of managers. The final part rests on the presentation of total responses from all the responding managers.

**Table 5.3**

**Basis for Selection of the Participant Managers in Management Development**

	Ownership Pattern						Gender				Level				Total	
	Private Banks		Joint venture Banks		Govt. & Semi Govt. Banks		Male manager		Female manager		Senior manager		Junior manager			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
On the basis of seniority	8	22	15	27	73	42	77	39	19	27	40	36	56	36	96	36
On the basis of performance review	18	49	26	47	89	51	102	52	31	44	65	59	68	44	133	50
Plan to place in new responsibility (Promotion, possibility)	13	35	24	44	72	41	74	38	35	50	53	48	56	36	109	41
On the basis of nomination by outside agencies or institutions	4	11	10	18	56	32	57	29	13	19	32	29	38	25	70	26
Recommendation of supervisor/ manager	28	76	50	91	140	80	160	82	58	83	95	86	123	79	218	82
Relevant educational level	11	30	23	42	84	48	96	49	22	31	56	50	62	40	118	44
All of above	4	11	9	16	58	33	60	31	11	16	31	28	40	26	71	27

According to table 5.3, the numbers of managers reporting the method of selection on the basis of seniority were 8 (22%) from private banks, 15 (27%) from joint venture, and 73 (42%) from government and semi government banks. Performance review was the selection

method for 18 (49%), 26 (47%), and 89 (51%) managers in private, joint venture, and government and semi government banks, respectively. Plan to place in new responsibility (promotion possibility) was the basis for selection for the managers 13 (35%) in private, 24 (44%) joint venture, and 72 (41%) government and semi government banks. For 4 (11%), 10 (18%), and 56 (32%) managers in private, joint venture, and government and semi government banks nomination by outside agencies and institutions was the basis for selection to participate in management development programme, correspondingly. Recommendation of supervisor or manager was the frequently used method for the selection of participant to send them in management development. The numbers of managers recognizing it as frequently used method were 28 (76%) from private, 50 (91%) from joint venture, and 140 (80%) from government and semi government banks. Relevant education level was noted as the basis for selection by 11 (30%), 23 (42%), and 84 (48%) managers in private, joint venture, and government and semi-government banks accordingly. For 4 (11%), 9 (16%), and 58 (33%) manager in private, joint venture, combination of different bases was the selection methods to participate in management training programme.

As shown in table 5.3, seniority was the basis of selection for 77 (39%) male and 19 (27%) female managers. For 102 (52%) and 31 (44%) male and female managers performance review was the basis for selection of the managers to be involved in management development process. The numbers of managers recognizing the plan to place in new responsibility or promotion possibility as the basis of selection of the managers for the purpose of participation in management development process were 74 (38%) male and 35 (50%) female. Nomination by the outside agencies and institutions was believed as the selection method by 57 (29%) male and 13 (19%) female managers. The majority of male as well as female managers found recommendation of supervisors or managers as usually used basis for selecting the manager for participation in management development. The numbers of managers recognizing it as usually used methods were 160 (82%) male and 58 (83%) female. Among 196 male and 70 female managers, relevant education level was the basis of selection for 96 (49%) male and 31 (56%) female managers. The combination of methods for selecting the candidates for participation in management development programme was reported by 60 (31%) male and 11 (16%) female managers.

The next part of the table 5.3 presents the opinion of the senior and junior managers in relation to the basis of selecting participant managers in management development programme. Seniority was regarded as the basis for selection by 40 (36%) senior and 56 (36%) junior managers. For 65 (59%) senior and 68 (44%) junior managers, performance review was the



basis for selection. The numbers of managers recognizing plan to place in new responsibility or promotion possibility as the selection method were 53 (48%) senior and 56 (36%) junior managers. Nomination by outside agencies or institutions was reported as basis of selection to participate in management development by 32 (29%) senior and 38 (28%) junior managers. For 95 (8%) senior and 123 (79%) junior managers, recommendation of supervisors or managers was the commonly used basis for the selection of participant to be involved in management training process in their respective organizations. Relevant education level was believed as basis for selection by 56 (50%) senior and 62 (40%) junior managers. The numbers of managers recognizing combination of the above bases for selecting managers to participate in management development were 31 (28%) and 40 (26%) senior and junior managers respectively.

The last part of the table 5.3 presents the total number of managers recognizing the different bases as method of selecting managers in order to participate in management development programme. According to table 5.3, the highest number of managers reported recommendation of supervisors or manager (82%) as the most commonly used method for selecting the candidates for management development. The second, third, fourth, fifth and sixth preferences were given to performance review (50%), relevant education level (44%), seniority (36%), plan to place in new responsibility or promotion possibility (41%), and combination of methods (27%) as the bases for selecting managerial cadre to participate in management development programme, respectively. The least preference was given to the basis like nomination by outside agencies or institution (26%).

#### **5.4 Nomination of Participant Manager for Management Development**

The table 5.4 presents the responses of the managers working in different banks regarding nomination of individual manager for management development in their organizations. Managers were asked to indicate their responses to the different aspects by which they were nominated for management training. The responses are presented in the four parts of the table 5.4. The first and second parts are devoted to present the responses of the managers working in private, joint venture, and government and semi government banks and male and female managers. The third part presents the responses of senior and junior managers. The rest of the part presents the total glimpse of the managerial responses participating in the survey. The managers were given the options to select, that best suit to their nomination for management development and training programme.

**Table 5.4**

**Nomination of Participant Manager for Management Development**

	Ownership Pattern						Gender				Managerial Level				Total	
	Private Banks		Joint Venture Banks		Govt. & Semi Govt. Banks		Male manager		Female manager		Senior manager		Junior manager			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
By yourself	3	8	4	7	7	4	12	6	2	3	4	4	10	6	14	5
By your immediate boss	13	36	14	26	35	20	43	22	19	27	11	10	51	33	62	23
By HRD department/HR manager	18	50	32	58	119	68	126	65	43	61	90	81	79	51	169	64
By outside agencies	2	6	5	9	13	8	14	7	6	9	6	5	14	10	20	8
	36	100	55	100	174	100	195	100	70	100	111	100	154	100	265	100

According to table 5.4, 3 (8%), 13 (36%), 18 (50%) and 2 (6%) managers were nominated for management development programme by him or herself, by their immediate boss, by human resources development department or HR manager and by outside agencies in the private banks, accordingly. The managers in joint venture banks were nominated for management training, 4 (7%) by themselves, 14 (26%) by their immediate boss, 32 (58%) by human resources development department/human resource manager, and 5 (9%) by outside agencies. The managers in government and semi government banks reported, 7 (4%), 35 (20%), 199 (68%), and 3 (8%) were nominated by themselves, by their immediate boss, by HRD department/human resources manager, and by outside agencies, correspondingly.

As shown in table 5.4, 12 (6%), 43 (22%), 126 (65%), and 14 (7%) male managers were nominated for management training programme by themselves, by immediate boss, by human resources development department/human resources managers and by outside agencies, respectively. Female managers reported that 2 (3%) were self nominated, and 19 (27%) were nominated by their immediate boss for management development programme. Other 43 (61%) and 6 (9%) female managers were nominated by HRD department/HR manager and by outside agencies correspondingly. Among 111 senior managers, 4 (4%), 11 (10%), 90 (81%), and 6 (5%) were nominated for management training by themselves, by their immediate boss, by HRD department/HR managers, and by outside agencies, accordingly. The numbers of junior managers stating their nomination by self, by immediate boss, by HRD department/HR manager, and outside agencies were 10 (6%), 51 (33%), 79 (51%), and 14 (105), accordingly.

Summing above, majority of the managers were nominated for management development programme by HRD department/ HR managers (64%) and by immediate boss (23%). Managers themselves were also found to be conscious for their development. They

made their efforts to be nominated by outside agencies (8%) and they themselves were aware to search the opportunities to make their knowledge and skills updated by self involving (5%) in the management development process.

## 5.5 Managerial Satisfaction with Selection of Participant Manager for Management Development

The table 5.5 presents the responses received from the managers about their satisfaction with the methods of selecting the candidate to participate in management development programme. They were requested to show the level of satisfaction as highly satisfied, moderately satisfied, satisfied, less satisfied, and unsatisfied. The table 5.5 presents the information under the sub- heading like ownership pattern, gender and level. A column is devoted for the presentation of total responses.

**Table 5.5**  
**Managerial Satisfaction with Selection of Participant Manager for Management Development**

	Ownership Pattern						Gender				Managerial Level				Total	
	Private Banks		Joint Venture Banks		Govt. & Semi Govt. Banks		Male manager		Female manager		Senior manager		Junior manager			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Highly satisfied	0	0	4	7	5	3	7	4	2	3	4	4	5	3	9	3
Moderately satisfied	11	30	18	33	54	31	59	30	24	34	42	38	41	27	83	31
Satisfied	16	43	20	36	61	35	68	34	29	42	38	34	59	38	97	37
Less satisfied	9	24	13	24	39	22	47	24	14	20	24	21	37	24	61	23
Unsatisfied	1	3	0	0	15	9	15	8	1	1	3	3	13	8	16	6
<b>Total</b>	<b>37</b>	<b>100</b>	<b>55</b>	<b>100</b>	<b>174</b>	<b>100</b>	<b>196</b>	<b>100</b>	<b>70</b>	<b>100</b>	<b>111</b>	<b>100</b>	<b>155</b>	<b>100</b>	<b>266</b>	<b>100</b>

According to table 5.5, there was no response for highly satisfied with selection of participant in private banks. For 11 (30%), 16 (43%), 9 (24%) managers in the private banks, the methods of selection of candidates for management development were moderately satisfactory, satisfactory, and less satisfactory, respectively. A single manager was unsatisfied in the private banks in this concern. The number of managers expressing their views as highly satisfied, moderately satisfied, satisfied, and less satisfied in the joint venture banks, were 4 (7%), 18 (33%), 20 (36%), and 13 (24%), respectively. Nobody was unsatisfied with selection process in joint venture banks. For 5 (3%), 54 (31%), 61 (35%), 39 (22%), and 15 (9%) managers working in government and semi government bank, the methods or bases used to select the managers to participate in management training programme were highly satisfactory, moderately satisfactory, satisfactory, less satisfactory, and unsatisfactory, accordingly.

As shown in table 5.5, 7 (4%), 59 (30%), and 68 (34%) male managers were highly satisfied, moderately satisfied, and satisfied with the basis of selecting the candidates for management development, respectively. For 47 (24%) and 15 (8%) male managers, it was less

satisfactory and unsatisfactory, correspondingly. The numbers of female managers rating the bases or methods of selecting managers for management training highly satisfactory, moderately satisfactory, and satisfactory were 2 (3%), 24 (34%), and 29 (42%), respectively. It was less satisfactory for 14 (20%) and unsatisfactory for a single female managers. For 4 (4%), 42 (38%), and 38 (34%) senior managers, the methods used for selection of candidates for management development were highly satisfactory, moderately satisfactory, and satisfactory, correspondingly. The numbers of senior managers found less satisfied and unsatisfied with selection methods were 24 (21%) and 3 (3%), accordingly. Among 155 junior managers, 5 (3%), 41 (27%), and 59 (38%) were highly satisfied, moderately satisfied, and satisfied with the methods of selecting managers for management training, respectively. For 37 (24%), and 13 (8%) junior managers, the methods were less satisfactory and unsatisfactory, accordingly.

From the table 5.5, it is clear that majority of the managers responding in the survey were satisfied (71%) with the methods used to the selection of the managers to participate in management training program in their organizations. This percentage covers the percentages of the scale highly, moderately, and satisfied with the selection of participants. But there are considerable numbers of managers, expressing less satisfaction (23%) with the methods used to select candidates for management development programme. The unsatisfied managers were 6 percent.

### **5.5.1 Managerial Satisfaction with Selection of Participant Manager for Management Development: Ownership, Gender, and Managerial Level Perspectives**

The managers working in different banks were requested to response their experience on satisfaction relating to selection of managers to participate in management development programme. They were requested to denote their experiences as highly satisfied (1), moderately satisfied (2), satisfied (3), less satisfied (4), and unsatisfied (5). The table 5.5.1 presents the mean values, standard deviations, and coefficients of variation computed for the responses received from the managers working in private, joint venture, and government and semi government banks. It also presents the statistics computed for male and female managers. Further more, it also attempts to show the perception of the senior and junior managers. From the table 5.5.1, an attempt has been made to show the differences and uniformity in the managerial level of satisfaction for the methods and bases used to select the managers to participate in management development programme.

**Table 5.5.1**

**Managerial Satisfaction with Selection of Participant Manager for Management  
Development: Ownership, Gender, and Managerial Level Perspectives**

	Ownership pattern			Gender		Level	
	Private Banks	Joint venture Banks	Govt. & Semi Govt. Banks	Male manager	Female manager	Senior manager	Junior manager
Mean	3.00	2.76	3.03	3.02	2.83	3.29	3.36
N	37	55	174	196	70	111	155
SD	.816	.902	1.000	.997	.834	.942	.822
CV	27	33	33	33	29	29	24

As shown in table 5.5.1, the managers in private, joint venture, and government and semi government banks were satisfied with the methods used for selection of the candidates to participate in management development programme. The mean values were 3.00 for private, 2.76 for joint venture, and 3.03 for government and semi government banks. The degree of satisfaction was little bit high in the joint venture sector banks. The responses of private banks managers were consistent in comparison with other banks.

The mean values computed for the male and female managers were 3.02 and 2.83, respectively. According to mean values, the male as well as female managers were satisfied with the methods used to select the managers for participation in management development. The female managers were satisfied slightly more in comparison to their male partners. The female managers were more uniform in their responses.

Senior as well as junior managers were also found satisfied with the practices of selecting managers to participate in management training in their work organizations. The mean values were 3.29 and 3.36 for senior and junior managers, respectively. Junior managers were slightly less satisfied. The responses of junior managers were more consistent than senior managers.

Summing above, all responding managers, irrespective of differences in ownership pattern, gender, and level of managers, all were satisfied with the methods used for the selection of managers to put in management development programme. As explained above, comparatively, the managers in joint venture banks were slightly more satisfied and the male as well as junior managers were slightly less satisfied with the selection practices.

## **5.6 Achievement of Management Development Objectives from Participation in Management Development**

The table 5.6 presents the number and percentage of the managers working in different banks in regard to perceived achievement of objectives from the participation in management development programme of their organizations. The table 5.6 includes the responses from the

managers working in private, joint venture, and government and semi government banks. It also shows the responses of male as well as female, and senior and junior managers. Managers were requested to denote their responses of achievement of management development objectives in the scale like fully, moderately, to some extent, slightly, and not at all.

**Table 5.6**  
**Achievement of Management Development Objectives from**  
**Participation in Management Development**

	Ownership Pattern						Gender				Managerial Level				Total	
	Private Banks		Joint Venture Banks		Govt. & Semi Govt. Banks		Male manager		Female manager		Senior manager		Junior manager			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fully	3	8	0	0	19	11	15	8	7	10	10	9	12	8	22	8
Moderately	17	46	29	53	75	44	101	52	20	29	56	52	65	42	121	46
To some extent	16	43	26	47	67	39	71	37	38	55	39	36	70	45	109	42
Slightly	0	0	0	0	8	5	6	3	2	3	2	2	6	4	8	3
Not at all	1	3	0	0	2	1	1	-	2	3	1	1	2	1	3	1
<b>Total</b>	<b>37</b>	<b>100</b>	<b>55</b>	<b>100</b>	<b>171</b>	<b>100</b>	<b>194</b>	<b>100</b>	<b>69</b>	<b>100</b>	<b>108</b>	<b>100</b>	<b>155</b>	<b>100</b>	<b>263</b>	<b>100</b>

According to table 5.6, for 3 (8%), 17 (46%), and 16 (43%) managers working in private banks, the management development objectives were fully achieved, moderately achieved, and achieved to some extent from the participation in management development programme, accordingly. Nobody reported slightly achieved and one single manager reported achievement of objectives not at all. Managers from the joint venture banks reported that they were able to achieve management development objectives moderately and to some extent. The number of managers reporting moderately and to some extent were 29 (53%), and 26 (47%), respectively. Among 171 responses received from the managers in government and semi government banks reported the full achievement of objectives by 19 (11%) and moderate achievement by 75 (44%) managers. For 67 (39%), and 18 (5%) managers the objectives were achieved to some extent and slightly, respectively. Two managers could not achieve the objective.

For 15 (8%), 101 (52%), and 71 (37%) male managers the management development objectives were achieved fully, moderately, and to some extent, accordingly. The numbers of male managers reporting slightly achieved and not achieved at all were six and one respectively. As shown in table above, 7 (10%), 20 (29%), and 38 (55%) female managers felt that they were able to achieve the objectives of management development fully, moderately, and to some extent, respectively. For 2 (3%) and 2 (3%) female managers it was slightly achieved and not achieved at all.

Among 108 senior managers, 10 (9%), 56 (52%), and 39 (36%) reported that they were able to achieve the objectives of management development fully, moderately, and to some extent from the participation in management training, respectively. A very negligible number of senior managers found slight achievement and remained same. For 12 (8%), 65 (42%), and 70 (45%) junior managers the objectives were fully achieved, moderately achieved, and achieved to some extent, accordingly. The numbers of junior managers feeling the slightly achievement and not at all were 6 and 2 correspondingly.

Summing above, the majority of the managers reported that they were able to achieve the objectives of management development moderately (46%) and to some extent (42%) from the participation in the management training. The percentages of managers achieving the objective fully and slightly were 8% and 3%, respectively. This situation indicates that there is need of modification or change in the conventional management development practices in the organizations under study.

#### **5.6.1 Achievement of Management Development Objectives from Participation in Management Development: Ownership, Gender, and Managerial Level Perspectives**

Managers were requested to rank the achievement of management development objectives from the participation in the management development programmes in the scale like fully (1), moderately (2), to some extent (3), slightly (4), and not at all (5). The table 5.6.1 presents the mean values, standard deviations, and coefficients of variation for the responses received from the managers working in different banks under study. The table includes the comparative statistics among ownership pattern of banks, between genders and levels of managers. The table will facilitate to compare and contrast the views of managers in regard to the achievement of management development objectives.

**Table 5.6.1**

#### **Achievement of Management Development Objectives from Participation in Management Development: Ownership, Gender, and Managerial Level Perspectives**

	Ownership pattern			Gender		Level	
	Private Banks	Joint venture Banks	Govt. & Semi Govt. Banks	Male manager	Female manager	Senior manager	Junior manager
Mean	2.46	2.47	2.45	2.38	2.66	2.43	2.48
N	37	55	171	194	69	108	155
SD	.869	.504	.879	.740	.961	.921	.726
CV	35	20	36	31	36	38	29

According to table 5.6.1, the mean values for the responses of managers in private, joint venture, and government and semi government banks were 2.46, 2.47 and 2.48, accordingly.

The managers in all the banks were able to achieve the objectives of management development moderately. The responses of joint venture banks were more consistent than others. For male managers, the objectives were achieved moderately but the same was to some extent for female managers. The corresponding mean values were 2.38 for male and 2.66 for female managers. The responses of male managers were more uniform than female managers. The mean values computed for senior and junior managers were 2.43 and 2.48, respectively. According to mean values senior as well as junior managers were able to achieve management development objectives moderately from the participation in management development programme. The junior managers were less variable in their responses than senior managers.

In the nutshell, all the managers participating in management development programme were able to achieve management training objectives moderately. Male and female managers differed in the level of achievement of objectives. Depending on the above analysis, conventional management development programme was unable to make managers to fully realize the management development objectives. It indicates that attempts are to be made to modify the management development practices.

## **5.7 Facilitators for Management Development**

The facilitators have very high importance in the effectiveness of the management development programme (Whitmore, 2002). Personal characteristics (such as the ability to speak well, to write convincingly, to organize the work of others, to be inventive, and to inspire others to greater achievements) are found to be important factors in the effectiveness of the training facilitators. The company can use inside experts and outside resource persons to facilitate the management training (Schwartz, 2002). The trainers have to work on building trainee self efficiency because it has been shown that self efficiency at the end of training predicts the extent to which trainees attempt to use their skill when back on the job (Hill et al., 1987). In addition, the trainees learn skills; the facilitators should ask them to develop an action plan, including measurable goals, for performing the new behaviours back on the job (Wexely & Baldwin, 1986).

The table 5.7 presents the number and percentage of the responding managers in relation to facilitators employed in the management development process. Managers were asked to denote the persons hired for the training. The top executives of the same organizations, management consultants, university professors, members from the professional associations, experts from other companies, and the combination of two or more were the alternative human resources included in the survey. The table 5.7 is subdivided into ownership pattern, gender, and level of the managers. A total column is also added to show the perception of the total



managers regarding the effective involvement of different human resources in the management development.

**Table 5.7**  
**Facilitators for Management Development**

	Ownership Pattern						Gender				Level				Total	
	Private Banks		Joint Venture Banks		Govt. & Semi Govt. Banks		Male manager		Female manager		Senior manager		Junior manager			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Top executives	4	10.81	0	-	16	9.19	14	7.14	6	8.47	9	8.11	11	7.10	20	7.52
Management consultants	0	-	5	9.09	18	10.34	20	10.21	3	4.29	13	11.71	10	6.45	23	8.65
University professors	4	10.81	0	-	2	1.15	3	1.53	3	4.29	2	1.81	4	2.58	6	2.25
Members of professional associations	0	-	3	5.46	15	8.62	13	6.63	5	7.43	9	8.11	9	5.81	18	6.76
Experts from other companies	1	2.70	4	7.27	7	4.03	6	3.06	6	8.52	4	3.60	8	5.16	12	4.52
Combination of two or more above facilitators	28	75.68	43	78.18	116	66.67	140	71.43	47	67.00	74	66.66	113	72.90	187	70.30
<b>Total</b>	<b>37</b>	<b>100</b>	<b>55</b>	<b>100</b>	<b>174</b>	<b>100</b>	<b>196</b>	<b>100</b>	<b>70</b>	<b>100</b>	<b>111</b>	<b>100</b>	<b>155</b>	<b>100</b>	<b>266</b>	<b>100</b>

As shown in table 5.7, 4 (10.81%), 4 (10.81%), 1 (2.70%) and 28 (75.68%) managers in private banks indicated the involvement of top executives, university professors, experts from other companies, and combination of two or more above facilitators in the management development programme, accordingly. Among 55 managers in joint venture banks 5 (9.09%), 3 (5.46%), 4 (7.27%), and 43 (78.18%) managers noted management consultants, members of professional associations, experts from other companies, and combination of two or more above facilitators were used as the human resources in management training, respectively. The numbers of managers from government and semi government banks recognizing top executives, management consultants, university professors, members from professional associations, and experts from other company were 16 (9.19%), 18 (10.34%), 2 (1.5%), 15 (8.62%), and 7 (4.02%), correspondingly. The use of combination of two or more above facilitators was found by 116 (66.66%) managers in government and semi government banks.

Among 196 male managers, 14 (7.14%), 20 (10.21%), 3 (1.53%), and 13 (6.63%) recognized the use of top executives, management consultants, university professors, and members from professional associations as the facilitators for management training, respectively. Remaining 6 (3.06%) and 140 (71.43%) male managers reported the use of expert from other companies and combination of two or more above facilitators as manpower employed in their training, respectively. According to responses received from 70 female

managers, 6 (8.47%), 3 (4.29%), 3 (4.29%), and 5 (7.43%) recognized the use of top executives, management Consultants, university professors, and members of professional associations as the facilitators in their management development programme, correspondingly. Further, 6 (8.52%) and 47 (67%) female managers found experts from other companies and combination of two or more above facilitators involved in their training, accordingly.

As shown in the table 5.7, 9 (8.11%), 13 (11.71%), 2 (1.8%), and 9 (8.11%) senior managers noted that they were trained by top executives, management consultants, university professors, and members of professional associations, respectively. Remaining 4 (3.60%) and 74 (66.66%) senior managers were facilitated by experts from other companies and combination of two or more above facilitators in their development and training programme, respectively. Among 155 junior managers, 11 (7.10%), 10 (6.45%), 4 (2.58%), and 9 (5.81%) reported that they were facilitated by top executives, management consultants, university professors, and members from professional associations, correspondingly. Remaining, 8 (5.16%) and 113 (72.90%) junior managers were trained by experts from other companies and combination of two or more above facilitators, respectively.

Summing above, irrespective of differences in ownership, gender, and level, majority of responding managers recognized the involvement of combination of two or more facilitators (70.30%) to make management development process effective and interesting. The second and third preferred involvements of the facilitators were management consultants (8.65%), and top executives from the same company (7.52%), respectively. Members from professional associations (6.76%) and experts from other companies (4.52%) got the fourth and fifth preferences as the facilitators for management development programme. University professors (2.25%) were the least used human resources in the management development programme in the selected private, joint venture, government and semi government banks of Nepal.

## **5.8 Effectiveness of Management Development Methods**

The effectiveness of management training and optimum achievement of management development objectives depends on the suitability of the delivery methods. Carrol, Jr. et al. (1972) found the effectiveness of training methods relative to the achievement of different training objectives. They studied and compared the suitability of training methods like case study, conference (discussion) method, lecture (with discussion), business games, movie films, programmed instruction, role playing, sensitivity training (T-group), and television lectures for the achievement of training objectives like knowledge acquisition, changing attitudes, problem solving skills, interpersonal skills, participants acceptance, and knowledge retention. Burke and Day (1986) listed the managerial training method as lecture, group discussion, self faced study,

sensitivity training, behavioural modeling, role playing and practice, and conference. Garavan et al. (1999) have summarized the different methods of management development with their relative strengths and weakness. They forwarded the methods like lecture, job rotation, secondments, internal assignments, mentoring, consultant guidance, counseling, coaching, organizational role analysis, task force, project groups, seminar workshops, group discussion and assignments, action learning, self study, learning contracts, and peer relationship for management development. Thus, the methods of management development are contingent or situational depending on the nature of participant, subject matter, and time. Callahan et al. (2003) proposed andragogy which seems to a shift from passive learning (pedagogy) to a more problem centered, self discovery approach to learning for the adult population like managers.

The present study concentrates on knowing the relative effectiveness of the management development methods like lecture, case study, conference, seminar and workshops, management game and role playing, counseling guidance and coaching, audio-visual/film, self study, field visit, group assignment and discussion, simulation, job rotation, secondment, and computer based web learning.

Managers working in different banks were requested to opine the effectiveness of the different methods of management development. The table 5.8 presents the responses of the managers in number and percentage.

**Table 5.8**  
**Effectiveness of Management Development Methods**

	Highly effective		Moderately effective		Effective		Less effective		Ineffective		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Lecture	10	3.8	45	17.2	128	48.9	67	25.6	12	4.5	262	100
Case study	94	35.6	113	42.8	47	17.8	9	3.4	1	0.4	264	100
Conference, Seminar and workshops	79	29.8	93	35.1	81	30.6	4	1.5	8	3.0	265	100
Management game and role play	45	17.1	103	39.3	90	34.4	18	6.9	6	2.3	262	100
Counseling, guidance and coaching	60	22.9	80	30.5	88	33.6	29	11.1	5	1.9	262	100
Audio visual/film	43	16.4	76	29.0	106	40.5	29	11.1	8	3.1	262	100
Self study	38	14.5	53	20.2	107	40.8	49	18.8	15	5.7	262	100
Field visit	59	22.4	110	41.9	79	30.0	9	3.4	6	2.3	263	100
Group assignment and discussion	107	40.5	111	42	35	13.3	10	3.8	1	0.4	264	100
Simulation	29	11.0	64	24.3	120	45.6	43	16.4	7	2.7	263	100
Job rotation	59	22.6	102	39.1	71	27.2	21	8.0	8	3.1	261	100
Secondment	11	4.3	44	17.0	109	42.2	74	28.7	20	7.8	258	100
Computer based/web learning	19	7.3	62	23.9	102	39.4	56	21.6	20	7.8	259	100

As presented in the table 5.8, all the methods listed in the survey questionnaire were recognized as effective and more by the managers working in different banks. the majority of the managers ranked case study (78.40%), conference, seminar, and workshops (64.90%), field visit (64.30%), group assignment and discussion (82.50%), and job rotation (62%) as moderately effective management development methods. These percentages cover the percentages of the scale highly and moderately effective of respective methods of management development. Other remaining management development methods like lecture (69.90%), management game and role play (90.80%), counseling, guidance, and coaching (87%), audio-visual (85.90%), self study (75.5%), simulation (80.90%), secondment (63.50%), and computer based/web learning (70.60%) were effective for developing the managerial talent in the selected commercial banks in Nepal. The above percentages represent the sum of the percentages of the scale highly, moderately, and effective of the respective methods of management development.

#### **5.8.1 Effectiveness of Management Development Methods: Ownership Perspective**

Managers were requested to indicate their experience about the effectiveness of the different management development methods used in their management training programme. They were requested to rank the various management development methods in the scale like, highly effective (1), moderately effective (2), effective (3), less effective (4), and ineffective (5). The table 5.8.1 presents the mean values, standard deviations, and coefficients of variation computed for the responses received from the managers working in private, joint venture, and government and semi government banks. From the information in the table, an attempt is made to compare the perception of the managers in regard to effectiveness of management development methods used for their training among the managers working in the different banks operating under various ownership patterns.

**Table 5.8.1****Effectiveness of Management Development Methods: Ownership Perspective**

	Ownership Pattern											
	Private Banks				Joint venture Banks				Govt. & Semi Govt. Banks			
	Mean	N	SD	CV	Mean	N	SD	CV	Mean	N	SD	CV
Lecture	3.08	37	.722	23	3.04	55	1.081	36	3.16	171	1.014	32
Case study	1.81	37	.938	52	1.80	55	.848	47	1.95	172	.808	41
Group Assignment and discussion	1.73	37	.732	42	1.89	55	.994	53	1.81	172	.797	44
Management game and role play	2.03	37	.897	44	2.47	55	.742	30	2.42	170	.972	40
Conference, Seminars and workshops	1.89	37	.774	41	2.20	55	.951	43	2.16	173	.996	46
Audio visual/film	2.46	37	.869	35	2.64	55	.930	35	2.55	170	1.038	48
Self study	2.73	37	.990	36	2.67	55	1.072	40	2.87	170	1.102	43
Field visit	1.97	37	.763	39	2.20	55	.848	39	2.27	171	.951	42
Counseling, guidance and caching	2.05	37	1.129	55	2.69	55	.924	34	2.46	170	1.004	41
Simulation	2.41	37	.798	33	2.67	55	.963	36	2.85	171	.955	39
Job rotation	1.97	37	.726	37	2.19	54	1.011	46	2.41	170	1.041	43
Secondment	2.97	37	.799	27	3.02	55	.850	28	3.29	166	1.003	31
Computer based/ web learning	2.84	37	.602	21	3.00	55	.882	29	3.01	167	1.146	38

As shown in the table 5.8.1, lecture as a method of management development was effective for the managers working in private, joint venture, and government and semi government banks. The corresponding mean values were 3.08, 3.04, and 3.16 for the responses of private, joint venture, and government and semi government banks. The responses from the private banks managers were more consistent. For case study, the mean values were 1.81 for private, 1.80 for joint venture, and 1.95 for government and semi government banks. According to mean values managers from all banks recognized case study as a moderately effective method to acquire new knowledge, skills, and attitude from management development. The variability was less in the responses of government and semi government banks. Group assignment and discussion was moderately effective to the managers working in private, joint venture, and government and semi government banks. The mean values were 1.73 for private, 1.89 for joint venture, and 1.81 for government and semi government banks. The responses from the private bank managers were less variable. Managers from private, joint venture, and government and semi government banks recognized management game and role play as moderately effective method of management development. The mean values were 2.03, 2.47, and 2.42 for the responses of the managers in private, joint venture, and government and semi government banks, respectively. The variability was less in the responses of the managers in joint venture banks.

According to table 5.8.1, conference, seminar, and work shops were moderately effective methods of management development for the managers of all banks. The representing

mean values were 1.89, 2.20, and 2.16 for private, joint venture, and government and semi government banks. The responses from the private banks were more uniform than other banks. Audio visual/film was moderately effective for managers in private banks and effective for managers in joint venture and government and semi government banks. The corresponding mean values were 2.46 for private, 2.64 for joint venture, and 2.55 for government and semi government banks. The responses from the private and joint venture banks were equally consistent. Self study, as the way to develop managerial talent was recognized as an effective method by the managers working in all the banks. The mean values were 2.73, 2.67, and 2.87 for private, joint venture, and government and semi government banks, correspondingly. The private bank managers were less variable in their responses.

Field visit as a method of management development was recognized as effective method, by the managers in private, joint venture, and government and semi government banks. The mean values were 1.97, 2.20 and 2.27 for private, joint venture, and government and semi government banks, accordingly. The responses of managers in private as well as joint venture banks were equally less variable. Counseling, guidance and coaching were moderately effective for the managers in private and government and semi government banks. It was effective for the managers in joint venture banks. The mean values in this regard were 2.05, 2.69 and 2.46 for private, joint venture, and government and semi government banks, respectively. The responses from the joint venture banks were more consistent than other banks. Simulation as the methods of delivery in management development programme was moderately effective to the managers in private banks and effective to the managers in joint venture, and government and semi government banks. The corresponding mean values were, 2.41 for private, 2.67 for joint venture, and 2.85 for government and semi government banks. The responses from the private banks were less variable.

According to table 5.8.1, job rotation as management development method was recognized as moderately effective by the managers of all banks. The mean values were 1.97, 2.19, and 2.41 for the responses of managers in private, joint venture, and government and semi government banks, accordingly. The private bank managers were less variable in their responses. The mean values computed for the responses on secondment as the management training method were 2.97, 3.02 and 3.29 for private, joint venture, and government and semi government banks, respectively. According to mean values it was an effective method for all the managers included in the survey. Computer based/web learning was an effective method for all the managers in private, joint venture, and government and semi government banks. The

mean values were 2.84 for private, 3.00 for joint venture, and 3.01 for government and semi government banks. The variability was low in the responses of private bank managers.

Summing above, the managers in three categories of banks recognized the management development methods effective and more. It shows that the perception of managers is similar for all the methods included in the question. Managers slightly differed in ranking the counseling guidance and coaching and simulation methods of management development.

### 5.8.2 Effectiveness of Management Development Methods: Gender and Managerial Level Perspectives

The table 5.8.2 presents the mean values, standard deviations, and coefficients of variation computed for the responses received from male, female, senior, and junior managers showing the effectiveness of different management development methods. The table 5.8.2 is divided into two parts; the first part presents the responses of male and female managers and second part shows the responses of senior and junior managers. The analysis below aims to explore the differences and similarities in the perception of the managers in regard to the effectiveness of the management training methods.

**Table 5.8.2**  
**Effectiveness of Management Development Methods:**  
**Gender and Managerial Level Perspectives**

	Gender								Managerial Level							
	Male manager				Female manager				Senior manager				Junior manager			
	Mean	N	SD	CV	Mean	N	SD	CV	Mean	N	SD	CV	Mean	N	SD	CV
Lecture	3.09	194	1.044	34	3.21	68	.821	26	3.06	110	.770	25	3.16	151	1.126	36
Case study	1.89	195	.817	43	1.94	69	.889	46	1.77	111	.683	39	1.99	152	.921	46
Group Assignment and discussion	1.85	194	.804	43	1.71	70	.903	53	1.69	110	.726	43	1.90	153	.894	47
Management game and role play	2.38	192	.946	40	2.39	70	.873	37	2.41	109	.915	38	2.36	152	.938	40
Conference, Seminar, and workshops	2.22	195	.976	44	1.89	70	.877	46	2.18	111	1.037	48	2.10	153	.901	43
Audio visual/film	2.56	192	.985	38	2.54	70	1.017	40	2.45	108	.880	36	2.62	153	1.064	41
Self study	2.83	192	1.052	37	2.76	70	1.160	42	2.86	108	.981	34	2.77	153	1.150	42
Field visit	2.27	193	.937	41	2.04	70	.806	40	2.22	110	.817	37	2.20	152	.972	44
Counseling, guidance and caching	2.56	192	.780	30	2.16	70	1.030	48	2.55	108	.952	37	2.39	153	.968	41
Simulation	2.75	193	.943	34	2.77	70	.966	35	2.68	109	.881	33	2.80	153	.994	36
Job rotation	2.29	192	1.002	44	2.32	69	1.022	44	2.34	108	.898	38	2.28	152	1.075	47
Secondment	3.13	188	.924	30	3.33	70	1.018	31	3.22	106	.926	29	3.17	151	.976	31
Computer based/ web learning	3.03	189	1.044	34	2.87	70	.992	35	3.19	108	1.045	33	2.83	150	.995	35

According to table 5.8.2, lecture method of management development was recognized as an effective method by male as well as female managers. The mean values computed for the responses were 3.09 for male and 3.21 for female managers. The variability was low in the responses of female managers. Case study was moderately effective management development method for male as well as female managers. The mean values were 1.89 and 1.94 for male and female managers, correspondingly. The responses of male managers were less variable. The mean values for the responses in group assignment and discussion were 1.85 for male and 1.71

for female managers. According to mean values, group assignment and discussion were moderately effective methods used in the management development programme for both the genders. The variability was low in the responses of male managers. Male as well as female managers recognized the management game and role play as moderately effective way for achieving the objectives of management development programme. The mean values were 2.22 for male and 1.89 for female managers. Male managers were less variable in their responses. Conference, seminars, and workshops were moderately effective method of management development for male as well as female managers. The Corresponding mean values were 2.22 for male and 1.89 for female managers. Male managers were more consistent than female.

As presented in the table 5.8.2, audio-visual/film was an effective method of management development for male as well as female managers. The mean values were 2.56 and 2.54 for male as well as female managers correspondingly. The responses of male managers were less variable. Male and female managers found self study as an effective way to develop managerial latency by self efforts. The mean values for self study were 2.83 for male and 2.76 for female managers. The male managers were less variable in their responses. Field visit was moderately effective method to update the managerial knowledge and skills for both the genders. The mean values for male and female managers were 2.27 and 2.04, accordingly. Female managers were less variable in their responses. The mean values obtained for counseling, guidance and coaching were 2.56 for male and 2.16 for female managers. According to mean values, counseling, guidance, and coaching as the methods of management development were effective for male and moderately effective for female managers. The variability was less in the responses of male managers.

As shown in the table 5.8.2, for male and female managers, simulation was effective method for management development. The mean values were 2.75 and 2.77 for male as well as female managers, respectively. The responses of male managers were more uniform. Job rotation was recognized as moderately effective method for management development by male as well as female managers. The mean values in this respect were 2.29 and 2.32 for male and female managers, accordingly. The level of variability was same for the responses of both the genders. Male and female managers reported secondment as an effective method of management development. The mean values were 3.13 for male and 3.33 for female managers. There was more consistency in the responses of male managers. Both the gender recognized, computer based/web learning as an effective method for learning management knowledge and skills. The corresponding mean values were 3.03 for male and 2.87 for female managers. The uniformity was more in the responses of male managers.

As presented in the table 5.8.2, for senior as well as junior managers lecture was an effective method of management development. The respective mean values were 3.06 for senior and 3.16 for junior managers. The senior managers were more consistent in their responses.



Case study was moderately effective management development method for senior and junior managers. The mean values were 1.77 and 1.99 for senior and junior managers, respectively. Senior managers were more consistent in their responses. Group assignment and discussion used as methods in management development were moderately effective for both the levels of managers. The mean values were 1.69 for senior and 1.90 for junior managers. The senior managers were more consistent in their opinion. The mean values computed for management game and role play were 2.41 and 2.36 for senior and junior managers, correspondingly. According to mean values, it was moderately effective for both the levels of managers. The senior managers were less variable in their responses.

According to table 5.8.2, conference, seminar, and workshop were moderately effective methods of management development for senior as well as junior managers. The respective mean values were 2.18 and 2.10 for senior and junior managers. The junior managers were more consistent in their responses. Audio-visual/film was also moderately effective way to acquire knowledge of management for senior manager. But same was effective for junior managers. The mean values for senior and junior managers were 2.45 and 2.62, respectively. The senior managers were less variable in their responses. For senior as well as junior managers, self study was an effective way to upgrade and renew the management knowledge and skills. The corresponding mean values were 2.86 for senior and 2.77 for junior managers. Senior managers were less variable in their opinions. Field visit was noted as moderately effective method of management development by both the levels of managers. The mean values computed for the responses of senior and junior managers were 2.22 and 2.20, correspondingly. In this case, senior managers were less variable in their responses. Counseling guidance and coaching were recognized effective by senior managers and moderately effective by junior managers. The representing mean values were 2.25 for senior and 2.39 for junior managers. The variability was less for the responses of senior managers.

For senior as well as junior managers, simulation as management development method was an effective method. The respective mean values were 2.68 for senior and 2.80 for junior managers. Comparatively senior managers were less variable in their responses. Job rotation as the method of gaining diversified managerial experience was recognized as moderately effective method by senior as well as junior managers. The mean values were 2.34 and 2.28 for senior and junior managers, accordingly. Senior managers were more uniform in their responses. The mean values for the responses received in response to secondment were 3.22 and 3.17 for senior and junior managers, correspondingly. As the mean values showed, it was an effective method to support managers to acquire new knowledge, skills, and attitudes for both the level. The senior managers were less variable in their responses. Computer based/web learning was preferred as an effective way of management development by senior as well as junior managers. The mean values in this respect were 3.19 for senior and 2.83 for junior

managers. The senior managers were less variable in their responses in comparison to junior managers.

To sum up, the male as well as female managers and senior as well as junior managers were similar to rank and recognize the effectiveness of the management development methods frequently used in their organizations. In case of counseling, guidance, and coaching male and female managers differed in their preferences. Senior and junior managers differed in their opinions in ranking the effectiveness of audio visual/film and counseling, guidance, and coaching as the management development methods.

### **5.8.3 Correlation of Effectiveness of Management Development Methods**

Pearson correlation was computed to locate the relationships of effectiveness of management development methods on the basis of responses received from the managers working in private, joint venture, and government and semi government banks. The values of correlation are presented in the following correlation table 5.8.3.

**Table 5.8.3**  
**Correlation of Effectiveness of Management Development Methods**

		1	2	3	4	5	6	7	8	9	10	11	12	13
1. Lecture	Pearson Correlation	1												
	Sig. (2-tailed)													
	N	262												
2. Case study	Pearson Correlation	.163(**)	1											
	Sig. (2-tailed)	.008												
	N	262	264											
3. Group assignment and discussion	Pearson Correlation	.113	.384(**)	1										
	Sig. (2-tailed)	.067	.000											
	N	261	263	264										
4. Management game and role play	Pearson Correlation	-.052	.058	.147(*)	1									
	Sig. (2-tailed)	.404	.352	.017										
	N	259	261	262	262									
5. Conference, Seminar, and work shops	Pearson Correlation	.209(**)	.167(**)	.343(**)	.120	1								
	Sig. (2-tailed)	.001	.006	.000	.052									
	N	262	264	264	262	265								
6. Audio-visual/film	Pearson Correlation	.023	.022	.240(**)	.240(**)	.069	1							
	Sig. (2-tailed)	.716	.728	.000	.000	.264								
	N	260	261	262	261	262	262							
7. Self-study	Pearson Correlation	.074	.056	.027	-.009	.264(**)	.024	1						
	Sig. (2-tailed)	.233	.365	.664	.879	.000	.701							
	N	260	261	262	261	262	262	262						
8. Field visit	Pearson Correlation	.021	.126(*)	.141(*)	.081	.116	.266(**)	.253(**)	1					
	Sig. (2-tailed)	.736	.042	.022	.193	.059	.000	.000						
	N	261	262	262	260	263	261	261	263					
9. Counselling, guidance, and coaching	Pearson Correlation	-.007	.055	.046	.008	.326(**)	.031	.295(**)	.085	1				
	Sig. (2-tailed)	.917	.375	.455	.901	.000	.614	.000	.173					
	N	260	261	262	261	262	262	262	261	262				
10. Simulation	Pearson Correlation	-.081	.087	.096	.271(**)	-.055	.344(**)	.156(*)	.223(**)	.127(*)	1			
	Sig. (2-tailed)	.195	.159	.120	.000	.375	.000	.011	.000	.040				
	N	260	262	263	262	263	262	262	261	262	263			
11. Job rotation	Pearson Correlation	-.073	.051	.057	.132(*)	.078	.304(**)	.097	.232(**)	.126(*)	.213(**)	1		
	Sig. (2-tailed)	.240	.411	.361	.034	.209	.000	.117	.000	.042	.001			
	N	260	260	261	260	261	261	261	260	261	261	261		
12. Secondment	Pearson Correlation	.057	-.024	-.069	.206(**)	-.069	.186(**)	.065	.147(*)	.012	.457(**)	.318(**)	1	
	Sig. (2-tailed)	.362	.708	.272	.001	.270	.003	.299	.019	.854	.000	.000		
	N	256	257	258	257	258	258	258	257	258	258	257	258	
13. Computer based/ web learning	Pearson Correlation	.069	-.065	-.063	.189(**)	.113	.144(*)	.119	.042	.101	.259(**)	.299(**)	.382(**)	1
	Sig. (2-tailed)	.267	.301	.315	.002	.069	.020	.055	.502	.104	.000	.000	.000	
	N	257	258	259	258	259	259	259	258	259	259	258	257	259

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

As shown in table 5.8.3, the relationship between effectiveness of lecture as the management development method was positively strong (0.209) with the effectiveness of conferences, seminars, and workshops then other methods. The relationship of effectiveness of case study as management training method with group assignment and discussion was positively significant (0.384) in comparison with the effectiveness of other methods of management development. The relationship of the effectiveness of group assignment and discussion with conferences, seminars, and work shops was positively strong (0.343) than effectiveness of remaining management training methods. The correlation of effectiveness of management games and role play was positively strongly (0.271) related with effectiveness of

simulation than other methods of management training. Comparatively, the relationship between conferences, seminars, and workshops and counseling, guidance, and coaching was positively significant (0.326) than others. The association between audio visual/film and simulation was positively strong (0.344) than other methods used in management development. The correlation between self-study and counseling, guidance, and coaching was positively significant (0.295) in comparison to other methods of management training. The connection of effectiveness of field visit with job rotation method of management development was positively significant (0.232) in comparison to other methods. The correlation between counseling, guidance, and coaching with simulation was positively strong (0.127) in comparison with effectiveness of other methods of management development. The association between simulation with secondment was positively significant (0.457) than other methods of management development. The relationship between job rotation with secondment was positively strong (0.318) than other methods of management development. Comparatively, the association of computer based/web learning with secondment was positively strong (0.382) than other methods of management development.

The relationships of lecture with counseling guidance and coaching (-0.007), simulation (-0.081), and job rotation (-0.073) were negatively significant. There were negatively significant associations of case study with secondment (-0.024), and computer based/web learning (-0.065). Group assignment and discussion was negatively correlated with secondment (-0.069) and computer based/web learning (-0.063).

#### 5.8.4 Chi-Square Test for Effectiveness of Management Development Methods

The table 5.8.4 presents the calculated values of Chi-Square to know the significance of the responses of the managers working in different commercial banks showing the level of effectiveness of management development methods.

**Table 5.8.4**

#### **Chi-Square Test for Effectiveness of Management Development Methods**

	Lecture	Case study	Group assignment and discussion	Management game and role play	conference, seminar and work shops	Audio-visual/film	Self-study	Field visit	Counseling, guidance and coaching	Simulation	Job rotation	Secondment	Computer based/ web learning
Chi-Square	179.641	188.576	211.303	140.557	141.245	115.214	87.771	154.091	93.153	140.707	111.241	125.992	91.290
df	4	4	4	4	4	4	4	4	4	4	4	4	4
P Value	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
Level of Significant ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

As shown in the table 5.8.4, there is significant difference between the actual and expected frequencies of the responses of managers showing the level of effectiveness of the

management development methods. According to Chi-Square and P-values, the managers were not similar to rank the level of effectiveness of management development methods exercised in their respective banks.

