

# ADMAP - A Value Added Innovation to Management

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**Abstract:** *Management is a moral profession where management education is necessary for achieving the personal as well as organizational goals. Knowledge, Skills and Attitudes comprises management education. Primary pedagogy to acquire knowledge is through a typical classroom medium of education. Skills can be hard or soft. Computer literacy for example is of the former type. Administrative skills and attitudes are of a later type. ADMAP is the short form for Assessment and Development of Managerial Abilities and Potential. ADMAP is an attempt to discover and strengthen administrative skills and professional attitudes. In other words, it is a formal system of primarily self-dependent development of administrative skills. This paper is an attempt for deep insight and analysis of the qualities, skills, abilities and potential organisations look for among the employees for organisational growth in general and employees progress in particular and how they should be trained and groomed to achieve excellence.*

## **Introduction**

The objectives of ADMAP are to (a) permit self-assessment of key managerial attributes through self-analysis and discovery and (b) strengthen and develop those attributes assessed as potential strengths through "managerial and administrative practice" and get a feel of what it takes to get things done and make things happen.

## **The Specific Attributes**

The attributes and their operational definitions for assessment and development during the course of the ADMAP project are:-

<b><u>Attribute</u></b>	<b><u>Operational Definition</u></b>
1. Hard work	Long hours; emotional attachment; physical energy; self discipline
2. Analytical strength	Clarity of thoughts, ability to see relationships among diverse concepts.
3. Initiative	Be proactive, be the first to take action, make things happen, get things done.
4. Attention to detail	Double check information or accuracy of own or other's work; very careful; thorough.
5. Leadership	Vision, doing the right things, leading by example, consistency between action, thoughts and deeds.
6. Persuasiveness	To convince others by appealing to their interests, by developing communication to their level of understanding.
7. Entrepreneurship	Ability to seek opportunities & enlist support of low cost resources, creativity, business acumen.
8. Value for values	Being able to see the worth, benefit or goodness in ourselves, and others through our beliefs; an evaluation of good or bad of an object or subject.

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|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 9. Influencing without<br>Positional power | Political acumen, social sensitivity.                                                                                         |
| 10. Team skills                            | Ability to manage and work with groups and individuals from diverse backgrounds. Sensitive to the needs of the group members. |

The above attributes create three basic value orientations involved in management: economic value, intellectual value, and human value. We see the worth, benefit or goodness in ourselves, others, and organizations through the lens of our dominant value orientation. Our values are based on beliefs and determine our attitudes. A value typically includes an evaluation (i.e., good or bad designation) of an object or subject. Sets of values form proscriptions and prescriptions (i.e., statements of what NOT to do and what TO DO) that guide our daily life. Values also affect how we interpret and perceive things and events around us. A value orientation is a set of values.

### **Economic Value Orientation**

Economic value orientation appears to be based in philosophies of utilitarianism, pragmatism, or consequentialism. With a dominant economic value orientation, a person will tend to determine the worthiness of an activity in terms of its measurable utility towards desired ends, or objectives. If the ends, or objectives, are not clear or if the measurability is difficult; the activity will be less valued by someone with a dominant economic value orientation. Although financial variables provide a convenient measure (i.e., in terms of dollars, or local currency), a dominant economic value orientation does not imply that the person is focused or preoccupied with money. Money may merely be the measure he/she uses to assess the relative inputs and outputs. The central issue underlying a dominant economic value orientation is a pragmatic concern.

Economic value orientation has been shown, in research, to be correlated with demonstration of Goal and Action, Management abilities, in videotaped exercises. In terms of self-description, with the Learning Skills Profile, it appears correlated with Information Analysis, Quantitative Technology, Action, and Initiative Skills; and negatively correlated with Relationship, Help, and Sense-making Skills. Economic Value orientation is correlated with a preference for Active Experimentation as one's learning style.

