

Enhancement in Advanced Management Education Pedagogy to Meet Contemporary Challenges.

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Abstract

The Basic responsibilities of management professionals and also of educators are getting transformed rapidly in more complex manner. The education scenario especially management education is severally getting effected. To make the management education remain fictive one is to adopt all such changes and the educators will have to examine the effect of such changes. Cases have their effect but the demonstration has added a lot of values in imparting management education this paper aims to discuss such possible changes in education pedagogy. Various features will be reviewed for instructional purpose an we will also try to align current management education In practice and literature. The paper may produce an effective module of effective management education module.

INTRODUCTION-

As the nature of work becomes increasingly complex, so does the role of the modern manager. Wide wings spread globalization, advances in technology and notable changes in shifts of work demands have not only broadened the scope of knowledge, skills, and abilities (KSAs) required of managers, but have also increased the need for managerial guidance— job incumbents in even basic positions are now required to navigate highly complex and continuously dynamic environments. As such, the importance of management education has arguably reached an all-time high. Managers must acquire an ever-expanding repertoire of KSAs, and must learn to apply them to a range of desired domains, many of which are dynamic or novel. It thus seems timely to begin reexamining traditionally and repeatedly used educational techniques and identifying new potential avenues for increasing the efficacy of management education.

One such technique that has already been examined is the use of simulation techniques in management education and training. An in-depth discussion of simulation, provides practical guidelines for how the can best be utilized. Specifically, the these authors review what is known about simulation based training, and develop recommendations for how it can be used to optimize management education. Here, we take a similar approach called DBT i.e. Demonstration Based Technique, focusing on another common educational technique.

Demonstrations are in general commonly used in the form of video vignettes, have been recognized as effective tools for engaging students and connecting them to the heart of management concepts. Accordingly, demonstrations have become mainstream components of managerial training, depicting a range of skills. While demonstrations are certainly valuable techniques for conveying information but these observation alone does not guarantee the subsequent learning or application of such information.

Because the interaction and zeal of the incumbents is equally important. If trainees are not actively and attentive toward the process of learning content and delivery methods, then any type will likely to be ineffective. With this in mind, there has been a recent shift from more traditional training approaches, where trainees simply absorb information in a passive manner, toward an active learning approach, where trainees are required to participate throughout the learning process. **Active-learning approaches** typically involve techniques that allow trainees to explore and experience training content as they learn it, or supplemental features that prompt them to process learning material at a deeper level than what is afforded through more traditional methods. Actually when one experiences learning content, through role-play or simulation, for example, can be far more powerful than reading about such content on paper. Similarly, supplemental activities, such as perspective taking or continuous attentional guidance, prompts the trainees to be active and engaged throughout the learning period, increasing the likelihood that they will effectively recognize and process appropriate information. Active learning has shown to be a highly valuable results through its training approach, particularly for when there is question of developing complex skills and adaptive transfer facilitation which are increasingly important in the modern workplace to meet the challenges as MNC's are no more a new concept. It helps managers in adjusting even in the cross-cultural work environment.

With this shifting approach, professional academic and training institutes have begun to recognize the value of supplementing demonstration-based training (DBT) with various instructional features that promote active learning and maximize effectiveness. It basically talks about the taxonomy of which is combination of different activities categorization which is needed for DBT.

This taxonomy describes five categories of instructional features:

- Passive guidance or support,
- Preparatory activities or tasks,
- Concurrent activities,
- Retrospective activities,
- Prospective activities.

Management education, in particular, stands to benefit from this approach called DBT. But even till date institutions in a large component do not carry managerial training to utilize maximum potential of trainees. In fact the truth is just vice a versa. Actually DBT instructional features can serve to optimize the use of demonstrations in management education, potentially enhancing its efficacy at a time when such enhancements are sorely needed.