Managers working in private, joint venture, and government and semi-government banks located lecture, case study, conference, seminar and workshops, management game and role play, counseling, guidance, and coaching as effective methods of management development. As discussed in subsequent headings, audio-visual films, self study, field visit, group assignment and discussion, simulation, job rotation, secondment, and computer based web learning also were perceived as effective methods of management development. These findings tend to be similar to the findings of Carrol, Jr. et al. (1972); Bruke and Day (1986); and Garavan et el. (1999). The correlations of management development methods, except the relationship of lecture with coaching, simulation, job rotation, relationship of case study with secondment and computer based web learning, and relationship of group assignment with secondment and computer based web learning were positively significant.

As discussed above, regarding the research question three, the managers were strived to participate in management development by the motives to achieve new knowledge and skill, to meet the future challenges, career development and performance enhancement, financial benefit, and promotion to higher rank. From the analysis and interpretation in relation to research question four, the use of methods for acquiring new knowledge and skills, group assignment and discussion, case study, conference, seminar, and workshop, management game and role play and counseling, guidance, and coaching were recognized as effective and more for management development by the managers in their respective enterprises.

## **CHAPTER-VI**

### **BEHAVIOURAL CHANGE FROM MANAGEMENT DEVELOPMENT**

The seventh chapter attempts to cover the presentation, analysis, and interpretation of the managerial opinion in regard to the achievement in the change and improvement of different managerial behavioural attributes from the participation in the management development programme. Their experiences of improvement have been presented in the subheadings like, commitment and job satisfaction, teamwork and alliance, readiness for change, leadership abilities, decision making and problem solving, communication skills, and conflict resolution skills.

#### **6.1 Improvement in Commitment and Job Satisfaction**

The field of organizational commitment has been developed in the prominent research (e.g., Buchanan, 1974; Mowday, et al., 1979; Porter et al., 1976) and other studies try to develop concept further (Allen & Meyer, 1990; Wosti & Can, 2008). The concept refers to the relative emotional strength of employees' identification with and involvement in a particular organization. Cohen (2007); Foote et al. (2005); Shaw et al. (2003) focused on conceptualized organizational commitment or affective commitment. Such organizational commitment is determined by the degree of employees' acceptance of the organization's strategies and culture, willingness to work on behalf of organization with strong motivation and to remain in the organization (Porter et al., 1976). According to Buchanan (1974), organizational commitment consists of three components. These are (1) identification, that is, adopting as one's own the goals and values of the organization; (2) involvement, that is psychological immersion or absorption in the activities of one's work role, and (3) loyalty, that is, a feeling of affection for and attachment to the organization. In a study by Allen and Meyer (1990), a three component organizational commitment model was developed; the affective component of organizational commitment refers to employees' emotional attachment to identification with the involvement in the organization. The continuance component of organizational commitment is based on the costs and losses that employees associate with leaving the organization. Finally, the normative component refers to employees' feeling of obligation to their superiors peers, subordinates and other third parties to remain within the organization.

As described, affective commitment is the most consistent predictor of organizational commitment, which is the role predictor of turnover and of absenteeism (Somers, 1995). There is a significantly strong relationship between organizational commitment and job satisfaction

(Yang, 2009; Yilmaz, 2002), and a negative effect of affective commitment on employees' intention to leave their organization (Paul & Anantharaman, 2003). Furthermore, affective commitment is also found as an antecedent of employee performance (Wasti & Can, 2008).

Due to the increasing speed and scale of change in organizations, managers are constantly seeking the ways to generate greater commitment of managers and other organizational members to develop and sustain the competitive advantage. Now a days organization's expectations of employee performance are becoming more complex and demanding as a result of substantial transformation in human resource sector (Ahmad & Bakar, 2003). Due to the need of sustaining competent advantage to manage the change, managerial commitment to organizational change has become prominent. Bulut and Culha (2010) found that training motivation, access to training, benefits from training, and support for training have positive effects on the commitment of the organizational members. Jodlbauer et al. (2011) found that appropriate training and development creates job satisfaction. Even if members in organization be dissatisfied with their job, again the proper training and development measure is to be acknowledged and applied.

The present research seeks to find the level of improvement experienced by the responding managers in the aspects of commitment and job satisfaction such as desire to stay on the job, efforts to accomplish the assignment, freedom to use own judgment, keeping own self busy, proud of having in organization, and practice to honor other's satisfaction from the participation in management development programme.

The table 6.1 presents the number and percentage of the respondent managers working in different banks in regard to improvement or changes they have felt from the participation in management development programme in their organizations. The table below also helps to explore the opinions of managers for each variable listed in the survey for the comparison purposes.

**Table 6.1**

**Improvement in Commitment and Job Satisfaction**

	Desire to stay on the job		Efforts to accomplish the assignment		Freedom to use own judgment		Keeping own self busy		Proud of having in organization		Practice to honor other's satisfaction	
	N	%	N	%	N	%	N	%	N	%	N	%
Highly improved	56	21.2	26	9.8	41	15.5	29	11	42	15.9	24	9.1
Moderately improved	118	44.5	135	50.9	94	35.5	106	40.3	96	36.4	111	41.9
Improved	65	24.5	90	34	96	36.2	97	36.9	85	32.2	95	35.8
Less improved	17	6.4	11	4.2	32	12.0	28	10.7	36	13.6	27	10.2
Remained same	9	3.4	3	1.1	2	0.8	3	1.1	5	1.9	8	3.0
<b>Total</b>	<b>265</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>263</b>	<b>100</b>	<b>264</b>	<b>100</b>	<b>265</b>	<b>100</b>

As shown in table 6.1, managers working in selected private, joint venture, and government and semi government banks were able to improve the level of commitment and job satisfaction from the participation in management development programme. The majority of the managers reported moderate improvement in desire to stay on the job (65.70%) and efforts to accomplish assignment (60.70%). These percentages represent the sum of the percentages of scales highly and moderately improved of respective indicators of commitment and job satisfaction. Managers were able to improve in freedom to use own judgment (87.20%), keeping own self busy (88.20%), proud of having in organization (84.50%), and practice to honour other's satisfaction (86.80%) as the variables of improvement in the managerial commitment and job satisfactions. The above percentages are the sum of the percentages of the scale highly, moderately, and improved of the respective variables.

### 6.1.1 Improvement in Commitment and Job Satisfaction: Ownership Perspective

The table 6.1.1 presents the mean values, standard deviations, and coefficients of variation for the responses received from the managers working in the private, joint venture, and government and semi government banks. The managers were requested to express their opinions in the scale like, highly improved (1), moderately improved (2), improved (3), less improved (4), and remained same (5) in regard to commitment and job satisfaction from the participation in management development programme. A comparison is also made about the perception of improvement among the managers working in different ownership modalities.

**Table 6.1.1**

#### **Improvement in Commitment and Job Satisfaction: Ownership Perspective**

	<b>Desire to stay on the job</b>	<b>Efforts to accomplish the assignment</b>	<b>Freedom to use own judgment</b>	<b>Keeping own self busy</b>	<b>Proud of having in organization</b>	<b>Practice to honor others satisfaction</b>
Private Banks						
Mean	2.14	2.19	2.68	2.62	2.32	2.78
N	37	37	37	37	37	37
SD	.787	.811	1.107	.953	1.029	1.004
CV	37	37	41	36	44	36
Joint venture Banks						
Mean	2.31	2.27	2.22	2.53	2.38	2.45
N	55	55	55	55	55	55
SD	1.052	.732	.786	.813	.913	.789
CV	46	32	35	32	38	32
Govt. & Semi Govt. Banks						
Mean	2.38	2.42	2.51	2.47	2.56	2.55
N	173	173	173	171	172	173
SD	.986	.756	.906	.870	.986	.911
CV	41	31	36	35	39	36



As presented in the table 6.1.1, desire to stay on the job was moderately improved for all the managers working in all kinds of banks. The mean values were 2.14, 2.31, and 2.38 for the managers in private, joint venture, and government and semi government banks, respectively. The uniformity in the responses was more for managers in private banks. The mean values for the responses relating to efforts to accomplish the assignments were 2.19 for private, 2.27 for joint venture, and 2.42 for government and semi government banks. As mean values suggested, it was moderately improved for all managers working in all types of banks. The variability was less in the responses of government and semi government banks. Freedom to use own judgment was moderately improved for managers in joint venture banks and improved for managers in private and government and semi government banks from the participation in management development programme. The mean values were 2.68 for private, 2.22 for joint venture, and 2.51 for government and semi government banks. The variability was less in the responses of managers in joint venture banks.

The mean values, computed for the responses in regard to keeping own self busy were 2.62, 2.53 and 2.47 for private, joint venture, and government and semi government banks, respectively. As shown by the mean values it was moderately improved for the managers in government and semi government banks and improved for the managers in private and joint venture banks from the involvement in management training programme. The managers in joint venture banks were less variable. Management development programme brought moderate improvement in the attitude like proud of having in organization for the managers in private and joint venture banks, and improvement for the managers in the government and semi government banks. The corresponding mean values were, 2.32 for private, 2.38 for joint venture, and 2.56 for government and semi government banks. The uniformity in the responses was more for the managers in joint venture banks. Practice to honor other's satisfaction was moderately improved for managers in private bank and improved for the managers in joint venture and government and semi government banks. The mean values were 2.78, 2.45, and 2.55 for the responses received from the managers in private, joint venture, and government and semi government banks, respectively. The variability in the responses was less for the managers in joint venture banks.

Summing above, all the managers were similar in expressing their views as moderately improved in the cases like desire to stay on the job and efforts to accomplish the assignment. For freedom to use judgment, managers in joint venture banks were more positive than the managers in private and government and semi government banks. Managers in private and joint venture banks found moderately improved in the feeling like proud of having in organization.

The same was improved for managers in government banks. Practice to honor other's satisfaction was felt improved by the managers in private and government banks, whereas it was felt moderately improved by the managers in joint venture banks. The above analysis suggested that management development was not able to bring the same level of positive changes in the commitment and job satisfaction.

### 6.1.2 Improvement in Commitment and Job Satisfaction: Gender Perspective

The table 6.1.2 presents the mean values, standard deviations, and coefficients of variation for the responses received from the male and female managers working in private, joint venture, and government and semi government banks. It will help to compare the perceptual opinions of male and female managers in regard to the improvement in commitment and job satisfaction variables included in the survey.

**Table 6.1.2**

#### **Improvement in Commitment and Job Satisfaction: Gender Perspective**

	<b>Desire to stay on the job</b>	<b>Efforts to accomplish the assignment</b>	<b>Freedom to use own judgment</b>	<b>Keeping oneself busy</b>	<b>Proud of having in organization</b>	<b>Practice to honor others satisfaction</b>
Male manager						
Mean	2.37	2.38	2.42	2.49	2.55	2.56
N	195	195	195	193	194	195
SD	.940	.800	.924	.908	.998	.952
CV	39	34	38	36	39	37
Female manager						
Mean	2.20	2.29	2.61	2.56	2.34	2.56
N	70	70	70	70	70	70
SD	.791	.640	.906	.754	.915	.754
CV	36	28	35	29	39	29

According to table 6.1.2, the male as well as female managers found moderate improvement in the desire to stay on the job after participation in management development programme in their respective organizations. The mean values for the responses were 2.37 for male and 2.20 for female managers. The responses of female managers were less variable. Efforts to accomplish the assignment were found moderately improved by both the gender. The corresponding mean values were 2.38 and 2.29 for male and female managers. The variability in the responses was less for female managers. Freedom to use own judgment was moderately improved for the male and improved for female managers from the participation in management development programme. The mean values were 2.42 for male and 2.61 for female managers. The responses of female managers were more uniform.

As presented in the table 6.1.2, keeping own self busy in the work was found moderately improved by the male managers and improved by the female managers. The mean values were 2.49 for male and 2.56 for female managers. Female managers were less variable in their responses. The male managers felt improvement and female managers felt moderately improvement in the attitude like proud of having in organization from the participation in management development. The mean values, in this respect were 2.55 for male and 2.34 for female managers. The variability was equal in responses for male as well female managers. Practice to honor other's satisfaction was reported as improved by the male as well as female managers from the involvement in management training. The mean value was same 2.56 for male as well as female managers. The responses were less variable for female managers.

In summary, male and female managers were similar in their experiences to rank the variables such as desire to stay on the job, effort to accomplish the assignment, and practice to honor others' satisfaction. The first two cases were reported as moderately improved and last was reported as improved. The cases like, freedom to use own judgment, keeping own self busy, and proud of having in organization, the male and female managers differed with each other. In the first two cases, they were moderately improved for male and improved for female. For the last case, it was improved for male and moderately improved for the female managers. Commitment and job satisfaction was not equally improved in the experiences of male and female managers.

### **6.1.3 Improvement in Commitment and Job Satisfaction: Managerial Level Perspective**

The table 6.1.3 presents the mean values, standard deviations, coefficients of variation for the responses received from the senior and junior managers indicating the different level of improvement in the commitment and job satisfaction from the participation in management development programme. The information given in the table 6.1.3 also will be helpful to compare and find the differences about the responses between the levels of managers.

**Table 6.1.3****Improvement in Commitment and Job Satisfaction: Managerial Level Perspective**

	Desire to stay on the job	Efforts to accomplish the assignment	Freedom to use own judgment	Keeping own self busy	Proud of having in organization	Practice to honor others satisfaction
Senior manager						
Mean	2.44	2.28	2.32	2.50	2.46	2.50
N	111	110	111	111	110	111
SD	.926	.768	.876	.893	1.011	.862
CV	38	34	38	36	41	34
Junior manager						
Mean	2.24	2.41	2.58	2.50	2.51	2.61
N	154	154	153	151	153	153
SD	.932	.755	.943	.855	.961	.934
CV	42	31	37	34	38	36

As shown in the table 6.1.3, desire to stay on the job was found to be moderately improved by senior as well as junior managers from the participation in management development. The respective mean values were 2.44 for senior and 2.24 for junior managers. The senior managers were less variable for their responses. Efforts to accomplish the assignment were moderately improved for both the level. The mean values in this respect were 2.28 and 2.41 for senior and junior managers, respectively. The junior managers were more uniform in their responses. Freedom to use own judgment was moderately improved for senior and improved for junior managers. The respective mean values were 2.32 and 2.58 for senior and junior managers. In this case also the variability was less for the responses of junior managers.

According to table 6.1.3, management development programme was found beneficial by senior as well as junior managers in respect to keeping own self busy. Both the level felt moderate improvement in keeping own self busy. The mean value in this regard was same 2.50 for senior as well as junior managers. The junior managers were less variable for their responses. Proud of having in organization was found moderately improved by the senior managers and improved by the junior managers. The corresponding mean values were 2.46 for seniors and 2.51 for junior managers. The uniformity in the responses was more for junior managers. Practice to honor other's satisfaction was moderately improved for senior and improved for junior managers from the participation in management development functions. The mean values in this respect were 2.50 and 2.61 for senior and junior managers. The senior managers were more consistent in their responses.

Concluding, management development was found more or less beneficial by senior as well as junior managers. Senior as well as junior managers were similar in ranking the improvement as they felt in cases like desire to stay on the job, efforts to accomplish the

assignments, and keeping own self busy. The senior managers found moderately improved, and junior managers found improved in the cases like freedom to use own judgment, proud of having in organization, and practice to honor other's satisfaction. From the analysis above, it can be said that management development efforts were not equally beneficial to all level of managers.

#### 6.1.4 Correlation of Improvement in Commitment and Job Satisfaction

Pearson correlation was computed to show the relationships of the improvement in the variables relating to commitment and job satisfaction from the participation in management development programme. The correlation values were obtained from the responses received from the managers working in private, joint venture, and government and semi government banks. The correlation values are presented in the following table 6.1.4.

**Table 6.1.4**  
**Correlation of Improvement in Commitment and Job Satisfaction**

		1	2	3	4	5	6
1. Desire to stay on the job	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	265					
2. Efforts to accomplish the assignment	Pearson Correlation	.278(**)	1				
	Sig. (2-tailed)	.000					
	N	264	265				
3. Freedom to use own judgment	Pearson Correlation	.173(**)	.438(**)	1			
	Sig. (2-tailed)	.005	.000				
	N	265	264	265			
4. Keeping oneself busy	Pearson Correlation	.173(**)	.356(**)	.460(**)	1		
	Sig. (2-tailed)	.005	.000	.000			
	N	263	262	263	263		
5. Proud of having in organization	Pearson Correlation	.205(**)	.402(**)	.320(**)	.390(**)	1	
	Sig. (2-tailed)	.001	.000	.000	.000		
	N	264	264	264	262	264	
6. Practice to honor other's satisfaction	Pearson Correlation	.157(*)	.336(**)	.436(**)	.474(**)	.545(**)	1
	Sig. (2-tailed)	.010	.000	.000	.000	.000	
	N	265	264	265	263	264	265

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

According to table 6.1.4, the relationship of improvement in desire to stay on the job with the efforts to accomplish the assignment was positively strong (0.278) than remaining variables. The linkage between improvement in efforts to accomplish the assignment and

development in freedom to use own judgment was positively strong (0.438) in comparison with remaining variables of commitment and job satisfaction. Likewise, improvement in the freedom to use own judgment was positively strongly (0.460) connected with keeping own self busy in comparison with remaining variables. The relationship between improvements in keeping own self busy and practice to honour other's satisfaction was positively strong (0.474) in comparison with remaining aspects of commitment and job satisfaction. Comparatively, there was positively significant (0.545) relationship between improvement in proud of having in organization and practice to honour other's satisfaction from the participation in management training programmes.

### 6.1.5 Chi-Square Test for Improvement in Commitment and Job Satisfaction

The table 6.1.5 shown the computed values of Chi-Square to find the significance of the responses of the managers working in private, joint venture, and government and semi-government banks, showing the level of improvement achieved in commitment and job satisfaction from the participation in management development programme.

**Table 6.1.5**  
**Chi-Square Test for Improvement in Commitment and Job Satisfaction**

	Desire to stay on the job	Efforts to accomplish the assignment	Freedom to use own judgment	keeping oneself busy	Proud of having in organization	Practice to honor other's satisfaction
Chi-Square	143.585	246.906	126.717	160.555	105.811	163.585
df	4	4	4	4	4	4
P Value	.000	.000	.000	.000	.000	.000
Level of Significant ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

As presented in the table 6.1.5, there was significant difference between the actual and expected frequencies of the responses of the managers showing the level of improvement achieved in commitment and job satisfaction. According to Chi-Square and P- values, it can be concluded that the respondent were not similar to each other in expressing the level of improvement achieved in commitment and job satisfaction.

Management development effort has been able to improve in desire to stay on the job, efforts to accomplish the assignment, freedom to use own judgment, keep own self busy, proud of having in organization, and practice to honour other's satisfaction as the variables of commitment and job satisfaction. These findings are similar to the works of Bulut and Culha (2010) and Joldbauer et al. (2011). The correlations of improvement in commitment and job satisfaction variables were positively significant.

## **7.2 Improvement in Teamwork and Alliance**

The synergistic benefits of teamwork enable members working cooperatively with one another to achieve more than by working independently (Trent 2004). Studies have reported an ever increasing number of firms using teams to accomplish organizational tasks in response to serious challenges posed by a dynamic global environment (Oh et al., 2004; Towry, 2003). It is seen, to manage the team effectively and structure the work group in ways that support collaboration is the basic managerial abilities for achieving the organizational goals.

Early management researcher like Marry Parker Follett made an empirical case for collaborative approaches to managing, while contemporary scholars have found significant influence on change flows from teamwork and collaboration in the form of work group design (Fuqua & Kurpius, 1993; Williams, 2001). Studies suggest that work groups can be designed to enable members with diverse skills and backgrounds to communicate and interact in ways that constructively challenge each others' ideas (Williams, 2001) Furthermore, it has been evidenced that social networks have important effects on team performance and validity (Balkundi & Harrison, 2006). Specifically teams with a dense configuration of connections within their social network tend to attain their goals more frequently and remain intact as a group for a longer period of time (Balkundi & Harrison, 2006). The influence of interpersonal skills combined with group processes and structure are important to create or impede team work and collaboration (Fuqua & Kurpius, 1993; Nadler & Tushman, 1989).

Teamwork and collaboration suffer under conditions of hostile environment, unrealistic expectations, poor communications, lack of skills training, and coercive rather than coactive control (Longenecker & Neubert, 2000; Zhou & George, 2003). Teams thrive with open communications, shared leadership, clearly defined roles and work assignments, valued diversity of styles, and a sense of informality (Parker, 1990). In recent years, organizations have increasingly adopted team based work structures to better utilize expertise, minimize the impact of increasing work load on one individual, and maximize the use of increasingly more sophisticated technology. This change in organization structures and work processes has had a significant impact on training requirement, delivery, transfer and evaluation (Smith-Jentsch et al., 2001). According to them, management training is likely to increase the mental model to manage the team and alliances so that the changes in the organization can be successful and routine.

The present study conceives the key role of the team and alliances for managing change in the organizations. The study attempts to measure the level of improvement experienced by the participants of the management development programme in the aspects like mutual trust and

concern, joint effort for goal attainment, friendliness and openness, culture of power sharing, support for personal development, and learning from mistakes.

The table 6.2 presents the number and percentage of the respondents for the variables to show the level of improvement, felt by the managers from the participation in management development programme in their respective organizations. The respondent managers were from the different banks operating under private, joint venture, and government and semi government ownerships. The table helps to explore the major concentration of the managers, in the level of their ranking.

**Table 6.2**  
**Improvement in Teamwork and Alliance**

	Mutual trust respect and concern		Joint effort for goal attainment		Friendliness and openness		Culture of power sharing		Support for personal development		Learning from mistakes	
	N	%	N	%	N	%	N	%	N	%	N	%
Highly improved	48	18.1	55	20.8	44	16.7	28	10.6	23	8.7	28	10.6
Moderately improved	122	46	119	45.1	129	48.8	92	34.7	103	38.7	115	43.7
Improved	67	25.3	68	25.8	73	27.6	110	41.5	103	38.7	88	33.5
Less improved	24	9.1	19	7.2	16	6.1	29	10.9	32	12.0	26	9.9
Remained same	4	1.5	3	1.1	2	0.8	6	2.3	5	1.9	6	2.3
<b>Total</b>	<b>265</b>	<b>100</b>	<b>264</b>	<b>100</b>	<b>264</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>266</b>	<b>100</b>	<b>263</b>	<b>100</b>

According to table 6.2, the respondent managers reported that mutual trust and concern (64.10%), joint effort for goal attainment (65.90%), and friendliness and openness (65.50%) were moderately improved from the participation in management development. These percentages are obtained by combining the percentages of the scales highly and moderately improved of the respective variables. Other remaining indicators of teamwork and alliance like culture of power sharing (86.80%), support for personal development (86.10%), and learning from mistakes (87.80%) were reported as improved by the responding managers working in the selected commercial banks of Nepal. The above percentages represent the sum of the percentages of the scales highly, moderately, and improved of the respective indicators of team work and alliance.

### 6.2.1 Improvement in Teamwork and Alliance: Ownership Perspective

The managers working in private, joint venture, and government and semi government banks were requested to express their opinions in regard to the different variables included in



the question about the improvement in team work and alliance, in the scale like highly improved (1), moderately improved (2), improved (3), less improved (4), and remained same (5) from the participation in management development programme. The table below presents the mean values, standard deviations, and coefficients of variation for the responses received. By the help of the information presented in the table 6.2.1, an attempt is made to find out the differences and similarities in the opinions of the managers working in different ownership modalities.

**Table 6.2.1**  
**Improvement in Teamwork and Alliance: Ownership Perspective**

	Mutual trust, respect, and concern	Joint effort for goal attainment	Friendliness and openness	Culture of power sharing	Support for personal development	Learning from mistakes
Private Banks						
Mean	2.54	2.16	2.54	2.89	2.86	2.46
N	37	37	37	37	37	37
SD	1.043	.928	.836	1.075	.887	.836
CV	41	43	33	37	31	34
Joint venture Banks						
Mean	2.38	2.20	2.16	2.62	2.44	2.45
N	55	55	55	55	55	55
SD	.952	.951	.834	.805	.977	.919
CV	40	43	39	31	40	38
Govt. & Semi Govt. Banks						
Mean	2.22	2.25	2.34	2.53	2.59	2.51
N	173	172	173	173	174	171
SD	.875	.879	1.180	.880	.833	.903
CV	39	39	50	35	32	36

As presented in the table 6.2.1, mutual trust, respect, and concern for others were moderately improved for the managers in joint venture and government and semi government banks, and improved for the managers in private banks from the participation in management development programme. The corresponding mean values were 2.54 for private, 2.38 for joint venture, and 2.22 for government and semi government bank managers. The responses were less variable for the managers in government banks. Joint effort for goal attainment was moderately improved for all the managers in all types of banks. The mean values in this regard were 2.16, 2.20, and 2.25 for the private, joint venture, and government and semi government banks managers, respectively. The responses received from government and semi government banks were more uniform. Friendliness and openness were moderately improved for the managers in joint venture and government and semi government banks and improved for the managers in private banks. The representing mean values were 2.54 for private, 2.16 for joint venture and 2.34 for government and semi government banks. The uniformity was more for the responses of the managers in private banks.

According to table 6.2.1, culture of power sharing was improved for the managers working in all types of banks from the participation in management development. The mean values were 2.89, 2.62, and 2.53 for the responses of managers in private, joint venture, and government banks and semi government banks, correspondingly. The variability was less for the responses of managers in joint venture banks. Environment to support for personal development was reported moderately improved by the managers in joint venture banks and improved by the managers in private and government and semi government banks from the participation in management development programme. The supporting mean values were 2.86 for private, 2.44 for joint venture, and 2.59 for government and semi government banks. The variability in the responses was less for the managers in private banks. Learning from mistakes was reported as moderately improved by the managers in private and joint venture banks. It was improved for the managers in government and semi-government banks. The mean values were 2.46, 2.45, and 2.51 for private, joint venture, and government and semi government banks, accordingly. The variability was less for the responses of private bank managers.

Summing above, the managers in private, joint venture, and government and semi government banks were similar in the ranking for joint effort for goal attainment and culture of power sharing. In all other remaining cases, they differed with each other. Comparatively the improvement in team work and alliance as the collaborative culture was weak in private banks. The collaboration as the result of management development was somehow strong in joint venture banks. The improvement in team work and alliance was moderate in the government and semi government banks.

### **6.2.2 Improvement in Teamwork and Alliance: Gender Perspective**

The table 6.2.2 presents the mean values, standard deviations, and coefficients of variation computed for the responses received from the male and female managers working in private, joint venture, and government and semi government banks. The male and female managers were requested to share their experiences relating to improvement in team work and alliance from the participation in management development programme in their organizations. From the table 6.2.2, an attempt has been made to explore the similarities and differences between male and female managers in regard to improvement they have experienced from involvement in management development programme.

**Table 6.2.2****Improvement in Teamwork and Alliance: Gender Perspective**

	Mutual trust, respect, and concern	Joint effort for goal attainment	Friendliness and openness	Culture of power sharing	Support for personal development	Learning from mistakes
Male manager						
Mean	2.33	2.24	2.32	2.54	2.58	2.48
N	195	194	195	195	196	193
SD	.966	.925	1.115	.875	.888	.930
CV	41	41	48	34	34	38
Female manager						
Mean	2.21	2.20	2.37	2.76	2.64	2.54
N	70	70	70	70	70	70
SD	.778	.827	.765	.955	.852	.793
CV	35	38	32	35	32	31

As depicted in the table 6.2.2, mutual trust, respect, and concern were moderately improved for the male and female managers from the involvement in management development programme. The supporting mean values were 2.33 for male and 2.21 for female managers. The variability was less for the responses of female managers. Joint effort for goal attainment was indicated as moderately improved by male as well as female managers. The corresponding mean values were 2.24 and 2.20 for male and female managers, respectively. The female managers were less variable in their responses. Friendliness and openness were also found moderately improved by both the genders. The mean values were 2.32 for male and 2.37 for female managers. The female managers were more uniform in the responses.

According to table 6.2.2, male and female managers found improvement in culture of power sharing from the participation in management development. The representing means values were 2.54 and 2.76 for the male and female managers, respectively. The male managers were less variable for their responses. Support for personal development in the team was improved for both the genders. The corresponding mean values were 2.58 and 2.64 for male and female managers. The responses of female managers were less variable. Learning from mistakes was found moderately improved by male and improved by female managers from the participation in management training programme. The mean values were 2.48 and 2.54 for male and female managers, accordingly. The variability was less for the responses of female managers.

Summing up, in the cases like mutual trust, respect, and concern, joint effort for goal attainment, friendliness and openness, culture of power sharing, and support for personal development, male and female managers hold similar opinions. In case of learning from mistake they differed with each other. On the basis of above analysis, the male managers were able to improve their team work and alliance more in comparison to their female counter parts.

### 6.2.3 Improvement in Teamwork and Alliance: Managerial Level Perspective

The senior and junior managers were requested to share the experiences that they have felt improvement in the variables relating to team work and alliance. The table 6.2.3 presents the mean values, standard deviations, and coefficients of variation for the responses received from senior and junior managers working in different banks.

**Table 6.2.3**

#### **Improvement in Teamwork and Alliance: Managerial Level Perspective**

	Mutual trust, respect, and concern	Joint effort for goal attainment	Friendliness and openness	Culture of power sharing	Support for personal development	Learning from mistakes
Senior manager						
Mean	2.22	2.13	2.34	2.47	2.56	2.42
N	111	110	111	111	111	109
SD	.814	.768	1.134	.722	.931	.820
CV	36	36	48	29	36	34
Junior manager						
Mean	2.37	2.31	2.33	2.69	2.63	2.56
N	153	153	153	153	154	153
SD	.985	.975	.849	.975	.840	.838
CV	42	42	36	36	32	33

According to table 6.2.3, mutual trust, respect, and concern to other was found moderately improved by the senior and junior managers from participation in management development. The supporting mean values were 2.22 for senior and 2.37 for junior managers. The senior managers were less variable for their responses. Senior and junior managers found moderate improvement in joint effort for goal attainment from management development. The corresponding mean values were 2.13 and 2.31 for senior and junior managers. The uniformity was more in the responses of senior managers. The mean values for the responses in friendliness and openness were 2.34 and 2.33 for senior and junior managers, accordingly. As stated by the mean values, friendliness and openness were also moderately improved for the senior and junior managers from the participation in management development. The responses of junior managers were less variable.

As shown in table 6.2.3, for senior managers the culture of power sharing was moderately improved and for junior managers, it was improved. The mean values were 2.47 for senior and 2.69 for junior managers. The variability was less for the responses of senior managers. Support for personal development was improved for both the levels of managers. The mean values in this regard were 2.56 for senior and 2.63 for junior managers. The variability was less for the responses of junior managers. Learning from mistake was moderately improved for senior managers and improved for junior managers from management

development programme. The supporting mean values were 2.42 for senior and 2.56 for junior managers. The responses of junior managers were less variable.

In summary, the senior and junior managers hold similar opinions for mutual trust, respect, and concern, joint effort for goal attainment, and friendliness and openness and support for personal development. They differed in the cases like, culture of power sharing and learning from mistake. The improvement felt by senior managers was more for the entire variables, except friendliness and openness in comparison with the expression of junior managers.

#### 6.2.4 Correlation of Improvement in Teamwork and Alliance

Pearson correlation was calculated to determine the relationships of improvement in the team work and alliance from the involvement in management development on the basis of responses collected from the managers working in private, joint venture, government and semi government banks. The values of correlation are given in the table 6.2.4.

**Table 6.2.4**  
**Correlation of Improvement in Teamwork and Alliance**

		1	2	3	4	5	6
1. Mutual trust, respect and concern	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	265					
2. Joint effort for goal attainment	Pearson Correlation	.492(**)	1				
	Sig. (2-tailed)	.000					
	N	264	264				
3. Friendliness and openness	Pearson Correlation	.194(**)	.277(**)	1			
	Sig. (2-tailed)	.001	.000				
	N	265	264	265			
4. Culture of power sharing	Pearson Correlation	.375(**)	.418(**)	.281(**)	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	265	264	265	265		
5. Support for personal development	Pearson Correlation	.448(**)	.431(**)	.213(**)	.425(**)	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	265	264	265	265	266	
6. Learning from mistakes	Pearson Correlation	.483(**)	.420(**)	.102	.274(**)	.493(**)	1
	Sig. (2-tailed)	.000	.000	.098	.000	.000	
	N	263	262	263	263	263	263

\*\* Correlation is significant at the 0.01 level (2-tailed).

According to table 6.2.4, the association of improvement in mutual trust, respect, and concern with development in joint effort for goal attainment was positively strong (0.492) than remaining variables of team work and alliances. Comparatively, the relationship of improvement in joint effort for goal attainment with improvement in support for personal development was positively strong (0.431) than other variables. The connection of development

between friendliness and openness and culture of power sharing was positively strong (0.281) when compared with remaining variables of team work and alliance. The linkage between the improvement in culture of power sharing and support for personal development was positively strong (0.425) in comparison with other variables. The relationship of improvement between support for personal development and learning from mistakes was positively strong (0.493) in comparison with other variables of team work and alliances.

### 6.2.5 Chi-Square Test for Improvement in Teamwork and Alliance

The table 6.2.5 presents the calculated values of Chi-Square to test the significance of the responses received from the managers working in different commercial banks indicating the level of improvement achieved in team work and alliance from the participation in management development programme.

**Table 6.2.5**  
**Chi-Square Test for Improvement in Teamwork and Alliance**

	Mutual trust, respect, and concern	Joint effort for goal attainment	Friendliness and openness	Culture of power sharing	Support for personal development	Learning from mistakes
Chi-Square	155.170	156.076	193.689	154.340	162.496	164.091
df	4	4	4	4	4	4
P Value	.000	.000	.000	.000	.000	.000
Level of Significant ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

As depicted in the table 6.2.5, there was significant difference between the observed and expected frequencies of the responses of the managers showing the level of improvement achieved in team work and alliance. According to Chi-Square and P-values, we can conclude that the responding managers were different to each other to explore their opinion.

Nepalese managers irrespective of ownership, gender, and level differences found management development successful to carry improvement in mutual trust, respect, and concern, joint effort for goal attainment, friendliness and openness, culture of power sharing, support for personal development, and learning from mistakes as supporting variables of team work and alliance. The findings of Nepalese managers are similar to Smith-Jentsch et al. (2001). The variables showing improvement in teamwork and alliance were positive and significantly correlated with each other.

### 6.3 Improvement in Readiness for Change

Many researchers in change management assert that the ideas that change in the organization basically starts with the change in the individual organizational member's

behaviour (Porras & Robertson, 1992). It is because organizations only change and act through their members, and successful change will persist over the long term only when individuals alter their on the job behaviour in intended ways (George & Jones, 2001; Porras & Robertson, 1992). Researchers have empirically demonstrated that individuals are not passive recipient of organizational change but actors who actively interpret and respond to what is happening in their environment. Initially, studies on individual readiness for change were published in health, psychology, and medical literature (Block & Keller, 1998; Moresa et al., 1998). When the concept of individual readiness is applied to the organizational settings, it requires a consideration of the organizational context (Jansen, 2000). Organizational change is a situation that interrupts the normal patterns of an organization. In the situation, to make sense of the new environment and to draw conclusions about its possible outcomes, individuals are actively involved in information seeking, meaning ascription, and assumption making about the change process (Ford et al., 2008; Rogers, 2003; Gioia et al., 1994). As a result, individuals form assumptions, expectations, and impressions about the change, which comprise individual readiness for organizational change (Choi & Ruona, 2011). Furthermore, the individual readiness for organizational change involves an individual's evaluation about the individual and organizational capacity for making a successful change, the need for change, and the benefits that organization and its members may gain from a change (Asmenakis et al., 1993; Eby et al., 2002; Holt et al., 2007). The individual readiness for change is multifaceted construct with four dimensions: individuals' belief in the change specific efficiency, appropriateness of the change, management support for the change, and personal benefit of the change.

Individual readiness for organizational change is distinguished from organizational readiness for change. Preskill and Torres (1999) viewed organizational readiness in terms of key elements of organizational infrastructure, culture, leadership, communication, and systems and structures. Similarly, individuals' evaluation concerning how infrastructure can facilitate and sustain organizational change efforts is key component of individual readiness for change (Holt et.al., 2007; Jansen, 2000).

Individuals develop a favorable or unfavorable attitude toward an innovation in the persuasion stage based on the prior conditions (previous practice, felt need/problems, innovativeness, norms, and the social system) and the knowledge they gained through previous stage (Knowledge stage) (Rogers, 2003). Rogers emphasized that individual's attitude toward an innovation developed in the persuasion stage, which includes their readiness for change, will affect the decision, implementation and confirmation of the adoption of an innovation and change. Hall and Hord (1987) developed a concern based model, where the main promise

underlying is that a change initiative can be more successful if the concerns of those affected by change are considered. Such concerns include the feelings, preoccupation, thought, and consideration of the individuals. Individual readiness for change can also be related with the basic assumptions of resistance to change. The level of resistance can be minimized by making managers and employees change receptive, proactive, and adaptive (Powell & Posner, 1980; Piderit, 2000). Managers have two fold responsibilities in enhancing the readiness for change: one they themselves need to be ready and second they should prepare others to craft, accept, and implement the change (Pasmore & Fagans, 1992). Pasmore and Fagans (1992); Brown and Cregan (2008) argued that change receptivity can be increased through training and development of the managers and employees in the organizations.

The current study carries the notion that managerial readiness for change can be developed from the management training and development. It has attempted to measure the level of improvement achieved by the responding managers in the various aspects of readiness for change like awareness of business objectives, awareness of change objectives, commitment to change process, an open mindedness, positive attitude for risk taking, and active participation in change process from the participation in management training and development process.

The table 6.3 presents the number and percentage of the managers perceiving the level of improvement in the managerial readiness for change. The managers working in private, joint venture, and government and semi government banks were requested to share their experiences indicating the level of improvement, they have experienced from the participation in management development programme organized in their respective organizations.

**Table 6.3**

**Improvement in Readiness for Change**

	Awareness of business objectives		Awareness of change objectives		Commitment to change process		An open mindedness		Positive attitude to risk taking		Active participation in change process	
	N	%	N	%	N	%	N	%	N	%	N	%
Highly improved	58	22.1	37	14.1	24	9.2	20	7.6	33	12.5	36	13.6
Moderately improved	134	51.0	126	47.9	117	44.6	108	41.3	137	52.1	123	46.6
Improved	60	22.8	84	31.9	99	37.8	110	42.0	73	27.8	77	29.2
Less improved	8	3.0	15	5.7	21	8.0	21	8.0	19	7.2	20	7.6
Remained same	3	1.1	1	0.4	1	0.4	3	1.1	1	0.4	8	3.0
<b>Total</b>	<b>263</b>	<b>100</b>	<b>263</b>	<b>100</b>	<b>262</b>	<b>100</b>	<b>262</b>	<b>100</b>	<b>263</b>	<b>100</b>	<b>264</b>	<b>100</b>

As shown in table 6.3, the majority of the responding managers experienced moderate improvement in awareness of business objective (73.10%), awareness of change objectives (62%), and positive altitude to risk taking (64.60%) as the indicators of readiness for change from the participation in management development programme. The above percentages



represent the sum of the percentages of the scales highly and moderately improved of the respective variables. Other variables related to readiness for change like commitment to change process (91.60%), an open mindedness (90.90%), and active participation in change process (89.40%) were experienced as improved by the managers working in the banks understudy. These percentages cover the percentages of the scales highly, moderately, and improved of the respective indicators of readiness for change.

### 6.3.1 Improvement in Readiness for Change: Ownership Perspective

Managers working in private, joint venture, and government and semi government banks were requested to show the level of improvement in the readiness for change from the participation in management development programme organized in their respective organizations. They indicated the level of improvement in the scale like highly improved (1), moderately improved (2), improved (3), less improved (4), and remained same (5). The table 6.3.1 presents the mean values, standard deviations, and coefficients of variation, computed for the responses received from the managers working in private, joint venture, and government and semi government ownerships. The statistics in the table 6.3.1 help to explore the similarities and dissimilarities in the feeling of the level of improvement in readiness for change among the managers in private, joint venture, and government and semi government banks.

**Table 6.3.1**  
**Improvement in Readiness for Change: Ownership Perspective**

	Awareness of business objectives	Awareness of change objectives	Commitment to change process	An open mindedness	Positive attitude for risk taking	Active participation in change process
Private Banks						
Mean	1.95	2.43	2.59	2.84	2.51	2.62
N	37	37	37	37	37	37
SD	.998	1.042	.927	.898	.804	.758
CV	51	43	36	32	32	29
Joint venture Banks						
Mean	2.22	2.15	2.33	2.20	2.20	2.35
N	55	55	55	55	55	55
SD	.809	.558	.695	.704	.590	.927
CV	36	26	30	32	27	39
Govt. & Semi Govt. Banks						
Mean	2.10	2.33	2.47	2.58	2.30	2.37
N	171	171	170	170	171	172
SD	.722	.796	.778	.767	.846	.949
CV	34	34	31	30	37	40

According to table 6.3.1, awareness of business objectives was moderately improved for managers in all types of banks from the involvement in management development programme. The mean values were 1.95, 2.22, and 2.10 for the responses of the managers in private, joint venture, and government and semi government banks, respectively. The variability in the responses was less for the managers in government and semi government banks. Awareness of

change objectives was moderately improved for all the managers, irrespective of ownership. The supporting mean values were 2.43 for private, 2.15 for joint venture, and 2.33 for government and semi government banks. The responses from the managers in joint venture banks were less variable. Management development efforts were helpful to bring moderate improvement in commitment to change for the managers in joint venture and government and semi government banks and improvement for the managers in private banks. The mean values in this regard were 2.59, 2.33, and 2.47 for private, joint venture and government and semi government banks, respectively. The responses of managers in joint venture banks were less variable.

As depicted in the table 6.3.1, an open mindedness was moderately improved for the managers in the joint venture banks and improved in private and government and semi government banks from the participation in management development. The respective mean values were 2.84, 2.20, and 2.58 for private, joint venture, and government and semi government banks. The variability in the responses was less for the managers in government and semi government banks. Positive attitude to risk taking was moderately improved for the managers in joint venture and government and semi government banks. It was improved for the managers in private banks. The computed mean values in this regard were 2.51, 2.20, and 2.30 for the responses of the managers in private, joint venture, and government and semi government banks, respectively. The managers in joint venture banks were more consistent in their responses. Active participation in change process was moderately improved for the managers in joint venture and government and semi government banks and less improved for the managers in private banks. The representing mean values were 2.62, 2.35, and 2.37 for the managers in private, joint venture, and government and semi government banks, in the order. The responses were less variable from the managers in private banks.

Summing above, in the cases of awareness of business objectives and awareness of change objectives, managers in all types of banks were similar in their opinions. Managers in private sector banks differed with the opinion of joint venture and government and semi government banks in the cases like commitment to change process, positive attitude in risk taking and active participation in change process. In case of open-mindedness the managers in joint venture banks differed with the managers in private and government banks. The impact of management development was more positive in bringing improvement in readiness for change in joint venture banks, and weak for the managers working in private sector banks. The experiences shared by the managers in government and semi government banks were in between.

### 6.3.2 Improvement in Readiness for Change: Gender Perspective

The table 6.3.2 presents the mean values, standard deviations, and coefficients of variation computed for the responses received from male and female managers in respect to improvement in the readiness for change from the participation in the management development programme organized in their respective enterprises. The table aims to explore the differences in the opinion between male and female managers in regard to felt level of improvement in readiness for change.

**Table 6.3.2**

#### **Improvement in Readiness for Change: Gender Perspective**

	Awareness of business objectives	Awareness of change objectives	Commitment to change process	An open mindedness	Positive attitude to risk taking	Active participation in change process
Male manager						
Mean	2.09	2.27	2.44	2.54	2.27	2.40
N	193	193	193	193	193	194
SD	.798	.810	.802	.797	.791	.946
CV	38	36	33	31	35	39
Female manager						
Mean	2.13	2.40	2.51	2.54	2.41	2.39
N	70	70	69	69	70	70
SD	.867	.750	.740	.797	.807	.856
CV	41	31	29	31	33	36

According to table 6.3.2, awareness of business objectives was moderately improved for male as well as female managers from the involvement in management development programme. The supporting mean values were 2.09 and 2.13 for male and female managers, correspondingly. The male managers were more uniform in their opinions. Awareness of change objectives was moderately improved for both the gender of the managers. The mean values were 2.27 for male and 2.40 for female managers. The uniformity was more for the responses for female managers. Management development efforts were able to moderately improve the commitment to change process for male managers and improve for female managers. The corresponding mean values were 2.44 and 2.51 for male and female managers. The responses of female managers were more uniform.

As denoted in table 6.3.2, open mindedness was improved for both the gender of managers from the participation in management development programme in their respective organizations. The representing mean value was same 2.54 for both the gender. The variability was also similar to male as well as female managers. Positive attitude to risk taking was experienced as moderately improved by male as well as female managers. The mean values were 2.27 for male and 2.41 for female managers. The uniformity in responses was more for female managers. The management training programme was successful to bring moderate improvement in active participation in change process for both the gender. The mean values in

this concern were 2.40 and 2.39 for male and female managers respectively. The female managers were less variable for their responses.

In summary, the male and female managers hold the same opinions in regard to the cases like awareness of business objectives, awareness of change objectives, an open mindedness, positive attitude to risk taking and active participation in change process. They hold differences in the variable like commitment to change process. Management development was successful to improve readiness for change for male managers in more cases in comparison with female managers.

### 6.3.3 Improvement in Readiness for Change: Managerial Level Perspective

The senior as well as junior managers working in private, joint venture, and government and semi government banks were requested to express their opinions in regard to level of improvement in readiness for change that they have achieved from the management development programme organized in their respective enterprises. From the statics given in the table 6.3.3, it has been aimed to explore the similarities and differences in the feelings of improvement between senior and junior managers.

**Table 6.3.3**

#### **Improvement in Readiness for Change: Managerial Level Perspective**

	Awareness of business objectives	Awareness of change objectives	Commitment to change process	An open mindedness	Positive attitude to risk taking	Active participation in change process
Senior manager						
Mean	1.97	2.15	2.44	2.52	2.28	2.25
N	111	110	109	110	109	111
SD	.707	.706	.686	.726	.679	.909
CV	36	33	28	29	30	40
Junior manager						
Mean	2.20	2.41	2.47	2.56	2.33	2.50
N	151	152	152	151	153	152
SD	.808	.841	.853	.837	.874	.921
CV	40	35	35	33	38	37

As denoted in the table 6.3.3, awareness of business objectives was moderately improved for both the levels of managers from the involvement in management development. The supporting mean values were 1.97 for senior and 2.20 for junior managers. The variability was less in the responses of senior managers. Awareness of change objectives was moderately improved for senior and junior managers. The mean values were 2.15 for senior and 2.41 for junior managers. In this regard, the senior managers were less variable in their responses. Commitment to change process was moderately improved for senior as well as junior managers

from the participation in the management development programme. The corresponding mean values were 2.44 for senior and 2.47 for junior managers. The variability was less for the responses of senior managers.