Intellectual value orientation appears to be based on a philosophy of rationalism and possibly in the abstractions of mysticism. With a dominant intellectual value orientation, a person will tend to determine the worthiness of an activity in terms of its conceptual contribution to understanding something. Creating a cognitive map, or a framework describing what we know about something, is at the heart of this value orientation. There is a tendency to use an abstract and symbolic variable to understand, describe, or explore a phenomenon. The central issue underlying a dominant intellectual value orientation is an analytical concern.

Intellectual value orientation has been shown, in research, to be correlated with a preference for Abstract conceptualization and Reflective Observation learning styles. In terms of self-description with the Learning Skills Profile, it appears correlated with Sense-making, Information Analysis Theory, Quantitative, and Technology Skills; and negatively correlated with Leadership, Relationship, and Action Skills. It appears negatively correlated with demonstration of abilities involved in asserting oneself that is

Persuasiveness and Initiative. It has also been shown to be correlated with the performance on standardized tests, such as GMAT.

### **Human Value Orientation**

Human value orientation appears to be based on philosophies of humanism and communitarianism, a person will tend to determine the worthiness of an activity in terms of its affect on specific other people and its impact on the quality of the relationship he/she has with specific others. Although intimacy and friendship may be of primary importance to someone with a dominant human value orientation, the concern for others and relationships may occur in the context of work or other types of settings. The central issue underlying a dominant human value orientation is carrying for others.

Human value orientation has been shown, in research, to be correlated with demonstration of People Management abilities involved in building relationships, namely, Empathy, Negotiating, and Group Management; it appears negatively correlated with demonstration of Efficiency Orientation and Planning. In terms of self-description with the Learning Skills Profile, it appears correlated with relationship and Help Skills; and negatively correlated with Sense-making, Information Analysis Theory, Quantitative, Technology, Goal Setting, and Initiative Skills. Human value orientation is associated with a preference for concerns Experience as one's learning style.

### **Organizational Values**

Often, organizations communicate expectations and values to people within it and all stakeholders. These are statements of the organization's culture, or the shared beliefs of the people in the organization. Sometimes, these shared beliefs reflect the values of the founders, top executives, dominant coalition, or opinion leaders. At other times, many of the stakeholders have come to adopt and share the same beliefs or values.

A person can find it difficult, uncomfortable, stressful and merely confusing to be involved with an organization where preference for one of the three values mentioned above is different than his or her own preference. Although working hard, a person in a situation in which his or her value preference is different than the culture of the organization may find himself or herself not being rewarded, or even recognized for his or her contributions. Feeling "undervalued" will probably result.

Compatibility between a person's values and the organization's cultures has been cited by many as a source of commitment, enthusiasm, and sense of belonging, pride and willingness to use capabilities to the fullest in pursuit of the organization's goals or agenda.

### **Personal Value Orientations**

Each one of us believes in these three value orientations (i.e., economic value, intellectual value and human value), but we weigh their importance differently. It is expected that many people will believe one of these value orientations is more important than the others at any point of time in their lives. The relative weighting of the importance to us of the three value systems may change over time.

### **Managerial Development**

Besides developing attitudes and values among the managers, it is more important that the adequate development programs should be introduced in the organizations to augment these attitudes and values. As the concept of ADMAP is based upon development of managerial abilities

and potential, it is paramount that the management development programs must include: i) a carefully considered plan and organization for carrying out the programme; ii) a periodic appraisal or evaluation of each manager regarding his performance in the various stages of his development under the programme; and iii) a continuous appreciation and support from top management.

In planning the programme, three essentials are involved: i) who will be responsible for administering the programme; ii) what main stages are required; and iii) how will evaluation be effected.