While their taxonomy of instructional features provides a valuable starting point, more specific information is needed regarding how and when these features should be implemented in conjunction with DBT. To this end, the goals of this article are threefold. First, we present a theoretical framework for understanding why such instructional features are particularly beneficial for learning through DBT, and under what conditions different instructional features should be implemented to maximize effectiveness. Second, we expand on the instructional features providing more detailed research findings and examples of how each instructional feature can be employed alongside demonstrations in the context of management education. While we do not adopt the broader taxonomy the authors put forth (i.e., passive guidance/support, preparatory activities/tasks, concurrent activities, retrospective activities, and prospective activities), we do expand on the instructional features within those categories, presenting them within the context of our own theoretical framework. Third, we present practical guidelines indicating how management educators can best incorporate instructional features into their DBT curriculums, as well as theoretically grounded recommendations for how they can determine which specific instructional features they should incorporate. Before delving into these

topics, we begin with a brief overview of the background information and theoretical foundation informing DBT.

DEMONSTRATION-BASED TRAINING

Although DBT is relatively new to the literature of Management educators, it draws from well-established theoretical and empirical research, such as work on social learning theory. DBT is rooted in the concept of observational learning, the process of acquiring KSAs through viewing examples, demonstrations of performance.



Process of DBT

A demonstration is a dynamic model of either task performance or the characteristics of a task environment that exemplifies the enactment of target KSAs. Such illustrations can be conveyed through in-person modeling, prerecorded video, computer-generated avatars, they can be the local religious hero or mythological characters depicted from Purans and other religious books, or through other means of visualization. DBT, then, is the process by which demonstrations are used to convey learning content as “a strategy of training development and delivery involving the systematic design and use of observational stimuli intended to develop specific KSAs in the learner.” DBT is a particularly flexible technique, largely due to its expandable nature—demonstrations can be paired with a variety of instructional features designed to enhance the efficacy of training. A simple demonstration, for example, can be paired with a guided discussion in order to reinforce learned information.

Thus, in addition to the core demonstration (i.e., the visual representation of enacted competencies), various instructional features can be integrated into a larger DBT program of instruction. Instructional features include information provided to learners, or activities learners engage in, in addition to viewing the demonstration.

The theoretical underpinnings of DBT lie in Bandura’s(1977) widely recognized theory of social learning. Social cognitive theory outlines four processes through which observational learning takes place: attention, retention, reproduction, and motivation.

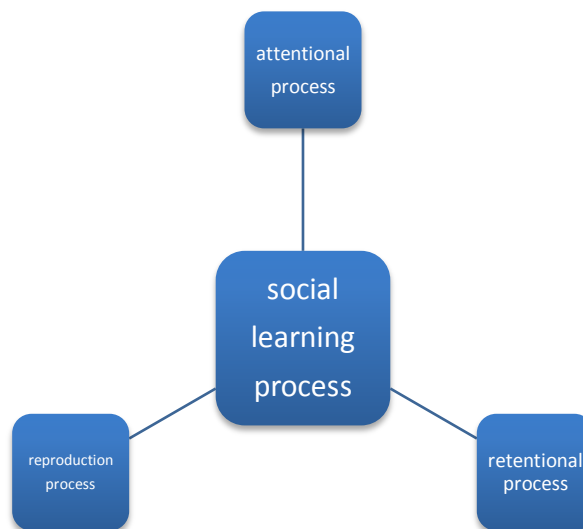
First, learners must actively process, or attend to, what they are observing in order to learn. Second, learned material must be stored symbolically to influence future behavior. Next, the learner must convert such stored information into observable actions. Last, the perceived benefits of engaging in the learned behavior must be strong enough to motivate such behavior in future situations. Social learning theory has informed the development of various training interventions, most notably behavioral modeling training (BMT). In line with models of observational learning, BMT is comprised of information, demonstration, practice, feedback, and activities designed to facilitate the transfer of training.

The integration of these features results in a highly effective training intervention—BMT has emerged as one of the most extensively used, highly regarded training tools available. Notably there is an important distinction between BMT and DBT. While BMT involves multiple methods of training delivery beyond demonstrations, where as DBT, as a contained training strategy, is limited to the demonstration itself.

DBT, however, can be paired with any number of instructional features, not only those that constitute BMT. DBT can thus be considered a highly flexible training technique, which can be applied to a wide variety of settings and training goals.