As presented in the table 6.3.3, an open mindedness was improved for both the levels of managers from the participation in management training. The respective mean values were 2.52 and 2.56 for senior and junior managers. Senior managers were more uniform for their responses. Senior and junior managers found moderate improvement in positive attitude in risk taking. The representing mean values were 2.28 and 2.33 for senior and junior managers, respectively. The uniformity in the responses was more for senior managers. Management development efforts were successful to bring the moderate improvement in active participation in change process for both the level of managers. The supporting mean values were 2.25 for senior and 2.50 for junior managers. The variability was less for the responses of junior managers.

In a nutshell, senior and junior managers expressed similar opinions in regard to all variables like awareness of business objectives, awareness of change objectives, commitment to change process, an open mindedness, positive attitude to risk taking, and active participation in change process. Management development efforts were found positively contributing for the improvement in the readiness for changes for both the levels of managers.

#### **6.3.4 Correlation of Improvement in Readiness for Change**

Pearson correlation was computed to find the relationship of the different variables indicating the improvement achieved from the participation in management development programme organized in private, joint venture, and government and semi government banks. The correlation values were obtained on the basis of responses received from managers working in the selected commercial banks. The correlation values are given in the table 6.3.4.

**Table 6.3.4**  
**Correlation of Improvement in Readiness for Change**

		1	2	3	4	5	6
1. Awareness of business objectives	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	263					
2. Awareness of change objectives	Pearson Correlation	.534(**)	1				
	Sig. (2-tailed)	.000					
	N	262	263				
3. Commitment to change process	Pearson Correlation	.473(**)	.458(**)	1			
	Sig. (2-tailed)	.000	.000				
	N	261	261	262			
4. An open mindedness	Pearson Correlation	.222(**)	.372(**)	.391(**)	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	260	261	259	262		
5. Positive attitude to risk taking	Pearson Correlation	.294(**)	.412(**)	.493(**)	.348(**)	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	261	261	260	259	263	
6. Active participation in change process	Pearson Correlation	.266(**)	.203(**)	.455(**)	.303(**)	.566(**)	1
	Sig. (2-tailed)	.000	.001	.000	.000	.000	
	N	263	263	262	261	262	264

\*\* Correlation is significant at the 0.01 level (2-tailed).

As presented in the table 6.3.4, the relationship of improvement felt in awareness of business objectives with improvement achieved in awareness of change objectives from the involvement in management training was positively strong (0.534) than other variables indicating the readiness for change. The connection of increased awareness of change objectives with increased level of commitment to change process was positively strong (0.458) in comparison with improvement in other variables of readiness for change. Comparatively, the association between improvements in level of commitment to change process was positively strong (0.493) with improvement in positive attitude to risk taking. Likewise, increment in positive attitude to risk taking was positively significantly (0.348) related with an open mindedness in comparison with remaining variables. Improvement in active participation in change process was positively strongly (0.566) associated with the improvement in positive attitude to risk taking.

### 6.3.5 Chi-Square Test for Improvement in Readiness for Change

The table 6.3.5 presents the computed Chi-Square values to find the significance of the responses collected from the managers working in private, joint venture, and government and semi government banks showing the level of improvement achieved in readiness for change from the participation in management development.

**Table 6.3.5****Chi-Square Test for Improvement in Readiness for Change**

	Awareness of business objectives	Awareness of change objectives	Commitment to change process	An open mindedness	Positive attitude to risk taking	Active participation in change process
Chi-Square	212.152	203.293	205.710	207.733	222.722	168.159
df	4	4	4	4	4	4
P Value	.000	.000	.000	.000	.000	.000
Level of Significant ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

As depicted in the table 6.3.5, there was significant difference between actual and expected frequencies of the responses received from the managers expressing the level of improvement achieved from the involvement in management development programme. According to Chi-Square and P-values, it can be concluded that the managers were different with each other in expressing their views about the improvement in readiness for change.

Management development in selected commercial banks was effective to improve the readiness for change as argued by Powell and Posner (1980), Piderit (2000), Pasmore and Fagans (1992), and Brown and Cregan (2008). Managers, irrespective of ownership, gender, and level differences noted improvement in awareness of business objectives, awareness of change objectives, commitment to change process, an open mindedness, positive attitude to risk taking, and active participation in change process as the factors of readiness for change. The relationships of the variables showing improvement in readiness for change were significantly positive.

#### **7.4 Improvement in Leadership Abilities**

Processing the leadership skills in change management has been linked bringing about successful organizational change. Lack of understanding of change implementation techniques and inability to modify one's management and leading style or organizational functions are cited as barriers to successful organizational change management (Bossidy & Charan, 2002; Gilley, 2005). Other barriers revealed by researches include the inability to motivate others to change, poor communications skills, the failure of management to reward or recognize individuals who make the effort to change (Burke, 1992; Kotter, 1996; Patterson, 1997; Ulrich, 1998). Leaders' thoughts and skills are manifested in actions, structures, and processes that enhance or impede change, further strengthening the linkage their behaviours and effectiveness in implementing change (Gilley et al., (2009).

Theories of leadership encompass frameworks such as trait, behavioural, and contemporary. Leadership trait theory represents an effort to identify a set of psychological

traits that all successful leaders possess (Illies et al., 2006). More than 300 trait studies have failed to generate a conclusive list of agreed on traits inherent in effective leaders (Bass 1990), although certain traits such as supervisory ability, the need for achievement, intelligence, decisiveness, self assurance, and initiative are deemed significant (Ghiselli, 1971). Behaviouralist theorists posit distinctive styles used by effective leaders as autocratic, democratic, or laissez faire (Lussier & Achua, 2007). Contemporary perspectives of leadership view leaders as being charismatic, transformational, inspirational, transactional, servant, developmental, and authentic (Gilley & May-cunich, 2000). Many organizations are concerned about the leadership inadequacies of their employees and are committed to education and training to develop manager's skills, perspectives, and competencies (Conger & Benjamin, 1999). Leadership development literature indicates that managerial abilities have been improved by the training. Managers after training are found improving performance and adapting to change in today's dynamic business world (Collins, 2001).

The present research is focused to explore the improvement experienced by the managers in the selected commercial banks in regard to leadership ability from the participation in management development. The study covers the leadership ability like creativity and influencing ability, flexibility and adaptiveness, level of self confidence, capacity of involving subordinates, skill to encourage others to develop their agenda, and visioning and inventing.

The table 6.4 presents the number and percentage of the managers working in private, joint venture, and government and semi government banks in regard to their responses showing the level of improvement in leadership ability they have achieved from the participation in management development programme organized in their respective organizations.

**Table 6.4**  
**Improvement in Leadership Abilities**

	Creativity and influencing ability		Flexibility and adaptiveness		Level of self confidence		Capacity of involving subordinates		Skill to encourage others to develop their agenda		Visioning and inventing	
	N	%	N	%	N	%	N	%	N	%	N	%
Highly improved	50	18.8	25	9.4	56	21.1	35	13.3	27	10.3	29	10.9
Moderately improved	113	42.5	117	49.2	131	49.4	108	40.9	102	38.8	89	33.6
Improved	84	31.6	107	40.4	71	26.8	97	36.7	105	39.9	113	42.6
Less improved	16	6.0	16	6.0	5	1.9	19	7.2	20	7.6	24	9.1
Remained same	3	1.1			2	0.8	5	1.9	9	3.4	10	3.8
<b>Total</b>	<b>266</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>264</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>265</b>	<b>100</b>

According to table 6.4, majority of the managers experienced moderate improvement in managerial leadership abilities like creativity and influencing ability (61.30%) and level of self



confidence (70%). These percentages are the sum of the percentages of the scales highly and moderately improved of the respective variables. Managers reported improvement in leadership abilities like flexibility and adaptiveness (94%), capacity of involving subordinates (90.90%), skill to encourage others to develop their agenda (89%), and visioning and inventing (87.10%) after participation in management development programme. Above percentages cover the percentages of the scales highly, moderately, and improved of the respective variables of the leadership skills.

#### 6.4.1 Improvement in Leadership Abilities: Ownership Perspective

The managers in the private, joint venture, and government and semi government banks were requested to provide their opinion in regard to the level of improvement, they have achieved in the leadership ability from the participation in management development programme organized by their respective organizations. Managers denoted their responses in the scale like highly improved (1), moderately improved (2), improved (3), less improved (4), and remained same (5). The table 6.4.1 presents the mean values, standard deviations, and coefficients of variation for the responses received from the managers in private, joint venture, government and semi government banks. The table also aims to explore the differences and similarities of the responses among the banks under different ownership modality in regard to the achieved improvement in leadership ability form management development programme.

**Table 6.4.1**

#### **Improvement in Leadership Abilities: Ownership Perspective**

	<b>Creativity and influencing ability</b>	<b>Flexibility and adaptiveness</b>	<b>Level of self confidence</b>	<b>Capacity of involving subordinates</b>	<b>Skill to encourage others to develop their agenda</b>	<b>Visioning and inventing</b>
Private Banks						
Mean	2.46	2.46	2.03	2.59	2.73	2.86
N	37	37	37	37	37	37
SD	.869	.989	.866	.865	1.045	1.110
CV	35	40	43	33	38	39
Joint venture banks						
Mean	2.07	2.45	2.09	2.38	2.35	2.55
N	55	55	55	55	55	55
SD	.813	.715	.646	.805	.886	.789
CV	39	29	31	34	38	31
Govt. & Semi Govt. banks						
Mean	2.35	2.42	2.14	2.42	2.58	2.58
N	174	173	173	172	171	173
Std. Deviation	1.137	.699	.805	.904	.867	.928
CV	48	29	38	37	34	36

As presented in the table 6.4.1, creativity and influencing ability were moderately improved for all the managers in all types of banks. The mean values in this regard were 2.46, 2.07, and 2.35 for the private, joint venture, and government and semi government banks, respectively. The responses of the managers in private banks were less variable. Flexibility and adaptiveness were moderately improved for the managers in all types of banks from the participation in management development programme. The mean values were 2.46 for private, 2.45 for joint venture, and 2.42 for government and semi government banks. The variability was equally less for joint venture and government and semi government banks. Management development was successful to improve moderately the level of self confidence for the managers in private, joint venture, and government and semi government banks. The corresponding mean values were 2.03, 2.09, and 2.14 for the responses received from the managers in private, joint venture, and government and semi government banks. The variability in the responses was less for the managers in joint venture banks.

As shown in the table 6.4.1, the mean values for the responses of the managers in private, joint venture, and government and semi government banks were 2.59, 2.38, and 2.42, correspondingly. As mean values suggested that the capacity of involving subordinates was improved for managers in private banks and moderately improved for the managers in joint venture and government and semi government banks. The responses were less variable for the managers in private banks. Skill to encourage others to develop their agenda was improved for the managers in private and government and semi government banks. Same was moderately improved for the managers in joint venture banks. The representing mean values were 2.73, 2.35 and 2.58 for private, joint venture, and government and semi government banks respectively. The variability was less for the responses of government and semi government banks managers. Visioning and inventing as the managerial leadership ability were reported improved by all the managers in all types of banks. The representing mean values were 2.86 for private, 2.55 for joint venture, and 2.58 for government and semi government banks. The Responses from joint venture banks were less variable.

In a nutshell, the managers from all types of banks hold similar opinions in regard to variables like creativity and influencing ability, flexibility, and adaptiveness, level of self confidence, and visioning and inventing. The private bank managers differed in ranking with the managers in joint venture and government semi government banks in case of capacity of involving subordinates and joint venture banks managers differed in opinion with managers in private and government semi government banks in regard to visioning and inventing.

#### **6.4.2 Improvement in Leadership Abilities: Gender Perspective**

The table 6.4.2 presents the mean values, standard deviations, and coefficients of variation for the responses received from the male and female managers relating to

improvement in the leadership ability from the participation in management development programme. It has been attempted to compare the given statistics in the table, in order to know the similarities and differences about the opinions between the male and female managers.

**Table 6.4.2**

**Improvement in Leadership Abilities: Gender Perspective**

	<b>Creativity and influencing ability</b>	<b>Flexibility and adaptiveness</b>	<b>Level of self confidence</b>	<b>Capacity of involving subordinates</b>	<b>Skill to encourage others to develop their agenda</b>	<b>Visioning and inventing</b>
Male manager						
Mean	2.30	2.38	2.10	2.42	2.51	2.58
N	196	195	195	194	193	195
SD	1.131	.753	.810	.903	.902	.972
CV	49	32	39	37	36	38
Female manager						
Mean	2.33	2.57	2.17	2.47	2.66	2.69
N	70	70	70	70	70	70
SD	.775	.714	.701	.812	.899	.808
CV	33	28	32	33	34	30

As shown in the table 6.4.2, creativity and influencing ability were moderately improved for male as well as female managers from the participation in management development programme. The corresponding mean values were 2.30 and 2.33 for male and female managers, respectively. Female managers were less variable for their responses. Flexibility and adaptiveness were found moderately improved by male managers, and improved by female managers. The mean values were 2.38 for male and 2.57 for female managers. The variability was less for the responses of female managers. Level of self confidence was moderately improved for both the genders. The mean values in this regard were 2.10 and 2.17 for male and female managers, accordingly. The uniformity was more for the responses of female managers.

According to table 6.4.2, management development programme was able to bring moderate improvement in the capacity to involving subordinates for male as well as female managers. The respective mean values were 2.42 for male and 2.47 for female managers. Female managers were less variable in their responses. Skill to encourage others to develop their agenda was improved for both the gender. The mean values were 2.51 and 2.66 for male and female managers, correspondingly. The variability in the responses was less for female managers. Visioning and inventing as leadership ability were also improved for male as well as female managers. The respective mean values were 2.58 for male and 2.69 for female managers. The female managers were more consistent in their responses than male managers.

Summing up, for the cases like creativity and influencing ability, level of confidence, capacity to involving subordinates, skill to encourage others to develop their agenda, and visioning and inventing male and female managers hold similar opinions. They differed in flexibility and adaptiveness with each other. From the discussion above, the improvement felt by female managers were less than male managers in all the cases. Management development programme seems to do much more to bring the desired high level of improvement for male as well as female managers in days to come.

### 6.4.3 Improvement in Leadership Abilities: Managerial Level Perspective

Senior and junior managers working in private, joint venture, and government and semi government banks were requested to express their experience of improvement in the leadership ability that they have achieved from the participation in management development programme organized in their respective organizations. The table 6.4.3 presents the mean values, standard deviations, and coefficients of variation for the responses received from senior and junior managers. An attempt is made to explore the similarities as well as differences in the improvement felt by senior and junior managers.

**Table 6.4.3**

#### **Improvement in Leadership Abilities: Managerial Level Perspective**

	<b>Creativity and influencing ability</b>	<b>Flexibility and adaptiveness</b>	<b>Level of self confidence</b>	<b>Capacity of involving subordinates</b>	<b>Skill to encourage others to develop their agenda</b>	<b>Visioning and inventing</b>
Senior manager						
Mean	2.16	2.41	2.02	2.34	2.46	2.51
N	111	111	111	110	109	111
SD	.804	.706	.738	.838	.834	.819
CV	37	29	37	36	34	33
Junior manager						
Mean	2.42	2.45	2.19	2.51	2.62	2.69
N	155	154	154	154	154	154
SD	1.187	.777	.809	.904	.946	1.003
CV	49	32	37	36	36	37

According to table 6.4.3, creativity and influencing ability were moderately improved for both the level of managers from the involvement in management development efforts. The mean values in this regard were 2.16 and 2.42 for senior and junior managers, respectively. The variability in the responses was less for the senior managers. The mean values for flexibility and adaptiveness were 2.41 for senior and 2.45 for junior managers. As mean values suggested, these were moderately improved for both the levels of managers. The senior managers were more uniform for their responses. Level of self confidence was found moderately improved by senior and junior managers. The corresponding mean values were 2.02 and 2.19 for senior as

well as junior managers. The variability was equal for the responses of both the level of managers.

As denoted in the table 6.4.3, capacity to involve subordinates was moderately improved for senior, and improved for junior managers from the participation in management development. The representing mean values were 2.34 for senior and 2.51 for junior managers. The variability was equal for the responses of both the levels of managers. Skill to encourage others to develop their agenda was found moderately improved by senior and improved by junior managers. The mean values were 2.46 and 2.62 for senior and junior managers, accordingly. Senior managers were more uniform for their responses. Visioning and inventing as the leadership ability to bring changes in the individual and organizational level were improved for senior as well as junior managers. The respective mean values were 2.51 and 2.69 for senior and junior managers. The senior managers were less variable for their responses.

In summary, the senior and junior managers hold similar views in regard to variables like creativity and influencing ability, flexibility and adaptiveness, level of self confidence, and visioning and inventing. They differed in the cases like capacity to involving subordinates and skill to encourage others to develop their agenda. The improvement felt by senior managers were high in comparison to junior managers. The above analyses suggest that management development practices were not successful to carry the high level of improvement in the leadership ability for senior as well as junior managers.

#### **6.4.4 Correlation of Improvement in Leadership Abilities**

The Pearson correlation was computed to locate and analyze the relationship of improvement in the leadership ability from the participation in management development programme. The correlation was computed on the basis of opinions received from the managers working in private, joint venture, and government and semi government banks covered in the study. The table 6.4.4 shows the values of correlation.

**Table 6.4.4**  
**Correlation of Improvement in Leadership Abilities**

		1	2	3	4	5	6
1. Creativity and influencing ability	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	266					
2. Flexibility and adaptiveness	Pearson Correlation	.358(**)	1				
	Sig. (2-tailed)	.000					
	N	265	265				
3. Level of self-confidence	Pearson Correlation	.356(**)	.543(**)	1			
	Sig. (2-tailed)	.000	.000				
	N	265	265	265			
4. Capacity of involving subordinates	Pearson Correlation	.327(**)	.507(**)	.603(**)	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	264	264	264	264		
5. Skill to encourage other to develop their agenda	Pearson Correlation	.442(**)	.358(**)	.519(**)	.573(**)	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	263	263	263	262	263	
6. Visioning and inventing	Pearson Correlation	.331(**)	.460(**)	.364(**)	.462(**)	.615(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	265	265	265	264	263	265

\*\* Correlation is significant at the 0.01 level (2-tailed).

According to table 6.4.4, the relationship of improvement between creativity and influencing ability and skill to encourage other to develop their agenda was positively strong (0.442) in comparison with other variables of leadership ability. The association of improvement in flexibility and adaptiveness with level of self confidence was positively strong (0.543) than improvement achieved in remaining variables of leadership ability. Likewise, the relationship of improvement between level of self confidence and capacity of involving subordinates was positively significant (0.603) than other variables included in the question. Comparatively, the connection of capacity of involving subordinates with skill to encourage other to develop their agenda was positively strong (0.573) than remaining variables included in the leadership ability. Lastly, the relationship of improvement achieved in skill to encourage other to develop their agenda with visioning and inventing was positively significant (0.615) in comparison with other variables of leadership ability.

#### **6.4.5 Chi-Square Test for Improvement in Leadership Abilities**

The table 6.4.5 presents the computed Chi-Square values to test the significance of the responses received from the managers working in private, joint venture, and government and semi government commercial banks indicating the level of improvement achieved in leadership ability from the involvement in management development programme.

**Table 6.4.5****Chi-Square Test for Improvement in Leadership Abilities**

	<b>Creativity and influencing ability</b>	<b>Flexibility and adaptiveness</b>	<b>Level of self-confidence</b>	<b>Capacity of involving subordinates</b>	<b>Skill to encourage other to develop their agenda</b>	<b>Visioning and inventing</b>
Chi-Square	158.624	127.740	213.623	165.621	167.399	154.000
df	4	3	4	4	4	4
P Value	.000	.000	.000	.000	.000	.000
Level of Significant ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

As shown in the table 6.4.5, there was significant difference between the observed and expected frequencies of the responses obtained from the managers showing the level of improvement achieved in leadership ability from the participation in management development programme. According to Chi-Square and P- values, we can conclude that the responses of the managers were different with each other to show the level of improvement in leadership ability.

The leadership abilities of the managers have been improved by the management development programme in the selected commercial banks of Nepal. The responding managers have noted improvement in the managerial leadership abilities of creativity and influencing ability, flexibility and adaptiveness, level of self confidence, capacity of involving subordinates, skill to encourage others to develop their agenda, and visioning and inventing. These improvements were similar to the notion of the work of Conger and Benjamin (1999) and Collins (2001). The correlations of the variables showing improvement in leadership abilities were positively significant.

### **6.5 Improvement in Decision Making and Problem Solving**

The process of change in organizations starts with managerial decision making and problem solving. Decision making always does not produce good results. The process of decision making sometimes produces stress. The bad consequences of managerial decision suffer other people (Simon, 1987). Thus the decision makers need vigilance. The vigilance encourages managers to be cognitively flexible, seek information, be open minded, assess information in an unbiased manner, can canvass and evaluate alternatives thoroughly, and see the problem as serious challenge (Tjosvold, 1984).

Whyte (2000) set forth a decision making process designed to approximate maximum rationality to minimize the bad consequences of decision making. According to him, the decision process involves, identifying objectives, generating a comprehensive list of well

developed alternatives, searching information to determine the quality of alternatives, performing accurate and unbiased processing of the information relevant to assessing the alternatives, re-examining all the pros and cons of the alternatives, examining costs and benefits, risks of the preferred choice, developing plans to implement the decision, monitor the results, and react in the event that known risks become a reality.

In today's organizations, decision making is not becoming the matter of responsibility of a single manager in the organizational structure. In organizations, participative techniques have been talked about because of competitive pressures, debureaucratization of organization, and boundary spanning of information technology (Wagler et al., 1997). What degree of participation will be is determined by the nature of problem to be solved and the contextual factors (Dooley & Fryxell, 1999).

Cooper et al. (1992) have advised that employee involvement potentially improves decision making quality and commitment. When managers are talking about teams and involvement in the decision making process, decision making becomes the collective management function in the enterprise. Then the controversy becomes the basic to the decision making and problem solving process. Tjosvold et al. (1986) found controversy as specific kind of conflict that involves discussion of opposing ideas and positions. Controversy occurs when persons bring different and opposing positions, ideas, information, opinions, and perspectives to bear on a problem and attempt to reach a decision. Controversy can contribute to decision making, have documented the dynamics by which controversy can aid decision making, and the conditions under which a discussion of opposing ideas is constructive. Controversy, when productively discussed, has been found to create epistemic curiosity that leads to an exploration of the opposing positions, open minded consideration and understanding of these positions, and a willingness to integrate these ideas into a high quality accepted solution. Thus the consensus getting is the important process in the decision making and problem solving during which organizational members develop a general level of agreement on the fundamental priorities of the organization (Floyd & Wooldridge, 1992). The importance of consensus formation has been recognized both in the change decision making process as well as in the implementation process too (Markoczy, 2001).

Creativity has a high level of impact on making novel decision relating to organizational change. Creativity can be fostered in the organization. There are several studies suggesting that combining individual, group, and organizational conditions to foster the creativity (Woodman et al., 1993). Creativity is further enhanced when the decision makers provide opportunities for novelty, eliminates as many constraints as possible, and provides rewards for creative effort



(Drazen, et al., 1999). As Tjosvold (1984) suggests decision makers should relate them with stakeholders. The managerial decision making styles and problem sensing can be improved, influenced, and changed. The learning managers will find easy to change their decision making styles depending on the situation. The improved knowledge and skills relating to decision making also facilitate managers to influence seniors, coworker and associates (Dollinger & Danis, 1995).

The present study concentrates on finding the level of improvement in decision making and problem solving skills achieved by the managers from the participation in management development programme. The skills covered by the research are analytical skill, environment to foster discussion, incorporation of others views, getting consensus, techniques for critical problem solving, and process of relating business with stakeholder's concern.

The table 6.5 presents the number and percentage of the responding managers working in private, joint venture, and government and semi government banks, in regard to improvement in decision making and problem solving skill form the participation in management development programme.

**Table 6.5**  
**Improvement in Decision Making and Problem Solving**

	Analytical skill		Environment to foster discussion		Incorporation of others views		Getting consensus		Techniques for critical problem solving		Process of relating business with stake holder's concern	
	N	%	N	%	N	%	N	%	N	%	N	%
Highly improved	50	18.8	14	5.3	19	7.2	21	7.9	22	8.3	25	9.5
Moderately improved	121	45.5	129	48.9	120	45.6	103	38.9	110	41.5	93	35.2
Improved	84	31.6	101	38.2	100	38.0	112	42.3	101	38.1	105	39.8
Less improved	10	3.7	20	7.6	22	8.4	25	9.4	24	9.1	29	11.0
Remained same	1	0.4	-	-	2	0.8	4	1.5	8	3.0	12	4.5
<b>Total</b>	<b>266</b>	<b>100</b>	<b>264</b>	<b>100</b>	<b>263</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>264</b>	<b>100</b>

As shown in table 6.5, the majority of managers were benefited from the participation in management development programme to bring improvement in decision making and problem solving in respective organizations. Managers experienced moderate improvement in analytical skill (64.30%). This percentage covers the sum of the scales of highly and moderately improved of the respective variables. Other remaining indicators of decision making and problem solving like environment to foster discussion (92.40%), incorporation of others views, (90.80%), getting consensus (89.10%), techniques for critical problem solving (87.90%), and process of relating business with stakeholder's concern (84.50%) were reported as improved by the managers working in selected private, joint venture, and government and semi government

commercial banks of Nepal. These percentages represent the sum of percentages of the scales of highly, moderately, and improved of the respective variables.

### 6.5.1 Improvement in Decision Making and Problem Solving: Ownership Perspective

The managers working in private, joint venture and government and semi government banks were requested to share their experiences in regard to the level of improvement they have achieved from the participation in management development in their managership. The table 6.5.1 presents the mean values, standard deviations, and coefficients of variation computed for the responses received from the managers working in different banks. The following discussion concentrates to disclose the differences in the opinion of the managers. They shared their experiences in the scale like highly improved (1), moderately improved (2), improved (3), less improved (4), and remained same (5).

**Table 6.5.1**

#### **Improvement in Decision Making and Problem Solving: Ownership Perspective**

	Analytical skill	Environment to foster discussion	Incorporation of others views	Getting consensus	Techniques for critical problem solving	Process of relating business with stake holder's concern
Private Banks						
Mean	2.03	2.59	2.62	2.81	2.49	2.68
N	37	37	37	37	37	37
SD	.866	.832	.828	.995	.932	.884
CV	43	32	32	35	37	33
Joint Venture Banks						
Mean	2.11	2.31	2.38	2.53	2.53	2.62
N	55	55	55	55	55	55
SD	.737	.690	.871	.979	.742	1.027
CV	35	30	37	39	29	39
Govt. & Semi Govt. Banks						
Mean	2.29	2.51	2.51	2.54	2.60	2.67
N	174	172	171	173	173	172
SD	.803	.688	.739	.727	.913	.949
CV	35	27	29	29	35	36

As presented in the table 6.5.1, the analytical skill was moderately improved for the managers working in all types of banks from the participation in management development programme. The mean values in this regard were 2.03, 2.11 and 2.29 for the responses of the managers in private, joint venture, and government banks, respectively. The uniformity in the responses of joint venture and government and semi government banks were equally more. Environment to foster discussion was moderately improved for managers in joint venture and improved for the managers in private and government and semi government banks. The

representing mean values were 2.59 for private, 2.31 for joint venture, and 2.51 for government and semi government banks. The responses were less variable for the managers in private banks. Incorporation of others views was reported as moderately improved by the managers in joint venture banks and improved by the managers in private and government and semi government banks. The mean values in this respect were 2.62, 2.38, and 2.51 for private, joint venture, and government and semi government banks, correspondingly. The managers in the government and semi government banks were less variable for their responses.

According to table 6.5.1, managers from all types of banks found improvement in getting consensus from the participation in management training. The representing mean values were 2.81, 2.53, and 2.54 for the managers in private, joint venture, and government and semi government banks, respectively. The variability was less for the responses of the managers in government and semi government banks. Techniques for critical problem solving was moderately improved for the managers in private banks and improved for the managers in joint venture and government and semi government banks. The respective mean values were 2.49 for private, 2.53 for joint venture, and 2.60 for government and semi government banks. The joint venture bank managers were more uniform in their responses. Process of relating business with stakeholders concern was found improved by all the managers working in all types of ownership modalities. The respective mean values were 2.68, 2.62, and 2.67 for the responses received from the managers in private, joint venture, and government and semi government banks. The private bank managers were less variable in their responses.

Summing up, in the cases like analytical skill, getting consensus, and process of relating business with stockholder's concern, all the managers in all types of banks hold similar opinions about the improvement they have achieved from the management training. In cases like environment to foster discussion and incorporation of others views, the managers in joint venture banks differed with managers in private and government and semi government banks. The private bank managers differed with managers in joint venture and government and semi government banks regarding the techniques for critical problem solving. From the discussion above, in two cases managers in private banks reported moderately improved the decision making and problem solving skills. The joint venture bank managers were able to moderately improve in the three cases and the managers in government and semi government banks found moderate improvement in only one case. Further more, it is note worthy that management development practices in all the banks were unable to achieve the desired level of high improvement in the managerial skills of decision making and problem solving.

## 6.5.2 Improvement in Decision Making and Problem Solving: Gender Perspective

The male and female managers in private, joint venture, and government and semi government banks were requested to share their opinions about the level of improvement, they have achieved from the participation in management development programme during their managership. The table 6.5.2 presents the mean values, standard deviations, and coefficients of variation computed for the responses received from male and female managers. The discussions below try to explore the differences and similarities of the opinions of the male and female managers.

**Table 6.5.2**  
**Improvement in Decision Making and Problem Solving: Gender Perspective**

	Analytical skill	Environment to foster discussion	Incorporation of others views	Getting consensus	Techniques for critical problem solving	Process of relating business with stake holder's concern
Male manager						
Mean	2.22	2.50	2.44	2.56	2.56	2.64
N	196	194	194	195	195	194
SD	.829	.750	.801	.843	.873	.935
CV	37	30	33	33	34	35
Female manager						
Mean	2.19	2.43	2.67	2.61	2.59	2.71
N	70	70	69	70	70	70
S.D.	.728	.604	.700	.786	.909	1.009
CV	33	25	26	30	35	37

As denoted in the table 6.5.2, for male as well as female managers, analytical skill was moderately improved from the participation in management training. The representing mean values were 2.22 for male and 2.19 for female managers. Female managers were more uniform for their responses. Environment to foster discussion was moderately improved for both the genders of managers. The mean values in this regard were 2.50 and 2.43 for male and female managers, respectively. The variability in the responses was less for female managers. Incorporation of others views was moderately improved for male and improved for female managers. The respective mean values were 2.44 for male and 2.67 for female managers. Female managers were less variable in their responses.

As shown in the table 6.5.2, getting consensus was improved for both male and female managers from the participation in management development programme. The respective mean values for male and female managers were 2.56 and 2.61. The variability was less for the responses of female managers. Techniques for critical problem solving were found improved by both the genders. The representing mean values were 2.56 and 2.59 for male and female

managers, respectively. The responses of male managers were less variable. Process of relating business with stakeholder's concern as the managerial decision making and problem solving skill was also found improved by male as well as female managers. The mean values in this concern were 2.64 for male and 2.71 for female managers. The responses of male managers were less variable.

In gist, male and female managers hold similar views in all the cases, except incorporation of others views. From the discussion above, management development efforts were not enough able to improve the desired level of skills relating to managerial decision making and problem solving for male as well as female managers working in the private, joint venture, and government and semi government banks.

### 6.5.3 Improvement in Decision Making and Problem Solving: Managerial Level Perspective

The table 6.5.3 presents the mean values, standard deviations, and coefficients of variation computed for the responses received from the senior and junior managers working in private, joint venture, and government and semi government banks in regard to improvement in decision making and problem solving from the participation in management development. The statistics presented in the table below can also be valuable in finding the perceptual differences in the improvement experienced by the senior and junior managers.

**Table 6.5.3**  
**Improvement in Decision Making and Problem Solving: Managerial Level Perspective**

	Analytical skill	Environment to foster discussion	Incorporation of others views	Getting consensus	Techniques for critical problem solving	Process of relating business with stake holder's concern
Senior manager						
Mean	2.16	2.35	2.50	2.59	2.59	2.55
N	111	110	110	111	111	110
SD	.757	.644	.787	.802	.858	.945
CV	35	27	31	31	33	37
Junior manager						
Mean	2.25	2.58	2.51	2.57	2.57	2.75
N	155	154	153	154	154	154
SD	.837	.740	.772	.849	.894	.956
CV	37	29	31	33	35	35

According to table 6.5.3, senior as well as junior managers found moderately improvement in analytical skill from the participation in management development programme. The representing mean values were 2.16 for senior and 2.25 for junior managers. The variability

in the responses was less for senior managers. Environment to foster discussion was moderately improved for senior managers and improved for the juniors. The mean values in this concern were 2.35 and 2.58 for senior and junior managers, correspondingly. The responses of senior managers were more uniform. Incorporation of others views was recognized as moderately improved by senior and improved by junior managers. The respective mean values were 2.50 for senior and 2.51 for junior managers. The variability in the responses was equal for senior and junior managers.

As presented in the table 6.5.3, senior and junior managers found improvement in getting consensus from management training programme. The representing mean values were 2.59 and 2.57 for senior and junior managers, accordingly. The variability was less for the responses of senior managers. Techniques for critical problem solving were improved for both the level. The respective mean values were 2.59 for senior and 2.57 for junior managers. The uniformity was more for the responses of senior managers. For both the level of managers process of relating business with stakeholder's concern was also improved from the participation in management development programme. The corresponding mean values were 2.55 and 2.75 for senior and junior managers. The variability in the responses was less for the junior managers.

Summing above, senior and junior managers felt similar improvement in the variables like analytical skill, getting consensus, techniques for critical problem solving, and process of relating business with stakeholders concern. They differed in ranking the environment to foster discussion and incorporation of others views in the process of decision making and problem solving. From the discussion above, it can be ascertained that management development efforts were not able to bring desired high level of improvement in the decision making and problem solving functions of senior and junior managers.

#### **6.5.4 Correlation of Improvement in Decision Making and Problem Solving**

The interrelationships of the improvement in decision making and problem solving from the participation in management development were obtained by the computation of Pearson correlation on the basis of the opinions collected from the managers in private, joint venture, and government and semi government banks. The correlation values are presented in the table 6.5.4.

**Table 6.5.4**  
**Correlation of Improvement in Decision Making and Problem Solving**

		1	2	3	4	5	6
1. Analytical skill	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	266					
2. Environment to foster discussion	Pearson Correlation	.538(**)	1				
	Sig. (2-tailed)	.000					
	N	264	264				
3. Incorporation of others view	Pearson Correlation	.460(**)	.545(**)	1			
	Sig. (2-tailed)	.000	.000				
	N	263	262	263			
4. Getting consensus	Pearson Correlation	.473(**)	.496(**)	.594(**)	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	265	264	263	265		
5. Techniques for critical problem solving	Pearson Correlation	.462(**)	.382(**)	.458(**)	.316(**)	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	265	264	263	265	265	
6. Process of relating business with stakeholder's concern	Pearson Correlation	.333(**)	.427(**)	.425(**)	.399(**)	.483(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	264	263	262	264	264	264

\*\* Correlation is significant at the 0.01 level (2-tailed).

As shown in table 6.5.4, the relationship of improvement in analytical skill with development in environment to foster discussion was positively strong (0.538) than other variables of decision making and problem solving. Enhancement in environment to foster discussion was positively strongly (0.545) related with improvement in incorporation of other's views in comparison with other variables of decision making and problem solving. The improvement in incorporation of others views was positively significantly (0.594) related with the development in getting consensus than other remaining aspects of decision making and problem solving. Likewise, improvement in getting consensus was positively strongly (0.399) related with improvement in the process of relating business with stakeholders' concern in comparison with remaining other variables of decision making and problem solving. Comparatively, the relationship between techniques for critical problem solving and process of relating business with stakeholder's concern was positively strong (0.483) than other variables.

### 6.5.5 Chi-Square Test for Improvement in Decision Making and Problem Solving

The table 6.5.5 carries the computed values of Chi-Square to find the significance of the opinion received from the managers working in different commercial banks showing the level of improvement experienced in decision making and problem solving from the participation in management development programme.

**Table 6.5.5**  
**Chi-Square Test for Improvement in Decision Making and Problem Solving**

	Analytical skill	Environment to foster discussion	Incorporation of others view	Getting consensus	Techniques for critical problem solving	Process of relating business with stakeholder's concern
Chi-Square	190.729	151.727	217.019	192.264	176.981	139.106
df	4	3	4	4	4	4
P Value	.000	.000	.000	.000	.000	.000
Level of Significant ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

As presented in the table 6.5.5, there was significant difference between the actual and expected frequencies of the responses received from the managers indicating the experience of level of improvement in decision making and problem solving. According to Chi-Square and P-values, it can be concluded that the responding managers were different with each other to show the level of improvement in decision and problem solving.

Managers working in private, joint venture, and government and semi-government banks found that management development was effective to improve the decision making and problem solving as argued by Dollinger and Danis (1995). According to analysis and presentation above, improvement was felt in the decision making and problem solving variables like analytical skill, environment to foster discussion, incorporation of others views, getting consensus, techniques for critical problem solving , and process of relating business with stakeholders. The correlations of variables showing improvement in decision making and problem solving were positively significant.

## **6.6 Improvement in Communication Skills**

Managing change requires the use of diverse set of communication techniques and skills to deliver appropriate messages, solicit feedback, create readiness for change along with a sense of urgency, and motivate recipients to act (Gilley et al., 2009). Managerial leaders are responsible for communicating to the organization the risks in clinging to the status quo and the potential rewards of embracing a radically different future (Denning, 2005). Managerial ambivalence weakens claims of legitimacy for change and enables recipients to cling to reasons for resistance (Larson & Tompkins, 2005). Consequently, communications should be frequent and enthusiastic (Lewis et al., 2006). Communication openness creates enthusiasm and commitment (Cobb et al., 1995). Evidence suggests that informational justice, which is being



truthful when things go wrong, a fair process and treatment with interpersonal dignity enables recipients to accept even unfavorable result (Cropanzano et al., 2007).

Managers as change agents must provide organizational members with abundant, relevant information with regard to impending changes, justify the appropriateness and rationale for change, address others' questions and concerns, and explore ways in which change might affect recipients in order to increase acceptance and participation (Green, 2004). Organizational members question, evaluate, and weight arguments for and against change to determine its strengths and weaknesses, thus, well developed rationalizations are more likely to be accepted, while weaker arguments are rejected (Knowles & Linn, 2004). Furthermore, communication can be an affective tool for motivating others involved in change (Luecke, 2003). Appropriate training on communications Skills in the managerial leadership level is found reinforcing the change in the individual participants and to the whole process of the change in organizations (Peterson & Hicks, 1996). Such training has enabled the managers to make better decisions and prepares them to face any disadvantages caused by the change in organizations (Saunders, 1999).

The present study attempts to unearth the level of improvement experienced by the participant managers in the communication skills like inspiration to share ideas, understanding others' ideas, ability to process the information, developing and maintaining networks, trust and confidence, and skills for using modern information technology from the management training and development programme organized in their enterprises.

The table 6.6 presents the number and percentage of managers ranking their experience of improvement in communication skill from the management development practices in their respective organizations. The responding managers were from private, joint venture, and government and semi government banks. The table below helps to explore the level of improvement that the managers have felt from the participation in management development programme.

**Table 6.6**  
**Improvement in Communication Skills**

	Inspiration to share ideas informally		Understanding other's ideas		Ability to process the information		Developing and maintaining networks		Trust and confidence		Skill for using modern information technology	
	N	%	N	%	N	%	N	%	N	%	N	%
Highly improved	32	12.1	27	10.0	24	9.1	36	13.6	25	9.5	47	17.7
Moderately improved	123	46.6	126	47.5	121	45.6	98	37.1	119	45.1	123	46.5
Improved	88	33.3	102	38.5	98	37.0	106	40.2	88	33.3	69	26.0
Less improved	13	5.0	10	3.8	22	8.3	20	7.6	31	11.7	21	7.9
Remained same	8	3.0	-	-	-	-	4	1.5	1	0.4	5	1.9
<b>Total</b>	<b>264</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>264</b>	<b>100</b>	<b>264</b>	<b>100</b>	<b>265</b>	<b>100</b>

According to table 6.6, the majority of the responding managers working in selected commercial banks of Nepal were able to improve inspiration to share ideas informally (92.00%), understanding other's ideas (96.00%), ability to process the information (91.70%), developing maintaining networks (90.91%), and trust and confidence (87.90%) from the participation in management development programme. These percentages represent the sum of the percentages of the scales highly, moderately, and improved of the respective variables. Beside above indicators of communication skills, skill for using modern information technology (64.20%) was moderately improved for the participant managers. This percentage covers the percentages of the scales highly and moderately improved of the respective variable.

### 6.6.1 Improvement in Communication Skills: Ownership Perspective

The table 6.6.1 presents the mean values, standard deviations, and coefficients of variation for the responses received from the managers working in private, joint venture, and government and semi government banks. Managers were requested to show their level of improvement they have achieved from the participation in the management development programme in the scale like highly improved (1), moderately improved (2), improved (3), less improved (4), and remained same (5). The statistics presented in the table 6.6.1 are useful to compare the opinions of the managers working in different ownership modality of the banks studied about the achieved improvement in the managerial communication skills.

**Table 6.6.1**  
**Improvement in Communication Skills: Ownership Perspective**

	Inspiration to share ideas informally	Understanding other's ideas	Ability to process the information	Developing and maintaining networks	Trust and confidence	Skill for using modern information technology
Private Banks						
Mean	2.43	2.41	2.24	2.32	2.73	2.27
N	37	37	37	37	37	37
SD	.899	.865	.683	.973	.962	1.071
CV	37	36	30	42	35	47
Joint venture Banks						
Mean	2.13	2.29	2.40	2.55	2.27	2.16
N	55	55	55	55	55	55
SD	.695	.599	.873	.857	.757	.811
CV	33	26	36	34	33	38
Govt. & Semi Govt. Banks						
Mean	2.48	2.37	2.50	2.47	2.50	2.35
N	172	173	173	172	172	173
SD	.908	.717	.752	.861	.820	.912
CV	37	30	30	35	33	39

As presented in the table 6.6.1, inspiration to share ideas informally was moderately improved for the managers working in all type of banks from the participation in management development programme. The representing mean values were 2.43, for private, 2.13 joint venture and 2.48 for government and semi government banks. The variability was less for the responses of managers in joint venture banks. All the managers in all types of banks reported that the skill of understanding others ideas was moderately improved. The mean values in this regard were 2.41, 2.29, and 2.37 for private, joint venture, and government and semi government banks, respectively. Managers in joint venture banks were less variable in their responses. Ability to process information was also found moderately improved by all the managers in all types of banks. The respective mean values were 2.24 for private, 2.40 for joint venture, and 2.50 for government and semi government banks. The variability was equally less for the responses of managers in private and government and semi government banks.

As denoted in the table 6.6.1, developing and maintaining network was moderately improved for the managers in private and government and semi government banks and improved for the managers in joint venture banks from the participation in management development programme. The corresponding mean values were 2.32, 2.55, and 2.47 for private, joint venture, and government and semi government bank managers. The managers in joint venture banks were less variable for their responses. Trust and confidence in the information sharing were moderately improved for the managers in joint venture and government and semi government banks, and improved for the managers in private banks. The mean values computed

for the responses from private, joint venture, and government and semi government banks managers were 2.73, 2.27 and 2.50, correspondingly. The variability in the responses was equally less for the joint venture and government and semi government banks. Skill for using modern technology was found moderately improved by all the managers in all types of banks. The representing mean values were 2.27 for private, 2.16 for joint venture, and 2.35 for government and semi government banks. The managers in joint venture banks were less variable in their responses.

In summary, managers in private, joint venture, and government and semi government banks hold similar views in regard to improvement in communication skills in the cases like inspiration to share ideas informally, understanding other's ideas, ability to process information, and skill for using modern information technology. The managers in joint venture banks differed with managers in private and government and semi government banks in ranking the variable like developing and maintaining network. For trust and confidence the managers in private banks showed their differences in ranking the improvement with the managers in joint venture and government and semi government banks. On the basis of above analysis it can be said that management development was only partly successful to bring the desired level of improvement in the communication skills.

#### **6.6.2 Improvement in Communication Skills: Gender Perspective**

The male and female managers were requested to indicate their experiences of improvement in the various aspects of communication skill from the participation in the management development programme organized in their respective enterprises. The table 6.6.2 presents the mean values, standard deviations, and coefficients of variation computed for the responses showing improvement in communication skills of the male and female managers working in private, joint venture, government and semi government banks. The discussion below, aims to explore the similarities and differences for the level of improvement reported by male and female managers.

**Table 6.6.2****Improvement in Communication Skills: Gender Perspective**

	Inspiration to share ideas informally	Understanding other's ideas	Ability to process the information	Developing and maintaining networks	Trust and confidence	Skill for using modern information technology
Male manager						
Mean	2.36	2.31	2.43	2.46	2.48	2.32
N	194	195	195	194	194	195
SD	.865	.716	.731	.917	.835	.938
CV	37	31	30	37	34	40
Female manager						
Mean	2.53	2.50	2.50	2.46	2.50	2.23
N	70	70	70	70	70	70
SD	.896	.697	.881	.755	.847	.854
CV	35	28	35	31	34	38

According to table 6.6.2, inspiration to share ideas informally was moderately improved for male and improved for female managers from the participation in management development programme. The representing mean values were 2.36 for male and 2.53 for female managers. The female managers were less variable for their responses. Understanding others' ideas was moderately improved for both the gender of managers. The mean values in this concern were 2.31 for male and 2.50 for female managers. The variability in the expression was less for female managers. Ability to process information was reported as moderately improved by male and female managers. The representing mean values were 2.43 and 2.50 for male and female managers, respectively. Male managers were less variable for their responses.

Management development programmes were successful to improve moderately in the communication skill like, developing and maintaining network for both the genders. The mean value in this respect was same 2.46 for male as well as female managers. The female managers were less variable in their responses. Trust and confidence in communication was moderately improved for both the genders. The representing mean values were 2.48 and 2.50 for male and female managers, respectively. The variability in the responses was same for both the gender. Skill for using modern information technology was reported as a moderately improved by both the genders. The corresponding mean values were 3.32 for male and 2.23 for female managers. The female managers were less variable for their responses.

Summing above, the male and female managers expressed similar level of improvement in the cases like understanding other's ideas, ability to process information, developing and maintaining network, trust and confidence, and skills for using information technology. They differed in ranking the variable like inspiration to share ideas informally. As stated in the above

analysis, the management development efforts have to give more attention for the full achievement of desired level of improvement in the managerial communication skill for male as well female managers.

### 6.6.3 Improvement in Communication Skills: Managerial Level Perspective

The senior and junior managers working in private, joint venture, and government and semi government banks were requested to indicate their responses in terms of improvement they have experienced from the participation in management development programme in their organizations. The table 6.6.3 presents the mean values, standard deviations, and coefficients of variation for the responses received from the senior and junior managers. The information in the table 6.6.3 aims to disclose the differences and similarities in the perceptions of the senior and junior managers in regard to improvement they have achieved from the management training.

**Table 6.6.3**  
**Improvement in Communication Skills: Managerial Level Perspective**

	Inspiration to share ideas informally	Understanding other's ideas	Ability to process the information	Developing and maintaining networks	Trust and confidence	Skill for using modern information technology
Senior manager						
Mean	2.29	2.32	2.41	2.44	2.44	2.19
N	111	111	111	110	109	111
SD	.802	.700	.732	.904	.787	.837
CV	35	30	30	37	32	38
Junior manager						
Mean	2.49	2.39	2.47	2.48	2.52	2.38
N	153	154	154	154	155	154
SD	.921	.728	.803	.859	.872	.967
CV	37	30	33	35	35	41

According to table 6.6.3, inspiration to share ideas informally was moderately improved for senior and junior managers from the participation in management development programme. The corresponding mean values were 2.29 for senior and 2.49 for junior managers. The senior managers were less variable for their responses. Understanding to other's ideas was also moderately improved for senior and junior managers. The representing mean values were 2.32 and 2.39 for senior and junior managers, respectively. The variability in the responses was equal for both the levels. For ability to process information, the mean values computed for the responses of senior and junior managers were 2.41 and 2.47, correspondingly. As stated by the mean values, the ability to process information was moderately improved for both the levels of managers. The variability in the responses was less for senior managers.