### **Managerial Development Facilities**

Of late, many organizations are developing huge infrastructure and facilities for managerial development. These facilities may be external or internal depending upon the nature of work and responsibilities. The following are some of the ways of providing

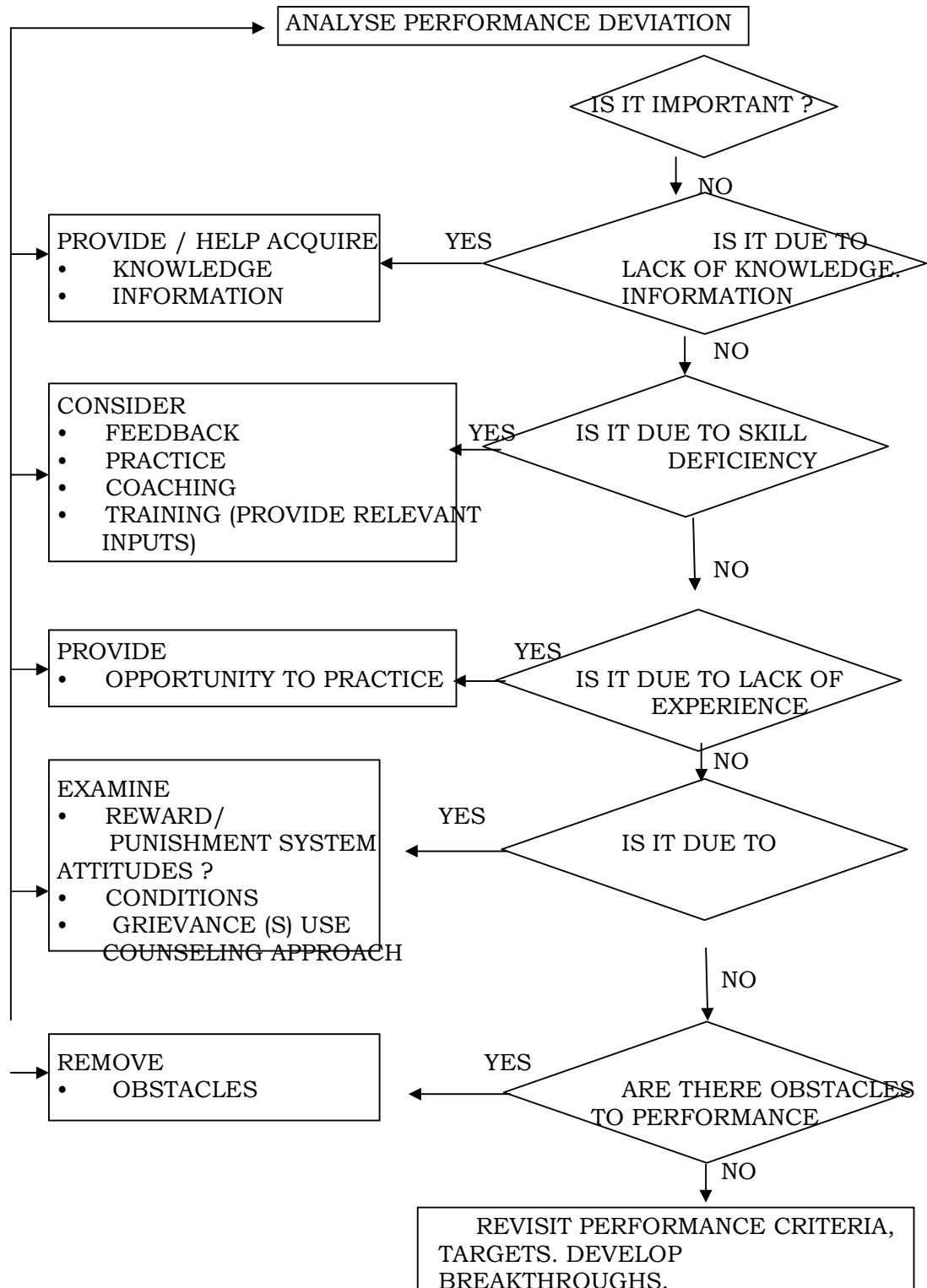
- |               |                                                                                   |
|---------------|-----------------------------------------------------------------------------------|
| (A) External: | (1) Management education at University and other institutions of higher learning; |
|               | (2) Management seminars at management associations and educational institutions;  |
| (B) Internal: | (1) Delegation;                                                                   |
|               | (2) Job Rotation;                                                                 |
|               | (3) Promotions and Transfers;                                                     |
|               | (4) Appointment as "Assistant to"; and                                            |
|               | (5) Membership of Committees and Junior Boards.                                   |

Howsoever, whatever development facilities are provided and whatever development programs are held, they need analysis - whether they have been successful or lacking. It is noteworthy that each and every development program should increase the productivity amongst the managers and there should be a continuous transformation towards betterment. Any deviations in the performance should be seriously looked into and adequate measures should be taken just in time. However realistic performance criteria and targets should be made and after analyzing the performance deviation and its causes these performance criteria's and targets should be revisited in order to develop break-throughs.