THEORETICAL FRAMEWORK OF DBT-

Drawing from social learning theory, is a theoretical model through which we depict how instructional features contribute to the process of demonstration-based learning. Specific indication, which is actually a component of the broader social learning process each instructional feature most facilitates, namely,



As depicted in above chart and broadly explained later in this paper in the next figures 1 and 2, we theorize that, (1) observational learning training, pre-demonstration discussion, organizers and summaries, attentional cueing, and instructional narratives, facilitate *attentional processes*; (2) note taking, group discussion, perspective taking, trainer-provided rule codes, learner-generated rule codes, and imagery exercises facilitate *retentional processes*; (3) imitation, practice, and practice-scenario creation facilitate *reproduction processes*; and (4) passive motivation inducement, active motivation inducement, and goal setting facilitate *motivational processes*. While all of these processes are important for social learning, this framework provides a useful platform for determining which instructional features should be included in one's specific DBT curriculum. Choosing a set of instructional features that fall only into the *attentional processes* category, for instance, would have limited benefits, as such features would not facilitate the other components of the social-learning process. Similarly, it may be that the information and demonstration components of training have already been sufficiently covered, as in an advanced course, for example. In such a case, focusing on instructional features that fall into the *reproduction* and *motivational* processes categories may be more beneficial.

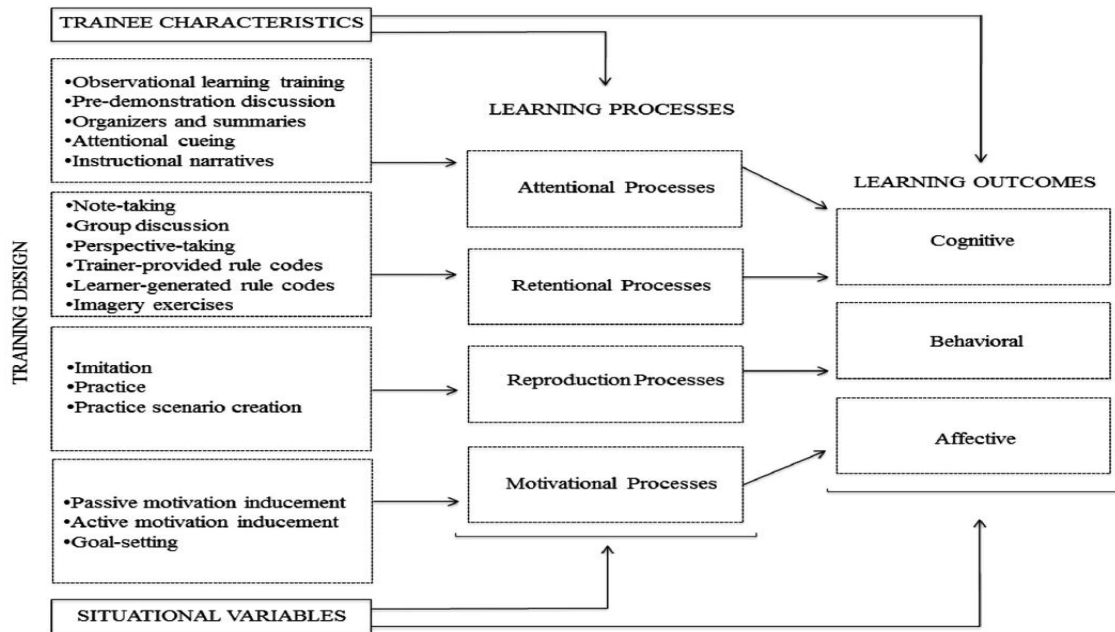


FIGURE 1

Instructional Features That Facilitate Attentional Processes

Within the context of social learning, *attentional processes* are those in which the learner observes and actively attends to a behavioral model. Throughout a demonstration, learners must pay attention to a variety of stimuli in order to obtain relevant information. Instructional features in this category are designed to ensure that trainees attend to the correct information, facilitating the achievement of learning objectives. Without such guidance, trainees may draw incorrect conclusions from the training material (provided in written or any other form), potentially maintaining these errors throughout the other components of the social learning process. Instructional features that can remedy this issue and have garnered support in the literature include observational learning training, pre-demonstration discussion, organizers and summaries, attentional cueing, and instructional narratives.