As presented in table 6.6.3, developing and maintaining network as the managerial communication skill was moderately improved from management development programme for senior as well as junior managers. The corresponding mean values were 2.44 for senior and 2.48 for junior managers. The variability was less for the responses of junior managers. Trust and confidence in communication and information sharing was moderately improved for senior managers and improved for junior managers. The mean values in this regard were 2.44 and 2.52 for senior and junior managers, accordingly. The senior managers were less variable for their responses. The senior as well as junior managers reported that their skills for using modern information technology were moderately improved from the participation in management training. The mean values computed for the responses of senior and junior managers were 2.19 and 2.38, respectively. The senior managers were less variable for their responses.

In a nutshell, senior and junior managers expressed similar views in all the cases except trust and confidence. For trust and confidence they differed with each other. Management development efforts were successful to bring improvement in the managerial communication by the senior and junior managers in the majority of the cases included in the survey but the high improvement was not achieved.

#### **6.6.4 Correlation of Improvement in Communication Skills**

The Pearson correlation was computed to know the association of the improvement in the communication skill from the participation in management development programme. The correlation values were computed from the responses received from the managers working in private, joint venture, and government and semi government banks. The correlation values are presented in the table 6.6.4.

**Table 6.6.4**  
**Correlation of Improvement in Communication Skills**

		1	2	3	4	5	6
1. Inspiration to share ideas informally	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	264					
2. Understanding other's ideas	Pearson Correlation	.491(**)	1				
	Sig. (2-tailed)	.000					
	N	264	265				
3. Ability to process the information	Pearson Correlation	.419(**)	.458(**)	1			
	Sig. (2-tailed)	.000	.000				
	N	264	265	265			
4. Development and maintaining the network	Pearson Correlation	.251(**)	.213(**)	.308(**)	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	263	264	264	264		
5. Trust and confidence	Pearson Correlation	.420(**)	.297(**)	.382(**)	.474(**)	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	262	263	263	262	264	
6. Skill for using modern information technology	Pearson Correlation	.342(**)	.293(**)	.342(**)	.334(**)	.363(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	264	265	265	264	263	265

\*\* Correlation is significant at the 0.01 level (2-tailed).

As shown in table 6.6.4, the affiliation of improvement in inspiration to share ideas with understanding other's ideas was positively strong (0.491) than remaining variables of communication skill. Comparatively, the relationship between understanding other's ideas and ability to process information was positively significant (0.458) in comparison with other variables included in managerial communication skill. The association of improvement in ability to process information with trust and confidence was positively strong (0.382) in comparison with other variables of communication skill. Likewise, the improvement in development and maintaining the network was positively strongly (0.474) associated with trust and confidence than other aspects of communication skill. Lastly, development in trust and confidence was positively strongly (0.363) related with improvement in skill for using modern information technology in comparison to other variables of communication skill.

### 6.6.5 Chi-Square Test for Improvement in Communication Skills

The table 6.6.5 shows the computed values of Chi-Square to test the significance of the responses obtained from the managers working in selected commercial banks indicating the



level of improvement achieved in communication skills from the participation in management development programme.

**Table 6.6.5**  
**Chi-Square Test for Improvement in Communication Skills**

	Inspiration to share ideas informally	Understanding other's ideas	Ability to process the information	Development and maintaining the network	Trust and confidence	Skill for using modern information technology
Chi-Square	193.008	144.192	116.962	163.121	180.924	160.755
df	4	3	3	4	4	4
P Value	.000	.000	.000	.000	.000	.000
Level of Significant ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

As depicted in the table 6.6.5, there was significant difference between observed and expected frequencies of the responses received from the managers indicating the level of improvement achieved in communication skills. According to Chi-Square and P- values, we can conclude that the responding managers were not similar with each other to express their opinion.

Nepalese managers, irrespective of ownership, gender, and level differences found improvement in their communication skills from the participation in management development as opined by Peterson and Kicks (1996) and Saunders (1999). The improvement in communication skills was expressed in the variables like, inspiration to share ideas informally, understanding others' ideas, ability to process the information, developing and maintaining networks, trust and confidence, and skill for using modern information technology. The correlations of the variables showing improvement in communication skills were positively significant.

## **6.7 Improvement in Conflict Resolution Skills**

In broader meaning, conflicts are parts of human consciousness in all aspects of life. One cannot avoid conflict whether at home, at office, or when interacting with others. The consequences of organizational conflict reach further today than ever before, as the interface between work and other contexts, and organizations experiment with flatter and more centralized structures. In addition, the complexity of conflict increases as organizations become more open and diverse (Sira & Aula, 2010). Conflict is inevitable and even desirable: to work in an organization is to be in conflict. To take advantage of joint work requires conflict management (Tjosvold, 2008). It is a wonder that conflict management is receiving increasing

attention from top managers and policy makers across major corporations and non-profit organizations. Lipsky and Seeber (2006) note that during two and half decades, organizations have changed their orientation towards conflict management. Furthermore, organizations are more inclined to adopt "a proactive strategic approach to managing conflict".

The prevalence of conflict has various implications for organizations and their managers. It has been noted that managers may spend up to forty two percent of their time dealing with conflict related activities (Watson & Hoffman, 1996). This task is momentous as conflicts have the potential to deteriorate organizational functioning by inducing resignation, absenteeism, accidents, debilitating individual health, and well being (Meyer, 2004; De Drew et al., 2004). On the other hand, some view conflicts as a source of innovation, creativity, change and development in organizations (Nemeth et al., 2004).

Traditionally, conflicts have been viewed as impediments to organizational change. In contemporary management literature conflicts are vital for modern organizations; they are "not only essential to the growth, change, and evolution of living systems, but, also a system's primary defense against stagnation, detachment, entropy, and eventual extinction" (Ruben, 1978). Similarly, Aula and Mantere (2008) argue that conflicts are an important force in bringing out the differences among stakeholders' opinions, logics and world views, which, in turn, lead to more creative and novel outcomes for change.

As forwarded by Rahim (2002), if conflicts are to be effective, conflict management strategies should satisfy certain criteria. First, conflict management strategies should be designed to improve individual as well as organizational learning so that the managers should challenge the status quo. Second, strategies should be designed to find the right skillful persons to solve the problems collectively. Finally, the conflict management should be ethical. Allover, conflict management skills are necessary to manage it effectively. Gosline et al. (2001) emphasize that timely training of the managers and employees will help to manage the conflicts by making management support to create conducive organizational culture with fairness, where the people will feel free to express their opinions creatively and critically.

The current study tries to explore the level of improvement achieved by the managers from the participation in management development process in the conflict resolution skills like understanding the individual differences, ability to express disagreement, influence to get ideas accepted, tolerance power, respect to others, and interpersonal relation.

The table 6.7 presents the number and percentage of the managers expressing their views for the improvement they have attained from the participation in management development programme.

**Table 6.7**  
**Improvement in Conflict Resolution Skills**

	Understanding the individual differences		Ability to express the disagreement		Influence to get ideas accepted		Tolerance power		Respect to others		Interpersonal relation	
	N	%	N	%	N	%	N	%	N	%	N	%
Highly improved	40	15.1	25	9.5	20	7.6	24	9.1	37	14.0	35	13.2
Moderately improved	115	43.2	110	41.8	105	39.9	89	33.7	131	49.4	128	48.3
Improved	90	33.8	111	42.3	112	42.6	106	40.2	66	24.9	80	30.2
Less improved	14	5.3	14	5.3	20	7.6	36	13.6	28	10.6	15	5.7
Remained same	7	2.6	3	1.1	6	2.3	9	3.4	3	1.1	7	2.6
<b>Total</b>	<b>266</b>	<b>100</b>	<b>263</b>	<b>100</b>	<b>263</b>	<b>100</b>	<b>264</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>265</b>	<b>100</b>

According to table 6.7, the majority of respondents reported that the indicators of conflict resolution skills like understanding the individual differences (92.10%), ability to express disagreement (93.60%), influence to get ideas accepted (90.10%), and tolerance power (83.00%), were improved from the participation in management development programme for the managers working in the selected commercial banks of Nepal. These percentages represent the sum of percentages of the scales highly, moderately, and improved of the respective indicators. Other remaining indicators of conflict resolution skills like respect to others (63.40%) and interpersonal relation (61.90%) were moderately improved. These percentages have been obtained by adding the percentages of the scales highly and moderately improved of the respective indicators.

### **6.7.1 Improvement in Conflict Resolution Skills: Ownership Perspective**

Managers working in private, joint venture and government and semi government banks were requested to show their level of improvement, they have achieved from management development programmes organized in their respective organizations. Managers ranked the improvement in conflict resolution skills as highly improved (1), moderately improved (2), improved (3), less improved (4), and remained same (5). The table below presents mean values, standard deviations, and coefficients of variations computed for the responses received from managers working in different ownership modalities. The statistics presented in the table 6.7.1 also are helpful to find out the similarities and differences in the perception of the managers.

**Table 6.7.1****Improvement in Conflict Resolution Skills: Ownership Perspective**

	Understanding the individual differences	Ability to express the disagreement	Influence to get ideas accepted	Tolerance power	Respect to others	Interpersonal relation
Private Banks						
Mean	2.43	2.49	2.49	3.11	2.68	2.97
N	37	37	37	37	37	37
SD	.959	.768	.804	.906	.884	1.118
CV	39	31	32	29	33	38
Joint venture Banks						
Mean	2.16	2.47	2.67	2.62	2.22	2.13
N	55	55	55	55	55	55
SD	.834	.604	.818	.933	.854	.610
CV	39	24	31	36	38	29
Govt. & Semi Govt. Banks						
Mean	2.43	2.46	2.56	2.62	2.33	2.31
N	174	171	171	172	173	173
SD	.895	.842	.841	.926	.890	.838
CV	37	34	33	35	38	36

As shown in the table 6.7.1, understanding the individual differences was moderately improved for all the managers working and in all types of banks. The representing mean values were 2.43 for private, 2.16 for joint venture and 2.43 for government and semi government banks. The responses received from the managers in government and semi government banks were less variable. Ability to express the disagreement was found moderately improved by all the managers in all types of banks from the participation in management development. The corresponding mean values were 2.49, 2.47, and 2.46 for private, joint venture, and government and semi government banks, respectively. The variability in the responses was less for the managers in joint venture banks. Influence to get ideas accepted was moderately improved for managers in private banks and improved for the managers in joint venture and government and semi government banks. The corresponding mean values were, 2.49, 2.67, and 2.56 for private, joint venture, and government and semi-government banks. The managers in joint venture banks were less variable for their responses.

As noted in the table 6.7.1, tolerance power was improved for all the managers in all type of banks. The mean values in this concern were 3.11, 2.62 and 2.62 for private, joint venture, and government and semi government banks, correspondingly. The variability was less for the responses received from the managers in the private banks. Respect to others was moderately improved for the managers in joint venture and government and semi government banks and improved for the managers in private banks from the participation in management training. The respective mean values were 2.68 for private, 2.22 for joint venture, and 2.33 for government banks. The variability was less for the responses of the managers in the private banks. Interpersonal relation was moderately improved for the managers in joint venture and

government and semi government banks and improved for the managers in private banks. The mean values in this regard were 2.97, 2.13, and 2.31 for private, joint venture and government and semi government banks, respectively. The variability was less for the responses of managers in the joint venture banks.

In brief, the managers in all of banks expressed similar views in regard to understanding the individual differences, ability to express the disagreement and tolerance power. The managers in private bank showed their differences with the managers in other banks in regard to influence to get ideas accepted, respect to others and interpersonal relation. On the basis of above discussion, management development was able to bring moderate improvement in some variables and improvement in other variables. Management development programmes were not able to highly improve the conflict resolution skills for the managers working in private, joint venture, and government and semi government banks.

### 6.7.2 Improvement in Conflict Resolution Skills: Gender Perspective

The male and female managers were requested to express their opinion for improvement achieved in the conflict resolution skills from the participation in management development programmes. The table 6.7.2 presents the mean values, standard deviations, and coefficients of variation computed for the responses received from the male and female managers working in private, joint venture, and government and semi government banks. The discussions below will disclose the differences in the level of improvement felt by the male and female managers in the level of improvement for conflict resolution skills.

**Table 6.7.2**

#### **Improvement in Conflict Resolution Skills: Gender Perspective**

	<b>Understanding the individual differences</b>	<b>Ability to express the disagreement</b>	<b>Influence to get ideas accepted</b>	<b>Tolerance power</b>	<b>Respect to others</b>	<b>Interpersonal relation</b>
Male manager						
Mean	2.35	2.42	2.55	2.64	2.33	2.31
N	196	193	193	194	195	195
SD	.896	.807	.833	.973	.906	.837
CV	38	33	33	37	39	36
Female manager						
Mean	2.43	2.60	2.63	2.81	2.41	2.50
N	70	70	70	70	70	70
SD	.894	.710	.765	.822	.843	.974
CV	37	27	29	29	35	39

According to table 6.7.2, understanding the individual differences was found moderately improved by male and female managers from the participation in management development efforts. The mean values in this regard were 2.35 and 2.43 for male and female managers, correspondingly. The variability was less for the responses of female managers. Ability to express the disagreement was moderately improved for male and improved for female managers. The respective mean values were 2.42 for male and 2.60 for female managers. The female managers were less variable for their responses. Influence to get ideas accepted was improved for both the genders. The representing mean values were 2.55 and 2.63 for male and female managers, accordingly. The variability in the responses was less for female managers.

As shown in the table 6.7.2, tolerance power was improved for male as well as female managers from the involvement in management training. The corresponding mean values were 2.64 for male and 2.81 for female managers. The female managers were less variable in their responses. Respect to others was found moderately improved by both the genders of managers. The representing mean values were 2.33 and 2.41 for male and female managers, correspondingly. The variability was less for the responses for female managers. Interpersonal relation was also moderately improved for male as well as female managers. The respective mean values were 2.31 for male and 2.50 for female managers. The male managers were less variable for their responses.

Summing above, the male and female managers hold the similar views in regard to understanding the individual differences, influence to get ideas accepted, tolerance power, respect to others, and inter personal relations. They differed in ability to express the disagreement. Management development efforts do not seem to be enough successful to make male and female managers able to improve the desired high level of improvement in conflict resolution skills.

### **6.7.3 Improvement in Conflict Resolution Skills: Managerial Level Perspective**

The table 6.7.3 presents the mean values, standard deviations, and coefficients of variation computed for the responses received from the senior and junior managers working in private, joint venture, and government and semi government banks in regard to improvement achieved in the conflict resolution skills from the participation in management development programmes organized in their respective enterprises. The following discussion will try to find out the similarities and differences in the perception about the achieved improvement between the senior and junior managers in regard to conflict management skills.

**Table 6.7.3****Improvement in Conflict Resolution Skills: Managerial Level Perspective**

	Understanding the individual differences	Ability to express the disagreement	Influence to get ideas accepted	Tolerance power	Respect to others	Interpersonal relation
Senior manager						
Mean	2.39	2.47	2.43	2.62	2.27	2.31
N	111	110	109	110	111	111
SD	.876	.751	.712	.984	.831	.807
CV	37	30	29	38	37	35
Junior manager						
Mean	2.36	2.47	2.67	2.74	2.42	2.41
N	154	152	153	153	153	153
SD	.912	.813	.896	.930	.929	.928
CV	39	33	34	34	38	39

According to table 6.7.3, for both the level of managers understanding the individual differences was moderately improved form the participation in management development programmes. The representing mean values were 2.39 and 2.36 for senior and junior managers, respectively. The senior managers were less variable for their responses. Ability to express the disagreement with organizational members was found moderately improved by both the levels of managers. The mean value in this regard was equal 2.47 for the responses of senior as well junior managers. The variability was less for the responses of senior managers. Influence to get ideas accepted in the team as well as organization was improved moderately for senior managers and improved for junior managers. The representing mean values were 2.43 and 2.67 for senior and junior managers, correspondingly. The responses of senior managers were less variable.

As presented in the table 6.7.3, tolerance power was improved for senior as well as junior managers as the result of participation in management development programes. The mean values in this respect were 2.62 for senior and 2.74 for junior managers. The variability was less for the responses of junior managers. Respect to others was found moderately improved by senior and junior managers. The representing mean values were 2.27 and 2.42 for senior and junior managers, accordingly. The variability was less for the responses of senior managers. Interpersonal relation was also moderately improved for both the levels of managers. The mean values in this regard were 2.31 and 2.41 for senior and junior managers, correspondingly. The senior managers were less variable for their opinions.

To summarize, senior and junior managers felt similar experiences in regard to understanding the individual differences, ability to express the disagreement, tolerance power, respect to others, and interpersonal relation. Senior managers differed with junior managers in case of ranking the influence to get ideas accepted. The discussion above shows that management

development programmes were partly successful to achieve the desired level of improvement in the conflict resolution skills of the senior and junior managers.

#### 6.7.4 Correlation of Improvement in Conflict Resolution Skills

Pearson correlation was computed to find the relationships of the improvement in the various aspects of conflict resolution skills from the participation in management development programme. The correlation values were obtained from the responses collected from the managers working in private, joint venture, and government and semi government banks. The correlation values are presented in the table 6.7.4

**Table 6.7.4**  
**Correlation of Improvement in Conflict Resolution Skills**

		1	2	3	4	5	6
1. Understanding the individual differences	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	266					
2. Ability to express the disagreement	Pearson Correlation	.621(**)	1				
	Sig. (2-tailed)	.000					
	N	263	263				
3. Influence to get ideas accepted	Pearson Correlation	.355(**)	.384(**)	1			
	Sig. (2-tailed)	.000	.000				
	N	263	261	263			
4. Tolerance power	Pearson Correlation	.415(**)	.479(**)	.484(**)	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	264	263	262	264		
5. Respect to others	Pearson Correlation	.282(**)	.337(**)	.324(**)	.555(**)	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	265	263	263	264	265	
6. Interpersonal relation	Pearson Correlation	.243(**)	.282(**)	.242(**)	.435(**)	.534(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	265	263	263	264	265	265

\*\* Correlation is significant at the 0.01 level (2-tailed).

As shown in table 6.7.4, the relationship of improvement achieved in understanding individual differences from participation in the management development programme with improvement in ability to express the disagreement was positively significant (0.612) than other variables of conflict resolution skills. The association of improvement in ability to express the disagreement with tolerance power was positively strong (0.479) in comparison with other variables. The linkage between improvement in influence to get ideas accepted and tolerance



power was positively strong (0.484) than other variables of conflict resolution skills. Comparatively, the connection of improvement in tolerance power and respect to other was positively strong (0.555) than other variables. Improvement in respect to other was positively significantly (0.534) related with interpersonal relation in comparison with other variables included in the conflict resolution skills.

### 6.7.5 Chi-Square Test for Improvement in Conflict Resolution Skills

The table 6.7.5 carries the computed Chi-Square values to find the significance of the responses received from the managers working in different commercial banks showing the level of improvement felt in conflict resolving skills from the involvement in management development programme.

**Table 6.7.5**  
**Chi-Square Test for Improvement in Conflict Resolution Skills**

	Understanding the individual differences	Ability to express the disagreement	Influence to get ideas accepted	Tolerance power	Respect to other	Interpersonal relation
Chi-Square	169.526	217.057	200.973	135.811	181.774	193.170
df	4	4	4	4	4	4
P- Value	.000	.000	.000	.000	.000	.000
Level of significance ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

As presented in the table 6.7.5, there was significant difference between the actual and observed frequencies of the responses collected from the managers indicating the level of improvement achieved in conflict resolution skills. According to Chi-Square and P-values, it can be concluded that the responding managers were not similar to each other to share their experiences in the responses.

Managers working in selected commercial banks of Nepal have found management development beneficial to bring the improvement in conflict resolution skills as emphasized by Gosline et al. (2001). The improvements in conflict management skills were expressed terms such as understanding the individual differences, ability to express the agreement, influence to get ideas accepted, tolerance power, respect to others, and interpersonal relation. The relationships of the improvement in the various aspects of conflict resolution skills were positively significant.

On the basis of above analysis and interpretation the answer to research question five has been obtained. The majority of the responding managers found management development programme beneficial to bring improvement in the level of commitment and job satisfaction, teamwork and alliance, readiness for change, leadership abilities, decision making and problem solving, communication skills, and conflict resolution skills.

## **CHAPTER-VII**

### **EVALUATION AND IMPROVEMENT IN MANAGEMENT DEVELOPMENT**

This chapter is about the evaluation and improvement in management development. This is devoted to present the analysis and interpretation of the responses collected from the managers working in the selected commercial banks of Nepal. This chapter covers the presentation in the sub headings like evaluation procedures of management development, timing for evaluation, and satisfaction with the evaluation procedures of management development. In addition, the chapter is devoted to show the need of change in management development, expected changes in various aspects of management development, responsible factors for less effective management development, factors influencing management development policy, and finally reengineering the management development practices as perceived by the managers of different genders and levels from the selected private, joint venture, and government and semi government banks in Nepal.

#### **7.1 Evaluation Procedures of Management Development**

Every year, managerial training and development programmes are implemented in most of the private and public organizations. The pervasiveness of managerial training is well recognized (Lundberg et al., 1973; Wexely & Latham, 1981; Wikstrom, 1973). Recently, it has also been continuously recognized that managers play a critical role in the success of a business. The primary strategy to promote and develop managerial performance of effectiveness is the training process (Parry, 1996; Pickett, 1998). Managerial training is focused on improving job performance in the areas of human relations, self awareness, problem solving and decision making, motivation/values and general management (Burke & Day, 1986). Managerial training evaluation not only measures the achievement on above aspects, but also contributes in providing guidance to organizations on their human capital investment decisions. It is a mean of ascertaining whether the training has been of value to the business (Galanou & Priporas, 2009). If the training is to be connected with individual and organizational performance, evaluation must be supported and the continuous pursuit of improvement by measuring the impact of management can be a key aspect in training effectiveness in organizations (Brinkerhoff, 2008).

Various researchers have developed different criteria for management development and training evaluation. For example, Decker (1982), rating by trained raters, Canter (1951), knowledge test, Csoka and Bons (1978), performance rating, Smith (1976), subordinate ratings

and skill test, Couch and Strother (1971), self reported critical incidents, Latham and Kinne (1974), workers' productivity, and Argyris (1965) observer rating, were developed and applied in the evaluation of management training.

The current research aims to present the analysis of the data collected in different three headings consisting of evaluation procedures, timing of the evaluation, and managerial satisfaction with evaluation procedures. Under procedures, an attempt has been made to explore the application of end of course review, trainers' report at the end of the programme, discussion among trainers and trainees, opinion survey of participants, observation on the job, and critical incidents. For timing of evaluation once at the end of the programme, in the mid and end of the programme, regular follow up, and as and when required have been taken as the time of evaluation. Lastly, the overall satisfaction of the managers in regard to evaluation of management development effectiveness has been considered.

The managers working in different banks operating under different ownership patterns were requested to indicate the procedures applied to evaluate the achievement of management development programme in their organizations. The table 7.1 is divided mainly into three parts. The first part presents the responses from the managers in private banks. Second part shows the indications of managers from joint venture banks. The third part gives the summary of the responses received from the managers in government and semi government banks. The rest part shows the total responses of the managers from all types of banks. The table 7.1 also helps to know the frequently used procedures of evaluation of management development efforts in different banks.

**Table 7.1**  
**Evaluation Procedures of Management Development**

	Ownership Pattern															Total					
	Private Banks					Joint venture Banks					Govt. & Semi Govt. Banks					Applied			Not applied		Total
	Applied		Not applied		Total	Applied		Not applied		Total	Applied		Not applied		Total	Applied		Not applied		Total	
	N	%	N	%		N	%	N	%		N	%	N	%		N	%	N	%		N
End of course review	30	81	7	19	37	46	84	9	16	55	155	92	14	8	169	231	89	30	11	261	
Trainer's report at the end of programme	27	73	10	27	37	37	67	18	33	55	130	77	38	23	168	194	75	66	25	260	
Discussion among trainers and trainees	14	38	23	62	37	29	53	26	47	55	88	52	81	48	169	131	50	130	50	265	
Opinion survey of participants	15	41	22	59	37	21	38	34	62	55	82	49	87	51	169	118	45	143	55	265	
Observation the job	31	84	6	16	37	43	80	11	20	54	100	58	73	42	173	174	66	90	34	264	
Critical incidents	4	11	33	89	37	7	13	46	87	53	18	11	150	89	168	29	11	229	89	258	

As presented in table 7.1, in private banks the frequently used method of evaluation of management development was observation on the job (84%). The second and third preferences were given to end of course review (81%) and trainer's report at the end of programme (73%), respectively. The least preferred procedure was critical incident method (11%). In joint venture banks the frequently used procedure of evaluating the effectiveness of management development was end of course review (84%). The second and third preferences were given to observation on the job (80%) and trainer's report at the end of the programme (67%), accordingly. The least used method was critical incident method (13%). The managers in government and semi government banks gave first position to end of course review (92%) as the procedure applied for the evaluation of management training. The second and third preferences were given to trainer's report at the end of programme (75%) and observation on the job (58%), accordingly. Like private and joint venture bank managers, the managers in government and semi government banks also recognized the critical incident procedure as the least preferred method (11%) for the evaluation of the achievement of management development efforts. The total column of the table 8.1 showed the frequently used procedure was end of course review (89%). The second and third preferences were given to trainer's report at the end of programme (75%), and observation on the job (66%), respectively. Like above, the least preferred method was critical incidents (11%) to all the managers participating in the survey.

## 7.2 Timing for Evaluation of Management Development Effectiveness

The table 7.2 presents the responses of the managers working in different banks about the timing of evaluation of management development effectiveness. The table below is divided into three headings of the ownership pattern and includes private, joint venture, and government and semi government banks. The last column of the table presents the total or combined results. The table 7.2 aims to compare and present the facts among the banks.

**Table 7.2**  
**Timing for Evaluation of Management Development Effectiveness**

	Ownership Pattern						Total	
	Private Banks		Joint Venture Banks		Govt. & Semi Govt. Banks			
	N	%	N	%	N	%	N	%
Once at the end of the programme	22	59	20	36	92	53	134	50
In the mid and end of the programme	3	8	4	7	14	8	21	8
Regular follow up	2	5	7	13	29	17	38	14
As and when required	17	46	27	49	66	38	110	41
<b>Total</b>	<b>37</b>		<b>55</b>		<b>174</b>		<b>266</b>	

As presented in table 7.2, the managers in private bank reported that effectiveness of management development is evaluated once at the end of the programme (59%) and as and when required (46%) in their organization. The frequently used timing for evaluation of management development effectiveness in joint venture banks was as and when required (49%), and once at the end of the programme (36%). Managers in government and semi government banks reported that effectiveness of management development was evaluated once at the end of programme (59%) and as and when required (38%). The timing of evaluating the effectiveness of management development in the mid and the end of the programme and regular follow up were not in frequent use in all types of banks.

### 7.3 Satisfaction with the Evaluation Procedures of Management Development Effectiveness

The table 7.3 presents the number and percentage of the managers expressing their satisfaction with the evaluation procedures of management development. The table 7.3 presents the managerial perception of satisfaction in major three headings i.e. private, joint venture, and government and semi-government banks. It also explores the comparison based on satisfaction among the managers working in different banks.

**Table 7.3**  
**Satisfaction with the Evaluation Procedures of Management Development Effectiveness**

	Ownership Pattern						Total	
	Private Banks		Joint Venture Banks		Govt. & Semi Govt. Banks		N	%
	N	%	N	%	N	%	N	%
Highly satisfied	0	-	2	4	6	3	8	3
Moderately satisfied	9	24	8	15	16	9	33	13
Satisfied	16	43	16	29	69	40	101	38
Less satisfied	12	33	26	47	71	41	109	41
Unsatisfied	0	-	3	5	11	7	14	5
<b>Total</b>	<b>37</b>		<b>55</b>		<b>173</b>		<b>265</b>	<b>100</b>

According to table 7.3, among 37 managers in private banks, 9 (24%), 16 (43%) and 12 (33%) managers were moderately satisfied, satisfied and less satisfied with the evaluation procedures of management development effectiveness, respectively. Nobody was highly satisfied and unsatisfied. For 2 (4%), 8 (15%) and 16 (29%) managers in joint venture banks, the evaluation procedures were highly satisfactory, moderately satisfactory, and satisfactory, correspondingly. For 26 (47%) and 3 (5%) managers in joint venture banks, the procedures were less satisfactory and unsatisfactory, accordingly. The procedures were highly satisfactory

to 6 (3%), moderately satisfactory to 16 (9%), satisfactory to 69 (40%), less satisfactory to 71 (41%), and unsatisfactory to 11 (7%) managers in government and semi government banks.

Summing above, the considerable numbers of managers (41%) were unsatisfied with the evaluation procedures. The percentages of moderately satisfied (13%) and satisfied managers (38%) were also recommendable. The numbers of managers highly satisfied (3%) and unsatisfied (5%) were few and not considerable.

### 7.3.1 Satisfaction with the Evaluation Procedures of Management Development Effectiveness: Ownership, Gender, and Managerial Level Perspectives

The table 7.3.1 presents the mean values, standard deviations and coefficients of variation computed for the responses received from the managers in private, joint venture, and government and semi government banks. The table also presents the responses of male, female, senior and junior managers. Managers were requested to rate the satisfaction in the scale like highly satisfied (1), moderately satisfied (2), satisfied (3), less satisfied (4), and unsatisfied (5).

**Table 7.3.1**

#### **Satisfaction with the Evaluation Procedures of Management Development Effectiveness: Ownership, Gender and Managerial Level Perspectives**

	Ownership Pattern			Gender		Managerial Level	
	Private Banks	Joint venture Banks	Govt. & Semi Govt. Banks	Male manager	Female manager	Senior manager	Junior manager
Mean	3.08	3.36	3.38	3.32	3.36	3.29	3.36
N	37	55	173	195	70	110	155
SD	.759	.930	.871	.887	.835	.942	.822
CV	25	27	25	26	24	28	24

As shown in the table 7.3.1, the mean values computed for the responses received on satisfaction level for evaluation procedure from the private, joint venture, and government and semi government banks were 3.08, 3.36, and 3.38, respectively. According to mean values, managers in all the banks were satisfied with the procedures for evaluating management development effectiveness, but the satisfaction level was less for the managers in joint venture and government and semi government banks. The responses were less variable in the private and government and semi government banks.

The male and female managers were satisfied with the procedures used for evaluating management training effectiveness. It is notable that the level of satisfaction felt by both the gender was low. The representing mean values were 3.32 for male and 3.36 for female managers. The variability was less for the responses of female managers.

The mean values for senior and junior managers in showing the level of satisfaction were 3.29 and 3.36, respectively. Both the level of managers were satisfied with the procedures used to evaluate the management development effectiveness. It is noteworthy that the satisfaction level was low for senior as well as junior managers. The variability was less for the responses of junior managers.

Summing above, all the managers, irrespective of ownership pattern, gender and level, were similar to rank the level of satisfaction with the procedures applied for the evaluation of management development programme in their organizations. Beside the managers in private banks, other managers in joint venture and government and semi government banks expressed low level of satisfaction. It has also been supported by the expression of both the gender and level of managers.

#### 7.4 Need of Change in Management Development Programme

As reported in the chapter above, management development programme has been the subject of modification or change to face the challenges of new and relentlessly changing environment. The table 7.4 presents the need of change felt by the managers working in different banks under study. The managers were requested to give their opinion for and against the need of change in management development programme in their work organizations. The table 7.4 presents the number and percentage of managers expressing their views in regard to need of change in management development.

**Table 7.4**  
**Need of Change in Management Development Practices**

	Ownership Pattern			Total	
	Private Banks	Joint venture Banks	Govt. & Semi Govt. Banks	N	%
Yes	32	55	170	257	97
No	4	0	3	7	3
<b>Total</b>	<b>36</b>	<b>55</b>	<b>173</b>	<b>264</b>	<b>100</b>

According to table 7.4 among 36 managers in private banks, 32 felt the need of change in management development practices. All participating managers in the joint venture bank opined that the change is necessary. For 170 managers in government and semi government banks, renewal of management development practice is the thrust.

From the above analysis, irrespective of ownership pattern, the large majority of managers 257 (97%) were in favour of change in the current management development practices. Only 7 (03%) managers expressed their views against the need of change. All

managers were well known about the *sin quo none* of the management development for effective managerial career in the days to come.

### **7.5 Expected Changes in Various Aspects of Management Development Practices**

Gibb (1999) has identified the challenges that the management development is facing in the entrepreneurial society in the headings as global pressures, societal pressures, organizational pressures, and individual pressures. According to him, global pressures contain the information and communication technology, reduction of barriers to international business, growth of trading blocks and international mobility of resources. Likewise, deregulation, environmental awareness, pressure from politics and civil society, and reduced welfare and social security spending are creating the social pressure over managers and their organizations. Continuous restructuring, evolving network organizations, delayed organizations, changed working hours, wider management responsibility, knowledge based business, and strategic alliances are the organizational pressures demanding new roles of managers. Gibb (1999) posits the individual pressures like higher stress, less career certainty and need of multi career, greater geographical and occupational mobility, and changing life style and family structures are also creating new demand on managers.

All above, pressures are demanding new capacity to manage the business in part of managers. Burkinshaw (1997) suggests that the conventional management development practice cannot prepare managers to face the challenges as presented above. It needs continuous renewal and adjustment. The approach of training and development for performance improvement has been the continuous service and consulting in and outside the modern organizations (Carliner, 2004).

The present study attempts to disclose the importance of modification or changes in the aspects of identification of development needs, time schedule of programme, content of the development course, method of selection, selection of trainer, management development policy, and management development methods in the conventional management development practices.

As explained above, managers felt the need of changes in the management development practices in their work organizations. This section of the study attempts to present, in what aspects and levels of the changes are necessary. The table 7.5 presents the summary of managerial responses in number and percentage about the need for changes in the different aspects of management development.



**Table 7.5****Expected Changes in Various Aspects of Management Development**

	Identification development needs		Time schedule of programme		Content of the development course		Method of selection		Selection of trainer		Management development policy		Management development method	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
High important	150	56.5	32	12.2	91	35.0	66	25.5	76	29.2	131	50.2	107	41.2
Moderate important	70	27.8	91	34.6	92	34.4	84	32.4	104	40.0	78	29.9	85	32.6
Important	34	13.0	111	42.2	69	26.5	87	33.6	65	25.0	43	16.5	55	21.2
Less important	4	1.6	20	7.6	6	2.3	16	6.2	11	4.3	8	3.0	10	3.8
Unimportant	3	1.1	9	3.4	2	0.8	6	2.3	4	1.5	1	0.4	3	1.2
<b>Total</b>	<b>261</b>	<b>100</b>	<b>263</b>	<b>100</b>	<b>260</b>	<b>100</b>	<b>259</b>	<b>100</b>	<b>260</b>	<b>100</b>	<b>261</b>	<b>100</b>	<b>260</b>	<b>100</b>

As presented in table 7.5, managers in the selected commercial banks experienced the need of changes in various aspects of management development. Managers expected moderate importance of changes in identification of development needs (84.30%), content of the development course (70.40%), selection of trainer (69.20%), management development policy (80.10%), and management development method (73.80). These percentages have been obtained by adding the percentages of scales high important and moderate important of the respective expected changes in various aspects of management development programme. Managers felt importance of changes in the time schedule of programme (89.00%) and method of selection (91.50%) in the management development practices of their organizations. These percentages include the percentages of scales high important, moderate important, and important of respective aspects of the expected changes in management development programme. The number and percentage of managers indicating expected changes as less important and unimportant were very few and negligible.

### **7.5.1 Expected Changes in Various Aspects of Management Development Practices: Ownership Perspective**

The table 7.5.1 presents the mean values, standard deviations, and coefficients of variation for the responses received from the managers in private, joint venture, and government and semi government banks. Managers were requested to show their perceptions of expected changes in the scale like high important (1), moderate important (2), important (3), less important (4), and unimportant (5). The table 7.5.1 tries to explore the similarities and differences among the managers working in different banks about the importance level of need

felt to bring the changes in different aspects of management development practices in their respective enterprises.

**Table 7.5.1**

**Expected Changes in Various Aspects of Management Development Practices: Ownership Perspective**

	Identification of development needs	Time schedule of programme	Content of the development courses	Methods of selection	Selection of trainers	Management development policy	Management development methods
Private Banks							
Mean	1.60	2.66	2.17	2.69	2.69	1.66	1.86
N	35	35	35	35	35	35	35
SD	.847	.838	.747	1.051	1.022	.838	.810
CV	53	32	34	39	38	50	44
Joint Venture Banks							
Mean	1.44	2.69	1.75	2.07	1.95	1.67	1.65
N	55	55	55	55	55	55	55
SD	.660	.960	.886	.940	1.026	.883	.797
CV	46	36	51	45	53	53	48
Govt. & Semi Govt. Banks							
Mean	1.68	2.49	2.02	2.25	2.01	1.77	2.01
N	171	173	170	169	170	171	170
SD	.904	.925	.897	.970	.814	.875	.988
CV	54	37	44	43	40	49	49

As shown in table 7.5.1, changes in the methods of identification of development needs were important for the managers in private and government banks. It was high important for the managers in the joint venture banks. The mean values in this regard were 1.60 for private banks, 1.44 for joint venture and 1.68 for government and semi government banks. The variability was less for the responses of joint venture banks. Changing time schedule of the programme was moderately important for the managers in government and semi government banks and important to the managers in private and joint venture banks. The representing mean values were 2.66, 2.69, and 2.49 for private, joint venture, and government and semi government banks, respectively. The responses of the private bank managers were less variable. The mean values computed for the content of the development course were 2.17 for private, 1.75 joint venture, and 2.02 for government and semi government banks. According to mean values all the managers perceived moderate importance of bringing changes in the content of development course. The level of importance felt by the managers in joint venture banks was high. The managers in private banks were more consistent in their responses. Changes in the methods of selection of trainees were perceives as important by the managers in private banks, and moderate important by the managers in joint venture and government and semi government

banks. The mean values in this regard were 2.69, 2.07, and 2.25 for managers in private, joint venture, and government and semi government banks, correspondingly. The private bank managers were less variable in their responses. Changes in the selection of the trainers were important for the managers in private banks and moderate important for the managers in joint venture and government and semi government banks. The representing mean values for the responses the managers in private, joint venture, and government semi government banks were 2.69, 1.95, and 2.01, correspondingly. Private bank managers were less variable in their opinions. Management development policy to bring the changes in management training was moderately important to all the managers in private, joint venture, and government and semi government banks. The corresponding mean values were 1.66 for private, 1.65 for joint venture, and 1.77 for government and semi government banks. The variability was less in the responses of government and semi government banks. Changes in management development methods were moderately important for the managers in private, joint venture, and government and semi government banks. The representing mean values were 1.86, 1.65, and 2.01 for the responses of managers in private, joint venture, and government and semi government banks, accordingly. The variability was less in the responses of private banks.

In gist, all the managers from all types of banks were similar in feeling the importance of need for change in management development practices. All managers opined that the changes in different aspects of management development were important. But, in case of identification of development needs, time schedule of programme, method of selection of trainees and trainers, the managers differed in their views. Further more identification of development needs was high important for the joint venture bank managers, time schedule of programme was moderate important for government and semi government bank managers, and methods of selection of trainees and selection of the trainers were important for the managers in private banks.

### **7.5.2 Expected Changes in Various Aspects of Management Development Practices: Gender Perspective**

The table 7.5.2 presents the mean values, standard deviations, and coefficients of variation for the responses received from the male and female managers working in different banks in regard to expected changes in various aspects of management development practices. From the analysis of information in the table below, we will be able to explore the level of importance felt by male as female managers and similarities and difference in their perceptions.

**Table 7.5.2****Expected Changes in Various Aspects of Management Development Practices: Gender Perspective**

	Identification of development needs	Time schedule of programme	Content of the development courses	Methods of selection	Selection of trainers	Management development policy	Management development methods
Male manager							
Mean	1.57	2.52	1.96	2.24	2.02	1.80	1.97
N	193	195	193	192	193	194	193
SD	.814	.910	.847	.964	.895	.879	.957
CV	52	36	43	43	44	49	49
Female manager							
Mean	1.76	2.66	2.06	2.36	2.28	1.55	1.75
N	68	68	67	67	67	67	67
SD	.948	.956	.983	1.055	.966	.822	.859
CV	48	36	48	45	42	53	49

According to table 7.5.2, changes in the identification of development needs were moderately important for male as well as female managers. The mean values in this regard were 1.57 and 1.76 for male and female managers, respectively. The female managers were less variable in their responses. The mean values in respect to time schedule of programme were 2.52 for male and 2.66 for female managers. According to mean values, both the gender felt important to bring the changes in the time schedule of development programme. Changes in the content of development course were moderately important for male and female managers. The representing mean values were 1.96 and 2.06 for male and female managers, respectively. The variability was less for the responses of male managers. The mean values computed for method of selection of the trainees were 2.24 for male and 2.36 for female managers. Both the genders opined that timely renewal in selection method was also of moderate important. The responses of the male managers were less variable.

As shown in table 7.5.2, timely update in the method and composition of trainers was recognized as moderate important by male as well as female managers. The mean values in this concern were 2.02 and 2.28 for male and female managers, correspondingly. The variability was less for the responses of female managers. Timely changes in the management development policy were perceived as the matter of moderate important by both the genders. The respective mean values were 1.80 and 1.55 for the responses of male and female managers. The variability was less for the responses of male managers. The mean values computed for the responses received in regard to need of changes in management development methods were 1.97 for male and 1.75 for female managers. According to mean values, male as well as female

managers recognized timely adjustment or renewal of management development methods as moderate important. The percentage of variability was equal to both the genders.

In brief, male as well as female managers were highly positive to bring the changes in the management development practices in order to make them competent to cope with changing demands of the environmental forces with new acknowledge, skills and attitudes.

### 7.5.3 Expected Changes in Various Aspects of Management Development Practices: Managerial Level Perspective

The senior as well as junior managers were requested to indicate their responses for the desired changes in the different aspects of management development practices. The table 7.5.3 presents the mean values, standard deviations, and coefficients of variation computed for the responses of the senior and junior managers. The explanation or analysis below aims to explore the similarities and differences in the perception of the desired changes between the levels of managers.

**Table 7.5.3**  
**Expected Changes in Various Aspects of Management Development Practices:**  
**Managerial Level Perspective**

	Identification of development needs	Time schedule of programme	Content of the development courses	Methods of selection	Selection of trainers	Management development policy	Management development methods
Senior manager							
Mean	1.63	2.54	1.94	2.33	2.06	1.72	1.89
N	109	110	108	107	109	109	109
SD	.824	.895	.926	.959	.874	.862	.966
CV	51	35	48	41	42	50	51
Junior manager							
Mean	1.60	2.55	2.01	2.23	2.09	1.74	1.91
N	151	152	151	151	150	151	150
SD	.872	.926	.856	1.001	.926	.862	.904
CV	55	36	43	45	44	50	47

As shown in the table 7.5.3, for senior as well as junior manager's desired changes in the identification of development needs were moderately important. The respective mean values were 1.63 for senior and 1.60 for junior managers. The variability was less for the responses of senior managers. Timely adjustments in the time schedule of programme were important for both the levels of managers. The representing mean values were 2.54 and 2.55 for senior and junior managers, respectively. Senior managers were less variable in their responses. Updated content of development course was recognized as the matter of moderate important by both the levels of managers. The corresponding mean values for senior and junior managers were 1.94, and 2.01. The junior managers were less variable with their responses. Changes in the methods

of selection of trainees were of moderate important for both levels. The corresponding mean values were 2.33 for senior and 2.23 for junior managers. The variability was less for the responses of senior managers.

According to table 7.5.3, for senior and junior managers changes in the way of selecting trainers were moderate important. The respective mean values were 2.06 and 2.09 for senior and junior managers. The senior managers were less variable in their responses. Timely renewal of management development policy was recognized as moderately important by both the levels of managers. The representing mean values were 1.72 for senior and 1.74 for junior managers. The variability was equal for both the level. Changes in the management development methods were recognized by senior and junior managers as moderate important. The mean values in this regard were 1.89 and 1.91 for senior and junior managers respectively. The variability was less for the responses of junior managers.

In summary, senior as well as junior managers hold similar views about the expected changes in the various aspects of management development. Senior and junior managers recognized all the aspects to the changed as moderately important, but in case of time schedule of programme they opined important.

#### **7.5.4 Correlation of Expected Changes in Various Aspects of Management Development Practices**

Pearson correlation was computed to show the association of expected modifications and changes in various aspects of management development on the basis of responses received from the managers working in private, joint venture, and government and semi government banks. The correlation values are presented in the table 7.5.4.

**Table 7.5.4**  
**Correlation of Expected Changes in Various Aspects of Management Development Practices**

		1	2	3	4	5	6	7
1. Identification of development needs	Pearson Correlation	1	.					
	Sig. (2-tailed)							
	N	261						
2. Time schedule of programme	Pearson Correlation	.151(*)	1					
	Sig. (2-tailed)	.015						
	N	261	263					
3. Content of the development course	Pearson Correlation	.410(**)	.299(**)	1				
	Sig. (2-tailed)	.000	.000					
	N	259	260	260				
4. Method of selection	Pearson Correlation	.283(**)	.442(**)	.415(**)	1			
	Sig. (2-tailed)	.000	.000	.000				
	N	258	259	257	259			
5. Selection of the trainer	Pearson Correlation	.249(**)	.306(**)	.342(**)	.433(**)	1		
	Sig. (2-tailed)	.000	.000	.000	.000			
	N	259	260	258	258	260		
6. Management development policy	Pearson Correlation	.348(**)	.174(**)	.423(**)	.341(**)	.304(**)	1	
	Sig. (2-tailed)	.000	.005	.000	.000	.000		
	N	260	261	259	259	260	261	
7. Management development methods	Pearson Correlation	.189(**)	.308(**)	.256(**)	.389(**)	.148(*)	.606(**)	1
	Sig. (2-tailed)	.002	.000	.000	.000	.017	.000	
	N	259	260	258	258	260	260	260

\* Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).

According to table 7.5.4, the relationship between expected changes in identification of development needs and content of the development course was positively strong (0.410) in comparison with expected modifications in remaining aspects of management development. The relationship of expected changes in time schedule of programme with method of selection of trainees was positively strong (0.442) than other aspects of management training. The association between expected changes in content of the development course and management development policy was positively significant (0.423) than other aspects of management training. Comparatively, the linkage between expected changes in method of selection of trainees and selection of the trainer was positively strong (0.433) than remaining aspects of management development. The association of expected modifications in selection of the trainer was positively strongly (0.304) associated with expected changes in management development policy. The relationship of expected changes in management development policy and management development methods was positively significant (0.606) in comparison with expected modifications in remaining aspects of management development.

### 7.5.5 Chi-Square Test for Expected Changes in Various Aspects of Management Development Practices

The table 7.5.5 presents the computed values of Chi-Square to test the significance of the responses received from the managers working in different commercial banks showing the level of importance in the expected changes or modifications in different aspect of management development.