Managers these days have to work in a group. It is not only important to develop managerial abilities individually, but more important is the all round group development and behaviour. The optimum model for group development may have following stages:-

- **Forming** - a time of uncertainty when members are focused on each other being accepted and learning more about the group. By the end of this stage, members feel like they belong to the group.
- **Storming** - members confront the issue of how much individually they must relinquish to belong to the group. Conflict management is the focus of attention and struggles to see who will control the group.
- **Norming** - members develop shared expectations about roles and norms. Group cohesion and identity increases during this stage.
- **Performing**- the group's energy is now devoted to achieving the group goals.
- **Adjourning**- the temporary group's energy disbands and focuses less on performing and more on closure.

## TRAINING / DEVELOPMENT NEEDS ANALYSIS



### **Task, Maintenance and Self Oriented Behaviour**

Behaviour in the group can be viewed in terms of what its purpose or function seems to be when a member says something. Is the intent primarily to get the group task accomplished (task) or to improve or patch up some relationship among members (maintenance), or is the behaviour primarily meeting a personal need or goal without regard to the group's problems (self-oriented)?

As the group grows and members' needs become integrated with group goals, there will be less self-oriented behaviour and more task or maintenance behaviour. Types of behaviour relevant to the group's fulfillment of its task are the following:

- **Initiating.** For any group to function, some person(s) must be willing to take some initiative. These can be seemingly trivial statements such as "Let's build an agenda" or "It's time we moved on to the next item," but without them, little task-related activity would occur in a group. People would either sit in silence and/or side conversations would develop.
- **Seeking or giving information or opinions.** The clear and efficient flow of information, facts, and opinions is essential to any task accomplishment. Giving type statements - "I have some information that may be relevant" or "My own opinion in this matter is..."- are important to ensure decisions based on full information. Information-seeking statements not only help the seekers but the entire group.
- **Clarifying and elaborating.** Many useful inputs into group work get lost if this task-related behaviour is missing. "Let me give an example that will clarify the point just made" and "Let me elaborate and build upon that idea" are examples of positive behaviours in this regard. They communicate a listening and collaborative stance.
- **Summarizing.** At various points during a group's work, it is very helpful if someone takes a moment to summarize the group's discussion. This gives the entire group an opportunity to pause for a moment, step back, and see how far they have come, where they are, and how much farther they must go to complete their work.
- **Consensus testing.** Many times a group's work must result in a consensus decision. At various points in the meeting, the statement "Have we made a decision on that point?" can be very helpful. Even if the group is not yet ready to commit itself to a decision, it serves to remind everyone that a decision needs to be made, and as such, it adds positive work tension into the group.
- **Reality testing.** Groups can take off on a tangent that is very useful when creativity is desired. However there are times when it is important to analyze ideas critically and see whether they will hold up when compared to facts or reality. This helps the group get back on track.
- **Orienting.** Another way of getting a group back on track is through orienting behaviour that helps the group to define its position with respect to goals and points of departure from agreed-upon directions. When questions are raised about the direction the group is pursuing, everyone is reminded of the group goal and has an

opportunity to reevaluate and/or recommit to meeting it.