Observational Learning Training

A number of training interventions can be utilized to prepare learners for the content presented in a demonstration. If hierarchical encoding training has been used to enhance learning outcomes by providing learners with the skills necessary to translate observed behavior into component actions.

Similarly, training self-regulatory skills such as

- ✓ Observation,
- ✓ Goal setting,
- ✓ Self-efficacy awareness, and

Metacognitive monitoring, allows learners to achieve greater learning outcomes in observational learning contexts. Metacognitive calibration training functions in a similar manner, teaching learners to understand their metacognitive processes. Beyond learning about their internal states, applying monitoring training to an external target (for example the team members) can better prepare learners to understand the reasons underlying a model's actions in a demonstration. In general, training how to learn from observation helps ensure that demonstrations serve as effective learning interventions. As there are several methods by which such training can be implemented, integrating observational learning training into DBT is practical across a variety of contexts. Regardless of the approach used, however, the goal of observational learning training is to prepare learners to be more aware of the internal processes

that inform both modeled and personal behavior. Observational learning training, in various forms, has been deemed critical in management education contexts utilizing DBT

Thus, in addition to this providing information about instructional features aim to provide a theoretical foundation for determining which instructional features should be utilized when implementing DBT in different contexts (e.g., for different purposes the context would be different). In line with this goal, we build on existing models of the transfer of training and related empirical research done in the same field includes trainee characteristics, training design, and situational variables in the above model, and by depicting how such variables influence learning processes, and in turn, learning outcomes. Specifically, *trainee characteristics*, such as work experience, discrimination in state livings, religious beliefs and educational level, can influence degree of learning.

In fact the trainees who are less advanced may be better served by instructional features that facilitate attention and retention processes, for instance; whereas features facilitating reproduction and motivational processes may be better suited for learners who are more experienced. *Training design*, or characteristics of the training itself, of course will also play a significant role in the type and amount of learning that takes place. Representing our focus here, the instructional features fall within this category and should be chosen on the basis of the learning processes and learning outcomes that they best facilitate as described further. The *situational variables* also impact learning and transfer and have implications for the specific instructional features within each category that should be selected for inclusion. Especially large class sizes may not lend themselves to group discussion, for example, suggesting that another instructional feature that facilitates retention processes should be utilized in such situations. While current models refer to this category as “work environment,” we use the broader term, “situational variables” to account for the classroom setting, independent of an organization, within which management education often takes place. Beyond these antecedents, our model also depicts different types of learning outcomes, emphasizing the idea that the training objectives should help determine which instructional features are used to facilitate DBT.

Learning outcomes, training is focused on generating outcomes that are cognitive, behavioral, or affective in nature; the targeted outcome should drive the choice of instructional features for inclusion in DBT. Training that aims to improve negotiation behaviors, for example, may benefit from focusing on instructional features that facilitate reproduction processes, while retentional process may be targeting budget management.

In short, managers can work backwards through this model, first selecting the type of learning outcome of interest (based on a needs analysis), then determining which learning process is required to reach that outcome, and finally, identifying which instructional features can be used to facilitate those learning processes. As depicted, trainee characteristics and situational variables also play a role and should be considered throughout the training process. Consistent with models of the transfer of training trainee characteristics, training design, and situational variables essentially serve as antecedents that predict learning processes, and learning processes in turn, mediate the relationship between antecedents and learning outcomes. Moving beyond existing models, relationships between specific variables within these groupings, not just the broader categories of variables themselves (e.g., imitation predicts reproduction processes; reproduction processes predict behavioral outcomes vs. training design predicts learning; learning predicts learning outcomes).