**Table 7.5.5**  
**Chi-Square Test for Expected Changes in Various Aspects of Management Development Practices**

	Identification of development needs	Time schedule of programme	Content of the development course	Method of selection	Selection of the trainer	Management development policy	Management development methods
Chi-Square	286.529	157.285	154.346	113.066	142.962	220.973	159.385
df	4	4	4	4	4	4	4
P Value	.000	.000	.000	.000	.000	.000	.000
Level of Significant ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

As shown in the table 7.5.5, there was significant difference between the observed and expected frequencies of the responses collected from the managers ranking the level of importance of expected modifications or changes in the various aspects of management development programme. According to Chi-Square and P- Values, we can conclude that the managers were different to each other to show the level of importance for the expected modifications or changes in the different aspects of management development.

Managers in Nepalese selected commercial banks found need of timely changes in the various aspects to make management development more effective as suggested by Burkinshaw (1997) and Carliner (2004). Timely changes in identification of development needs, time schedule of programme, content of the development course, method of selection, selection of trainers, management development policies, and management development methods were found important by the managers. The level of importance of expected changes in different aspects of management development were positively and significantly correlated with each other.

### 7.6 Responsible Factors for Less Effective Management Development

Conducting management development effectively and getting its results reasonably is the matter of great importance. There are various factors that influence the management training process. As management development programmes are conducted outside the organization by management development providers, the organization does not have complete control over the content and procedures of such programmes. In such a situation the individual participants and



the providers are concerned with the success of programmes. Hence, it is desirable to make management development within control of organization. The success of management development highly depends on the factors like organizational learning culture, individual initiative, top management support, and link to corporate strategy. It also depends on the line managers support and opportunities for skill utilization (D' Netto, et al., 2008). Wo and Pounder (2000) found the reasons for ineffective management development: being too general, too basic, too academic, not practical, inappropriate training methods (one way lecturing), insufficient real life examples and case studies, out dated (did not follow the latest concept in management), non-applicable to specific context, conducted by inexperienced and ineffective lecturers, too expensive (not cost effective, and poor physical arrangement). These factors are also accounted for non-achievement of management development objectives. In other words, the above factors were found responsible for making management development effort less effective.

The present study considers allocation of funds, selection of inappropriate trainer, low priority to management development, lack of coordination of HRD functions, attitude of line managers, non-motivated trainees, lack of proactive approach, lack of relevant and practical courses, and ill-defined objectives and development needs as the factors responsible for less effective management development.

As discussed above, management development objective as per set standard and the high level of satisfaction were not achieved from the management development programme. The table 7.6 presents the number and corresponding percentage of the managers indicating their experiences in regard to factors responsible for making management development less effective.

**Table 7.6**  
**Responsible Factors for Less Effective Management Development**

	Highly responsible		Moderately responsible		Responsible		Less responsible		Not responsible		Total
	N	%	N	%	N	%	N	%	N	%	
Allocation of funds	41	15.8	65	25.0	96	36.9	38	14.6	20	7.7	260
Selection of inappropriate trainers	51	19.5	94	36.1	88	33.7	18	6.9	10	3.8	261
Low priority to management development	108	40.9	70	26.5	61	23.1	17	6.5	8	3.0	264
Lack of coordination of HRD functions	121	45.8	66	25.0	49	18.6	20	7.6	8	3.0	264
Attitude of line managers	73	27.8	80	30.4	66	25.1	37	14.0	7	2.7	263
Non-motivated trainees	48	18.4	64	24.5	94	36.0	36	13.8	19	7.3	261
Lack of proactive approach	79	30.5	87	33.6	58	22.4	25	9.6	10	3.9	259
Lack of relevant & practical courses	85	32.7	82	31.5	58	22.4	24	9.2	11	4.3	260
Ill –defined objectives and development needs	84	32.4	68	26.3	68	26.3	30	11.5	9	3.5	259

According to table 7.6, the majority of the managers agreed more or less upon all the factors included in the survey were responsible for the poor practices and returns of the management development efforts in the selected private, joint venture, and government and semi government banks. The responding managers conceived low priority to management development (67.40%), lack of coordination of HRD functions (70.80%), lack of proactive approach (64.10%), and lack of relevant and practical courses (64.20%) as moderately responsible factors for less effective management development programme. Above percentages cover the percentages of the scales highly and moderately responsible of the respective factors for less effective management development. Allocation of funds (77.70%), selection of inappropriate trainers (89.30%), attitude of line managers (83.30%) non motivated trainers (78.90%), and ill defined objectives and development needs (85.00%) were regarded as responsible factors for less effective management development practices in Nepal. These percentages are sum of the percentages of scales highly, moderately, and responsible of the respective factors for less effective management development.

### 7.6.1 Responsible Factors for Less Effective Management Development: Ownership Perspective

The managers working in private, joint venture, and government and semi government banks were requested to indicate their experience to locate the level of responsibility of the factors for the poor performance of management development to benefit the organizations, individuals, and stakeholders in the scale like highly responsible (1), moderately responsible (2), responsible (3), less responsible (4), and not responsible (5). The table 7.6.1 presents the mean values, standard deviations, and coefficients of variation computed for the responses received from the managers working in private, joint venture, and government and semi government banks. The information given in the table will help to compare the perception of the managers in different ownerships to find out the level of responsibility of the factors included in survey.

**Table 7.6.1**  
**Responsible Factors for Less Effective Management Development: Ownership Perspective**

	Ownership Pattern											
	Private Banks				Joint Venture Banks				Govt. & Semi Govt. Banks			
	Mean	N	SD	CV	Mean	N	SD	CV	Mean	N	SD	CV
Allocation of funds	3.32	37	1.132	34	2.53	55	1.103	44	2.67	168	1.097	41
Selection of inappropriate trainers	2.35	37	.889	38	2.24	55	.993	45	2.46	169	1.023	42
Low priority to management development	2.16	37	1.236	57	1.80	55	.931	52	2.09	172	1.088	52
Lack of coordination of HRD functions	2.05	37	1.153	56	1.56	55	.886	57	2.08	172	1.100	53
Attitude of line managers	2.62	37	.953	36	2.13	55	1.106	52	2.34	171	1.128	48
Non-motivated trainees	2.76	37	1.065	39	2.35	55	1.205	51	2.76	169	1.26	41
Lack of proactive approach	2.30	37	.909	40	1.80	54	.939	52	2.39	168	1.322	55
Lack of relevant and practical courses	2.51	37	1.044	42	1.75	55	.947	54	2.35	168	1.105	47
Ill-defined objectives and development needs	2.73	37	1.217	45	1.98	55	.952	48	2.27	167	1.148	51

According to table 7.6.1, the allocation of the funds was responsible for managers in private, joint venture, as well as government and semi government banks. The mean values in this regard were 3.32 for private, 2.53 for joint venture, and 2.67 for government and semi government banks. The level of feeling of responsibility was high in the joint venture, and government banks. The responses from the private banks were less variable. The selection of inappropriate trainers was the moderately responsible factor for the under performance of the management development in the private, joint venture, and government and semi government banks. The representing mean values were 2.35, 2.24, and 2.46 for the responses of the managers in private, joint venture, and government and semi government banks, correspondingly. The responses were less variable for the private banks managers. The mean values for the responses in respect to low priority to management development were 2.16, 1.80, and 2.09 for private, joint venture and government and semi government banks, respectively. According to mean values, low priority to management development was recognized as the moderately responsible factor for the low effectiveness of management training. The variability in the responses was equally less for the joint venture, and government and semi government banks. For the responses on lack of coordination of HRD functions, the mean values were 2.05 for private, 1.56 for joint venture, and 2.08 for government and semi government banks. It was noted by all the managers, as moderately responsible factors for the under achievement from management development efforts. The responses from government and semi government banks were more consistent.

As shown in table 7.6.1, the mean values for the responses on attitude of line manager were 2.62, 2.13, and 2.34 for the responses of managers in private, joint venture, and government and semi government banks, correspondingly. The mean values suggested that attitude of line managers was responsible for managers in private banks and moderately responsibility for managers in joint venture and government banks. The responses of private banks managers were less variable. Non motivated trainees were moderately responsible for the managers in joint venture banks and responsible for the managers in private and government and semi government banks for the non achievement of the management training objectives fully. The respective mean values were 2.76 for private, 2.35 for joint venture, and 2.76 for government and semi government banks. The variability was less for the responses of private banks.

Lack of proactive approach for management training was evaluated moderately responsible for low achievement of management development by all the managers working in all types of banks. The representing mean values were 2.30 for private, 1.80 joint venture, and

2.39 for government and semi government banks. However, the feeling of the managers in joint venture banks is high. The responses of private banks managers were more uniform. Lack of relevant and practical courses were also moderately responsible for joint venture, and government and semi government banks and responsible for private banks for lowering down the performance of management training. The mean values in this regard were 2.51, 1.75, and 2.35 for the responses of the managers in private, joint venture, government and semi government banks, accordingly. The variability was low for the responses of private banks. The mean values computed for the responses relating to ill-defined objective and development needs were 2.73 for private, 1.98 for joint venture, and 2.27 for government and semi government banks. According to mean values, it was recognized as responsible by manager in private banks and moderately responsible by the managers in joint venture and government and semi government banks. The responses from the managers in private banks were more consistent.

Summing above, in the majority of the cases managers in all types of banks fundamentally agreed to indicate the level of responsibility to different factors covered in the survey. For allocation of funds, attitude of line managers, lack of relevant and practical courses the managers in private banks differed with managers in joint venture and government and semi government banks. The managers in private banks ranked these factors as responsible and remaining viewed these as moderately responsible. Managers in joint venture banks found non motivated trainees moderately responsible, and others noted responsible for the under achievement of management development in the banks under study.

#### **7.6.2 Responsible Factors for Less Effective Management Development: Gender Perspective**

The table 7.6.2 presents the mean values, standard deviations, and coefficients of variation for the responses received from male and female managers working in private, joint venture, and government and semi government banks. Male as well as female managers were requested to point out the level of responsibility in regard to the different factors responsible for the non achievement of management development objectives and benefits on the basis of experiences they have gained. The table aims to compare and contrast the opinions of male and female managers in mentioning the responsibility individual factors.

**Table 7.6.2**  
**Responsible Factors for Less Effective Management Development:**  
**Gender Perspective**

	Gender							
	Male manager				Female manager			
	Mean	N	SD	CV	Mean	N	SD	CV
Allocation of funds	2.72	190	1.114	41	2.79	70	1.166	42
Selection of inappropriate trainers	2.37	191	1.006	43	2.47	70	.989	40
Low priority to management development	2.00	195	1.025	51	2.16	69	1.232	57
Lack of coordination of HRD functions	1.95	194	1.102	57	2.01	70	1.123	56
Attitude of line managers	2.41	193	1.106	46	2.11	70	1.084	51
Non-motivated trainees	2.66	191	1.148	43	2.69	70	1.136	42
Lack of proactive approach	2.31	191	1.267	55	2.07	68	1.055	51
Lack of relevant and practical courses	2.31	190	1.090	47	2.07	70	.983	47
Ill-defined objectives and development needs	2.30	189	1.090	47	2.21	70	1.261	57

As shown in the table 7.6.2, the allocation of funds was responsible for the low performance of management development for male as well as female managers. The representing mean values were 2.72 for male and 2.79 for female managers. The responses of male managers were less variable. The mean values in respect to selection of inappropriate trainers were 2.34 and 2.47 for male and female managers, accordingly. According to mean values, it was moderately responsible for lowering down the achievement of management development. The responses from the male managers were more consistent. Low priority to management development was moderately responsible for making management training less effective in their organizations for both the genders. The mean values in this concern were 2.00 and 2.16 for male and female managers, respectively. The male managers were more consistent for their responses. For the lack of coordination of HRD functions, the mean values for male and female managers were 1.95 and 2.01, correspondingly. According to mean values, both the gender recognized lack of coordination of HRD functions as moderately responsible for making the management development poor performing. Female managers were less variable in their responses. Attitude of line managers was also found moderately responsible for less effective management development for both the genders. The mean values in this regard were 2.41 for male and 2.11 for female managers. The male managers were more uniform in their responses.

According to table 7.6.2, male and female managers found non motivated trainees responsible for making management development less effective. The representing mean values were 2.66 and 2.69 for male and female managers, respectively. The female managers were less variable for their responses. The male and female managers recognized lack of proactive approach as moderately responsible for the poor performance of management training. The corresponding mean values were 2.31 for male and 2.07 for female managers. The variability

was less in the responses of female managers. The mean values computed for male and female managers were 2.31 and 2.07 in regard to lack of relevant and practical courses, correspondingly. According to mean values, both the genders agreed that lack of relevant and practical course, as moderately responsible for under achievement from management training. Ill-defined objectives and development needs were also found moderately responsible for poor management development practices by male as well as female managers. The respective mean values were 2.30 for male and 2.21 for female managers. The variability was less in the responses of female managers.

In summary, the male and female managers were similar in ranking the level of responsibility of the factors making management development less effective. Allocation of funds, and non motivated trainees were ranked as responsible and other remaining factors as moderately responsible. There is not a single case, where male and female managers disagree with each other.

### **7.6.3 Responsible Factors for Less Effective Management Development: Managerial Level Perspective**

The senior and junior managers working in different banks were requested to mention the level of responsibility of the factors for the poor performance of management development. The table 7.6.3 presents the mean values, standard deviations, and coefficients of variation for the responses received from the senior and junior managers. The following discussion aims at to explore the similarities and dissimilarities of opinions of the senior and junior managers.

**Table 7.6.3**  
**Responsible Factors for Less Effective Management Development:**  
**Managerial Level Perspective**

	Managerial Level							
	Senior manager				Junior manager			
	Mean	N	SD	CV	Mean	N	SD	CV
Allocation of funds	2.72	109	1.115	41	2.73	150	1.127	41
Selection of inappropriate trainers	2.24	108	.885	40	2.49	152	1.048	42
Low priority to management development	1.99	110	1.113	56	2.07	153	1.064	51
Lack of coordination of HRD functions	2.03	109	1.158	57	1.91	154	1.044	55
Attitude of line managers	2.37	110	1.218	51	2.30	152	1.023	44
Non-motivated trainees	2.69	108	1.065	40	2.65	152	1.197	45
Lack of relevant and practical courses	2.19	108	.886	40	2.30	150	1.128	49
Lack of proactive approach	2.32	107	.969	42	2.20	152	1.088	49
Ill-defined objectives and development needs	2.23	106	1.132	51	2.32	152	1.142	49

According to table 7.6.3, senior as well as junior managers agreed that allocation of funds was the responsible factor for less effective management development. The representing mean values were 2.72 and 2.73 for senior and junior managers, respectively. The variability was equally less for both the level of managers. Mean values computed for the responses received in regard to selection of inappropriate trainers were 2.24 for senior and 2.49 for junior managers. According to mean values both senior and junior managers found it as moderately responsible barrier to effective management training. The responses from the senior managers were less variable. Senior and junior managers recognized low priority to management development as moderately responsible factor for the low performance of management training. The respective mean values were 1.99 and 2.07 for senior and junior managers, correspondingly. The junior managers were less variable in their responses. Both senior and junior managers found lack of coordination of HRD functions as moderately responsible factor for less effective management development. The mean values in this concern were 2.03 for senior and 1.91 for junior managers. Variability was less for the responses of junior managers. Attitude of line managers was also moderately responsible for the low performance of management development for senior and junior managers. The representing mean values were 2.37 and 2.30 for senior and junior managers, correspondingly. The variability was less in the responses of junior managers.

As shown in table 7.6.3, senior and junior managers opined that non- motivated trainees were responsible factors for lowering down the achievement management development in their organizations. The corresponding mean values were 2.69 for senior and 2.65 for junior managers. The responses from the senior managers were less variable. The lack of proactive approach was moderately responsible factor for making management training less effective for senior and junior managers. The mean values in this regard were 2.19 and 2.30 for senior and junior managers, accordingly. The variability was less for the responses of senior managers. Senior as well as junior managers agreed that lack of relevant and practical courses were also playing moderately responsible role in making management development less effective. The representing mean values were 2.32 for senior and 2.20 for junior managers. The senior managers were more consistent in their responses. Ill-defined objectives and development needs were also moderately responsible for the non achievement of management development objectives and benefits. The mean values in this concern were 2.23 and 2.32 for senior and junior managers, respectively. The variability was less for the responses of junior managers.

Summing above, in all most cases senior and junior managers hold same position in their opinions, except allocation of funds, and non-motivated trainees, all the cases were found

moderately responsible for making management development low performing. Allocation of funds and non motivated trainees were ranked as responsible.

#### 7.6.4 Correlation of Responsible Factors for Less Effective Management Development

The Pearson correlation was computed to show the relationship of factors responsible for less effective management development from the responses received from the managers working in private, joint venture, and government and semi government banks. The correlation values are given in the table 7.6.4.

**Table 7.6.4**  
**Correlation of Responsible Factors for Less Effective Management Development**

		1	2	3	4	5	6	7	8	9
1. Allocation of Funds	Pearson Correlation	1								
	Sig. (2-tailed)									
	N	260								
2. Selection of inappropriate trainers	Pearson Correlation	.210(**)	1							
	Sig. (2-tailed)	.001								
	N	258	261							
3. low priority to management development	Pearson Correlation	.151(*)	.291(**)	1						
	Sig. (2-tailed)	.015	.000							
	N	259	260	264						
4. Lack of coordination of HRD functions	Pearson Correlation	.112	.275(**)	.580(**)	1					
	Sig. (2-tailed)	.073	.000	.000						
	N	258	259	262	264					
5. Attitude of the line managers	Pearson Correlation	-.036	.111	.396(**)	.393(**)	1				
	Sig. (2-tailed)	.568	.073	.000	.000					
	N	258	261	262	261	263				
6. Non-motivated trainees	Pearson Correlation	.093	.264(**)	.415(**)	.320(**)	.451(**)	1			
	Sig. (2-tailed)	.138	.000	.000	.000	.000				
	N	257	258	260	261	260	261			
7. Lack of pro-active approach	Pearson Correlation	-.062	.146(*)	.260(**)	.266(**)	.337(**)	.375(**)	1		
	Sig. (2-tailed)	.324	.019	.000	.000	.000	.000			
	N	257	257	258	257	257	256	259		
8. Lack of relevant and practical courses	Pearson Correlation	.013	.297(**)	.259(**)	.270(**)	.272(**)	.188(**)	.285(**)	1	
	Sig. (2-tailed)	.834	.000	.000	.000	.000	.002	.000		
	N	257	259	259	260	259	258	256	260	
9. III defined objectives and development needs	Pearson Correlation	.119	.164(**)	.339(**)	.366(**)	.442(**)	.318(**)	.347(**)	.378(**)	1
	Sig. (2-tailed)	.058	.008	.000	.000	.000	.000	.000	.000	
	N	256	259	258	259	259	258	255	259	259

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).



As presented in table 7.6.4, the relationship of allocations of funds with selection of inappropriate trainers as the constraints of effective management development was positively strong (0.210) in comparison with other factors. The selection of inappropriate trainers was positively strongly (0.297) linked with lack of relevant and practical courses in comparison with remaining factors responsible for making management development less effective. The connection between low priority to management development and lack of coordination of HRD functions as the barriers to effective management training was positively strong (0.580) than remaining factors. Comparatively, the relationship between lack of coordination of HRD functions and attitude of the line managers as the responsible factors for less effective management development was positively strong (0.393) than others. The linkage between attitude of line managers and non motivated trainees as the constraints of effective management development was positively strong (0.451) than remaining factors. The connection between non-motivated trainees and lack of proactive approach as the factors responsible for less effective management development was positively strong (0.375) than other factors. Comparatively the association between lack of proactive approach and ill defined objectives and development needs as constraints for effective management development was positively significant. The relationship between lack of relevant and practical courses with ill defined objectives and development needs as the factors responsible for less effective management development was positively strong (0.378) in comparison to associations with other barriers of management development. The allocation of fund is negatively correlated with attitude of line managers (-0.036) and lack of proactive approach (-0.062).

### 7.6.5 Chi-Square Test for Responsible Factors for Less Effective Management Development

The table 7.6.5 carries the computed values of Chi-Square to ascertain the significance of the responses received from the managers working in related commercial banks showing the level of responsibility of the factors that make management development less effective.

**Table 7.6.5**  
**Chi-Square Test for Responsible Factors for Less Effective Management Development**

	Allocation of Funds	Selection of inappropriate trainers	Low priority to management development	Lack of coordination of HRD functions	Attitude of the line managers	Non-motivated trainees	Lack of proactive approach	Lack of relevant and practical courses	Ill defined objectives and development needs
Chi-Square	66.269	114.575	126.871	150.053	69.757	62.621	86.541	86.364	74.687
df	4	4	4	4	4	4	4	4	4
P-Value	.000	.000	.000	.000	.000	.000	.000	.000	.000
Level of Significant ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

As presented in the table 7.6.5, there was significance difference between the actual and expected frequencies of the responses received from the managers locating the level of responsibility of the factors that make management development less effective. According to Chi-Square and P-values, it can be concluded that the managers were not similar to each other to show the level of responsibility of the factors that make management development less effective.

Nepalese managers irrespective of ownership, gender, and level differences have denoted the level of responsibility of different factors making management development less effective in their organizations as noted by D' Netto et al. (2008) and Wo and Pounder (2000). Allocation of funds, selection of inappropriate trainer, low priority to management development, lack of coordination of HRD functions, attitude of line managers, non-motivated trainees, lack of proactive approach, lack of relevant and practical courses, and ill-defined development needs were found responsible factors for making management development less effective to achieve the desired objectives in the selected commercial banks of Nepal. The responsible factors for making management less effective except the relationships of allocation of funds with attitude of line managers and lack of proactive approach were positively and significantly correlated with each other.

### **7.7 Factors Influencing Management Development Policy**

Margerison (1991) notes that developing effective managers begins with the formulation of detailed management development policy. It is important that when drafting a policy, there is a need of full consultation and involvement with all managers to achieve ownership and commitment to the subsequent development process. Dolye (1995) forwards guidelines for preparing management development policy: linked development plans and activities to business strategies; human resource planning and employment policies; determine responsibilities for developing managers; identify the managerial competences required to implement strategy; consider the organization's cultural philosophy; communicate organizations' strategic goals and objectives to managers involved; ensure development links with contemporary needs; develop flexible approach to management development that can accommodate both organizational and individual needs. Beach (1980: 41) states five principle sources for determining the content and meaning of policies. These are (1) past practice in the organization; (2) prevailing practice among other companies in the community and throughout the nation in the same industry; (3) the attitude and philosophy of the board of directors and top management; (4) the attitudes and philosophy of middle and lower management; and (5) the knowledge and experience gained from handling countless problems on day to day basis. Wexley and Latham (1991; 14) consider

corporate strategy, organization structure, technology, the cost of training and development, management attitude toward training, the ongoing management support, and the legal aspects of the training and development as the major determinants of management training and development in the organizations.

The current study, attempts to show the level of influence of need for business efficiency, growth rate and strategy, competition, need to retain managers, growing skill shortages, structural changes, need for committed and motivated managers, pressures from stakeholders, and cost of management development on the formulation and implementation of management development policy.

The table 7.7 presents the number and percentage of the managers working in private, joint venture, and government and semi government banks regarding their opinions on factors influencing the management development policy in their organizations. In addition, these factors can also be taken as determinant of management development policy. The explanation below aims to explore the impact of the factors to make timely adjustment in management development policy.

**Table 7.7**  
**Factors Influencing Management Development Policy**

	Most influential		More influential		Influential		Less influential		Un-influential		Total
	N	%	N	%	N	%	N	%	N	%	N
Need for business efficiency	133	50.4	94	35.6	35	13.2	1	0.4	1	0.4	264
Growth rate and strategy	103	39.2	105	39.9	50	19	4	1.5	1	0.4	263
Competition	135	50.8	84	31.5	36	13.5	6	2.3	5	1.9	266
Need to retain managers	53	20.2	101	38.4	90	14.2	15	5.7	4	1.5	263
Growing skill shortages	65	24.6	92	38.9	88	33.3	17	6.4	2	0.8	264
Structural change	61	23.1	88	33.4	85	32.2	27	10.2	3	1.1	264
Needs for committed and motivated managers	84	31.8	14	43.2	55	20.8	8	3.1	3	1.1	264
Pressure from stake holders	18	6.8	82	31.1	90	34.1	51	19.3	23	8.7	264
Cost of management development	34	13	99	37.8	82	31.3	29	11	18	6.9	262

According to table 7.7, the majority of the responding managers recognized all the factors having more or less influence over management development policy in the selected commercial banks of Nepal. The majority of the managers believed that need for business efficiency (86%), growth rate and strategy (79.10%), competition (82.30%), and need for committed and motivated managers (75.00%) as more influential factors for management development policy. These percentages have been obtained by adding the percentages of scales most influential and more influential of respective factors. The factors like need to retain

managers (92.78%), growing skill shortages (92.80%), structural change (88.70%), pressure from stakeholders (72%), and the cost of management development (82.10%) were regarded as influential factors for management development policy in the selected private, joint venture, and government and semi government banks in Nepal. Above percentages represent the sum of the percentages of scales most influential, more influential, and influential of the respective factors affecting management development policy.

### 7.7.1 Factors Influencing Management Development Policy: Ownership Perspective

The table below presents the mean values, standard deviations, and coefficients of variation of the responses received from the managers in private, joint venture, and government and semi government banks in regard to the factors influencing management development policy. They were requested to judge the level of influence in the scale like most influential (1), more influential (2), influential (3), less influential (4), and uninfluential (5). Following analysis aims at exploring the similarities and differences in perceptual judgment of the managers working in different banks in respect to the level of influence of the factors included in the survey.

**Table 7.7.1**  
**Factors Influencing Management Development Policy: Ownership Perspective**

	Ownership Pattern											
	Private Banks				Joint Venture Banks				Govt. & Semi Govt. Banks			
	Mean	N	SD	CV	Mean	N	SD	CV	Mean	N	SD	CV
Need for business efficiency	1.68	37	.753	45	1.60	55	.760	48	1.70	172	.894	53
Growth rate and strategy	1.78	37	.917	52	1.75	55	.775	44	1.88	171	.796	42
Competition	1.81	37	.975	54	1.55	55	.689	44	1.77	174	.909	51
Need to retain managers	2.41	37	.725	30	1.82	55	.748	41	2.43	171	.939	39
Growing skill shortages	2.49	37	.692	28	1.85	55	.891	48	2.31	172	.945	37
Structural change	2.49	37	.870	35	2.33	55	.963	41	2.30	172	1.008	44
Need for committed and motivated managers	2.46	37	.869	35	1.84	55	.877	48	1.93	172	.835	43
Pressure from stake holders	3.08	37	1.010	33	3.09	55	.908	29	2.83	172	1.108	39
Cost of management development	2.89	36	1.116	39	2.49	55	1.153	46	2.59	171	1.021	39

According to table 7.7.1, the need for business efficiency was the more influential factor for the determination and evaluation of management development policy for the managers working in private, joint venture, and government and semi government banks. The representing mean values were 1.68, 1.60, and 1.70 for the managers in private, joint venture, and government and semi government banks, respectively. The responses of the private bank managers were less variable. The mean values computed for the responses on growth rate and strategy were 1.78 for private, 1.75 for joint venture, and 1.88 for government and semi government banks. According to mean values, managers in all types of banks unanimously agreed that growth rate and strategy were more influential

factors for management development policy. The variability in the responses was less for the government and semi government banks. Likewise, competition was also more influential factor for managers in private, joint venture, and government and semi government banks. The mean values in this concern were 1.81, 1.55, and 1.77 for the responses received from private, joint venture, and government and semi government banks, correspondingly. The responses from joint venture banks were more consistent.

As shown in table 7.7.1, need to retain managers through management training was more influential for management development policy for managers in private, joint venture, and government and semi government banks. The respective mean values were 2.41, 1.82, and 2.43 for private, joint venture, and government and semi government banks. The level of influence felt by the joint venture bank was deep. The variability in the responses was less for the private banks. The managers in private, joint venture, and government and semi government banks found growing managerial skill shortage as more influential determinant of management development policy. The influence felt by the managers in joint venture banks was relatively high. The corresponding mean values were 2.49 for private banks, 1.85 for joint venture banks, and 2.31 for government and semi government banks. The variability was low in the responses of managers in the private banks Structural change was recognized by all the managers as the more influential factor, for renewal in management development policy. The representing mean values were 2.49, 2.33 and 2.30 for private, joint venture, and government and semi government banks, accordingly. The responses from the private banks were less variable.

The mean values for the responses relating to need for committed and motivated managers were 2.46, 1.84, and 1.93 for the managers in private, joint venture, and government and semi government banks, accordingly. Managers in all types of banks recognized the factor as more influential. But, the influence felt by the managers in joint venture and government and semi government banks was high. The variability was less for the responses of private banks. Pressure from stakeholders, as the factor influencing management development policy was influential for managers in private, joint venture, and government and semi government banks. The mean values in this regard were 3.08, 3.09, and 2.83 for private, joint venture, and government and semi government banks, respectively. The variability was less for the responses of joint venture banks. Cost of management development was recognized as the influential factor for management development policy by the managers in the private, and government and semi government banks. But, the same was more influential for the managers in the joint venture banks. The corresponding mean values were 2.89 for private, 2.49 for joint

venture, and 2.59 for government and semi government banks. The consistency was equally less for the responses of managers in private and government and semi government banks.

Summing above, all the managers from all types of banks were similar in their understanding to locate the influence of all the factors except cost of management development. For cost of management development, joint venture bank managers differed with other two types of banks. On the basis of above analysis, it can be concluded that management development policy should be renewed, changed updated, and improved according to the demand of the forces/factors included in the questionnaire.

### 7.7.2 Factors Influencing Management Development Policy: Gender Perspective

The table 7.7.2 presents the mean values, standard deviations and coefficients of variation for the responses received from male and female managers in regard to the factors influencing management development policy. The table following assists to explore the similarities and differences in the experience and understanding of male and female managers relating to the factors influencing the management development policy formulation, execution, and evaluation.

**Table 7.7.2**

**Factors Influencing Management Development Policy: Gender Perspective**

	Gender							
	Male manager				Female manager			
	Mean	N	SD	CV	Mean	N	SD	CV
Need for business efficiency	1.66	194	.881	53	1.70	70	.749	44
Growth rate and strategy	1.85	194	.793	43	1.83	69	.857	47
Competition	1.77	196	.902	51	1.61	70	.834	52
Need to retain managers	2.33	193	.915	39	2.21	70	.883	40
Growing skill shortages	2.29	194	.911	40	2.09	70	.944	45
Structural change	2.32	194	.956	41	2.34	70	1.048	45
Need for committed and motivated managers	1.96	194	.881	45	2.06	70	.832	40
Pressure from stake holders	2.94	194	1.056	36	2.87	70	1.076	37
Cost of management development	2.67	192	1.049	39	2.44	70	1.099	45

As shown in table 7.7.2, need for business efficiency was more influential factor to the management development policy for male as well as female managers. The representing mean values were 1.66 and 1.70 for male and female managers, accordingly. The variability was less for the responses of female managers. The mean values for the growth rate and strategy were 1.85 for male and 1.83 for female managers. According to mean values, it was more influential factor to affect the management development policy for both the genders. The responses of male managers were more consistent than female managers. For male as well female managers,

competition was more influential factor to determine management development policy. The mean values in this regard were 1.77 and 1.61 for male and female managers, correspondingly. The male managers were consistent in their responses in comparison with female.

According to table 7.7.2, need to retain managers in the organization was recognized as more influential matter affecting management development by male as well female managers. The respective mean values were 2.33 for male and 2.21 for female managers. The male managers were less variable in their responses. The mean values computed for the responses on growing skill shortages were 2.29 for male and 2.09 for female managers. Growing skill shortages to assure the organizational adaptation and survival was more influential factor for management development policy in their respective organizations for both the genders. The responses of male managers were consistent than the female managers. Structural change was also more influential factor affecting management development policy for both the genders. The corresponding mean values were 2.32 for male and 2.34 for female managers. The variability was less for the responses of male managers.

As presented in table 7.7.2, needs for committed and motivated managers were the more influential factor for the male and female managers. The representing mean values were 1.96 and 2.06 for male and female managers respectively. The female managers were less variable in their responses. Pressure from stakeholders was influential factor to affect the management development policy for male as well as female managers. The corresponding Mean values were 2.94 and 2.87 for male and female managers. The variability was less for the responses of female managers. Cost of management development was influential for male managers and more influential for female managers working in the banks under study. The respective mean values were 2.67 for male and 2.44 for female managers. The male managers were less variable for their responses.

In gist, male and female managers recognized all the factors listed in the survey as more influential factors except pressure from stakeholders, and cost of management development. The opinions of male and female managers were similar in all the cases except the cost of management development. For cost of management development they differ slightly i.e. it was influential for male and more influential for female managers.

### **7.7.3 Factors Influencing Management Development Policy: Managerial Level Perspective**

The table 7.7.3 presents the mean values, standard deviations, and coefficients of variation computed for the responses received from senior and junior managers working in private, joint venture, and government and semi government banks, about the level of influence

in regard to the factors influencing management development policy. The analysis below tries to explore the perceptions of the senior and junior managers. The information given in the table will also help to compare and contrast the responses of senior and junior managers working in various banks

**Table 7.7.3**

**Factors Influencing Management Development Policy: Managerial Level Perspective**

	Managerial Level							
	Male manager				Female manager			
	Mean	N	SD	CV	Mean	N	SD	CV
Need for business efficiency	1.59	111	.667	42	1.74	152	.972	56
Growth rate and strategy	1.75	111	.756	43	1.91	151	.840	44
Competition	1.57	111	.721	46	1.85	154	1.015	55
Need to retain managers	2.21	110	.847	38	2.38	152	.941	49
Growing skill shortages	2.16	110	.924	43	2.30	153	.918	40
Structural change	2.19	111	.889	41	2.44	152	1.028	42
Need for committed and motivated managers	1.91	110	.761	40	2.05	153	.934	46
Pressure from stakeholders	2.86	111	1.040	36	2.97	152	1.076	36
Cost of management development	2.67	109	1.081	40	2.57	152	1.090	42

As presented in the table 7.7.3, need for business efficiency was recognized as the more influential factor for management development policy by senior and junior managers. The representing mean values were 1.59 for senior and 1.74 for junior managers. The senior managers were less variable in their responses. For senior and junior managers, growth rate and the strategy of the organization were more influential to the management development policy. The mean values in this regard were 1.75 and 1.91 for senior and junior managers, correspondingly. The senior managers were less variable in their responses. Competition was valued as the more influencing factor for management development policy by both the levels of managers. The corresponding mean values were 1.57 for senior and 1.85 for junior managers. The consistency was more for the responses of junior managers.

According to table 7.7.3, the mean values computed for senior and junior managers in regard to locate the influence of need to retain managers were 2.21 and 2.38 for senior and junior managers, respectively. According to mean values both level of managers found it more influential for formulation, implementation, and evaluation of management development policy. The senior managers were less variable in their responses. Growing managerial skill shortages in the organizations were viewed as more influential factors to affect management development policy by senior and junior managers. The corresponding mean values were 2.16 and 2.30 for senior and junior managers. The variability was less for the responses of senior managers. Structural change was more influential for both the levels. The mean values in this regard were



2.19 for senior and 2.44 for junior managers. The senior managers were more consistent in responses.

As shown in the table 7.7.3, for senior as well as junior managers, need for a committed and motivated manager was the more influential factor for management development policy. The corresponding mean values were 1.91 for senior and 2.05 for junior managers. The senior managers were less variable in their responses. Pressure from stakeholders was influential for both the levels of managers. The mean values were 2.86 and 2.97 for senior and junior managers, correspondingly. The impact of cost of management development was influential for senior as well as junior managers. The representing mean values were 2.67 and 2.57 for senior and junior managers, respectively. The senior managers were less variable in their responses.

In short, the senior as well as junior managers were similar in the ranking of the influence of the factors affecting management development policy in their respective organizations. They recognized all the factors more influential, except pressure from stakeholders and cost of management development. For latter two, managers recognized as influential factors affecting the management development policy.

#### **7.7.4 Correlation of Factors Influencing Management Development Policy**

The Pearson correlation was computed in order to find out the relationship of the factors influencing management development policy on the basis of responses received from private, joint venture, and government and semi government banks. The correlation values are presented in the table 7.7.4

**Table 7.7.4**  
**Correlation of Factors Influencing Management Development Policy**

		1	2	3	4	5	6	7	8	9
1. Needfor business efficiency	Pearson Correlation	1								
	Sig. (2-tailed)									
	N	264								
2. Growth rate and strategy	Pearson Correlation	.296(**)	1							
	Sig. (2-tailed)	.000								
	N	263	263							
3. Competition	Pearson Correlation	.218(**)	.360(**)	1						
	Sig. (2-tailed)	.000	.000							
	N	264	263	266						
4. Need to retain managers	Pearson Correlation	.093	.258(**)	.316(**)	1					
	Sig. (2-tailed)	.135	.000	.000						
	N	262	261	263	263					
5. Growing skill shortages	Pearson Correlation	.104	.302(**)	.338(**)	.456(**)	1				
	Sig. (2-tailed)	.092	.000	.000	.000					
	N	263	262	264	263	264				
6. Structural change	Pearson Correlation	.062	.143(*)	.276(**)	.217(**)	.347(**)	1			
	Sig. (2-tailed)	.318	.020	.000	.000	.000				
	N	264	263	264	262	263	264			
7. Need for committed and motivated managers	Pearson Correlation	.135(*)	.285(**)	.342(**)	.356(**)	.271(**)	.291(**)	1		
	Sig. (2-tailed)	.029	.000	.000	.000	.000	.000			
	N	263	262	264	263	264	263	264		
8. Pressure from stakeholders	Pearson Correlation	.012	.069	.048	.183(**)	.017	.209(**)	.187(**)	1	
	Sig. (2-tailed)	.847	.265	.434	.003	.780	.001	.002		
	N	264	263	264	262	263	264	263	264	
9. Cost of management development	Pearson Correlation	.096	.151(*)	.143(*)	.047	.064	.122(*)	.168(**)	.411(**)	1
	Sig. (2-tailed)	.120	.015	.021	.447	.299	.049	.006	.000	
	N	261	260	262	261	262	261	262	261	262

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

As presented in table 7.7.4, the relationship between need for business efficiency and growth rate and strategy was positively strong (0.296) than other factors influencing management development policy. Growth rate and strategy was positively strongly (0.360) correlated with competition as the factors influencing management development policy. The relationship between need to retain managers and need for committed and motivated managers was positively strong (0.342) than other factors influencing management development policy. The linkage between growing skill shortages and need to retain managers was positively strong (0.456) in comparison with other factors influencing management development policy. Comparatively, the connection between structural change and need for committed and

motivated managers was positively strong (0.291) than other. The relationship between need for committed and motivated manager and pressure from stakeholders was positively significant (0.187) in comparison with other factors influencing management development policy. The association between pressure from stakeholder and cost of management development was positively strong (0.411) in comparison with other factors influencing management training policy.

### 7.7.5 Chi-Square Test for Factors Influencing Management Development Policy

The table 7.7.5 shows the computed values of Chi-Square to determine the significance of the responses received from the managers working in the selected commercial banks indicating the level of influence of the factors affecting the management development policy.

**Table 7.7.5**

**Chi-Square Test for Factors Influencing Management Development Policy**

	Need for business efficiency	Growth rate and strategy	Competition	Need to retain managers	Growing skill shortages	Structural change	Need for committed and motivated managers	pressure from stakeholders	Cost of management development
Chi-Square	261.606	196.144	234.714	142.913	128.538	103.955	174.447	82.174	97.656
df	4	4	4	4	4	4	4	4	4
P- value	.000	.000	.000	.000	.000	.000	.000	.000	.000
Level of Significant ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

According to the table 7.7.5, there was significance difference between the observed and expected frequencies of the responses obtained from the managers determining the level of influence of the factors influencing the management development policy. According to the Chi-Square and P- values, we can conclude that the responding managers were different to each other in expressing the level of influence of the factors influencing management development policy.

Managers in selected commercial banks of Nepal have identified the level of influence of the various factors in the determination of management development policy as forwarded by Margerison (1991) and Doyle (1997). The factors like need for business efficiency, growth rate and strategy, competition, need to retain managers, growing skill shortages, structural change, needs for committed and motivated managers, and cost of management development were influential in the determination of management development policy. There were significant positive correlation between the factors influencing management development policy.

## **7.8 Reengineering the Management Development Practices**

Management development including executive development and education is undergoing gradual but radical transformation. Programmes operating today are far more innovative, learner centered, and relevant to immediate company needs than ever before. In the new century, management training and development (executive education) has the potential to play an even greater role as an essential lever to facilitate strategic transitions. Simply a reward for higher potential managers or a chance to renew an individual's knowledge base will not effectively work. Programmes are increasingly harnessed as opportunities to recast the world views of managerial teams and to align organizations to new directions. Through development and learning forums, managers are likely to discover that they often are better positioned to communicate and implement corporate strategy, to build strategic unity through out the company, and to create a cadre of change agents (Bolt, 1993; Conger & Benjamin, 1999; Conger, 1993).

Organizations are transforming radically, so is management development. To cope with the transformational changes in the organization, managers need transformational learning (Henderson, 2002). The managers are called to develop change oriented organizational citizenship behaviour (Seppala et al., 2010). The practice of management development is changing. The major shifts are: learning needs (shift from functional knowledge to strategic leadership and organizational change); learning content (a shift toward even greater customization); pedagogy (a shift toward action learning and feed back pedagogies); participation (a shift to learning in executive cohorts); integrating mechanisms (a shift toward the cascading of learning experiences); and instructors (growing use of executive teachers) (Conger & Xin, 2000).

The current research concentrates to measure the factors considerable for reengineering the existing management development practices in the aspects like linked with contemporary managerial issues, contribute to make managers proactive, linked with individual expectation and career path of managers, yield immediate rewards, owned by learners (learner centered), make manager flexible to contribute to change programme, and continuous learning process.

The managers working in the selected private, joint venture, government and semi government commercial banks were requested to rank the importance of the factors for the reengineering the existing management development practices in their organizations. The table 7.8 presents the number and percentage of the managers ranking the importance of measures for the reengineering the existing management development practices. The analysis below tries to

find out the priority of the measures for the changes in existing management development practices too.

**Table 7.8**  
**Reengineering the Management Development Practices**

	Ownership pattern										
	Most important		More important		Important		Less important		Unimportant		Total
	N	%	N	%	N	%	N	%	N	%	N
Linked with contemporary managerial issues	110	41.5	93	35.1	53	20	5	1.9	4	1.5	265
Contribute to make manager proactive	99	37.6	93	35.4	58	22.1	9	3.4	4	1.5	263
Linked with individual expectation and career path of manager	90	34.5	89	34.1	70	26.8	8	3.1	4	1.5	261
Yield immediate rewards	71	27.2	71	27.2	83	31.8	31	11.9	5	1.9	261
Owned by learners (learner centered)	31	11.9	73	28.1	128	49.2	21	8.1	7	2.7	260
Make manager flexible to contribute to change programme	70	26.8	111	42.5	62	23.8	13	5.0	5	1.9	261
Continuous learning process	95	36.3	85	32.4	57	21.8	22	8.4	3	1.1	262

According to table 7.8, the managers working in selected private, joint venture, and government and semi government commercial banks feel the need of reengineering in the management development practices in Nepal. They recognized management development practices linked with contemporary managerial issues (76.60%), contribute to make managers proactive (73%), linked with individual career path of manager (68.60%), make managers flexible to contribute to change programme (69.30 %), and continuous learning process (68.70%) as more important factors to be considered to reengineer the management development practices. These percentages have been obtained by adding the percentages of the scales most important and more important of the respective factors for reengineering the management development practices. Factors like yield immediate rewards (86.20%) and owned by learners (Learners centered) (89.20%) were conceived as important factors for the purpose of reengineering the existing practices of management training and development. The above percentages are the sum of the percentages of the scales most important, more important, and important of the respective factors for reengineering.

### **7.8.1 Reengineering the Management Development Practices: Ownership Perspective**

The table 7.8.1 presents the mean values, standard deviations, and coefficients of variation for the responses received from the managers working in private, Joint venture, and government and semi government banks. The managers were requested to indicate the measures to reengineer the existing management development practices in the scale like most important (1), more important (2), important (3), less important (4), and unimportant (5). The information

below will provide the comparative perception of managers working in the different banks under different ownership modality.

**Table 7.8.1**

**Reengineering the Management Development Practices: Ownership Perspective**

	Private Banks				Joint Venture Banks				Govt. & Semi Govt. Banks			
	Mean	N	SD	CV	Mean	N	SD	CV	Mean	N	SD	CV
Linked with contemporary managerial issues	2.30	37	.984	43	1.69	55	.791	47	1.87	173	.846	45
Contribute to make manager proactive	2.08	37	.862	41	2.09	55	.983	47	1.99	171	.949	48
Linked with individual expectation and career path of manager	2.05	37	.941	46	1.98	55	.805	41	2.04	169	.978	48
Yield immediate rewards	2.43	37	1.214	50	2.31	55	1.034	45	2.33	169	1.039	45
Owned by learners (learner centered)	2.22	37	.672	30	2.04	55	.838	41	2.14	169	1.006	47
Make manager flexible to contribute to change programme	2.24	37	1.038	46	2.00	55	.962	48	2.04	170	1.020	50
Continuous learning process	2.89	37	.774	27	2.47	55	.716	29	2.60	168	.961	37

According to table 7.8.1, for managers in private, joint venture and government and semi government banks improving existing management development by linking it with contemporary managerial issues was more important. The representing mean values were 2.30 for private, 1.69 for joint venture and 1.87 for government and semi government banks. The responses from managers in private banks were more consistent. Making future management development able to contribute to make manager proactive was valued as more important by all the managers in all types of banks. The mean values in this regard were 2.08, 2.09 and 1.99 for private, joint venture, and government and semi government banks, respectively. The variability was less for the responses of private banks. The measures, like linking future management development with individual expectation and career path of manager was recognized as more important by the managers from all types of banks. The corresponding mean values were 2.05 for private, 1.98 for joint venture, and 2.04 for government and semi government banks. The variability was less for the responses of joint venture banks. The mean values computed for the responses relating to yield immediate rewards were 2.43, 2.31, and 2.33 for private, joint venture, and government and semi government banks, accordingly. As stated by mean values it was more important to reengineer the existing management development practices in private, joint venture, and government and semi government banks. The variability was equally less for the responses of joint venture and government and semi government banks.

As presented in the table 7.8.1, making management development learners centered was valued as more important by the managers in joint venture banks and important by private and government and semi government banks to transform the conventional management development practices. The mean values in this concern were 2.22, 2.04, and 2.14 for private, joint venture, and government and semi government banks, accordingly. The responses of managers in private banks were less variable. Managers in all types of banks reported that making manager flexible to contribute the change programme was more important way to bring desired changes in the current management development practices. The corresponding mean values were 2.24 for private, 2.00 for joint venture, and 2.04 for government and semi government banks. The variability was less for the responses of managers in private banks. Making management development as continuous learning culture was more important way to make management development more dynamic and contemporary for the managers working in joint venture and important for private and government and semi-government banks . The representing mean values were 2.89, 2.47, and 2.60 for private, joint venture, and government and semi government banks, accordingly. The responses of managers in the private banks were less variable.

Summing above, the managers in all types of banks hold similar views in ranking the importance of given factors to reengineer the existing management development practices. They unanimously agreed that all the factors included in the survey were more important for the purpose of changing management development practices except in raking the importance of owned by learners. In this case, it was more important for managers in joint venture banks and important for the rest.