The following behaviours keep a group in working order, with a good climate for task work and good relationships that permit maximum use of member resources, namely, group maintenance:

- **Gate keeping** Gate keeping, directing the flow of conversation like a traffic cop, is an essential maintenance function in a group. Without it, information gets lost, multiple conversations develop, and less assertive people get cut off and drop out of the meeting. "Let's give Joe a chance to finish his thought" and "If people would talk one at a time, I'd find it easier to listen and add to our discussion" are examples of gate keeping behaviour.
- **Encouraging.** Encouraging also ensures that all the potentially relevant information the group needs is shared, listened to and accomplished. "I know you haven't had a chance to work it through in your mind, but keep thinking out loud and we'll try to help." "Before we close this off, Mary, do you have anything to add?"
- **Harmonizing and compromising.** These two functions are very important but tricky because their overuse or inappropriate use can serve to reduce a group's effectiveness. If smoothing over issues (harmonizing) and each party is giving a bit (compromise) serve to mask important underlying issues, creative solutions to problems will be fewer in number and commitment to decisions taken will be reduced.
- **Standard setting and testing.** This category of behaviour acts as a kind of over all maintenance function. Its focus is on how well the group's need for task oriented behaviour and maintenance behaviours are being met. All groups will reach a point where "something is going wrong" or "something doesn't feel right." At such points, effective groups stop the music, test their own process, and set new standards where they are required. "I am losing track of the conversation. If other people are willing, maybe it would help if someone could summarize the last 10 minutes."
- **Using humor.** The use of humor to put people at ease and reduce tension is an important maintenance function. However, the inappropriate use of humor can prevent groups from reaching their goals quickly and stop them from tackling uncomfortable issues that needs to be resolved.

For a group to be effective, both task-oriented behavior and maintenance behaviour are needed.

### **Assessment of Performance**

Generally, the uses of performance measures suffer from a criticism concerning the use of a "current" measure of performance. A measure of performance that is currently in use by an organization or by the people in

it only reflects effective performance as they see it. Use of such a measure does not confront the problem of potential short-sightedness of the entire organization, or of its lack of possible understanding of some larger significance that forms a different basis for determining effectiveness or a different set of goals may have. Of course, the problem with any other measure of performance or effectiveness is that it emerges from an individuals' or groups' ideal image of an appropriate goal for the organization or the people in specific jobs within that organization. Such a measure, which may be theoretically or philosophically sound, is a relatively subjective judgment. Therefore, it is based on particular theory or set of values.

However, instead of imposing some arbitrary, theoretical or value based assumptions as to what constitutes effectiveness as a manager, each organization should determine what effectiveness is, or who is demonstrating it in the context of its goals and objectives? While assessing the performances and competencies certain criterion measures (i.e., they are the standard against which other information will be compared) have to be followed. There are three types of performance or criterion measures: i) supervisory nominations or ratings; ii) Peer nominations or rating; and iii) Work output measures. While the work output measure is the most direct performance measure, supervisory and peer assessments are also valid performance measures. Supervisory ratings are significantly related to work output measures. Lewin and Zwany (1976) reviewed studies that demonstrated the link between peer ratings and nominations and various work output measures. In their study they have reported that supervisory and peer ratings tend to be highly correlated.

There are three ways to establish confidence in the criterion measure. First, whenever possible, the criterion measure should be a direct reflection of the work performed in the job. For example, a criterion measure for a competency study of salespersons should include the individuals' actual sales, possibly adjusted for region or season. Unfortunately, direct output measures often are not available or are difficult to identify. For many staff jobs and many management jobs, for example, identifying and accurately measuring work output is difficult.

Second, if direct output measures are not available, then supervisory and/or peer judgments must be used. If these judgments are used, nominations are more effective than ratings. Ratings are a respondent measure in which a person is asked to use some form of scale to assess the performance of a number of persons. Issues of personal attraction, concern over someone's feelings or public image, and/or equity confound judgments made during a rating process. Nominations are an operant measure, in which a person is asked to identify, from his or her knowledge of his job incumbents, one or more individuals who have performed in an effective and/or superior manner the job being investigated. Since nominations are an operant measure, the people identified through them are more likely to have demonstrated excellence in performance. Third, to maximize confidence in the criterion data, several of these measures should be used whenever possible.