GUIDELINES FOR SUCCESSFUL DEMONSTRATION BASED TRAINING-

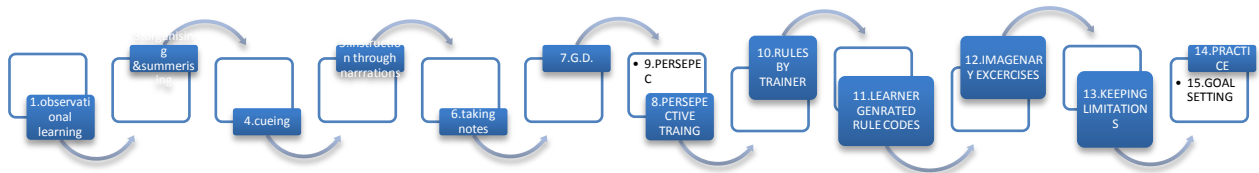


FIGURE 2- GUIDELINES OF DBT

following these guidelines results in a fully technically “SthirPragya” person who is having good observational skills as well as a good analytical capability too. It works on focusing techniques of a problem and then helps in how to remove the undesired, unwanted stuff to polish and to move towards the goal. Taking up of notes results in discouraging the unguided note taking and group discussion gives another sight of working. The perspective learning teaches incumbent the reasons and purpose of training and its learning.

The codes given by rule gives an appropriate scenario and clear cut rules with specifications, it teaches about the limitation which teaches boundaries. One has to learn how to work with boundation because alike environment will not be available at work place. There is no comfort zone while you are working. Demonstration engages the trainees in an imaginary world and co relation with present situation with an accurate model of demonstration behavior. A practice through demonstration and simulation creates a realistic and positive scenario in SMEs or other managerial institutions. While next step of role playing takes them to the verbalization of pre demonstrated activities. Ultimately trainees develop a goal setting in their mind that how KSA’s will be playful in a transfer environment. These goal should be specific and difficult but yet not impossible to achieve. And more of the social learning processes and can beutilized accordingly.

Conclusion-

There are several other methods too by which training can be implemented, integrating but observational learning training into DBT is practical across a variety of contexts. Regardless of the approach used, however, the goal of observational learning training is to prepare learners to be more aware of the internal processes that inform both modeled and personal behavior. Observational learning training, in various forms, has been deemed critical in management education contexts utilizing DBT.

the ability to effectively process video-based material, and describes techniques for integrating this concept into management education. Specifically, when video-based demonstrations are used, it helps in incorporating instructional features that force students to analyze the video as a “text.”the term *video texts* to refer to movies, movie clips, commercial advertisements, and other presentations in which video is used as a means of conveying information Such features can include analysis, reasoning, and inquiry-based discussion, which help learners perceive and process videos in a critical manner. But to reach the next degree of learning learners must possess some degree of pre-existing knowledge in order

to effectively process and understand demonstrated material. Learning through training, one can effectively process and understand the demonstrated material, ultimately learning about complex business issues.

If we look at BMT as another specific training technique, not as a theoretical model, thus does not link instructional features or other components of the training system (i.e., trainee characteristics, situational variables) to specific learning processes and outcomes, and is limited to a distinct set of instructional features. Expanding on the extant literature, we therefore explore the impact of not just the demonstration itself, but also a range of variables, including instructional features, and consider their combined influence on the effectiveness of DBT. Additionally, we emphasize the criterion end of the training process, theorizing about the mechanisms through which DBT can be used to facilitate specific types of learning outcomes. By connecting demonstrations within the broader training system and depicting specific relationships rather than categories of relationships, DBT represents a more comprehensive theoretical model, a unique addition that can guide future research and training efforts. In this paper we explore the various types of instructional features. Evidences from both DBT and the broader learning literature is used to inform understanding of each feature and its role in DBT in the management education can be used to generate guidelines for implementing. While we limit our paper to brief guidelines, straightforward statements, additional commentary about each guideline is also included in figure 2. It is important to note that instructional features are not exhaustive. There are likely a variety of additional, less studied features that facilitate different components of the social learning process, as India is a wonder land full of cultural varieties, and in turn, enhance the efficacy of DBT. We focus on the utility of our theoretical framework for classifying such features and informing training design.

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