### **7.8.2 Reengineering the Management Development Practices: Gender Perspective**

The table 7.8.2 presents the mean values, standard deviations, coefficients of variation computed for the responses received from the male and female managers working in private, joint venture, and government and semi government banks in regard to indicate the importance of the different factors for the improvement in existing management development practices. The information included in the table also facilitates to compare and contrast the opinions of male and female managers.

**Table 7.8.2****Reengineering the Management Development Practices: Gender Perspective**

	Gender							
	Male manager				Female manager			
	Mean	N	SD	CV	Mean	N	CV	CV
Linked with contemporary managerial issues	1.88	195	.834	44	1.94	70	.878	45
Contribute to make manager proactive	1.96	193	.909	46	2.20	70	.690	31
Linked with individual expectation and career path of manager	2.07	192	.933	45	1.93	69	.944	49
Yield immediate rewards	2.37	191	1.037	44	2.27	70	1.128	50
Owned by learners (learner centered)	2.56	191	.898	35	2.77	69	.877	32
Make manager flexible to contribute to change programme	2.16	191	.971	45	2.04	70	.806	40
Continuous learning process	2.08	192	1.010	49	1.99	70	1.040	52

As shown in the table 7.8.2, the male as well as female managers found linking management development with contemporary managerial issues as more important to bring desired change in the existing management development practices. The representing mean values were 1.88 and 1.94 for male and female managers, respectively. The male managers were less variable for their responses. Management development contributing to make managers proactive was valued as more important for the timely improvement in existing management development practices by male as well as female managers. The respective mean values in this regard were 1.96 for male and 2.20 for female managers. The variability was less for the responses of female managers. Management training linked with individual expectation and career path of manager was more important for both the genders. The corresponding mean values were 2.07 for male and 1.93 for female managers. The male managers were less variable for their responses. The respective mean values for male and female managers were 2.37 and 2.27 in regard to their responses for ranking the importance to yield immediate reward to improve the existing management development practices in their respective organizations. According to mean values, it was valued as more important measures. The variability was less for the responses of male managers.

Making management development learner centered or owned by the learners to improve conventional management development practices was recognized as important by male and female managers. The mean values in this respect were 2.56 and 2.77 for male and female managers, accordingly. The female managers were less variable in their responses. Making manager flexible to contribute to the change programme as the outcome of improved management development practices was more important for both the genders. The representing mean values were 2.16 for male and 2.04 for female managers. The variability was less for the



responses of female managers. Establishing continuous learning process as an organizational culture in order to make management development contemporary was also valued as more important by male and female managers. The corresponding mean values were 2.08 and 1.99 for male and female managers, correspondingly. The male managers were more consistent than female managers in their responses.

In summary, in all the cases male and female managers were ranking similarly. They ranked all variables more important except owned by learners or learner centered. It was important for them.

### 7.8.3 Reengineering the Management Development Practices: Managerial Level Perspective

The senior and junior managers working in private, joint venture, and government and semi government banks were requested to indicate the importance of different measures listed in the survey in order to make management development up to date to satisfy the changing environment and need of managerial challenges in their career path. The table presents the mean values, standard deviations, and coefficients of variation computed for the responses received from senior and junior managers. Depending on the data presented in the table 7.8.3, an attempt is made to explore the similarities and differences about the perception of the level of importance felt by the senior and junior managers.

**Table 7.8.3**  
**Reengineering the Management Development Practices:**  
**Managerial Level Perspective**

	Managerial Level							
	Senior manager				Junior manager			
	Mean	N	SD	CV	Mean	N	SD	CV
Linked with contemporary managerial issues	1.96	111	.937	48	1.84	153	.889	48
Contribute to make manager proactive	1.89	110	.828	44	2.13	152	.962	45
Linked with individual expectation and career path of manager	1.81	109	.822	45	2.19	151	.985	45
Yield immediate rewards	2.26	109	1.109	49	2.41	151	1.022	42
Owned by learners (learner centered)	2.52	110	.946	38	2.69	149	.853	32
Make manager flexible to contribute to change programme	2.09	108	.952	46	2.16	152	.914	42
Continuous learning process	1.98	110	1.049	53	2.12	151	.979	46

According to table 7.8.3, management development linked with contemporary managerial issues was viewed as more important for timely renewal of management development practices by both the level of managers. The representing mean values were 1.96

for senior and 1.84 for junior managers. The senior and junior managers were equally variable in their responses. Management development aiming to contribute to make managers proactive was valued as more important by senior as well as junior managers for further improvement in existing management training practices. The mean values in this regard were 1.89 and 2.13 for senior and junior managers, respectively. The senior managers were less variable for their responses. Linking management training with individual expectation and career path of manager was recognized as more important by senior as well as junior managers. The corresponding mean values were 1.81 for senior and 2.19 for junior managers. In this case, the senior and junior managers were equally consistent for their responses. To yield immediate rewards to participants from the management development was also valued as more important by both the level of managers. The representing mean values were 2.26 and 2.41 for senior and junior managers, correspondingly. The junior managers were more consistent than senior managers for their responses.

Making management development need based and guided by the participant i.e., owned by learners was important for senior and junior managers. The mean values in this respect were 2.52 for senior and 2.69 for junior managers. The junior managers were less variable for their responses. Making manager flexible to contribute to change project or making manager a change actor by the future management development practices was more important for senior and junior managers. The mean values in this concern were 2.09 and 2.16 for senior and junior managers, accordingly. Junior managers were less variable for their responses. Establishing management development as continuous learning process was ranked as more important measures to reengineer the management training practices by senior and junior managers. The corresponding mean values were 1.98 for senior and 2.12 for junior managers. The responses of junior managers were more consistent in comparison to senior managers.

Summing above, senior and junior managers were similar to rank the importance of the variables to reengineer the existing management development practices in their work organizations except owned by learners (learner centered). All other remaining measures were valued as more important to change management development practices. Owned by learners (learner centered) was valued by senior as well as junior managers as important measure to improve the current practices of management development.

#### **7.8.4 Correlation of reengineering the Management Development Practices**

Pearson correlation was computed to explore the relationships of factors important for the reengineering in the existing management development practices on the basis of the

responses received from the managers working in private, joint venture, and government and semi government banks. The correlation values are presented in the table 7.8.4.

**Table 7.8.4**  
**Correlation of Reengineering the Management Development Practices**

		1	2	3	4	5	6	7
1. Linked with contemporary managerial issues	Pearson Correlation	1						
	Sig. (2-tailed)							
	N	265						
2. contribute to make managers pro-active	Pearson Correlation	.225(**)	1					
	Sig. (2-tailed)	.000						
	N	263	263					
3. Linked with individual expectation and career path of manager	Pearson Correlation	.249(**)	.280(**)	1				
	Sig. (2-tailed)	.000	.000					
	N	261	260	261				
4. Yield immediate rewards	Pearson Correlation	.243(**)	.151(*)	.436(**)	1			
	Sig. (2-tailed)	.000	.015	.000				
	N	261	261	258	261			
5. Owned by learners (learner centered)	Pearson Correlation	.213(**)	.116	.286(**)	.338(**)	1		
	Sig. (2-tailed)	.001	.062	.000	.000			
	N	260	259	257	258	260		
6. Make manager flexible to contribute to change programme	Pearson Correlation	.199(**)	.157(*)	.398(**)	.355(**)	.293(**)	1	
	Sig. (2-tailed)	.001	.011	.000	.000	.000		
	N	261	261	260	259	257	261	
7. Continuous learning process	Pearson Correlation	.103	.185(**)	.231(**)	.161(**)	.323(**)	.464(**)	1
	Sig. (2-tailed)	.095	.003	.000	.009	.000	.000	
	N	262	262	259	260	258	260	262

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

As shown in table 7.8.4, the relationship between management development linked with contemporary managerial issues with individual expectation and career path of manager as the important factors to reengineer the existing management development practices was positively strong (0.249) than remaining factors. The association of management development contributing to make managers proactive with individual expectation and career path of manager as the valued factors to reengineer the existing management development practices was positively significant (0.280) in comparison with remaining factors. The linkage between management development linked with individual expectation and career path of manager and management training to yield immediate rewards as the considerable factors for the reengineering in existing management training practices was positively strong (0.436) in comparison with remaining factors. Comparatively, management training to yield immediate reward was positively strongly (0.355) related with making manager flexible to contribute change programme as the valuable factor to reengineer the current management development

practices than other factors. The relationship between management training owned by learners (learners centered) and continuous learning process as the factors to reengineer the existing management development practices was positively significant (0.323) in comparison with remaining factors. The association between making manager flexible to contribute to reengineer management development programme with management training as continuous learning process was positively significant (0.464) than other remaining factors.

### 7.8.5 Chi-Square Test for Reengineering the Management Development Practices

The table 7.8.5 presents the computed values of Chi-Square to test the significance of the opinions received from the managers working in private, joint venture, and government and semi government banks determining the level of importance of the factors for improvement in management development programme.

**Table 7.8.5**  
**Chi-Square Test for Reengineering the Management Development Practices**

	Linked with contemporary managerial issues	Contribute to make managers pro-active	Linked with individual expectation and career path of manager	Yield immediate rewards	Owned by learners (learner centered)	Make manager flexible to contribute to change programme	Continuous learning process
Chi-Square	180.264	153.559	141.318	83.004	185.462	146.261	119.527
df	4	4	4	4	4	4	4
P value	.000	.000	.000	.000	.000	.000	.000
Level of Significant ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

As shown in the table 7.8.5, there was significant difference between the observed and expected frequencies of the opinions received from the managers finding the level of importance of the factors for improvement in management development programme. According to Chi-Square and P-values, it can be concluded that the managers were different with each other to show the level of importance of the factors for improvement in management development programme.

The managers working in selected private, joint venture, and government and semi-government banks felt the need of transformation in the conventional management development practices in their respective organizations as opined by Henderson (2002) and Seppala et al. (2010). The factors like management development linked with contemporary issues, contribute to make manager proactive, linked with individual expectation and career path of managers,

learner centered, make manager flexible to contribute to change programme, and continuous learning process were important factors to support the reengineering of the management development practices. The level of importance of factors for reengineering the management development practices were positively and significantly correlated with each other.

From the above analysis and interpretation relating to research question six in connection to the expected changes in various aspects of management development, the majority of managers recognized the importance of changes in identification of development needs, content of the development course, methods of selection, selection of trainers, management development policies, and management development methods.

In regard to research question seven, the factors like need for business efficiency, growth rate and strategy, competition, need to retain managers, growing skill shortages, structural change, need for committed and motivated managers, pressure from stakeholders, and cost of management development were duly emphasized as the factors influencing management development policy in the judgment of majority of responding Nepalese managers working in selected commercial banks.

As described in the above analysis, the research question eight has also been answered. The majority managers found all the measures proposed in the survey as important in the order like linked with contemporary issues, linked with individual expectation and career path of managers, making managers flexible to contribute to change programme, continuous learning process, and owned by learners to reengineer the existing management development practices.

## CHAPTER-VIII

### ORGANIZATIONAL CHANGE

Chapter VIII presents the empirical analysis of the data collected and attempts to interpret the result in regard to organizational change. It covers the presentation, and interpretation of the data in the subheadings like forces for change, motives for change, managerial attributes to carryout change, managerial perception about the change, the pace of change, managerial roles for change, and the improvement in organizational change capacity from the participation in management development programme. This chapter carries out the comparative analyses and interpretation of the data among the ownership patterns, between the genders, and levels of the respondent managers working in the selected commercial banks in Nepal.

#### 8.1 Forces for Change

The stability and change in the organization depend on the pace of change of the internal as well as external environment of the organization. Vas (2001) has categorized growing competition, internationalization, technological innovation, deregulation, and shift in the culture in the society as the forces for change. Other internal forces that pressure the organization for change are the philosophy of top management, work force mix, and so on. The present research takes the government actions, market mechanism, rapid technological innovation, a forward looking manager, changing work force composition, cultural shift, and the owners expectation as the forces demanding changes in the private, joint venture, and government and semi government commercial banks in Nepal.

The table 8.1 presents the number and percentage of the managers indicating the level of relevancy of forces for change in their respective organizations.

**Table 8.1**  
**Forces for Change**

	Government action		Market mechanism		Rapid technological innovation		A forward looking manager		Changing work force composition		Cultural shift		Owner's expectation	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Most relevant	115	43.5	108	40.9	138	52.1	84	31.9	38	14.3	28	10.6	55	20.8
More relevant	92	34.7	117	44.3	84	31.7	112	42.6	118	44.5	77	29.3	82	31.0
relevant	29	10.9	33	12.5	39	14.7	57	21.7	86	32.5	106	40.3	76	28.8
Les relevant	21	7.9	2	0.8	3	1.1	9	3.4	19	7.2	41	15.6	35	13.3
Irrelevant	8	3.0	4	1.5	1	0.4	1	0.4	4	1.5	11	4.2	16	6.1
<b>Total</b>	<b>265</b>	<b>100</b>	<b>264</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>163</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>263</b>	<b>100</b>	<b>264</b>	<b>100</b>

As presented in the table 8.1, the responses of the managers regarding the relevancy of the different forces for change were fluctuating. The more relevant forces for change for the Nepalese managers were government action (78.20%), rapid technological innovation (83.80%), market mechanism (85.20%), and a forward looking manager (74.50%). These percentages cover the percentages of the scales of the most relevant and more relevant of the respective forces for change. Forces like changing work force composition (91.30%), cultural shift (80.23%), and owners' expectation (81%) were the relevant forces for change in selected commercial banks of Nepal. These percentages are obtained by adding the percentages of the scales of the most relevant, more relevant and relevant of respective forces for change. The number and percentage of the managers indicating the forces for change as less relevant and irrelevant were very few.

### 8.1.1 Forces for Change: Ownership Perspective

Managers from different banks were requested to indicate the degrees of relevancy of forces for change in their respective organizations. The banks were classified as private, joint venture, and government and semi-government. The following table shows the mean values, standard deviations, and coefficients variation for each recognized forces for change. Managers indicated their views as most relevant (1), more relevant (2), relevant (3), less relevant (4), and irrelevant (5).

**Table 8.1.1**  
**Forces for Change: Ownership Perspective**

	Government action	Market mechanism	Rapid technological innovation	A forward looking manager	Changing work force composition	Cultural shift	The owner's expectation
<b>Private Banks</b>							
Mean	1.86	1.78	1.57	2.41	2.73	3.32	2.78
N	37	37	37	37	37	37	37
SD	1.058	0.630	.728	.713	.962	1.156	1.031
CV	57	36	46	30	35	35	37
<b>Joint venture Banks</b>							
Mean	2.11	1.68	1.75	1.85	2.33	2.73	2.51
N	55	55	55	55	55	55	55
SD	.956	.927	.775	.826	.963	.849	1.136
CV	45	55	44	45	41	31	45
<b>Govt. &amp; Semi Govt. Banks</b>							
Mean	1.88	1.81	1.65	1.98	2.31	2.61	2.48
N	173	172	173	171	173	171	172
SD	1.096	.802	.818	.871	.802	.948	1.162
CV	58	44	50	44	35	36	47

According to table 8.1.1, the mean values obtained for the responses of the managers of private, joint venture, and government and semi-government banks were 1.86, 2.11, and 1.88 in

regards to government action as the force for change in their organizations, respectively. All the managers from all ownership patterns recognized that government action as the more relevant force to bring the changes in their organizations. The responses of managers from joint venture banks were less variable in comparison with managers responding from joint venture and government and semi government banks. The mean values obtained for the responses in regard to market mechanism as the force for change were 1.78, 1.68, and 1.81 for the managers in private, joint venture, and government and semi government banks, respectively. The managers irrespective of ownership differences of the banks recognized the market mechanism as the more relevant force for change. The variability of responses was less for the managers from private bank followed by government and semi government, and joint venture banks.

Rapid technological innovation was the next force for change ranked by the managers in all banks. The mean values, obtained for the responses of the managers from private, joint venture, and government and semi government banks were 1.57, 1.75, and 1.65, respectively. Irrespective of ownership pattern, all the managers recognized rapid technological innovation as more relevant force for change. The variability of the responses was low for the managers of joint venture banks. The mean values obtained for the responses in regard to a forward looking manager as the forces for change were 2.41, 1.85, and 1.98 for the managers from private, joint venture, and government and semi government banks, accordingly. According to mean values, all the responding managers realized it as more relevant force for changes. Private bank managers were less variable in responses. The mean values obtained for the variable changing work force composition as the force for change were 2.73, 2.33, and 2.31 for the responses of managers from private, joint venture, and government and semi government banks, respectively. The managers from private banks opined the relevancy of the changing work force composition to bring the change in enterprise. Managers from other banks recognized changing work force composition as the more relevant force for change. The variability of responses was equally less for the managers in private and government and semi government banks. The variability of responses was more for the manager in joint venture banks.

Cultural shift as the force for change was rated by the managers and mean values for the responses were 3.32, 2.73, and 2.61 for the managers in private, joint venture, and government and semi government banks. The entire respondent found it as relevant force for change. The variability of responses was less for the managers in joint venture banks followed by managers in private and government and semi government banks. The owner's expectation as the force for change in the organization was the last variable rated by the managers. The mean values were 2.78, 2.51, and 2.48 for the responses received from the managers in private, joint venture,



and government and semi government banks, respectively. According to mean values the managers in private banks perceived it as relevant. Remaining managers from joint venture and government and semi government banks recognized owner's expectation as more relevant force for change. The responses were less variable for the private banks, and high for the response form the government and semi government banks.

Summing above, the managers from all ownership patterns expressed the same opinions in respect to the degree of relevancy of the forces for change, like government action, market mechanism, rapid technological innovation, and a forward looking manager. But for other cases like changing work force composition, cultural shift, and owner's expectation as the forces for change, the respondents hold different opinions.

### 8.1.2 Forces for Change: Gender Perspective

The following table attempts to show the summary of the responses received from male and female managers from the different banks under study. They were asked to indicate the relevancy of the forces for change as they perceive in their work organizations.

**Table 8.1.2**  
**Forces for Change: Gender Perspective**

	Government action	Market mechanism	Rapid technological innovation	A forward looking manager	Changing work force composition	Cultural shift	The owner's expectation
<b>Male manager</b>							
Mean	1.94	1.84	1.67	1.95	2.31	2.65	2.58
N	195	194	195	193	195	193	194
SD	1.073	.815	.771	.831	0.879	.984	1.164
CV	55	44	46	43	38	37	45
<b>Female manager</b>							
Mean	1.89	1.60	1.64	2.04	2.53	2.97	2.39
N	70	70	70	70	70	70	70
SD	1.043	.769	.869	.875	.829	.963	1.067
CV	55	48	53	43	33	32	45

According to table 8.1.2, the mean values, standard deviations, and coefficients of variation for the responses received were calculated and compared between male and female managers. Government action was recognized by the male and female managers as the more relevant force for change. The computed mean values were 1.94 for male and 1.89 for female. The consistency of responses seems to be same for both the genders. For market mechanism as the force for change, the mean values obtained were 1.84 and 1.60 for male and female managers, respectively. They recognized market mechanism as more relevant force for changes in organizations. The responses of male manager were comparatively consistent in comparison to female managers. Rapid technological innovation was also found more relevant force to

bring the changes in companies, by male as well as female managers. The mean values were 1.67 and 1.64 for male and female managers, respectively. The responses of male managers were consistent in comparison with their counter part female managers. Another force, the forward looking manager was also rated as more relevant force for change by male and female managers. Mean values for their responses were 1.95 and 2.04 for male and female managers, correspondingly. The consistency of responses was same for both the gender. Changing work force composition was rated by male managers as more relevant and same was rated as relevant force for change by the female managers. The mean values were 2.31 for male and 2.53 for female managers. The variability of responses was more for male managers.

Cultural shift was the next variable rated by both the gender. The mean values computed and obtained were 2.65 and 2.97 for male and female managers, respectively. Male as well as female managers opined that cultural shift was relevant force for change in their respective enterprises. The variability was less in the responses of female managers. The mean values for the male and female managers in respect to the owner's expectation as the force for change were 2.58 and 2.39, respectively. According to mean values obtained, it was relevant for male and more relevant for female managers. The consistency in the responses of male and female managers was same.

In a nutshell, in regard to identifying the relevancy of forces for change like, government action, market mechanism, rapid technological innovation, a forward looking manager, and cultural shift, male and female managers expressed similar views. In the cases of changing work force composition and the owner's expectation, male and female managers were different in their opinions.

### **8.1.3 Forces for Change: Managerial Level Perspective**

An attempt has been made to show the summary of the responses received from the different levels of managers in respect to indicating the relevancy of the forces for change. The following table shows the means, standard deviations, and coefficients of variation computed for the responses received from the senior and junior managers working in selected commercial banks.

**Table 8.1.3****Forces for Change: Managerial Level Perspective**

	Government action	Market mechanism	Rapid Technological innovation	A forward looking manager	Changing work force composition	Cultural shift	The owner's expectation
<b>Senior manager</b>							
Mean	1.73	1.62	1.54	1.91	2.43	2.63	2.43
N	111	110	111	111	110	111	111
SD	1.049	.677	.748	.869	.829	1.008	1.188
CV	61	42	49	45	34	38	49
<b>Junior manager</b>							
Mean	2.05	1.89	1.74	2.03	2.33	2.80	2.59
N	153	153	153	151	154	151	152
SD	1.060	.878	.817	.824	.901	.966	1.101
CV	52	46	47	41	39	35	43

As presented in table 8.1.3 the mean values computed for the responses of the managers recognizing government action as the more relevant force for changes were 1.73 for senior managers and 2.05 for junior managers. The variability in the responses was high for senior managers. Market mechanism was reported as the more relevant force for change by senior as well as junior managers. The mean values were 1.62 and 1.89 for senior and junior managers, accordingly. The variability of responses was less for senior managers. Both the level of managers found rapid technological innovation as more relevant force for the changes in their organizations. The mean values obtained from responses were 1.54 for senior and 1.74 for junior managers. Comparatively the consistency in responses was high for the junior managers. A forward looking manager was perceived as more relevant force to bring the changes in the organizations by senior as well as junior managers. The mean values were 1.91 and 2.03 for senior and junior managers, respectively. Comparatively, junior managers were found to be consistent in their opinions.

Changing work force composition was more relevant force for changes for senior and junior managers. The mean values for changing work force composition were 2.43 and 2.33 for senior and junior managers, respectively. The responses of senior managers were consistent in comparison with juniors. For both the level of managers, cultural shift was relevant force for changes. The mean values for this concern were 2.63 for seniors and 2.80 for juniors. Comparatively, the responses of junior managers were less variable. The mean values obtained for the responses in regard to the owner's expectation were 2.43 for senior and 2.59 for junior managers. According to mean values owner's expectation as the force for changes was more relevant for seniors and, relevant for juniors. The variability of the responses of junior managers was less than the senior managers.

To conclude, the rating of different forces for changes were almost similar for senior as well as junior managers in all the cases, but in case of the owner's expectation they differed with each other.

### 8.1.4 Correlation of Forces for Change

The Pearson correlation was computed to ascertain the relationship between the different forces for change in the organizations. The following correlation table presents the values of correlation between the different forces for change as perceived by the respondent managers.

**Table 8.1.4**  
**Correlation of Forces for Change**

		1	2	3	4	5	6	7
1. Government action	Pearson Correlation	1						
	Sig. (2-tailed)							
	N	265						
2. Market mechanism	Pearson Correlation	.282(**)	1					
	Sig. (2-tailed)	.000						
	N	264	264					
3. Rapid technological innovation	Pearson Correlation	.216(**)	.502(**)	1				
	Sig. (2-tailed)	.000	.000					
	N	265	264	265				
4. A forward looking manager	Pearson Correlation	.096	.295(**)	.450(**)	1			
	Sig. (2-tailed)	.121	.000	.000				
	N	263	262	263	263			
5. Changing work force composition	Pearson Correlation	-.140(*)	.133(*)	.250(**)	.425(**)	1		
	Sig. (2-tailed)	.023	.030	.000	.000			
	N	264	264	264	262	265		
6. Cultural shift	Pearson Correlation	.069	.299(**)	.257(**)	.348(**)	.464(**)	1	
	Sig. (2-tailed)	.267	.000	.000	.000	.000		
	N	263	262	263	262	262	263	
7. The owner's expectation	Pearson Correlation	.334(**)	.389(**)	.324(**)	.383(**)	.253(**)	.426(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	264	263	264	262	263	262	264

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

As presented in correlation table 8.1.4, the relationship of government action with the owner's expectation was positively strong (0.334) in comparison with other forces. Market mechanism was positively strongly (0.502) related with rapid technological innovation than

other forces. Rapid technological innovation was positively strongly (0.450) related with a forward looking manager than other forces for the change. Relationship of forward looking manager was positively strong (0.425) with changing work force composition in comparison with relationships with other forces for change. The connection between changing work force with cultural shift was positively strong (0.464) than other forces. Comparatively cultural shift was positively strongly (0.426) related with the owner's expectation. There is negative (-0.140) relationship between government actions with changing workforce composition.

### 8.1.5 Chi-Square Test for Forces for Change

The table below presents the computed values of Chi-Square to test the significance of the responses of the managers working in private, joint venture and government and semi government banks.

**Table 8.1.5**  
**Chi-Square Test for Forces for Change**

	Government action	Market mechanism	Rapid technological innovation	A forward looking manager	Changing work force composition	Cultural shift	The owner's expectation
Chi-Square	169.623	237.174	256.340	172.951	171.623	112.494	58.083
df	4	4	4	4	4	4	4
P value	.000	.000	.000	.000	.000	.000	.000
Level of Significant ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05	0.05

$p < \alpha$  0.05

As presented in the table 8.1.5, there were significance differences between observed and expected frequencies. According to Chi-Square and P-value, it can be concluded that the responding managers were not similar in expressing their views regarding the forces for change in their organizations.

The discussion above shows that managers in selected commercial banks have identified the relevancy of forces for change similar to Vas (2001). The responding managers recognized the change forces like government action, market mechanism, rapid technological innovation, changing workforce composition, cultural shift, and the owner expectations as the relevant to demand the timely changes. The correlation analysis shows the positively significant relationships between the change forces except the association between government actions with changing workforce composition.

## 8.2 Motives for Change

The objectives of managing change differ from organization to organization according to problems they face and circumstances they operate in. French (1968) has developed some common motives of change as, increasing trust and support, solving organizational problems, increasing knowledge and skills, enhancing communication, increasing personal enthusiasm and satisfaction, increasing self-confidence and satisfaction, and bringing synergistic solution.

Golembieski and Carrigan (1970) have added the motive like increasing cohesiveness, making system adaptive, flexible and open, and increasing overall efficiency in organization. The current research covers the motives for change as cost reduction, increasing efficiency and production, secure survival of organization, develop leadership skills, change mind set of managers and employees, developing team spirit and collaboration, managerial skill improvement and making managers flexible, improve problem solving and decision making, and developing openness and communication in the banks under study.

The managers working in different banks were requested to indicate the objectives of changes in their respective organizations. The table 8.2 presents the number and percentage of the managers indicating the level of importance of the change objectives.

**Table 8.2**  
**Motives for Change**

	Cost reduction		Increasing efficiency and production		Secure survival of organization		Developing leadership skill		Changing mind set of managers and employees		Developing team Spirit and collaboration		Managerial skill improvement and making manager flexible		Improve problem solving and decision making skill		Developing openness and communication	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Most important	70	26.4	156	58.9	126	47.5	90	34.1	117	44.2	108	40.8	105	39.6	119	44.9	106	40.2
More important	90	34	78	29.4	79	29.8	117	44.3	104	39.2	117	44.2	118	44.5	103	38.9	111	42
Important	78	29.4	28	10.6	49	18.5	48	18.2	34	12.8	32	12.0	34	12.8	35	13.2	33	12.5
Less important	21	7.9	3	1.1	8	3	8	3	10	3.8	8	3.0	6	2.3	7	2.6	12	4.5
Unimportant	6	2.3	-	-	3	1.2	1	0.4	-	-	-	-	2	0.8	1	0.4	2	0.8
<b>Total</b>	<b>265</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>264</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>265</b>	<b>100</b>	<b>264</b>	<b>100</b>

According to table 8.2, increasing efficiency and production (88.30%), secure survival of organization (77.30%), developing leadership skill (78.40%), changing mind set of managers and employees (83.40%) developing team spirit and collaboration (85%), managerial skill improvement and making manager flexible (84.10%), improve problem solving and decision

making (83.80%), and developing openness and communication (82.20%) were more important motives for change for the managers working in selected private, joint venture, and government and semi government banks in Nepal. The above percentages cover the percentages of the scales most important and more important of the respective motives for the change. The remaining motive for change like cost reduction (89.80%) was indicated as an important motive by the responding managers. This percentage has been obtained by adding the percentages of the scales most important, more important, and important of the respective motive for change. The number and percentage of the managers ranking the motives for change as less important and unimportant were in minority.

### 8.2.1 Motives for Change: Ownership Perspective

Managers from different banks under different ownership patterns were asked to indicate the importance of the motives for change in their respective work organizations. Their responses are presented in the following table 4.2.1. The managers were requested to note their opinions in the scale like, most important (1), more important (2), important (3), less important (4), and unimportant (5).

**Table 8.2.1**  
**Motives for Change: Ownership Perspective**

	Cost reduction	Increasing efficiency and production	secure survival of organization	Developing leadership skill	Changing mind set of managers and employers	Developing team spirit and collaboration	Managerial skill improvement and making manager flexible	Improve problem solving and decision making	Developing openness and communication
<b>Private Banks</b>									
Mean	2.38	1.41	1.70	1.92	1.76	1.81	1.86	1.86	3.27
N	37	37	37	37	37	37	37	37	37
SD	.924	.599	.812	.894	.830	.701	.887	.673	.813
CV	33	42	49	47	47	39	48	36	25
<b>Joint Venture Banks</b>									
Mean	2.07	1.45	1.69	1.58	1.80	1.73	1.60	1.69	1.71
N	55	55	55	55	55	55	55	55	55
SD	.979	.715	.979	.686	.869	.560	.564	.742	.658
CV	47	49	58	43	48	32	35	44	38
<b>Govt. &amp; Semi Govt. Banks</b>									
Mean	2.29	1.60	1.86	2.02	1.75	1.78	1.85	1.74	1.86
N	173	173	173	172	173	173	173	173	173
SD	1.033	.754	.923	.820	.801	.848	.843	.860	.881
CV	45	47	50	41	46	48	46	49	47

The table 8.2.1 shows, the mean values, standard deviation and coefficient of variation computed for the responses received from the managers working in different banks. They were classified into different patterns and an attempt has been made to compare. The first motive of change indicated by the managers was cost reduction. The mean values were 2.38, 2.07, and 2.29 for the responses of the managers in private, joint venture, and government and semi government banks, respectively. All mean values ascertained that managers in all ownership pattern banks have recognized the objective as more important. The responses were less variable for the private and high for joint venture banks. For increasing efficiency and production, the mean values obtained were 1.41, 1.45, and 1.60 from the responses of private, joint venture, and government and semi government banks, respectively. According to mean values, private and joint venture banks found it as more important and government and semi government bank recognized it as important motive. Private banks managers were more consistent in their responses. Secure survival of organization was found by all the managers from all ownership patterns as important motive of change. The mean values were 1.70, 1.69, and 1.86 for private, joint venture, and government and semi government banks, respectively. The variability of responses was less in private banks and high for joint venture banks.

The another motive of change rated and recognized as more important objective by the managers irrespective of ownership, was developing leadership skill. The mean values were, 1.92, 1.58, and 2.02 for the responses of the managers from private, joint venture, and government and semi government banks, respectively. The consistency of responses was more for government and semi government banks and less for private banks. Changing the mindset of managers and employees was ranked by the managers from all ownership banks as more important change motive. The mean values computed for private, joint venture, and government and semi government banks were 1.76, 1.80, and 1.75, respectively. The uniformity of responses was slightly higher for government and semi government banks in comparison with other banks. The mean values computed for the responses relating to developing team spirit and collaboration were 1.81, 1.73, and 1.78 for private, joint venture, and government and semi government banks, correspondingly. Managers from all ownership patterns recognized, it as more important change motive. The uniformity of responses from the joint venture banks was higher in comparison with the rest.

Managerial skill improvement and making managers flexible was shown as more important motive of change with mean values were 1.86, 1.60 and 1.85 for the responses received from the managers working in private, joint-venture, and Government and semi-government banks, respectively. The responses from joint venture bank managers were less



variable in comparison with others. The mean values obtained for ranking to improve problem solving and decision making were 1.86, 1.69, and 1.74 for private, joint venture, and government and semi government banks, respectively. All the managers, irrespective of ownership differences, agreed it as more important motive of change. The responses received from the managers of the private banks were more uniform. Developing openness and communication was recognized as important motive of change by the managers in private banks, where as managers in joint venture and government and semi government banks recognized it as more important motive. The corresponding mean values were 3.27, 1.71, and 1.86 for the responses from private, joint venture, and government and semi government banks, in order. The private bank managers were more uniform in expressing their opinion.

To conclude, managers from all the banks working in different ownership pattern have agreed that all the motives requested them to rank were more important and important.

### 8.2.2 Motives for Change: Gender Perspective

The male and female managers from different banks were asked to indicate the level of importance of motives for change. The following table 8.2.2 presents the summary of their responses.

**Table 8.2.2**  
**Motives for Change: Gender Perspective**

Gender	Cost reduction	Increasing efficiency and production	Secure survival of organization	Developing leadership skill	Changing mind set of managers and employees	Developing team spirit and collaboration	Managerial skill improvement and making manager flexible	Improve problem solving and decision making	Developing openness and communication
Male manager									
Mean	2.17	1.53	1.86	1.91	1.79	1.78	1.81	1.77	1.85
N	195	195	195	194	195	195	195	195	195
SD	1.021	.720	.950	.825	.820	.791	.814	.825	.852
CV	47	47	51	43	46	44	45	47	46
Female manager									
Mean	2.49	1.57	1.64	1.91	1.69	1.76	1.79	1.67	2.50
N	70	70	70	70	70	70	70	70	70
SD	.944	.753	.817	.812	.808	.731	.778	.775	.595
CV	38	48	50	43	48	42	43	46	24

The table 8.2.2 presents, the mean values, standard deviations, and coefficients of variation computed from the responses received from the male and female managers working in different banks under study. Cost reduction as the change motive was recognized by male and female managers as more important motive. The mean values were 2.17 and 2.49 for male and female managers, respectively. The consistency of responses was high for female managers.

The mean values obtained for increasing efficiency and production were 1.53 for male and 1.97 for female managers. Both male and female managers recognized it as more important motive of change. The variability of responses was less for male managers. The mean values 1.86 for male and 1.64 for female managers were obtained in regard to secure survival of organization as motive of change. Male along with female managers agreed it as more important motive of change. The female managers were comparatively less variable in their responses.

Development of leadership skill was found more important motive of change. The mean value for both the genders was 1.91. There was no difference between male and female managers in regard to uniformity in their responses. Changing mindset of managers and employees was ranked by male as well as female managers as more important objective of change in their organizations. The mean values were 1.79 and 1.69 for male and female managers, correspondingly. The male managers were less variable in their responses in comparison with female managers. Male as well as female managers recognized developing team spirit and collaboration as more important motive of change. The mean in this regard values were 1.78 and 1.76 for male and female managers, accordingly. The male managers were less variable in their ranking.

The male as well as female managers recognized managerial skill improvement and making manager flexible as more important motive of change. The mean values were 1.81 for male and 1.79 for female managers. The variability of responses was low for female managers. The mean values computed for improving problem solving and decision making were 1.77 for male and 1.69 for female managers.. Male as well as female managers recognized it as more important motive. The female managers were less variable in their responses. Developing openness and communication was ranked by both the gender as more important motive of change. The mean values were 1.85 and 2.50 for male and female managers, respectively. Female managers were less variable in their expressions.

In summary, in all cases male as well as female managers have recognized the motives of change more important. Therefore, it can be said that managers whether male or female have similar level of expression about the motives of change.

### **8.2.3 Motive for Change: Managerial Level Perspective**

The following table 8.2.3 presents the mean values, standard deviations, and coefficients of variation of the responses received from the senior and junior managers working in different banks.

**Table 8.2.3**  
**Motive for Change: Managerial Level Perspective**

	Cost reduction	Increasing efficiency and production	Secure survival of organization	Developing leadership skill	Changing mind set of managers and employees	Developing team spirit and collaboration	Managerial skill improvement and making manager flexible	Improve problem solving and decision making	Developing openness and communication
<b>Senior manager</b>									
Mean	2.19	1.42	1.81	1.88	1.63	1.61	1.68	1.66	2.15
N	111	111	111	110	111	111	111	111	111
SD.	.929	.695	.996	.763	.725	.606	.687	.757	.475
CV	42	49	55	41	44	38	41	46	22
<b>Junior manager</b>									
Mean	2.30	1.63	1.80	1.94	1.86	1.89	1.88	1.82	1.93
N	153	153	153	153	153	153	153	153	153
SD	1.064	.742	.866	.860	.869	.863	.873	.846	.879
CV	46	46	48	44	47	46	45	46	46

As presented in the table 8.2.3, cost reduction was indicated as more important motive of change by senior and junior managers. The mean values were 2.19 and 2.30 for senior and junior managers, respectively. The senior managers were more uniform in responses than junior managers. The mean values computed for the responses in regard to increasing efficiency and production as motive for change were 1.42 for senior and 1.63 for junior managers. According to mean values both the level of managers recognized it as more important motive of change. The junior managers were less variable in their responses. For secure survival of organization, the mean values obtained were 1.81 and 1.80 for the responses of senior and junior managers, respectively. Both the levels of managers recognized it more important motive of change. The variability was less in the responses of junior managers.

Development of leadership skill was recognized by senior and junior managers as more important motive of change. The mean values were 1.88 for senior and 1.94 for junior managers. The senior managers were more consistent in their responses. Senior and junior managers ranked changing mind set of managers and employees as more important motive of change. The mean values were 1.63 and 1.86 for senior and junior managers, accordingly. Senior managers were more uniform in expressing their views. For developing team spirit and collaboration, the mean values were 1.61 and 1.89 for senior and junior managers, correspondingly. Managers irrespective of levels differences recognized it as more important motive. Senior managers were less variable in their responses.

The senior as well as junior level managers found managerial skill improvement and making managers flexible as more important motive of change. The mean values obtained were 1.68 and 1.88 for senior and junior managers, respectively. The responses of the senior

managers were less variable. The computed mean values for the ranking of improve problem solving and decision making were 1.66 for senior and 1.82 for the junior managers. Both the level of managers found it more important change motive. The variability of responses was same for senior and junior managers. Developing openness and communication was also ranked as more important motive of change by senior as well as junior managers. The mean values were 2.15 and 1.93 for senior and junior managers, respectively. The senior managers were more uniform in their expression.

In a nutshell, senior and junior managers were similar in understanding and ranking the motives for change included in the questionnaire.

#### **8.2.4 Correlation of Motives for Change**

The Pearson correlation was calculated to measure the relationship of change motives depending on the responses received from the managers working in private, joint venture, and government and semi government banks. The correlation values are presented in the table 8.2.4.

**Table 8.2.4**  
**Correlation of Motives for Change**

		1	2	3	4	5	6	7	8	9
1. Cost reduction	Pearson Correlation	1								
	Sig. (2-tailed)									
	N	265								
2. Increasing efficiency and production	Pearson Correlation	.249(**)	1							
	Sig. (2-tailed)	.000								
	N	265	265							
3. Secure survival of organization	Pearson Correlation	.226(**)	.260(**)	1						
	Sig. (2-tailed)	.000	.000							
	N	265	265	265						
4. Development leadership skill	Pearson Correlation	.129(*)	.372(**)	.178(**)	1					
	Sig. (2-tailed)	.036	.000	.004						
	N	264	264	264	264					
5. Changing mindset of managers and employees	Pearson Correlation	.065	.280(**)	.280(**)	.372(**)	1				
	Sig. (2-tailed)	.291	.000	.000	.000					
	N	265	265	265	264	265				
6. Developing team spirit and collaboration	Pearson Correlation	.065	.332(**)	.219(**)	.406(**)	.525(**)	1			
	Sig. (2-tailed)	.292	.000	.000	.000	.000				
	N	265	265	265	264	265	265			
7. Managerial skill improvement and making manager flexible	Pearson Correlation	.134(*)	.308(**)	.321(**)	.407(**)	.510(**)	.633(**)	1		
	Sig. (2-tailed)	.030	.000	.000	.000	.000	.000			
	N	265	265	265	264	265	265	265		
8. Improve problem solving and decision making	Pearson Correlation	.112	.373(**)	.283(**)	.355(**)	.480(**)	.487(**)	.578(**)	1	
	Sig. (2-tailed)	.069	.000	.000	.000	.000	.000	.000		
	N	265	265	265	264	265	265	265	265	
9. Developing openness and communication	Pearson Correlation	-.053	.029	.148(*)	.032	.132(*)	.136(*)	.149(*)	.164(**)	1
	Sig. (2-tailed)	.388	.633	.016	.607	.032	.027	.015	.007	
	N	265	265	265	264	265	265	265	265	265

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

As shown in table 8.2.4, the cost reduction was positively strongly (0.249) related with increasing efficiency and production in comparison with remaining motives of change. The change motive increasing efficiency and production was positively strongly (0.373) related with improve problem solving and decision making in comparison with other change motives. Comparatively, the relationship between secure survival of organization and managerial skill improvement and making manager flexible was positively strong (0.321) than others. The connection of development of leadership skill and managerial skill improvement and making manager flexible was positively strong (0.407) in comparison with other change motives. Comparatively, the association between changing mindset of managers and employees with developing team spirit and collaboration was positively strong (0.525) than others. Developing

team spirit and collaboration was positively strongly (0.633) correlated with managerial skill improvement and making manager flexible in comparison with other motives for change. The relationship of improve problem solving and decision making with managerial skill improvement and making manager flexible was positively strong (0.578) in comparison with other change motives. Comparatively, the relationship between developing openness and communication and improve problem solving and decision making was positively strong (0.146) than other change objectives. There was negative (-0.053) correlation between cost reduction and developing openness and communication.

### 8.2.5 Chi-Square Test for Motives for Change

The table 8.2.5 carries the Chi-Square values computed to show the significance of the responses received from the managers in private, joint venture, and government and semi government banks ranking about the motives for change in their organization.

**Table 8.2.5  
Chi-Square Test for Motives for Change**

	Cost reduction	Increasing efficiency and production	Secure survival of organization	Developing leadership skill	Changing mindset of managers and employees	Developing team spirit and collaboration	Managerial skill improvement and making manager flexible	Improve problem solving and decision making	Developing openness and communication
Chi-Square	104.075	206.140	198.981	193.538	123.845	134.109	228.302	226.415	205.583
df	4	3	4	4	3	3	4	4	4
P- Value	.000	.000	.000	.000	.000	.000	.000	.000	.000
Level of Significance ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

According to the table above, there is significant difference between the observed and expected frequencies of managers' responses ranking about the motives for change. According to the Chi-Square and P values the responses received from the managers for ranking the motives for change were different with each other.

Nepalese managers working in three categories of commercial banks in Nepal were able to recognize the importance of motives for change in their respective organizations as posited by French (1968) and Golembbiski and Carrigan (1970). The both gender and level of managers indicated the level of importance of motives for change as important. The relationship of the motives for change are positively significant except the association between change motives like cost reduction and developing openness and communication.

### 8.3 Managerial Attributes to Carryout Change

It is universally accepted that the managers are the change catalyst in any organization. They are in the key leadership role to make the change successful in their organizations. Bennet et al. (1999) have identified some qualities or attributes that the managers must possess to make change successful. According to them this involves the ability to view change as a challenge, take risk and directly confront, discuss and handle problematic reaction to uncertainty (e.g., job security, threats to existing balance of power, and work group inertia), reducing barriers to change, facilitate effective training and education, enhance confidence, and articulate new vision. Further, Chaudhary (2000) argues that the change managers needs to be more proactive in knowledge creation, dissemination and use capacity to redefine the business orientation, ability to actualizing the dream, and capacity to build and nurture the learning organization. Like Bennet et al. (1999), Chaudhary states that the managers should take change as opportunity to lead a mindset which facilitates the continuous abandonment of the yesterday, and a rapid adoption of tomorrow. The current research attempts to unearth the managerial qualities or attributes to carry out change as suggested by Caldwell (2003). It includes empowering, team building, learning from others, adaptability and flexibility, openness to new ideas, managing resistance, conflict resolution, knowledge of business, problem solving and creativeness, and networking among the Nepalese managers.

Managers in different banks were asked to share their opinion in regard to the various skills needed for the managers to carry out change project successfully. They were requested to evaluate the level of essentiality of the ten different managerial skills. Table 8.3 shows the number and percentage of the managers indicating the level of need of each attribute in different scales.

**Table 8.3**

#### **Managerial Attributes to Carryout Change**

	Empowering others		Team Building		Learning from others		Adaptability and flexibility		Openness to new ideas		Managing resistance		Conflict resolution		Knowledge of business		Problem solving and creativeness		Networking	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Most essential	125	47.2	158	59.8	104	39.4	114	43.2	139	52.7	87	33.0	83	31.5	139	52.6	146	55.4	118	45
More essential	103	38.8	90	34.1	124	47	112	42.4	98	37.1	108	40.8	107	40.7	102	38.6	97	36.7	101	38.5
essential	33	12.5	16	6.1	30	11.3	33	12.5	22	8.3	61	23.1	57	21.7	21	8.0	12	4.5	35	13.4
Less essential	3	1.1	-	-	6	2.3	5	1.9	2	0.8	6	2.3	12	4.6	2	0.8	6	2.3	5	1.9
Not essential	1	0.4	-	-	-	-	-	-	3	1.1	2	0.8	4	1.5	-	-	3	1.1	3	1.2
<b>Total</b>	<b>265</b>	<b>100</b>	<b>264</b>	<b>100</b>	<b>264</b>	<b>100</b>	<b>264</b>	<b>100</b>	<b>264</b>	<b>100</b>	<b>264</b>	<b>100</b>	<b>263</b>	<b>100</b>	<b>264</b>	<b>100</b>	<b>264</b>	<b>100</b>	<b>262</b>	<b>100</b>

According to table 8.3, majority of the managers found empowering others (86.00%), team building (93.90%), learning from others (86.40%), adaptability and flexibility (85.60%), openness to new ideas (89.80%), managing resistance (73.80%), conflict resolution (72.20%), knowledge of business (91.20%), problem solving and creativeness (92.10%), and networking (83.50%) as more essential managerial attributes to carryout change successfully in the selected commercial banks of Nepal. The above percentages have been obtained by covering the percentages of scales most essentials and more essential of respective managerial attributes to carryout change. The number and percentage of manager indicating the attributes less essential and not essential for change were very few.

### 8.3.1 Managerial Attributes to Carryout Change: Ownership Perspective

The table 8.3.1 presents the comparative mean values, standard deviations and coefficients of variation for the responses received from the managers working in private, joint venture, and government and semi government banks showing the level of the need of managerial attributes to carry out change. Managers were requested to posit the attributes in the scale like most essential (1), more essential (2), essential (3), less essential (4), and not essential (5).