The aggregate study of managers' competencies normally pose a problem that the separate (i.e. organization in job specific) competency studies do not. That is: How to compare performance across organizations? There are no absolute measures of managerial performance, so there are no



common standards against which all the managers can be compared. The quality of managers' performance (i.e. the degree of his or her effectiveness should be assessed in the context of each organization's values, norms, objectives and so forth.

A comprehensive Job competence assessment method should comprise five steps:

- **The first step** involves determining the appropriate measure of job performance and how it is to be assessed.
- **The second step** involves job element analysis. The result of job element analysis is a weighted list of characteristics that managers perceive as important in distinguishing superior from average performers, and those characteristics required by anyone in the job.
- **The third step** involves a form of critical-incident interviewing. The result of the interviews is a detailed description of a number of critical incidents on the job in which the interviewee's behaviour and his or her thoughts and feelings are documented. These events can be systematically coded for various characteristics, or "competencies." The coding of such characteristics is then related to performance criteria.
- **The fourth step** involves identification and administration of tests and measures that are chosen to assess various competencies. The specific competencies examined should be empirically determined through the coding of the interviews. Responses to the tests and measures are related to job-performance criteria. The result of the third and fourth steps is a list of competencies that have been validated. That is, certain characteristics have been shown to relate to effective and superior performance while others have not.
- **The fifth step** involves integration of the results of steps two through four. The result of this activity is a model of job competence based on various characteristics assessed through various methods of measurement.

### **Job Enlargement and Enrichment - Means of Exploiting Managerial Abilities and Potential**

The concept of ADMAP can be elaborated by introducing job enlargement and job enrichment in a big way. These techniques can provide requisite competence to meet the future organizational needs. These will provide greater versatility to the employee as may be required often for higher positions. Under job enlargement technique, a bigger job is structurally prepared and is enlarged. This enlargement may be effected horizontally or vertically. In horizontal enlargements, the related tasks are combined or the workload increased by enlarging the scope of the work. In vertical enlargement the area of accountability is increased and controls reduced thereby affording the employee greater freedom for action. For example, he can be assigned total responsibility for a complete job. Thus, horizontal job enlargement combines jobs at the same level of responsibility although they may belong to different groups. On the other hand, vertical enlargement consists of grouping together jobs at different levels. Job enlargement can thus constitute an excellent training ground for future promotions. It can also render the job more interesting and thereby enrich it more specifically, the opportunity for the employees' "psychological and material growth. Therefore, job enlargement can provide job enrichment

which is more important than mere job enlargement. Merely providing a larger element of routine in the job cannot motivate the employee. For effective motivation, the employee must be provided intelligent and responsible jobs likely to harness his full capacities and provide an outlet for his creativity and imagination. Job enrichment is thus a very powerful motivating tool besides being needed for developing the individual for higher appointments visualized in his career planning.

There are many ways in which a job can be enriched. The following are some of the methods:

- (1) The boundaries of the individuals' responsibility can be extended. He can be allotted duties which are closely related to the ones he is presently performing.
- (2) Using the principle of management by objective, the individual can be given greater freedom to set his own objectives. Side by side, his accountability for achieving such objectives must be increased.
- (3) The extent of supervision over an individual can be reduced.
- (4) The individual can be given more exacting or difficult jobs. However, to avoid frustration, he must first be given the requisite training.

### **Epilogue:**

Thus, it becomes necessary in organizations to re-design jobs to provide intrinsic satisfaction and motivation to the employee. Very often jobs are designed merely on technological considerations of human factor. Extreme division of labour has resulted in minute fractionalization of work processes. This subdivision has resulted in a number of routine and repetitive jobs, particularly at the lower levels. To provide motivation, a movement must therefore take place to reverse this trend by enriching the job content, enlarging its scope and giving the employee more control over his own work. Thus, a work climate must be created where the individual's need for self-actualization is met at least partially from the work he performs daily. Moreover, values and attitudes must be gradually in built in the organization. The methods of assessment of the managerial competencies should be so designed that it provides greater incentives and scope for future growth of the organization in particular as well as the individual in general.

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