**Table 8.3.1**  
**Managerial Attributes to Carryout Change: Ownership Perspective**

	Empoweri ng others	Team building	learning from others	Adaptability and flexibility	Openness to new ideas	Managing resistance	Conflict resolution	Knowledge of business	Problem solving and creativeness	Net working
Private Banks										
Mean	1.59	1.30	1.59	1.97	1.65	2.54	2.49	1.62	1.68	1.95
N	37	37	37	37	37	37	37	37	37	37
SD	.644	.463	.644	.957	.716	1.726	1.070	.545	.784	.880
CV	41	36	41	49	43	68	43	34	47	45
Joint Venture Banks										
Mean	1.56	1.44	1.73	1.44	1.49	1.80	1.95	1.53	1.56	1.78
N	55	55	55	55	55	55	55	55	55	55
SD	.660	.631	.804	.536	.717	.848	.803	.604	.714	.686
CV	42	44	46	37	48	47	41	39	46	39
Govt. & Semi Govt. Banks										
Mean	1.75	1.51	1.81	1.77	1.63	1.94	2.13	1.57	1.55	1.71
N	173	172	172	172	172	172	171	172	172	170
SD	.810	.626	.734	.734	.794	.773	.530	.718	.804	.875
CV%	46	41	41	41	49	40	25	46	52	51

According to table 8.3.1, empowering others was the first attribute rated by the managers. The mean values were 1.59, 1.56, and 1.75 for the responses received from the managers from private, joint venture, and government and semi government banks, respectively. Irrespective of



ownership, the managers recognized it as more essential managerial attribute to make the change successful. The variability in the responses was less for the private bank managers and high for the government and semi government bank managers. Team building was recognized as the most essential by the managers in private and joint venture banks and more essential by the managers in government and semi government banks as managerial attribute to bring the changes. The mean values obtained were 1.30, 1.44, and 1.51 for private, joint venture, and government and semi government banks, respectively. The uniformity in responses from private banks was high and low from joint venture banks. For the attribute learning from others, the mean values were 1.59, 1.73, and 1.81 for private, joint venture, and government and semi government banks, respectively. According to mean values, managers from all the banks perceived it as more essential skill of the manager to bring changes successfully. The uniformity of the responses was more and same for private and government and semi government banks and less for joint venture banks.

Managers from private and government and semi government banks accepted adaptability and flexibility as more essential attribute to manage changes. The managers from joint venture banks found it the most essential attribute. The mean values for the responses of private, joint venture, and government and semi government banks were 1.97, 1.44, and 1.77, respectively. The variability of responses was less in joint venture banks. The mean values obtained in regard to openness to new ideas were 1.65, 1.49, and 1.63 for private, joint venture, and government and semi government banks, respectively. The managers of private and government and semi government banks noted it as more essential attribute, whereas managers of joint venture banks found it most essential attribute. The uniformity in the responses was more for private banks and less for government and semi government banks. Managing resistance was more essential managerial attribute for the managers of joint venture and government and semi government banks. The same attribute was essential for the managers working in private banks. The mean values obtained for private, joint venture, and government and semi government banks were 2.54, 1.80, and 1.94, respectively. The variability of the responses was less in government and semi government banks and more in the private banks. Conflict resolution was noted as more essential managerial attribute by all the managers of different banks. The mean values were 2.49 for private, 1.95 for joint venture, and 2.13 for government and semi government banks. The responding managers were less variable in government and semi government banks and more in private banks.

Knowledge of business was recognized as more essential managerial attribute to carryout change successfully for the entire respondent from all banks. The corresponding mean values were 1.62, 1.53 and 1.57 for private, joint venture, and government and semi

government banks, respectively. The uniformity was more for the responses of private banks and less for government and semi government banks. The mean values computed for the managerial attribute of problem solving and creativeness were 1.68, 1.57, and 1.55 for the responses of the managers in private, joint venture, and government and semi government banks, correspondingly. Irrespective of ownership pattern, all respondents recognized problem solving and creativity as more essential managerial attribute to manage change successfully. The responses received from joint venture banks were less variable in comparison to others. Networking was also noted by the managers of all the banks as more essential managerial attribute to carryout the change project successfully in the organization. The mean values for networking were 1.95, 1.78, and 1.71 for the responses received from private, joint venture, and government and semi government banks, accordingly. The managers in joint venture banks were more consistent in their expression.

To give the gist, managers from different banks recognized the managerial attributes as essential to carryout the responsibility of the change successfully. In majority of the cases, the managers were rating the attributes similarly. From the analysis above, it can be concluded that irrespective of the ownership patterns, managers have almost similar expression regarding the level of need of managerial attributes requested them to give their responses.

### 8.3.2 Managerial Attributes to Carryout Change: Gender Perspective

The following table 8.3.2 shows the comparative mean values, standard deviations, and coefficients of variation for the responses received from the male and female managers showing the level of need of managerial attributes to carryout change from the different banks under study.

**Table 8.3.2**  
**Managerial Attributes to Carryout Change: Gender Perspective**

	Empowering others	Team building	learning from others	Adaptability and flexibility	Openness to new ideas	Managing resistance	Conflict resolution	Knowledge of business	Problem solving and creativeness	Net working
Male manager										
Mean	1.69	1.48	1.78	1.75	1.65	2.07	2.20	1.58	1.63	1.81
N	196	195	195	195	195	195	194	195	195	193
SD	.791	.629	.776	.726	.820	1.056	.957	.701	.824	.884
CV	47	43	44	41	50	51	44	44	51	49
Female manager										
Mean	1.68	1.41	1.71	1.67	1.48	1.78	1.99	1.52	1.42	1.61
N	69	69	69	69	69	69	69	69	69	69
SD	.675	.551	.621	.816	.584	.783	.947	.584	.628	.691
CV	40	39	36	49	39	44	48	38	44	43

As depicted in the table 8.3.2, mean values for empowering others were 1.69 and 1.68 for male and female managers, respectively. Male and female managers recognized it as more essential skill for the managers to carry out the responsibility of change. The female managers were more uniform in their responses. Team building was recognized by both male and female managers as the most essential managerial attribute to make change successful. The mean values were 1.48 for male and 1.41 for female. In this case also female managers were more uniform in their expression. For male as well as female managers, learning from others was more essential attribute for them to make changes fruitful. The mean values were 1.78 for male and 1.71 for female managers. Female managers were uniform in their responses. Male as well as female managers noted adaptability and flexibility as more essential managerial attribute to help managers to carryout change management responsibility successfully. The mean values were 1.75 and 1.67 for male and female managers, respectively. Male managers were less variable in their responses.

As presented in table 4.3.2, openness to new ideas was recognized as more essential by male managers and most essential by the female managers. The mean values for male and female managers were 1.65 and 1.48, respectively. Comparatively, the variability in responses was less for female managers. Managing resistance was noted by male and female managers as more essential managerial attribute to support change management. The mean values were 2.07 for male and 1.78 for female managers. The responses of female managers were more uniform in comparison with male managers. For male as well female managers, conflict resolution was also more essential skill helpful to make change successful. The mean values were 2.20 and 1.99 for male and female managers, respectively. In this case, male managers were less variable in their responses.

Knowledge of business was more essential attribute for male as well as female managers. The mean values were 1.58 and 1.52 for male and female managers, accordingly. The variability of responses was less for female managers. Problem solving and creativeness was more essential for male managers and most essential for the female managers. The mean values were 1.63 for male and 1.42 for female managers. Variability was less in the responses of female managers. For both male and female managers, networking was more essential managerial attribute to carryout change management responsibility effectively. The mean values were 1.81 and 1.61 for male and female managers, respectively. Female managers were more uniform in their responses.

Summing above, male as well as female managers recognized all the managerial attributes included in the question as most and more essential to carryout the responsibility of

change successfully. In some cases, like openness to new ideas and problem solving and creativeness, male and female managers opined differently.

### 8.3.3 Managerial Attributes to Carryout Change: Managerial Level Perspective

The table 8.3.3 attempts to present the comparative statistics, like mean, standard deviation, and coefficients of variation for the responses received from senior as well as junior managers showing the level of need of managerial attributes to carry out change successfully.

**Table 8.3.3**

**Managerial Attributes to Carryout Change: Managerial Level Perspective**

	Empower ing others	Team building	learning from others	Adaptability and flexibility	Openness to new ideas	Managing resistance	Conflict resolution	Knowledge of business	Problem solving and creativity	Net working
Senior manager										
Mean	1.61	1.44	1.75	1.72	1.51	1.83	1.87	1.42	1.47	1.75
N	111	111	111	111	111	111	111	111	111	111
SD	.833	.656	.732	.765	.672	.773	.810	.596	.658	.780
CV	50	46	42	44	45	42	43	42	45	45
Junior manager										
Mean	1.75	1.48	1.78	1.74	1.68	2.12	2.35	1.67	1.65	1.76
N	153	152	152	152	152	152	151	152	152	150
SD	.703	.575	.745	.741	.827	1.121	.686	.707	.856	.887
C	40	39	42	43	49	53	29	42	52	50

The table 8.3.3 explains how managers at different levels perceived the managerial attributes essential to bring the successful change in their organizations. Empowering others was recognized by senior and junior managers as more essential managerial attribute to discharge responsibility of change management successfully. The mean values were 1.61 for senior and 1.75 for junior managers. The responses of junior managers were less variable than the seniors. Team building was considered by both the level of managers as most essential managerial attribute. The mean values were 1.44 and 1.48 for senior and junior managers, respectively. In this case also the junior managers were more uniform in their responses. The mean values computed for attribute like learning from others were 1.75 for senior and 1.78 for junior managers. According to mean values senior and junior managers noted it as more essential attribute for successful change. The variability of the responses was same for senior and junior managers. Adaptability and flexibility was ranked as more essential managerial attribute to carryout the change responsibility. The mean values were 1.72 and 1.74 for senior and junior managers, correspondingly. The variability in the responses was less for the junior managers.

Senior as well as junior managers recognized openness to new ideas as more essential managerial attribute to make the change successful. The mean values were 1.51 for senior and

1.68 for junior managers. The senior managers were more uniform in their responses. Managing resistance was noted by both the level of managers as more essential managerial attribute to make the change management fruitful. The mean values were 1.83 and 2.12 for senior and junior managers, respectively. The uniformity in the responses was more for senior managers. In regard to conflict resolution, computed mean values were, 1.87 and 2.35 for the responses of senior and junior managers, accordingly. Both the level of managers noted it as more essential managerial attribute to make change management effective. The uniformity was more for the responses of junior managers.

Knowledge of business was recognized by the senior managers as most essential managerial attribute and more essential by juniors for the purpose of managing change effectively. The mean values were 1.42 for senior managers and 1.67 for the junior managers. The variability of the responses was same for both the level of managers. In respect to problem solving and creativity the mean values computed were 1.47 and 1.65 for senior and junior managers, respectively. This managerial attribute was most essential for senior managers. For junior managers it was more essential attribute. The variability in the responses was less for the senior managers. Both the level of managers found networking as an essential managerial attribute to carry out the change management responsibility successfully. The mean values were 1.75 and 1.76 for senior and junior managers, correspondingly. Responses of senior managers were less variable.

In summary, it can be concluded that the managerial expression about the managerial attributes necessary to make change management successful was similar. Irrespective of level, all managers perceived the entire attribute included in the survey as most and more essential. This confirms that managers, whatever the level, they depicted uniformity in the perception of the managerial attributes.

#### **8.3.4 Correlation of Managerial Attributes to Carryout Change**

Pearson correlation has been computed to locate the relationship of the managerial attributes to carryout change management responsibility successfully on the basis of the responses received from the managers working in private, joint venture, and government and semi government banks. The computed correlation values are presented in the table 8.3.4.

**Table 8.3.4**  
**Correlation of Managerial Attributives to Carryout Change**

		1	2	3	4	5	6	7	8	9	10
1. Empowering others	Pearson Correlation	1									
	Sig. (2-tailed)										
	N	265									
2. Team building	Pearson Correlation	.525(**)	1								
	Sig. (2-tailed)	.000									
	N	264	264								
3. Learning from others	Pearson Correlation	.416(**)	.445(**)	1							
	Sig. (2-tailed)	.000	.000								
	N	264	264	264							
4. Adaptability and flexibility	Pearson Correlation	.270(**)	.448(**)	.394(**)	1						
	Sig. (2-tailed)	.000	.000	.000							
	N	264	264	264	264						
5. Openness to new ideas	Pearson Correlation	.254(**)	.439(**)	.473(**)	.515(**)	1					
	Sig. (2-tailed)	.000	.000	.000	.000						
	N	264	264	264	264	264					
6. Managing resistance	Pearson Correlation	.233(**)	.275(**)	.240(**)	.399(**)	.408(**)	1				
	Sig. (2-tailed)	.000	.000	.000	.000	.000					
	N	264	264	264	264	264	264				
7. Conflict resolution	Pearson Correlation	.161(**)	.092	.047	.163(**)	.227(**)	.241(**)	1			
	Sig. (2-tailed)	.009	.137	.449	.008	.000	.000				
	N	263	263	263	263	263	263	263			
8. Knowledge of business	Pearson Correlation	.222(**)	.369(**)	.293(**)	.199(**)	.318(**)	.296(**)	.253(**)	1		
	Sig. (2-tailed)	.000	.000	.000	.001	.000	.000	.000			
	N	264	264	264	264	264	264	263	264		
9. Problem solving and creativeness	Pearson Correlation	.135(*)	.385(**)	.234(**)	.341(**)	.567(**)	.342(**)	.290(**)	.559(**)	1	
	Sig. (2-tailed)	.028	.000	.000	.000	.000	.000	.000	.000		
	N	264	264	264	264	264	264	263	264	264	
10. Networking	Pearson Correlation	.308(**)	.391(**)	.276(**)	.301(**)	.335(**)	.320(**)	.175(**)	.491(**)	.439(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.005	.000	.000	
	N	262	262	262	262	262	262	261	262	262	262

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

According to table 8.3.4, the relation of empowering others with team building was positively strong (0.525) than other attributes. Team building and adaptability and flexibility were associated positively strongly (0.448) than others. The relationship between learning from others and openness to new ideas was positively strong (0.473) than others. The association of adaptability and flexibility with openness to new ideas was comparatively positively strong (0.515). Openness to new ideas was positively strongly (0.567) related with problem solving in comparison with others. Managing resistance was positively strongly (0.342) related with problem solving in comparison with other attributes. The relationship between conflict resolution and problem solving and creativeness was positively strong (0.290) than other

variables. There was positively strong (0.559) relationship between knowledge of business and problem solving and creativeness. Comparatively, the relationship between networking and problem solving and creativeness was positively strong (0.493) than other managerial attributes essential to bring changes in the organization.

### 8.3.5 Chi-Square Test for Managerial Attributes to Carryout Change

The Chi-Square values were obtained to ascertain the significance of the responses received from the managers working in different banks in regard to managerial attributes to carry out change effectively. The table 8.3.5 presents the Chi-Square values.

**Table 8.3.5**  
**Chi-Square Test for Managerial Attributes to Carryout Change**

	Empowering others	Team building	Learning from others	Adaptability and flexibility	Openness to new ideas	Managing resistance	Conflict resolution	Knowledge of business	Problem solving and creativeness	Networking
Chi-Square	250.717	114.636	147.030	139.848	293.235	171.492	150.441	193.121	321.492	222.427
df	4	2	3	3	4	4	4	3	4	4
P value	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
Level of Significant ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

As depicted in the table 8.3.5, there is significant difference between the observed and expected frequencies of the managers' ranking about the managerial attributes to carryout change successfully. According to computed Chi-Square and P values the responses received from the responding managers were different.

Nepalese managers irrespective of ownership, gender, and level differences were able to find the essentiality of the managerial attributes to carry out changes as stated by Bennet et al. (1999) and Caldwell (2003). Managers in selected commercial banks found empowering others, team building, learning from others, adaptability and flexibility, openness to new ideas, managing resistance, conflict resolution, knowledge of business problem solving and creativeness, and networking as the essential managerial attributes to carryout change successfully in their respective enterprises. The managerial attributes to carryout the changes are positively and significantly correlated.

### 8.4 Managerial Perception about the Change

Doyle et al. (2000) have presented a comparative study showing how managers in different levels perceive the change in their organizations. They found that there was not

consistency in the views presented by the senior and middle managers in regard to the change management in their organizations. Senior managers were comparatively found positive in comparison with middle managers in claiming the following: change has encouraged more innovative communication; there is no lack of practical management communication skills; change has led to increased empowerment for many people; change management has created a valuable pool of change management expertise; constant change has not led to a decrease in loyalty to the organization; people are more committed to the organization than they were; change has not made people more self interested; we remain faithful to the participative management; we anticipate and address employees' emotional responses to change; we give people affected by major change adequate time to adjust; we focus on the cultural consequences of change, as well as measurable results; and the management hierarchy is much flatter than it was. The findings reported here are based on a postal survey of 92 middle and senior managers, from 14 public and 14 private sector organizations.

The current research has attempted to measure the managers' perception about the change concentrating on: changes are risky and uncertain, changes have challenged the existing values and understanding, changes make us in a condition of fear and worries, changes usually creates confusion in work place, changes are not properly communicated and discussed in the office, changes bring conflict among the managers, changes will reduce commitment, loyalty and trust of employees, change projects are not systematic to support management development, changes compelled to upgrade the existing knowledge and skill, and usually change processes do not permit adequate time and opportunity to adjust in the office.

The table 8.4 shows the number of managers working in selected commercial banks and their percentage mentioning ranking the various statements relating to change.



**Table 8.4**  
**Managerial Perception About the Change**

	Total	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
Changes are risky and uncertain	264	46	17.4	83	31.2	47	17.8	73	27.7	15	5.7
Changes have challenged the existing values and understanding	265	91	34.3	104	39.3	41	15.5	21	7.9	8	3.0
Changes make us in a condition of fear and worries	265	10	3.8	53	20	77	29	94	35.5	31	11.7
Changes usually create confusion in work place	265	13	4.9	60	22.6	68	25.7	106	40	18	6.8
Changes are not properly communicated and discussed in the office	264	88	33.3	65	24.6	48	18.2	48	18.2	15	5.7
Changes bring conflict among the managers	265	12	4.5	55	20.8	81	30.6	95	35.8	22	8.3
Changes will reduce commitment, loyalty and trust of employees	264	10	3.8	40	15.1	73	27.7	101	38.3	40	15.1
Change projects are not systematic to support management development	264	73	27.7	52	19.7	45	17.0	68	25.8	26	9.8
Changes compelled to upgrade the existing knowledge and skill	265	107	40.4	95	35.8	40	15.1	17	6.4	6	2.3
Usually change processes do not permit adequate time and learning opportunity to adjust in the office	265	85	32.1	72	27.2	66	24.9	35	13.2	7	2.6

As presented in the table 8.4, the majority of the managers showed their agreement to the statements like changes are risky and uncertain (48.60%), changes have challenged the existing values and understanding (73.60%), changes are not properly communicated and discusses in the office (57.90%), change projects are not systematic to support management development (47.40%), changes compelled to upgrade the existing knowledge and skills (76.20%), and usually change processes do not permit adequate time and learning opportunity to adjust in the office (59.30%). The percentages have been obtained by adding the percentages of the scales strongly agree and agree of the respective statements. Managers working in the selected private, joint venture, and government and semi government banks disagreed with the statements like changes make us in a condition of fear and worries (47.20%), changes usually create confusion in work (46.80), changes bring conflict among the managers (44.10%) and changes will reduce commitment, loyalty, and trust of employees (53.40%). The percentages have been obtained by covering the percentages of the scales disagree and strongly disagree of the respective statements. There are considerable numbers of managers remaining undecided with the statements demanding the managerial perception about the change.

#### **8.4.1 Managerial Perception about the Change: Ownership Perspective**

The table 8.4.1 presents the mean values, standard deviations, and coefficients of variation of the responses in regard to change management according to different ownership patterns of the banks. The managers were requested to rank the given statement in the degree of strongly agree (1), agree (2), undecided (3), disagree (4), and strongly disagree (5).

**Table 8.4.1  
Managerial Perception about the Change: Ownership Perspective**

	Ownership Pattern											
	Private Banks				Joint venture banks				Govt. & Semi Govt. Banks			
	Mean	N	SD	CV	Mean	N	SD	CV	Mean	N	SD	CV
Changes are risky and uncertain	3.24	37	1.211	37	2.78	55	1.134	41	2.60	172	1.98	46
Changes have challenged the existing values and understanding	1.92	37	1.038	54	2.00	55	.943	47	2.11	173	1.075	51
Changes make us in a condition of fear and worries	3.38	37	.893	26	3.42	55	1.083	32	3.49	173	.983	28
Changes usually create confusion in work place	3.46	37	1.043	30	3.22	55	.975	30	3.16	173	1.037	33
Changes are not properly communicated and discussed in the office	2.27	37	1.521	67	2.29	55	1.165	51	2.44	172	1.248	51
Changes bring conflict among the managers	3.43	37	1.015	30	3.33	55	.924	28	3.15	173	1.040	33
Changes will reduce commitment, loyalty and trust of employees	3.73	37	.962	26	3.60	55	1.082	30	3.35	172	1.036	31
Change projects are not systematic to support management development	2.59	37	1.658	64	2.60	55	1.422	55	2.76	172	1.287	47
Changes compelled to upgrade the existing knowledge and skill	1.78	37	1.058	59	1.93	55	1.120	58	1.98	173	.961	49
Usually change processes do not permit adequate time and learning opportunity to adjust in the office	2.19	37	1.198	55	2.18	55	1.073	49	2.32	173	1.130	49

According to table 8.4.1, the managers from the private banks were undecided whether changes are risky and uncertain or not. Managers from joint venture and government and semi government banks agreed the statement changes are risky and uncertain to some extent. The mean values computed in this regard for private, joint venture, and government and semi government banks were 3.24, 2.78 and 2.60, respectively. The responses of private banks were less variable. All the managers from private, joint venture, and government and semi government banks expressed their agreement on the statement as changes have been challenged the existing values and understanding. The mean values computed were 1.92 for private, 2.00 for joint venture, and 2.11 for government and semi government banks. The variability of responses was low for joint venture banks. The mean values computed for the responses regarding the statement changes make us in a condition of fear and worries were 3.38 for private, 3.42 for joint venture, and 3.49 for government and semi-government banks. According to mean values, the responding managers, from all the banks remained undecided or natural. The variability in the responses was less for the managers in private banks. The managers, irrespective of ownership differences, were undecided in regard to the statement changes usually create confusion in work place as undecided. The mean values computed were 3.46, 3.22, and 3.16 for private, joint venture, and government and semi government banks, respectively. The variability in responses was equally less in private as well as joint venture banks in comparison with government and semi government banks.

The managers in private, joint venture, and government and semi government banks showed agreement to the statement changes are not properly communicated and discussed in the office. The mean values for it were 2.27, 2.29, and 2.44 for the responses of managers in private, joint venture, and government and semi government banks, accordingly. The variability was less in the responses of the managers in joint venture, and government and semi government banks. Managers in private, joint venture, and government and semi government banks were neutral with changes brings conflict among the managers. The mean values were 3.43, 3.33, and 3.15 for private, joint venture, and government and semi government banks, respectively. The managers of government and semi government were less variable in their responses. The mean values regarding the statement change will reduce commitment, loyalty, and trusts of employees were 3.73, 3.60, and 3.35 for private, joint venture, and government and semi government banks, respectively. According to mean values the managers in private and joint venture banks disagreed with the statement and the managers in government and semi government banks were undecided. The managers in private banks were less variable in their responses.

Managers from all ownership banks were more or less expressing neutrality with the statement like change projects are not systematic to support management development. The mean values were 2.59, 2.60 and 2.76, for private, joint venture, and government and semi government banks, respectively. The variability was less in the responses of the managers in government and semi government banks. Managers, irrespective of ownership differences, agreed with the statement changes compel to upgrade the existing knowledge and skill. The mean values were 1.78, 1.93, and 1.98 for private, joint venture, and government and semi government banks, correspondingly. The responses of managers in joint venture banks were less variable. The mean values computed for the responses related with usually change process do not permit adequate time and learning opportunities to adjust in the office were 2.19, 2.18, and 2.32 for private, joint venture, and government and semi government banks, accordingly. As presented above, all the managers were expressing their agreement with the statement. The responses from the managers of joint venture and government and semi government banks were less variable.

Summing above, in various cases, the managers from the different banks under different ownership pattern have similar understanding. They differed in cases like changes will reduce commitment, loyalty, and trust of employees the levels of agreement were fluctuating. From the analysis, it can be said that the managers are needed to be more proactive to manage changes in the relentlessly changing environment.

### 8.4.2 Managerial Perception about the Change: Gender Perspective

The table 8.4.2 presents the summary of the responses received from male and female managers in regard to the perception about the different change variables included in the question. The mean values, standard deviations, and coefficients of variation were computed for the responses received from the male and female managers working in banks under study.

**Table 8.4.2  
Managerial Perception about the Change: Gender Perspective**

	Gender							
	Male manager				Female manager			
	Mean	N	SD	CV	Mean	N	SD	CV
Changes are risky and uncertain	2.68	194	1.218	45	2.87	70	1.154	40
Changes have been challenged the existing values and understanding	2.11	195	1.032	49	1.93	70	1.068	55
Changes make us in a condition of fear and worries	3.49	195	.997	29	3.27	70	1.006	31
Changes usually creates confusion in work place	3.19	195	1.035	32	3.27	70	1.006	31
Changes are not properly communicated and discussed in the office	2.43	196	1.251	51	2.26	69	1.325	59
Changes bring conflict among the managers	3.18	196	1.056	33	3.35	69	.888	27
Changes will reduce commitment, loyalty, and trust of employees	3.45	195	1.051	30	3.49	69	1.024	29
Change projects are not systematic to support management development	2.77	194	1.358	49	2.51	70	1.391	55
Changes compelled to upgrade the existing knowledge and skill	2.03	195	1.028	51	1.71	70	.919	54
Usually change processes do not permit adequate time and learning opportunity to adjust in the office	2.38	195	1.140	48	1.96	70	1.028	52

According to table 8.4.2, changes are risky and uncertain was the first view for the male and female managers to mention. The mean values computed for male and female managers were 2.68 and 2.87, respectively. According to mean values, the male as well as female managers were undecided about changes are risky and uncertain to them. The responses of female managers were less variable in comparison to male managers. Male as well as female managers agreed upon that changes have challenged the existing values and understanding in their organizations. The mean values computed for the responses received were 2.11 and 1.93 for male and female managers, correspondingly. The variability in the responses was less for male managers. The mean values computed for the responses received for the statement like changes make them in a condition of fear and worries were 3.49 and 3.27 for male and female managers, respectively. Both the gender of managers were in confusion about the fact. The responses of female managers were less variable. The mean values for changes usually create confusion in work places were 3.19 and 3.27 for male and female managers, respectively. According to mean values male as well as female managers were undecided. The variability of the responses was less for female managers. The mean values computed for the statement like changes are not properly communicated and discussed in the office were 2.43 and 2.26 for male

and female managers, correspondingly. Male as well as female managers agreed with the statement. Male managers were less uniform in their responses.

Changes bring conflict among the managers was rated by the managers as undecided matter. The mean values computed were 3.18 and 3.35 for male and female managers, respectively. The variability was less for the responses of male managers. The next statement ranked by the managers was change will reduce commitment, loyalty, and trust of employees. In this respect the mean values computed were 3.45 for male and 3.49 for female. These mean values suggest that the responding managers were undecided in the statement. The responses from female managers were less variable. Male and female managers showed confusion on the statement like change projects are not systematic to support management development. The mean values computed for the responses of male and female manager were 2.77 and 2.51, correspondingly. The responses of female managers were less uniform. For statement like changes compelled to upgrade the existing knowledge and skill, the mean values for male and female managers were 2.03 and 1.71, respectively. Both the gender of managers agreed with the fact. The responses of female managers were more variable than the male managers. The last variable, on which male as well as female managers showed their agreement was usually change process do not permit adequate time and learning opportunity to adjust in the office. The mean values computed for male and female managers were 2.38 and 1.96, respectively. The responses of female managers were less uniform.

Summing above, whatever the case may be, male as well as female managers have similarity in their understanding relating to different statements included in the question. From the analysis above, it can be said that change management still remain the fact to be uncovered among managers.

#### **8.4.3 Managerial Perception about the Change: Managerial Level Perspective**

The table 4.4.3 presents the comparative mean values, standard deviations, and coefficients of variation computed for the responses received from the senior and junior managers in regard to the perception of change in their work organizations.

**Table 8.4.3**  
**Managerial Perception about the Change: Managerial Level Perspective**

	Managerial Level							
	Senior manager				Junior manager			
	Mean	N	SD	CV	Mean	N	SD	CV
Changes are risky and uncertain	2.68	110	1.176	44	2.69	153	1.277	47
Changes have been challenged the existing values and understanding	2.05	111	1.048	51	2.07	153	1.046	51
Changes make us in a condition of fear and worries	3.42	111	.910	27	3.48	153	.974	28
Changes usually create confusion in work place	3.34	111	1.014	30	3.11	153	1.030	33
Changes are not properly communicated and discussed in the office	2.32	111	1.258	54	2.42	153	1.265	52
Changes bring conflict among the managers	3.34	111	.968	29	3.14	153	1.045	33
Changes will reduce commitment, loyalty, and trust of employees	3.57	111	1.084	30	3.38	152	1.009	30
Change projects are not systematic to support management development	2.41	110	1.343	56	2.91	153	1.354	47
Changes compelled to upgrade the existing knowledge and skill	1.80	111	1.034	57	2.05	153	.982	48
Usually change processes do not permit adequate time and learning opportunity to adjust in the office	2.14	111	1.127	53	2.36	153	1.122	48

According to table 8.4.3, both senior and junior managers were undecided with the statement changes are risky and uncertain. The mean values computed were 2.68 for senior and 2.69 for junior managers. Senior managers were more uniform in their expressions. Senior and junior managers expressed their agreement with the statement changes have challenged the existing values and understanding. The mean values were 2.05 and 2.07 for senior and junior managers, respectively. The variability in the responses was similar for the both level. The managers, irrespective of level differences, were undecided with the statement like changes make us in a condition of fear and worries. The mean values were 3.42 and 3.48 for senior and junior managers, respectively. The senior managers were less variable in their responses

Senior and junior managers were undecided whether changes usually create confusion in work place or not. The mean values representing their responses were 3.34 and 3.11 for senior and junior managers, respectively. The senior managers were less variable in their responses. The statement changes are not properly communicated and discussed in the office was agreed by senior and junior managers, with the computed mean values 2.32 and 2.42, respectively. The junior managers were less variable in their responses. The mean values computed for the responses to the statement changes bring conflict among the managers were 3.34 for senior and 3.14 for junior managers. According to mean values the senior as well as junior managers were undecided on the statement. The variability in the responses was less for the senior managers. Senior managers were found disagreed with the statement changes will reduce commitment, loyalty, and trust of employees. Junior managers in the same case remained undecided. The mean values were 3.57 and 3.38 for senior and junior managers, accordingly. The consistency of responses was same for both the level. The senior managers agreed with the fact that change projects are not systematic to support management development. Junior managers were

undecided about the fact. Mean values in the regard were 2.41 and 2.91 for senior and junior managers, respectively. Junior managers were more consistent in their responses. Both, senior as well as junior managers agreed with the statement that changes compel to upgrade the existing knowledge and skill. The mean values were 1.80 for senior and 2.05 for junior managers. Uniformity was more in the responses of junior managers. The mean values computed for the responses on usually change processes do not permit adequate time and learning opportunity to adjust in the office were 2.14 and 2.36 for senior and junior managers, respectively. According to mean values senior as well junior managers agreed with statement. The uniformity was more in the responses of junior managers.

In summary, the senior as well as junior managers were more or less similar in their responses. Depending on the above presentation, it can be said that there is a gap between the existing and required managerial knowledge for managing the changes. In various cases, the managers agreed with the statements demanding renewing their knowledge and skill level.

#### **8.4.4 Correlation of Managerial Perception about the Change**

The Pearson correlation was computed to show the relationship of managerial perception about the different statements related with change for the responses received from the managers working in private, joint venture and government and semi government banks. The correlation values are presented in the table 8.4.4.

**Table 8.4.4**  
**Correlation of Managerial Perception about the Change**

		1	2	3	4	5	6	7	8	9	10
1.Changes are risky and uncertain	Pearson Correlation	1									
	Sig. (2-tailed)										
	N	264									
2.Changes have challenged the existing values and understanding	Pearson Correlation	.060	1								
	Sig. (2-tailed)	.335									
	N	264	265								
3.Changes make us in a condition of fear and worries	Pearson Correlation	.198(**)	.182(**)	1							
	Sig. (2-tailed)	.001	.003								
	N	264	265	265							
4.Changes usually create confusion in work place	Pearson Correlation	.299(**)	.158(*)	.220(**)	1						
	Sig. (2-tailed)	.000	.010	.000							
	N	264	265	265	265						
5.Changes are not properly communicated and discussed in the office	Pearson Correlation	-.122(*)	.435(**)	.032	.250(**)	1					
	Sig. (2-tailed)	.048	.000	.608	.000						
	N	263	264	264	264	264					
6.Changes bring conflict among the managers	Pearson Correlation	.206(**)	.187(**)	.055	.482(**)	.265(**)	1				
	Sig. (2-tailed)	.001	.002	.372	.000	.000					
	N	263	264	264	264	263	265				
7.Changes will reduce commitment, loyalty, and trust of employees	Pearson Correlation	.385(**)	.245(**)	.196(**)	.345(**)	.202(**)	.553(**)	1			
	Sig. (2-tailed)	.000	.000	.001	.000	.001	.000				
	N	263	264	264	264	263	264	264			
8.Change projects are not systematic to support management development	Pearson Correlation	-.004	.447(**)	.088	.103	.559(**)	.328(**)	.426(**)	1		
	Sig. (2-tailed)	.950	.000	.156	.095	.000	.000	.000			
	N	263	264	264	264	263	263	263	264		
9.Changes compelled to upgrade the existing knowledge and skill	Pearson Correlation	-.137(*)	.396(**)	-.020	-.113	.322(**)	.104	.175(**)	.469(**)	1	
	Sig. (2-tailed)	.026	.000	.751	.067	.000	.091	.004	.000		
	N	264	265	265	265	264	264	264	264	265	
10. Usually change processes do not permit adequate time and learning opportunities to adjust in the office	Pearson Correlation	-.101	.486(**)	.102	.081	.484(**)	.244(**)	.201(**)	.640(**)	.601(**)	1
	Sig. (2-tailed)	.100	.000	.098	.187	.000	.000	.001	.000	.000	
	N	264	265	265	265	264	264	264	264	265	265

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

As presented in table 8.4.4, comparatively, the relationship between changes are risky and uncertain and changes will reduce commitment, loyalty and trust of employees was positively strong (0.385) than others. The correlation between changes have challenged the existing values and understanding was positively significant (0.486) with usually change



processes do not permit adequate time and learning opportunities to adjust in the office in comparison with other statements. Likewise, the connection between changes make us in condition of fear and worries and changes usually creates confusion in work place was positively strong (0.220) than other variables. Changes usually creates confusion in work place was positively strongly (0.482) related with change will bring conflict among the managers. The relationship of changes are not properly communicated and discussed in the office with change projects are not systematic to support management development was positively strong (0.559) than other statements. The association of changes bring conflict among the managers with changes will reduce commitment, loyalty, and trust of employees was positively strong (0.553) in comparison with relationship with other statements. Comparatively, changes will reduce commitment, loyalty, and trust of employees was positively strongly (0.426) associated with change projects are not systematic to support management development. The relationship of change projects are not systematic to support management development with usually change processes do not permit adequate time and learning opportunities to adjust in the office was positively strong (0.640) than other statements. Changes compel to upgrade the existing knowledge and skill was positively strongly (0.601) related with change projects are not systematic to support management development in comparison with connection with other statements. There were negative correlations of changes are risky and uncertain with changes are not properly communicated and discussed in the office (-0.122), change projects are not systematic to support management development (-0.004), changes compel to upgrade the existing knowledge and skills (-0.137), and usually change processes do not permit adequate time and learning opportunities to adjust in the office (-0.101). The relationship between changes makes us in a condition of fear and worries and changes compel to upgrade the existing knowledge and skills was negative (-0.020). Likewise, changes usually create confusion in work place was also negatively correlated (-0.133) with changes compel to upgrade the existing knowledge and skills.

#### **8.4.5 Chi-Square Test for Managerial Perception about the Change**

The Chi-Square values were computed to test the significance of the responses received from the responding managers in private, joint venture, and government and semi government banks in regard to managerial perception about changes in the table 8.4.5.

**Table 8.4.5**  
**Chi-Square Test for Managerial Perception about the Change**

	Changes are risky and uncertain	Changes have challenged the existing values and understanding	Changes make us in a condition of fear and worries	Changes usually create confusion in work place	Changes are not properly communicated and discussed in the office	Changes bring conflict among the manager	Changes will reduce commitment, loyalty, and trust of employees	Change projects are not systematic to support management development	Changes compelled to upgrade the existing knowledge and skill	Usually change process do not permit adequate time and learning opportunities to adjust in the office
Chi-Square	53.576	136.566	86.604	111.472	54.220	98.000	92.629	26.871	157.623	75.358
df	4	4	4	4	4	4	4	4	4	4
P value	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
Level of Significant ( $\alpha$ )	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05

$P < \alpha$  (0.05)

As shown in the table 8.4.5, there is significant difference between the observed and expected frequency of the managers' perception about change. According to the computed values of Chi-Square and P values, it can be concluded that the managers are not similar with each other in ranking their perception about the change.

The responding managers working in private, joint venture, and government banks have perceived the change statement in different manner similar to Doyle et al. (2000). Nepalese managers as the study of Doyle and others also produced mixed results. Nepalese managers showed their agreement with the statements like changes have challenged the existing values and understanding, changes are not properly communicated and discussed in the office, changes compelled to upgrade the existing knowledge and skills, and usually change process do not permit adequate time and learning opportunity to adjust in the office. In the cases like changes are risky and uncertain, changes make us in a condition of fear and worries, changes create confusion in work place, changes bring conflict among managers, change projects are not systematic to support management development, the managers from all kind of banks remained undecided. The statement like changes will reduce commitment, loyalty, and trust of employees was disagreed by the responding managers. The results of the correlation are also mixed. The correlations between changes are risky and uncertain with the options changes are not properly communicated and discussed in the office, change projects are not systematic to support management development, changes compel to upgrade the existing knowledge and skills, and usually change processes do not permit adequate time and learning to adjust in office were negative. In addition, the associations between changes makes us in condition of fear and worries with changes compel to upgrade the existing knowledge and skills, and changes create confusion in wok place with changes compel to upgrade the existing knowledge and skills were

also negative. Besides above, other correlations between the statements were significantly positive.

## 8.5 Pace of Change

The managers were asked to measure the pace of changes in their organizations during last five years. They were requested to denote the change that is taking place in its speed as rapid, moderate, slow, very slow, and declining. The table 8.5 presents the summery report of the responses received.

**Table 8.5**  
**Pace of Change**

Pace of change	Rapid	Moderate	Slow	Very slow	Declining	Total
N.	10	135	100	17	2	264
%	3.8	51.1	37.9	6.4	0.8	100

The table 8.5 presents the pace of changes in the organizations as experienced by the responding managers. For 10 (3.8%) managers the pace of change taking place in their organizations was rapid. The numbers of managers experiencing the pace of changes as moderate were 135 (51.1%). For 100 (37.9%) managers the speed of change was slow. The numbers of managers reporting the pace of change as very slow and declining were 17 (6.4%) and 2 (0.8 %,) respectively.

Summing above, the majority of the managers, as presented in table 4.5 experienced the speed of change moderate (51.1%) and slow (37.9%). The numbers of managers reporting it as rapid, very slow, and declining were very small. They might have experienced such situation due to specific events in their organizations.

## 8.6 Managerial Roles for Change Management

The managers were asked to show their agreement to the different roles of managers to bring change management successfully and effectively in 'Yes' and 'No' format. Responses from the managers have been shown in the table 8.6. This presentation will seek the answer to basic question that how managers understand and give due importance to the roles of managers regarding management of change.

**Table 8.6**  
**Managerial Roles for Change Management**

	Yes		No		Total	
	N	%	N	%	N	%
Change initiations and implementation has become key role in my daily routine	234	88.3	31	11.7	265	100
Change management if my philosophy for organizational efficiency	231	88	31	12	262	100
I Believe change management is for enhancing organizational performance	258	97.7	6	2.3	264	100

Manager's role of taking initiations and implementation as key role in their daily routine was given due importance and attention by 234 (88.3%) managers. Out of 265 total responses received, 31 (11.7%) managers were pessimistic to their role in the aspects of initiation and implementation of the change in their daily work. For 231 (88%) managers, change management and its importance to organizational effectiveness was the matter of high priority. But 31 (12%) managers were not taking it seriously. Total 262 managers responded the question. Managerial belief regarding the contribution of change management in enhancing organizational performance was positively recognized by 258 (99.7%) managers. Out of total 264 responding managers, 6 (2.3%) managers were pessimistic in this regard. According to the analysis above it can be concluded that the majority of managers are aware about their demanding role for managing change successfully.

### **8.7 Improvement in Organizational Change Capacity**

Organizations have to adjust and make the change continuous course of actions. Managers at all levels report that their organizations are undertaking various change initiatives. An organizational change is a process by which an organizational entity alters its form, structure, or function overtime (French, 1969). An organizational change can be described as a sequence of events that unfold during the organizational entity's existence and that relate to a specific type of change (Van de Ven & Poole, 1995). Stekenson and Greenberg (1998) give the account of such changes like development of new product, organizational innovation, organizational restructuring, changing the pattern of information sharing, empowering people, and assuring comfort, trust, and cooperation as organization wide culture. Bennis (1996) argues that the organizations to bring changes successfully need to develop their capacity in the regular basis. Thus, the present research takes quality management, empowerment, organizational restructuring, pattern of information sharing, cellular working (net working), collaboration, and comfort, trust, and cooperation as organization wide culture as the forms of organizational change, and relates it with the results of management development effort of the organizations under study.

The table 8.7 shows the number and percentage of managers expressing the level of improvement in the organizational change capacity through the management development efforts.

**Table 8.7**  
**Improvement in Organizational Change Capacity**

	Highly improved		Moderately improved		Improved		Less improved		Remained same		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Quality management	47	17.7	52	19.6	107	40.4	53	20.0	6	2.3	265	100
Empowerment	25	9.5	87	33.0	120	45.5	27	10.2	5	1.8	264	100
Organizational restructuring	22	8.4	69	26.2	126	47.9	39	14.8	7	2.7	263	100
Pattern of information sharing	28	10.6	64	24.3	98	37.3	63	24.0	10	3.8	263	100
Cellular working (networking)	11	4.2	62	23.7	95	36.2	83	31.7	11	4.2	262	100
Collaboration	23	8.8	70	26.5	102	38.6	55	20.8	14	5.3	264	100
Comfort, trust, and cooperation as organization wide culture	28	10.6	82	31.2	95	36.1	50	19.1	8	3.0	263	100

As presented in table 8.7, the majority of the managers working in the selected private, joint venture, and government and semi-government banks found improvement in the organizational change capacity for quality management (77.70%), empowerment (88%), organizational restructuring (82.50%), pattern of information sharing (82.50%), cellular working (networking) (64.10%), and collaboration (73.90%), and comfort, trust, and cooperation as organization wide culture (77.90%) from the management development practices. Above percentages present the summation of percentages of the scales like highly improved, moderately improved, and improved of the respective organizational change capacity. But there are still a considerable number of managers expressing less improvement in the organizational change capacity for networking and collaboration.

### **8.7.1 Improvement in Organizational Change Capacity: Ownership Perspective**

The managers working in private, joint venture, and government and semi-government banks were asked to share their experiences in regard to improvement brought by management development efforts in their organization's change capacity. They expressed their opinions in the scales like highly improved (1), moderately improved (2), improved (3), less improved (4), and remained same (5). The table 8.7.1 presents the comparative mean values, standard deviations, and coefficients of variation for the responses received from the managers.

**Table 8.7.1****Improvement in Organizational Change Capacity: Ownership perspective.**

	Quality management	Empowerment	Organizational restructuring	Pattern of information sharing	Cellular working (networking)	Collaboration	Comfort, trust, and cooperation as organization wide culture
Private Banks							
Mean	2.46	2.73	2.81	2.78	3.24	3.05	3.00
N	37	37	37	37	37	37	37
SD	.803	.769	.739	.917	.983	1.201	1.106
CV	33	28	26	33	30	39	37
Joint Venture Banks							
Mean	2.38	2.84	3.05	2.95	3.15	2.93	2.96
N	55	55	55	55	55	55	55
SD	.972	.811	.870	.970	.803	1.034	1.071
CV	41	29	29	33	25	35	36
Govt. & Semi Govt. Banks							
Mean	2.84	2.53	2.67	2.85	3.02	2.82	2.59
N	173	172	171	171	170	172	171
SD	1.096	.888	.919	1.063	.973	.959	.912
CV	39	35	34	37	32	34	35

As presented in table 8.7.1, the managers from the private and joint venture banks found moderate improvement in quality management. It was improved for the managers working in government and semi-government banks. The representing mean values were 2.46, 2.38, and 2.84 for the responses of the managers from, joint venture, and government and semi-government banks. The managers from private banks were more uniform in their responses. The organizational capacity for empowerment was improved for the managers of three categories. The mean values obtained in this respect were 2.73, 2.84, and 2.53 for the responses of managers in private, joint venture, and government and semi-government banks. The responses of private bank managers were less variable. The mean values obtained in regard to improvement in the capacity for organizational restructuring were 2.81, 3.05, and 2.67 for the managers in private, joint venture, and government and semi-government banks, respectively. According to mean values the capacity for organizational restructuring was improved for all ownership banks from the management development practices. The responses received from private banks were uniform.

According to table 8.7.1, pattern for information sharing was improved for all kinds of banks. The corresponding mean values were 2.78, 2.95, and 2.85 for the responses from the managers in private, joint venture, government, and semi-government banks. The responses of managers in private and joint venture banks were equally less variable. The mean values

computed for the responses from private, joint venture, government, and semi-government banks in regard to cellular working (networking) were 3.24, 3.15, and 3.02, respectively. As depicted by mean values the organizational capacity to implement cellular working (networking) was improved in all kinds of banks from the management development. The variability in the responses from joint venture banks was less. The organizational capacity to collaboration was improved in all category banks. The supporting mean values were 3.05, 2.93, and 2.82 for the responses of the managers working in private, joint venture, and government and semi-government banks, respectively. The responses from government and semi-government banks were mere uniform. Management development was found effective to improve the organizational capacity to make comfort, trust, and cooperation as organization wide culture in private, joint venture, and government and semi-government banks. The supporting mean values were 3.00, 2.96, and 2.59 for the responses of managers in private, joint venture, and government and semi-government banks, in the order. The managers in government and semi-government banks were less variable in their responses.

From the discussion above, it can be concluded that the responding managers, except improvement in quality management, have similar views in remaining organizational change capacity. Improvement in quality management was moderately improved in private and joint venture banks, whereas it was improved in government and semi-government banks. Other remaining organizational capacities to change were improved in three categories of banks from the management development efforts.

### **8.7.2 Improvement in Organizational Change Capacity: Gender Perspective**

The male and female managers working in different banks were requested to share their experience about the improvement in organizational change capacity from the management development programme. The table 8.7.2 presents the comparative mean values, standard deviations, and coefficients of variation computed for the responses received from the male and female managers.

**Table 8.7.2****Improvement in Organizational Change Capacity: Gender Perspective**

	Quality management	Empowering	Organizational restructuring	Pattern of information sharing	Cellular working (networking)	Collaboration	Comfort, trust, and cooperation as organization wide culture
Male manager							
Mean	2.72	2.63	2.70	2.84	3.06	2.86	2.68
N	195	194	193	193	192	194	193
SD	1.097	.885	.902	1.016	.969	1.011	.995
CV	40	34	33	36	32	35	37
Female manager							
Mean	2.63	2.60	2.96	2.91	3.13	2.91	2.86
N	70	70	70	70	70	70	70
SD	.920	.806	.859	1.046	.867	1.018	.967
CV	35	31	29	36	28	35	34

According to table 8.7.2, the organizational capacity for quality management was improved for male as well as female managers. The mean value obtained in this regard were 2.72 for male and 2.63 for female managers. The female managers were less variable in their responses. For both the genders, the organizational capacity of empowerment was improved from the management development. The representing mean values in this regard were 2.63 and 2.60 for the responses of male and female managers, respectively. There was more uniformity in the responses of female managers. Management development was found effective to bring the improvement in organizational restructuring for male and female managers. The supporting mean values were 2.70 and 2.96 for the responses received from male and female managers, respectively. Female managers were more uniform in their responses.

As shown in table 8.7.2, pattern of information sharing was found improved by both the genders of managers. The mean values obtained in this regard were 2.84 and 2.91 for male and female managers, respectively. Male and female managers were equally variable in their responses. The mean values obtained for cellular working (networking) were 3.06 and 3.13 for the responses of male and female managers, respectively. According to mean values the organizational capacity of networking was improved for both the genders. The responses of female managers were less variable. The organizational capacity of collaboration was improved for male and female managers. The mean values computed in this regard were 2.86 for male and 2.91 for female managers. Male as well as female managers were equally variable in their responses. The organizational capacity to create comfort, trust, and cooperation as organization



wide culture was improved for male as well as female managers. The corresponding mean values were 2.68, and 2.86 for the responses of male and female managers. Female managers were less variable in their responses.

Concluding above, male as well as female managers were similar to find the improvement in the organizational capacity to change from the management development programme.

### 8.7.3 Improvement in Organizational Change Capacity: Managerial Level Perspective

The managers working in three categories of banks were requested to share their experiences showing the degree of improvement in organizational change capacity achieved from the management development programme. The table 8.7.3 presents the comparative mean values, standard deviations, and coefficients of variation for the responses received from senior and junior managers.

**Table 8.7.3**

#### **Improvement in Organizational Change Capacity: Managerial Level Perspective**

	Quality management	Empowering	Organizational restructuring	Pattern of information sharing	Cellular working (networking)	Collaboration	Comfort, trust, and cooperation as organization wide culture
Senior manager							
Mean	2.86	2.63	2.64	2.91	3.08	2.82	2.71
N	111	111	111	110	111	111	111
SD	1.043	.797	.840	.982	.997	1.055	1.004
CV	36	30	32	34	32	37	37
Junior manager							
Mean	2.59	2.63	2.88	2.83	3.09	2.92	2.75
N	154	153	152	153	151	153	152
SD	1.042	.905	.961	1.053	.901	.980	.974
CV	40	34	33	37	29	34	35

As presented in table 8.7.3, the organizational capacity of quality management was improved for senior as well as junior managers. The supporting mean values were 2.86 for senior and 2.59 for senior managers. Comparatively senior managers were less variable in their responses. The mean value computed for the responses in regard to improvement in empowerment was same 2.63 for both the levels of managers. According to mean value senior as well as junior managers found improvement in the organizational capacity for empowerment. The responses received from the senior managers were more uniform. The organization

capacity of restructuring was improved from the management development programme for senior as well as junior managers. The corresponding mean values were 2.64 and 2.88 for senior and junior managers. The senior managers were less variable in their responses.

According to table 8.7.3, the mean values computed for the responses of senior and junior managers showing the improvement in pattern of information sharing were 2.91 and 2.83, respectively. As stated by mean values, for both the levels of managers' pattern of information sharing in their respective organization was improved through the management development programme. The senior managers were more uniform in their responses. Organizational capacity of cellular working (networking) was improved for senior as well as junior managers. The respective mean values for the responses of senior and junior managers were 3.08 and 3.09. The responses received from junior managers were less variable. Senior as well as junior managers found improvement in collaborating capacity of organizations from the management development. The mean values in this respect were 2.82 and 2.92 for senior and junior managers, in the order. The junior managers were less variable in their responses. Organizational capacity to create comfort, trust, and cooperation as organization wide culture was improved for both the level of managers. The representing mean values were 2.71 for senior and 2.75 for junior managers. Comparatively, the junior managers were more uniform in their responses.

Concluding above, senior as well as junior managers found management development effective to improve the organizational change capacity for quality management, empowerment, organizational restructuring, pattern of information sharing, cellular working (networking), collaboration, creating comfort, trust, and cooperation as organization wide culture in their respective enterprises.

#### **8.7.4 Correlation of Improvement in Organizational Change Capacity**

The Pearson correlation was computed in order to show the relationship of improvement in organizational change capacity achieved from the management development on the basis of responses received from the managers working in private, joint venture, and government and semi-government banks. The correlation values are presented in the table 8.7.4.

**Table 8.7.4**

**Correlation of Improvement in Organizational Change Capacity**

		1	2	3	4	5	6	7
1. Quality management	Pearson Correlation	1						
	Sig. (2-tailed)							
	N	265						
2. Empowerment	Pearson Correlation	.486(**)	1					
	Sig. (2-tailed)	.000						
	N	264	264					
3. Organizational restructuring	Pearson Correlation	.320(**)	.544(**)	1				
	Sig. (2-tailed)	.000	.000					
	N	263	263	263				
4. Pattern of information sharing	Pearson Correlation	.423(**)	.420(**)	.457(**)	1			
	Sig. (2-tailed)	.000	.000	.000				
	N	263	263	262	263			
5. Cellular working (networking)	Pearson Correlation	.233(**)	.321(**)	.357(**)	.497(**)	1		
	Sig. (2-tailed)	.000	.000	.000	.000			
	N	262	262	262	262	262		
6. Collaboration	Pearson Correlation	.228(**)	.211(**)	.233(**)	.370(**)	.561(**)	1	
	Sig. (2-tailed)	.000	.001	.000	.000	.000		
	N	264	264	263	263	262	264	
7. Comfort, trust, and cooperation as organization wide culture	Pearson Correlation	.137(*)	.198(**)	.176(**)	.200(**)	.371(**)	.585(**)	1
	Sig. (2-tailed)	.027	.001	.004	.001	.000	.000	
	N	263	263	262	262	261	263	263

As show in the table 8.7.4, the improvement in quality management was positively strongly (0.486) related with improvement in empowerment in comparison to relationship with other organizational change capacity. Comparatively, the relationship of improvement in empowerment was positively strong (0.544) with improvement in organizational restructuring. The relationship between improvements in organizational restructuring with pattern of information sharing was positively strong (0.457). Improvement in pattern of information sharing was positively significantly (0.497) correlated with cellular working (networking). The association between improvement in collaboration and improvement in cellular working was positively significant (0.561). Improvement in creating comfort, trust, and cooperation was positively significantly associated with improvement in collaboration (0.585) in comparison to relationships with improvements in remaining organizational change capacities.

### 8.7.5 Chi-Square Test for Improvement in Organizational Change Capacity

The table 8.7.5 shows the computed values of Chi-Square to test the significance of the responses received from the managers of the selected commercial banks in regard to improvement in organizational change capacity.

**Table 8.7.5**

**Chi-Square Test for Improvement in Organizational Change Capacity**

	Quality management	Empowerment	Organizational restructuring	Pattern of information sharing	Cellular working (networking)	Collaboration	Comfort, trust, and cooperation as organization wide culture
Chi-Square	97.396	178.197	168.388	89.719	119.679	96.871	100.061
Df	4	4	4	4	4	4	4
P- value	.000	.000	.000	.000	.000	.000	.000
Level of Significant	0.05	0.05	0.05	0.05	0.05	0.05	0.05

$P < (0.05)$

As shown in the table 8.7.5, there is significant difference between the observed and expected frequencies of the manager's responses showing the level of improvement in organizational change capacity from management development programme in their organizations. According to Chi-Square and P- values, the responding managers were not similar to show the level of improvement in the organizational change capacities.

Responding managers found improvement in organizational change capacity through the management development programme. Organizational change capacities like quality management, empowerment, organizational restructuring, pattern of information sharing, cellular working (networking), collaboration, and creating comfort, trust and cooperation as organization wide culture were improved in selected commercial banks. These findings are similar to the work of Stevenson and Greenberg (1998). The factors indicating the improvement in the organizational change capacity were positively and significantly correlated with each other.

Form the above presentation and interpretation, the answer to research question nine revealed that the managers in commercial banks of Nepal perceived the change in various ways. They perceived the change positively, negatively, and some of them remained undecided. In majority of the cases irrespective of ownership pattern managers were similar in perceiving the change. Both the genders and levels of managers were similar in perception of change.. Managers in selected commercial banks found all the forces for change relevant and more. The managers, irrespective of ownership, gender, and level differences recognized all the managerial attributes necessary to carry out change successfully. In regard to research question ten, managers found management development beneficial to bring the desired improvement in organizational change capacity.

## **CHAPTER-IX**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

#### **9.1 Summary**

Organizations are the artificial, but they seem to be working as the living organism in the world. They take birth, grow, decline, and die as the living systems do. Organizations operate in the concrete environment. Organizational size, scope, rules, policies, functions, and so on are affected by internal and external environments. The different environmental forces exert pressure on the organizations to modify their objectives, working methods and procedure, rules, regulations, policies, and the structure. Thus, the change has become as inevitable event in the life of living organizations.

The role of managers working in different functional area and hierarchy of organizational levels has been found very important for successful initiation, implementation, and evaluation of changes in organizations. As the change opens new horizon for organizational growth, renewal, transformation or turnaround, the need for updated managerial knowledge, skills, and attitude is felt highly ever before. As environmental forces pressurize to organizations to change their business as usual, they need the higher level or improved managerial insight and capacity. Thus, it has become tradition to the organizations to invest a considerable amount of money, effort, and time to develop the managers in order to make them change catalysts or change agent.

The present research attempts to relate management development as the intervention to bring the desired changes in the organizations by improving the managerial behavioural attributes with strengthening the managerial sense making in regard to change in organizations and timely improvement in management development practices. The basic objective of this research is to explore and analyses the management development functions aimed at organizational change efforts. This research focuses on nine 'A' class commercial banks of Nepal, comprising three from each private, joint venture, government and semi government ownership pattern each.

The first chapter brought the introductory notes about organization, organizational change, roles of manager in bringing the change, and need of management development for organizational change. along with statement of problem it has covered the study objectives, significance of study, and framework of research.

The chapter second is devoted in presenting the review of literature concerning with organizational change and development with focus on context, content, process, outcomes, and theories of organizational change. The rest part of the chapter has attempted to review the literature on management development focusing on typology, methods, content, evaluation, and rationale of management development. The chapter has been closed by opening the discourse on management development systems thinking and organizational learning.

Chapter three has attempted to present the research methodology in detail mainly concentrating on making the logical basement for study. This chapter has covered the research design, nature of the questionnaire, development of measurement scale, data collection procedures, population and selection of samples, pilot test of questionnaire, administration of questionnaire, data analysis and statistical tools applied, and validity and reliability test of the responses. In addition to above, attempts have been made to present the demographic information of respondent managers in terms of gender, level, experiences, educational qualification, and the ownership of the banks.

Chapter four to eight of this research work has been concentrated on the presentation of the analysis, interpretation, findings, and the conclusions at the end of each analysis. The empirical data presented in these chapters are basically perceptual in nature. The perceptual data are presented in simple frequency and percentage format, with the analysis of mean, standard deviation, and finding the coefficient of variation. These data holds importance in showing the comparative perception of the managers in the perspectives such as ownership, gender, and managerial level. The significance of the associations of the responses was determined by computing and presenting the bivariate correlation (Pearson correlation) and Chi-Square tests. Lastly the reliability of the managerial responses has been ascertained by computing Cronbach's Alpha.

Chapter four of the thesis attempted to show the results of managerial perception under the heading of organization and administration of management development. The main aspects covered under this chapter are objectives of management development, planning for management development, responsibility for management development need identification, and overall responsibility of management development practices.

Participation and implementation of management development has been presented in chapter five. The main aspects dealt in this chapter are managerial motives for participation in management development, basis for selection and nomination of participants, facilitators for management development, and methods of management development.

Chapter six has been devoted to show the managerial experiences of improvement in the different behavioural attributes of the managers from the participation in management development programme.

Chapter seven is about the evaluation and improvement in management development as perceived by the managers in selected private, joint venture, and government and semi government commercial banks in Nepal. The main aspects covered in this chapter are about the evaluation methods, procedures, and timing of the management development. Along with above, it has brought together the factors responsible for ineffective management development and factor for reengineering the management development practices.

Chapter eight of this research work has basically dealt with the managerial responses about the forces for change, motives for change, managerial attributes to carryout change, and managerial perception to change. This chapter has also cared in light the pace of change, and improvement in organizational change capacity achieved from the participation in management development programme.

The majority of managers found to improve knowledge and skill to cope with future (67.30%) as most important objective of management development. The more important objectives of management development are: to increase efficiency and production as per future need (87.60), to motivate and enhance morale (72%) to achieve changed organizational goal (73.60%) to prepare manager for higher responsibility (73%) to help managers to be flexible and adoptive (60%) and to implement visualized change (61%) for the managers working in selected commercial banks of Nepal. All the objectives of management development are positively correlated with each other.

The majority of managers working in the selected private, joint venture and government and semi government banks are satisfied with human resources (77.70%), financial resources (88.00%), physical resources (82.50%), time allocated (72.20%), handouts and course materials (64.10%), the content of the course (73.90%), and the course objective (77.90%) as resources used in management development programme. The satisfactions of the resources are positively correlated.

Managers found top management (74.70%) as more responsible for management development programme. The department head (80.00%), the HRD manager (83.30%), and the goal and benefits of the programme (64.80%) are moderately responsible factors for management development programme. The learning environment (84.10%), and the individual manager (76.00%) are the responsible factors for management development programme in the

selected commercial banks of Nepal. There are positively significant correlations between the factors responsible for management development.

Managerial motives like achievement of new knowledge and skills (82.33%), career development (75.10%), performance enhancement (76.90%), and to meet the future challenges (76.50%) are the more important for participation in management development programme. Other motives such as financial benefit (60.70%) and promotion to higher rank (82.80%) are important for the managers to be involved in management development programme in their organizations. There exist positive and significant correlations of the managerial motives for participation in management development with each other. But, the relationships of financial benefit with achievement of new knowledge and skills, career development, performance enhancement, and to meet the future challenges are negatively significant.

The majority of the managers regard case study (78.40%), conference, seminar, and workshops (64.90%), field visit (64.30%), group assignment and discussion (82.50%), and job rotation (62%) as moderately effective management development methods. Other methods: lecture (69.90%), self study (75.50%), simulation (81%), secondment (63.50%), and computer based/web learning (70.60%) are effective methods for developing the managerial talent in organizations studied in Nepal. Relationships of lecture with counseling, guidance and coaching, simulation, and job rotation are negatively significant. Besides above, case study with secondment, and computer based/web learning are negatively and significantly correlated. Likewise, group assignment and discussion is negatively correlated with secondment and computer based/web learning. Except these negative correlations, relationships of remaining methods of management development are positive and significant.

The majority of the managers found moderately improvement in desire to stay on the job (65.70%) and efforts to accomplish assignment (60.70%). Management development programme is successful to bring improvement in freedom to use own judgment (87.20%), keeping oneself busy (88.20%), proud of having in organization (84.50%), and practice to honour other's satisfaction (86.80) as the variables of improvement in the managerial commitment and job satisfaction. All the variables indicating the improvement in commitment and job satisfaction are positively correlated.

In regard to improvement in team work and alliance: mutual trust and concern (64.10%), joint effort for goal attainment (64.90%), and friendliness and openness (65.50%) are found moderately improved from the participation in management development. Managerial behavioural attributes like culture of power sharing (86.80%), support for personal development



(86.10%), and learning from mistake (87.80%) as the ingredients of team work and alliance are improved from the participation in management development. All the indicators showing improvement in teamwork and alliance are positively correlated.

The majority of manager found awareness of business objectives (73.10%), awareness of change objectives (62%), and positive altitude to risk taking (64.60%) are moderately improved from the participation in management development programme. Other variables related to managerial readiness for change, like commitment to change process (91.60%), an open mindedness (90.90%), and active participation in change process (89.30%) are improved from the involvement in management training. All the indicators of readiness for change are positively correlated.

Managerial leadership abilities like creativity and influencing ability (61.30%) and level of self confidence (70%) are moderately improved. Other remaining leadership abilities like flexibility and adaptiveness (94.%), capacity of involving subordinates (90.91%), skills to encourage others to develop their agenda (89%), and visioning and inventing (87.10%) have been improved from the participation in management development programme. There exist positively significant correlations among the variables indicating improvement in leadership abilities.

Management development programme has been beneficial to bring the improvement in environment to foster discussion (92.40%), incorporation of others views (90.80%), getting consensus (89.10%), techniques for critical problem solving (87.90%), and process of relating business with stakeholders concern (84.50%). Manager's analytical skill (64.29%) for decision making and problem solving is moderately improved from the participation in management development programme. All the indicators of improvement in decision making and problem solving are positively correlated.

The majority of the managers in the selected commercial banks of Nepal are able to change their communication skills by improving inspiration to share ideas informally (92.00%), understanding others' ideas (96%), ability to process the information (91.70%), developing and maintaining network (90.91%), and trust and confidence (87.90%) from the participation in management development programme. Besides, skill for using modern information technology (64.20%) has been moderately improved. The indicators of improvement in communication skills are positively correlated.

The responding managers from all catogories of commercial banks experienced improvement in understanding the individual differences (92.10%), ability to express the

disagreement (93.60%), influence to get ideas accepted (90.10%), tolerance power (83%). Respect to others (63.40%), and interpersonal relation (61.90%) as the conflict resolution skills from the participation in management development programme. The correlations of all the indicators showing the improvement in conflict resolution skills are positively significant.

Managers in the selected commercial banks show the need of expected changes in various aspects of management development. The changes in identification of development needs (84.30%), content of the development course (70.40%), selection of trainer (69.20%), management development policy (80%), and management development methods (73.80%) have moderate importance as expected by managers. Managers give importance to changes in time schedule of programme (89%) and method of selection (91.50%) in management development programme of their respective organizations. All the correlations among the factors showing the expected changes in management development are positively significant.

Nepalese managers working in the selected commercial banks found low priority to management development (67.40%), lack of coordination of HRD functions (70.80%), lack of relevant and practical courses (64.20%), and lack of proactive approach (64.10) as moderately responsible factors for less effective management development. Allocation of funds (77.70%), selection of inappropriate trainers (89.30%), attitude of line manager (83.20%), non motivated trainees (78.90%), (86.49%), and ill defined objectives and development needs (85%) are regarded as responsible factors for less effective management development practices in Nepal. Except the correlations of allocation of fund with attitude of line managers and lack of proactive approach, all other correlations of the factors making management development less effective are positive.

The majority of the managers, working in the selected commercial banks believe that need for business efficiency (86%), growth rate and strategy (79.10%), competition (82.30%), and need for committed and motivated managers (75%) as more influential factors for management development policy. The factors like need to retain managers (92.78%), growing skill shortages (92.80%), structural change (88.70%), pressure from stakeholders (72%), and the cost of management development (82.10%) are regarded as influential factors for management development policy in the selected commercial banks of Nepal. There exist all positive correlations among the factors influencing management development policy.

The managers working in the selected private, joint venture and government and semi government commercial banks feel the need of reengineering the management development practices in Nepal. They recognized management development practices linked with

contemporary managerial issues (76.60%), contribute to make manager proactive (73%), linked with individual career path of manager (68.58), make manager flexible to contribute to change programme (69.30%), and continuous learning process (68.70%) as more important factors for reengineering the management development practices. Factors like, yield immediate rewards (86.20%) and owned by learners (learners centered) (89.20%) are conceived as important for the purpose of reengineering the existing practices of management training and development. The correlations of all the factors considerable for reengineering the existing management development practices are positively significant.

Irrespective of ownership pattern, gender, and the level differences of the managers, government action (78.20%), market mechanism (85.20%), rapid technological innovation (83.80%), a forward looking manager (74.50%) are the more relevant forces for change. Changing work force composition (91.30%), cultural shift (80.23%), and owner's expectation (81%) are the relevant forces for change in the selected commercial banks of Nepal. Except the relationship of government action with changing work force composition, all the correlations of forces for change are positive.

Increasing efficiency and production (88.30%), secure survival of organization (77.36%), developing leadership skill (78.41%), changing mind set of managers and employees (83.40%), developing team spirit and collaboration (85%), managerial skill improvement and making manager flexible (84.10%), improve problem solving and decision making (83.80%), and developing openness and communication (82.20%), are the more important motives for change in the private, joint venture, and government and semi government banks of Nepal. Cost reduction (89.80%) is the important motive for change. All the motives for change are positively correlated, except the correlation between cost reduction and developing openness and communication.

The majority of the responding managers found the essential attributes like empowering others (86.00%), team building (93.90%), learning from others (86.30), adaptability and flexibility (85.60%), openness to new ideas (89.80%), managing resistance (73.80%), conflict resolution (72.20%), knowledge of business (91.20%), problem solving and creativity (91.10%), and networking (83.50%) as more essential managerial attributes to carry out change successfully in selected commercial banks of Nepal. All the essential managerial attributes to carryout change in the organization are positively correlated.

The managers show their agreement to the statements like changes are risky and uncertain (48.60%), changes have challenged the existing values and understanding (73.60%),

changes are not properly communicated and discussed in the office (57.90%), change projects are not systematic to support management development (47.40%), changes compelled to upgrade the existing knowledge and skill (76.20%), and usually change processes do not permit adequate time and learning opportunity to adjust in the office (59.30%). Managers disagreed with the statement like changes make us in a condition of fear and worries (47.20%), changes usually create confusion in work place (46.80%), changes bring conflict among the managers (44.10%), and changes will reduce commitment, loyalty, and trust of employees (53.40%). The numbers of managers remaining undecided are considerable. All the statements are positively correlated except the correlations of changes are risky and uncertain with changes are not properly communicated and discussed in the office, change projects are not systematic to support management development, changes compel to upgrade the existing knowledge and skills and usually change processes do not permit adequate time and learning opportunities to adjust in the office. Along with above the relationship between changes make us in a condition of fear and worries and changes compel to upgrade the existing knowledge and skills is negative. Likewise, changes usually create confusion in work place is also negatively correlated with changes compel to upgrade the existing knowledge and skills.

The majority of the managers working in the selected private, joint venture, and government and semi-government banks found improvement in the organizational change capacity for quality management (77.70%), empowerment (88%), organizational restructuring (82.50%), pattern of information sharing (82.50%), cellular working (networking) (64.10%), and collaboration (73.90%), and comfort, trust, and cooperation as organization wide culture (77.90%) from the management development practices.

## **9.2 Conclusions**

Banks under private and joint venture sector have no separate training department and training centre. But, the banks under government and semi government sector have training department and their own training centres. Irrespective of gender and level, managers working in private, joint venture and government and semi government banks expected that the management development should have the highest priority in their organization.

Nepalese managers in commercial banks give the most important rank to the management development objectives like, to improve knowledge and skill to cope with future, to increase efficiency and production as per future need, to achieve changed organizational goals, and to prepare managers for higher responsibility. Management development objectives like, to motivate and enhance morale, to help manager to be flexible and adaptive, and

implement visualize change are regarded as the more important objectives for the managers as theorized by Wo and Pounder (2000).

It has been concluded from the research that management development plans are based on annual budget, as and when required, report on training need identification, the proposed change programme, and performance appraisal in order. The procedures applied for preparing management development budget is based on the recommendation of HRD/training managers, recommendation of department head, budget approved by board of directors, changed strategy, and last year budget.

The responsibility of management development need identification is shouldered to the concerned department head and the top management. A minimum role is given to the section head or immediate supervisor. The usually used methods of need identification are analysis and study of issues and problem in organization, future needs of organization, performance appraisal, job analysis, and knowledge and skill test in the order.

Managers in commercial banks are satisfied with the resources used in their training and development programme. Nepalese managers rank top management and HRD managers more responsible for management development. They rank others like the department head, the learning environment, the individual manager, and the goal and benefits of programme as moderately responsible aspects for the management development.

For Nepalese managers the most important motives to participate in management development are achievement of new knowledge and to meet the future challenges. Other motives like promotion to higher rank, career development, and performance enhancement are the more important motives to participate in the management development. Financial benefit is the least preferred motive of managers working in selected commercial banks of Nepal. Nepalese managers found management training beneficial to their functional needs and interests.

Managers working in the commercial banks in Nepal are nominated for management development programme on recommendation made by supervisor/ manager, on the basis of performance review, relevant educational level, plan to place in new responsibility (promotion possibility), on the basis of seniority, on the basis of nomination by outside agencies and institution, and combination of two or more basis in order. Nepalese managers are more or less satisfied with the selection of participant managers for management development programme. Managers in the selected commercial banks are either moderately or simply able to achieve the stated objectives of management development from the participation in the programme.

Managers in Nepal prefer the combination of top executives, management consultants, university professors, members of professional associations, experts from other companies as facilitators for management development programmes in their companies. Managers in commercial banks of Nepal indicated lecture, conference, seminar and workshops, management game and role play, counseling, guidance and coaching, audio visual/film, self study, field visit, simulation, secondment, and computer based/web learning as effective methods for management development. Case study group assignment and discussion, and job rotation have been ranked as moderately effective methods to be used in management development in the selected commercial banks of Nepal. These findings are similar to the findings of Carrol, Jr. et al. (1972) and Garavan et al. (1999)

Managers working in the three categories of banks have achieved improvement in different aspects of managerial behavioral attributes from the participation in management development programme. The change oriented management development programme has contributed to bring improvement in managerial commitment and job satisfaction, teamwork and alliance, readiness for change, leadership abilities, decision making and problem solving, communication skills, and conflict resolution skills. These findings are similar to the opinions of Joldbauer et al. (2011); Smith-Jentsh et al. (2001); Brown and Cregan (2005); Conger and Benjamin ((1999); and Dollinger and Danis (2001). Though management development is successful to bring improvement in above behavioral attributes but the improvement felt by the managers is not in the optimum level. A limited number of managers reported that they are able to make high improvement. Therefore, it can be concluded that management development is partially successful to achieve the desired change in the managerial behaviour.

The effectiveness of management development has been evaluated by applying end of course review, trainers report at the end of programme, observation on the job and discussion among trainers and trainees. The least used procedures are opinion survey of participant and critical incidents. Effectiveness of management development is evaluated once at the end of the programme. Regular follow up has not been used frequently. Nepalese managers irrespective of ownership, gender, and level differences are satisfied with the evaluation procedures applied for management development. However perception in exception to this also exist as a considerable number of managers have denoted less satisfaction with the evaluation procedures

The majority of managers felt the need of change in the current management development practices in Nepal. The high important expected aspects of the changes in the management development are identification of development needs, management development policy, management development methods, and the context of the development course.

Moderately important aspects of changes in management development are time schedule of programme, methods of selection trainees, and selection of trainer.

Irrespective of difference in ownership, gender, and level of managers working in the selected commercial banks conclude that allocation of funds, selection of in appropriate trainers, low priority to management development, lack of coordination of HRD functions, attitude of line managers, non motivated trainees, lack of proactive approach, lack of relevant and practical course, and ill defined objectives and development needs as moderately responsible and responsible factors for making management development less effective in Nepal.

Nepalese managers conceive need for business efficiency and competition as most influential factors for management development policy as opined by Margerison (1991) and Doyle (1997). Factors like, growth rate and strategy, need to retain managers, growing skill shortages, structural change, need for committed and motivated managers and cost of management development are the more influential factors for management training and development policy. Pressure from stake holders is an influential factor to affect the management development policy in Nepal.

Managers working in the commercial banks felt the need for reengineering the conventional management development. Managers report the importance of management development programme linking with contemporary issues, linked with individual expectation and career path of manager, making manager flexible to contribute change programme, continuous learning process, and owned by learners (learner centered), and yield immediate reward in order.

The managers in Nepalese commercial banks have opined the relevancy of the forces for change as recognized by Vas (2001). Managers recognized government action, market mechanism, rapid technological innovation, and a forward looking manager as more relevant forces for change. Changing workforce composition, cultural shift, and owners expectations are regarded as the relevant forces for change in selected commercial banks of Nepal.

Managers in Nepalese commercial banks have recognized the motives for change in their organization as posited by French (1968) and Golembbieski and Carrigan (1970). Managers found increasing efficiency and production, secure survival of organization, improve problem solving and decision making, and changing mindset of managers and employees as the most important motives for change. Developing leadership skill, developing team spirit and

collaboration, managerial skill improvement, developing team spirit and collaboration, and cost reduction are recognized as the more important motives for change.

Managers in Nepal found team building, problem solving and creativeness, openness to new ideas, empowering others, knowledge of business, networking, and adaptability and flexibility as most essential managerial attributes to carryout change successfully. The more essential attributes identified by the managers in the commercial banks are learning from others and conflict resolution This is similar to the findings of Bennet et al. (1999) ; Chaudhary (2000); Caldwell (2003). It means that management development should encompass dimensions of conflict resolution and adaptability in order to bring behavioural change.

This research has attempted to find the level of perceptual agreement in regard to change among the managers working in the selected commercial banks as theorized by Doyle et al. (2000). Nepalese managers produced mixed results. Their levels of agreements in the given statements are not conclusive. Except, in the ranking of cases like, changes will reduce commitment, loyalty, and trust of employees all the managers hold similar views. Managers from all the banks agreed upon the statement like, changes have challenged the existing values and understanding, changes are not properly communicated and discussed in the office, changes compelled to upgrade the existing knowledge and skills, and usually change processes do not permit adequate time and learning opportunity to adjust in the office. In the cases like, changes are risky and uncertain, changes make us in a condition of fear and worries, changes creates confusion in work place, changes bring conflict among managers, change projects are not systematic to support management development, the managers from all the banks remained undecided. In case of changes will reduce commitment, loyalty, and trust of employees, the managers in private and joint venture banks disagree and the managers in government and semi government banks remained undecided. Male as well as female managers are similar in ranking their perception about the change. The senior as well as junior managers hold similar views in ranking the cases except changes will reduce commitment, loyalty and trust of employees. In this case senior managers show disagreement and juniors are undecided. Finally, it can be concluded that in majority of the cases about the change the awareness of Nepalese managers in commercial banks is waiting for clarity and improvement. As responded by the managers, the pace of change in Nepal is moderate and slow. As shown in analysis managers are found to be highly committed for making changes in their organizations.

Improvement in organizational change capacity was found through the management development programme. Organizational change capacities like, quality management, empowerment, organizational restructuring, pattern of information sharing, cellular working



(networking), collaboration, and creating comfort, trust, and cooperation as organization wide culture were improved in selected commercial banks. These findings are similar to the work of Stevenson and Greenberg (1998). The factors indicating the improvement in the organizational change capacity were positively and significantly correlated with each other.

#### **9.4 Recommendations for the Improvement in Management Development Practice**

On the basis of analysis, interpretations, findings and the conclusions the following major suggestions are forwarded for the improvement in the understanding of organizational change and change oriented management development.

- The selected commercial banks under private and joint venture sectors should have their own training centre and training department. Management development programme should be given high level of priority in all commercial banks.
- Despite other objectives of management development, top priority should be given to help managers to be flexible and adaptive and to implement visualize change also. Management development programme should be regarded as the main education and developmental function for all managers to facilitate organizational change, renewal, transformation, improvement, and turnaround in the respective enterprises.
- The private and joint venture banks should formulate and prepare management development policy and calendar in advance. Management development plan should also be based on the proposed change programme.
- Along with other factors management development need identification based on the proposed changed programme should be given due attention in commercial banks of Nepal. Besides all other aspects, management development budget in private, joint venture, and government and semi government bank should be based on changed strategy.
- The responsibility of management development need identification should be based on the joint consultation of top management, concerned head of department, the section head or immediate supervisor. Along with other analysis and study of issues and problems in organization, and future need of organization, change oriented management development needs should be identified. Content of management development course and handouts and course materials as the resources of management development should be continuously improved and updated. Time should be allocated on the basis of the coverage, content and issues of the management training.

- Management development should be regarded as joint responsibility of top management, HRD manager, the department head, learning environment, the individual manager, and the goal and benefits of the programme.
- The personal motives of managers to participate in management development should be integrated with the organizational goal achievement. Management development programme should be designed and implemented in such a way that the achievement of management development objectives can be maximized.
- The team of facilitators consisting of top executives, management consultants, university professors, members of professional associations, and experts from other company is preferable for the effective conduction and implementation of management development programme.
- More practical and participatory methods of management development like conference, seminar, and workshops, management game and role play, counseling, guidance, field visit, simulation, case study, group discussion and assignment should be used frequently depending on the subject matter. Self study (formal and informal) should be promoted to develop the managerial talent in the selected commercial banks.
- Management development programme should emphasize to improve the managerial behavioural attributes like commitment and job satisfaction, teamwork and alliance, readiness for change, leadership abilities, decision making and problem solving, communication skills, and conflict resolution skills and others.
- Along with other procedures opinion, survey of participants and critical incident also should be applied for the evaluation of management development effectiveness. The effectiveness of management development programme should be evaluated in the regular basis so that relapses can be prevented. The evaluation procedures used to measure the effectiveness of management development should get the acceptance of the managers.
- Management development programme itself needs to be timely adjusted and renewed. Basically the management of company should consider the aspects like identification of development needs, management development policy, management development methods, the content of the course, time schedule of the programme, method of selection of trainees and trainer to make management development programme contemporary.
- Management of the companies under study should give much more attention to the factors like allocation of the funds, selection of the trainers, priority to management development,

coordination of HRD functions, attitude of line managers, motivation of trainees, proactive approach, relevancy and practicality of courses, determination of objectives and development needs to make management training and development more effective.

- Management in Nepalese commercial banks should consider the need for business efficiency and competition, growth rate and strategy, need to retain managers, growing skill shortages, structural change, need for committed and motivated managers, and cost of management development while formulating management development policy. They should link management development policy with the strategy of their organizations.
- Management the banks should be prepared to reengineer the management development practices in their respective organizations. To facilitate the organizational change, management development should be linked with contemporary business issues, and individual expectation and career path of manager. It should make manager flexible to contribute change program. Management development should be given due important as continuous learning as organization wide culture. Management training should also be guided by the learners' needs and interests, and should be able to yield immediate reward to the participant. Lastly, managers should regard management development as an important intervention to design, implement, and evaluate the planned changes in the enterprises so that survival and growth of the company can be guaranteed.
- Since the managers have identified the relevancy and importance of the forces for the change and motives for change in their respective organizations, but the ranking is not found in the same direction. Thus, the management of the selected commercial banks should timely increase the managerial awareness about the change forces and change motives.
- The managerial perception about the change shows that managers in the selected commercial banks of Nepal are undecided about the negative as well as positive aspects of the change. Therefore the management of the companies should make change, as the continuous learning process so that the managers will be able to decide positive as well as negative consequences of the change in the organizations and managership.
- The pace of organizational change should be made rapid to carryout the business competitively and successfully.
- The management in Nepalese commercial banks should always be vigilant to improve the organizational change capacity. They are advised to make management development

efforts be more centered to improve such capacities to achieve the stable dynamism in their organizations.

### **Recommendations for Further Research**

The present research has attempted to integrate the management development efforts with the organizational change. It has concentrated on the study of changes in the managerial behaviour and changes in the organizational change capacity in the commercial banks. We suggest that future researcher should concentrate more on the strategic management development and improvement in the hard criteria measures. It can be researched in organizations other than commercial banks too. We further recommend having more researches in the areas of relapse prevention of management development.

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## Appendix-1: Research Questionnaire

Name :

Designation : \_\_\_\_\_ Level \_\_\_\_\_

Organization :

Gender : \_\_\_\_\_ Male [  ] \_\_\_\_\_ Female [  ]

### Educational Qualification

[  ] Intermediate

[  ] Bachelor's

[  ] Master's

[  ] Above Master level

[  ] Professional Degree

1. Since how long you have been working in the management cadre? \_\_\_\_\_ Year.

2. Was the training relevant to your functional needs and interests?

[  ] Very high relevant [  ] Highly relevant

[  ] Relevant [  ] Less relevant [  ] Irrelevant

3. How were you nominated for the training programme?

[  ] By yourself [  ] By your immediate boss

[  ] By HRD department/HR Manager

[  ] By Outside agencies

4. What were the objectives for which you were nominated for the management training programme? (Please tick any applicable)

[  ] To improve knowledge and skills

[  ] To increase efficiency and production

[  ] To motivate and enhance morale

[  ] To achieve changed organizational goal

[  ] To prepare manager for higher responsibility

[  ] To help manager to be flexible and adaptive

[  ] To implement visualized change

5. How far did the training programmes enable you to achieve these objectives?

[  ] Fully [  ] Moderately [  ] To some extent

[  ] Slightly [  ] Not at all



6. Who were the facilitators for management development programmes? (Please tick any applicable)

- Top Executives
- Management consultants
- University professors
- Members of the professional associations
- Experts from other companies
- Combination of above two or more facilitators

7. Do you think that the present management training practice in your organization requires modification or change?

- Yes
- No

If yes please show the importance of modification or needed in the following area (1= very high important, 2= moderate important, 3= important, 4= less important, and 5= unimportant)

	1	2	3	4	5
Identification of development needs					
Time schedule of programme					
Content of the development course					
Method of selection					
Selection of the trainer					
Management development policy					
Management development methods					

8. Do you have a separate department for training and development function?

- Yes
- No

9. Is there any written policy for training and development?

- Yes
- No

10. Who are responsible for the identification of training needs? (Please tick any applicable)

- Top management
- The department head
- The supervisor
- Concerned participant manager

11. Does your organization has own training center?  
 Yes  No
12. How are management training programmes planned in your organization? (please tick any applicable)  
 Based on annual budget  
 As and when required  
 Based on performance appraisal  
 Based on the report of training need identification  
 Based on the proposed change programme
13. What procedures have been followed to prepare annual budget of training and development? (Please tick any applicable)  
 Budget approved by board of directors  
 Based on the recommendation of department heads  
 Based on the recommendation of HRD/training managers  
 Based on the changed strategy  
 Based on the last year budget
14. Does your organization prepare training calendar in advance?  
 Yes  No
15. In your opinion, who is responsible for management development in your organization? ( Please locate 1= more responsible, 2= moderately responsible, 3= responsible, 4= less responsible, and 5= not responsible)

	1	2	3	4	5
Top management					
The department head					
The HRD manager					
The learning environment					
The individual manager					
The goal and benefits of programme					

16. What are the major objectives of management development? (Please indicate 1= most important, 2= more important, 3= important, 4= less important, and 5= unimportant)

	1	2	3	4	5
To improve knowledge and skill to cope with future					
To increase efficiency and production as per future need					
To motivate and enhance moral					
To achieve changed organizational goal					
To prepare manager to be flexible and adaptive					
To help manager to be flexible and adaptive					
To implement visualized change					

17. What would be motive of managers taking part in management development programme? (Please note 1= most important, 2= more important, 3= important, 4= less important, and 5= unimportant)

	1	2	3	4	5
Financial benefit					
Promotion to higher rank					
Achievement of new knowledge and skills					
Career development					
Performance enhancement					
To meet the future challenges					

18. How successfully management development practices help in achieving their stated objectives?

- [  ] Very successful      [  ] Moderately successful  
 [  ] Successful      [  ] Less successful  
 [  ] Unsuccessful

19. In your opinion, which level of priority should be given to management development in your organization? (Please rank 1= very high priority, 2= high priority, 3= moderate priority, 4= low priority, and 5= very low priority)

1	2	3	4	5

20. Why are the management development objectives not achieved easily? (please mention the importance of responsible factors 1= very high important 2= high important 3= important 4= less important, and 5= unimportant)

	1	2	3	4	5
Allocation of funds					
Selection of inappropriate trainers					
Low priority to management development					
Lack of coordination of HRD functions					
Attitude of the managers					
Non motivated trainees					
Lack of proactive approach					
Lack of relevant and practical courses					
Ill defined objectives and development needs					

21. To what extent are the following factors important for the improvement in the existing management development practices? (Please indicate 1=most important, 2= more important, 3= important, 4= less important, and 5= unimportant)

	1	2	3	4	5
Linked with contemporary managerial issues					
Contribute to make manager proactive					
Linked with individual expectation and career path of manager					
Yield immediate rewards					
Owned by learners (learners centered)					
Make manager flexible to contribute to change programme					
Continuous learning process					

22. Are you satisfied with the following resources used for management development programme in the organization? (Please express your view 1= highly satisfied, 2= moderately satisfied, 3= satisfied, 4= less satisfied, and 5= unsatisfied)

	1	2	3	4	5
Human resources					
Financial resources					
Physical resources					
Time allocated					
Hands out and course materials					
The content of the course					
The course objectives					

23. In your judgment, how far did the following factors influence the management development policy and practices? (Please show 1=most influential, 2= more influential, 3= influential, 4= less influential, and 5= un influential)

	1	2	3	4	5
Need for business efficiency					
Growth rate and strategy					
Competition					
Need to retain managers					
Growing skill shortages					
Structural change					
Needs for committed and motivated managers					
Pressure form stakeholders					
Cost of management development					

24. How does your organization select the participant for the particular management development programme? (Please tick applicable)

- On the basis of seniority
- On the basis of performance review
- Plan to place in new responsibility (Promotion possibility)
- On the basis of nomination by outside funding agencies and institutions.
- Recommendation of supervisor/manager.
- Relevant educational level
- All of the above

25. To what extent are you satisfied with the selection of candidates for management development programme?

- Highly satisfied                       Moderately satisfied
- Satisfied                                       Less satisfied
- Unsatisfied

26. What are the commonly used methods of identifying management development needs in your organization? (Tick any applicable)

- Job analysis
- Performance appraisal
- Knowledge and skill test
- Issues and problems in organization
- Future needs of organization.
- All of above.

27. Which methods do you feel effective in management development programme? (Please give your opinion 1 = most effective, 2 = more effective, 3 = effective, 4 = less effective, and 5 = ineffective)

	1	2	3	4	5
Lecture					
Case study					
Group assignment and discussion					
Management game and role play					
Conference, seminar and workshops					
Audio-visual/film					
Self-study					
Field visit					
Counseling, guidance and coaching					
Simulation					
Job rotation					
Secondment					
Computer based/web learning					

28. What are the procedures used to evaluate management development programme in your organization?

<b>Procedure</b>	<b>Applied</b>	<b>Not applied</b>
End of course review		
Trainers report at the end of the programme		
Discussion among trainers and trainees		
Opinion survey of participants		
Observation on the job		
Critical incidents		

29. How often the effectiveness of management development programme is evaluated?  
(Please indicate any applicable)
- Once at the end of the programme.
- In the mid and end of the programme.
- Regular follow-up.
- As and when required
30. To what extent, are you satisfied with the existing training evaluation procedures/methods?
- Highly satisfied                       Moderately satisfied
- Satisfied                                       Less satisfied
- Unsatisfied
31. In your experience, what degree of improvement is achieved in the following attributes after participation in management development programme (Please share your experience 1 = highly improved, 2 = moderately improved, 3 = improved, 4 = less improved, and 5 = remained same)

**A. Readiness for change**

	1	2	3	4	5
Awareness of business objectives					
Awareness of change objectives					
Commitment to change process					
An openmindedness					
Positive attitude to risk taking					
Active participation in change process					

**B. Communication**

	1	2	3	4	5
Inspiration to share ideas informally					
Understanding other's ideas					
Ability to process the information					
Developing and maintaining the network					
Trust and confidence					
Skill for using modern information technology					

**C. Conflict resolution**

	1	2	3	4	5
Understanding the individual differences					
Ability to express the disagreement					
Influence to get ideas accepted					
Tolerance power					
Respect to other					
Interpersonal relation					

**D. Leadership ability**

	1	2	3	4	5
Creativity and influencing ability					
Flexibility and adaptiveness					
Level of self-confidence					
Capacity of involving subordinates					
Skill to encourage others to develop their agenda					
Visioning and inventing					

**E. Decision making and problem solving**

	1	2	3	4	5
Analytical skill					
Environment to foster discussion					
Incorporation of other's view					
Getting consensus					
Techniques for critical problem solving					
Process of relating business with stakeholder's concern					

**F. Team-work and alliance**

	1	2	3	4	5
Mutual trust, respect and concern					
Joint effort for goal attainment					
Friendliness and openness					
Culture of power sharing					
Support for personal development					
Learning from mistakes					



**G. Commitment and Job Satisfaction**

	1	2	3	4	5
Desire to stay on the job					
Efforts to accomplish the assignment					
Freedom to use own judgment					
Keeping oneself busy					
Proud of having in organization					
Practice to honor other's satisfaction					

32. How do you perceive changes in your organization? (Please mention 1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, and 5 = strongly disagree)

	1	2	3	4	5
Changes are risky and uncertain					
Changes have challenged the existing values and understanding					
Changes make us in a condition of fear and worries					
Changes usually create confusion in workplace					
Changes are not properly communicated and discussed in the office.					
Changes will reduce commitment, loyalty and trust of employees					
Change projects are not systematic to support management development					
Changes compel to upgrade the existing knowledge and skill					
Usually change process does not permit adequate time and learning opportunities to adjust in the office.					

33. In your opinion which of the following forces are more relevant in bringing the changes in organization. (Please indicate 1 = most relevant, 2 = more relevant, 3 = relevant, 4 = less relevant, and 5 = irrelevant)

	1	2	3	4	5
Government action					
Market mechanism					
Rapid technological innovation					
A forward looking manager					
Changing work force composition					
Cultural shift					
The owners' expectation					

34. Which of the following attributes are essential for the managers in order to carry out the responsibility of change management successfully? (Please give your opinion 1 = most essential, 2 = more essential, 3 = essential, 4 = less essential, and 5 = not essential)

	1	2	3	4	5
Empowering others					
Team building					
Learning from others					
Adaptability and flexibility					
Openness to new ideas					
Managing resistance					
Conflict resolution					
Knowledge of business					
Problem solving and creativeness					
Networking					

35. In your opinion, what degree of improvement in the organizational change capacity is achieved from management development to bring desired changes in the followings? (Please share your experience 1= highly improved, 2= moderately improved, 3= improved, 4= less improved, and 5= remained same)

	1	2	3	4	5
Quality management					
Empowerment					
Organizational restructuring					
Pattern of information sharing					
Cellular working (networking)					
Collaboration					
Comfort, trust, and cooperation as organization wide culture					

36. What should be the major motives of changes in your organization? (Please indicate your view 1 = most important, 2 = more important, 3 = important, 4 = less important, and 5 = unimportant)

	1	2	3	4	5
Cost reduction					
Increasing efficiency and production					
Secure survival of organization					
Developing leadership skill					
Changing the mindset of managers and employees					
Developing team spirit and collaboration					
Managerial skill improvement and making manager flexible					
Improve problem solving and decision making					
Developing openness and communication					

37. Change initiation and implementation have become the key role in my daily routine.  
 Yes  No
38. Change management is my philosophy and organizational performance.  
 Yes  No
39. Change management is for enhancing organizational performance.  
 Yes  No
40. Please indicate the pace of the changes emerging in your organization over the last five years.  
 Rapid  
 Moderate  
 Slow  
 Very slow  
 Declining

## **Appendix- II: List of Participating Organizations in Research**

### **Private Banks**

- 1 Bank of Kathmandu
- 2 Machhapuchhre Bank Limited
- 3 Nepal Credit and Commerce Bank Limited

### **Joint Venture Banks**

- 1 Himalayan Bank Limited
- 2 Nabil Bank Limited
- 1 Nepal Bangladesh Bank Limited

### **Government & Semi Government Banks**

- 1 Agricultural Development Bank Limited
- 2 Nepal Bank Limited
- 3 Rastriya Banijya Bank Limited