Impact of Management Development Practices on Professional Competency

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Abstract: *This paper seeks to explain the various management development practices. This paper also exhibits the workflow analysis along with the various mentoring techniques like accompanying, sowing, catalyzing, showing and harvesting. Management development is the process by which managers learn and improve their management skills. Approaches to management development consist of mentoring, coaching, Job rotation, professional development, business workflow, executive education and supervisory training. Professional development opportunities can range from a single workshop to a semester-long academic course, to services offered by a medley of different professional development providers and varying widely with respect to the philosophy, content, and format of the learning experiences. Some examples of approaches to professional development include case study method, consultation, coaching, and communities of practice, lesson study, mentoring, reflective supervision and technical assistance.*

Keywords: *management skills, human resource*

Introduction:

Management development is the process by which managers learn and improve their management skills. In Organizational Development (OD), management effectiveness is recognized as a determinant of organizational success. Therefore investment in management development can have a direct economic benefit to the organization.

Approaches to Management Development:

Mentoring, Coaching, Job rotation, Professional development, Business workflow, Executive education and Supervisory training. Many management qualifications now have an action learning element. Action learning asserts that individuals learn best from hands-on experience rather than traditional instruction, so the process is structured to be interactive. Action learning allows individuals to try out different approaches to solving issues and problems.

Coaching, is a teaching, training or development process in which an individual is supported while achieving a specific personal or professional result or goal. Coaching is an effective learning tool that has an impact on the bottom line and productivity, as well as intangible benefits. It aids in the improvement of individual performance, tackles underperformance, and aids in the identification of personal learning needs.

One of the biggest growth areas in UK education since the early 1980s has been the growth of university-level management education. In addition to weekly part-time attendance at college/university, many students employ

distance learning. The number of UK business schools grew from two in the early 1970s, to over one hundred providers. In a broad sense, professional development may include *formal* types of vocational education, typically post-secondary or poly-technical training leading to qualification or credential required to obtain or retain employment. Professional development may also come in the form of pre-service or in-service professional development programs. These programs may be formal, or informal, group or individualized. Individuals may pursue professional development independently, or programs may be offered by human resource departments. Professional development on the job may develop or enhance process skills, sometimes referred to as leadership skills, as well as task skills. Some examples for process skills are 'effectiveness skills', 'team functioning skills', and 'systems thinking skills'.

Professional development opportunities can range from a single workshop to a semester-long academic course, to services offered by a medley of different professional development providers and varying widely with respect to the philosophy, content, and format of the learning experiences. Some examples of approaches to professional development include

● **Case Study Method** - The case method is a teaching approach that consists in presenting the students with a case, putting them in the role of a decision maker facing a problem (Hammond 1976).

Consultation - to assist an individual or group of individuals to clarify and address immediate concerns by following a systematic problem-solving process.

● **Coaching** - to enhance a person's competencies in a specific skill area by providing a process of observation, reflection, and action.

● **Communities of Practice** - to improve professional practice by engaging in shared inquiry and learning with people who have a common goal

● **Lesson Study** - to solve practical dilemmas related to intervention or instruction through participation with other professionals in systematically examining practice

● **Mentoring** - to promote an individual's awareness and refinement of his or her own professional development by providing and recommending structured opportunities for reflection and observation

● **Reflective Supervision** - to support, develop, and ultimately evaluate the performance of employees through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices

● **Technical Assistance** - to assist individuals and their organization to improve by offering resources and information, supporting networking and change efforts

Mentoring Techniques: The focus of mentoring is to develop the whole person and so the techniques are broad and require wisdom in order to be used appropriately

A 1995 study of mentoring techniques most commonly used in business found that the five most commonly used techniques among mentors were:

1. *Accompanying:* making a commitment in a caring way, which

involves taking part in the learning process side-by-side with the learner.

2. ***Sowing:*** mentors are often confronted with the difficulty of preparing the learner before the or she is ready to change. Sowing is necessary when you know that what you say may not be understood or even acceptable to learners at first but will make sense and have value to the mentee when the situation requires it.

3. ***Catalyzing:*** when change reaches a critical level of pressure, learning can escalate. Here the mentor chooses to plunge the learner right into change, provoking a different way of thinking, a change in identity or a re-ordering of values.

4. ***Showing:*** this is making something understandable, or using your own example to demonstrate a skill or activity. You show what you are talking about, you show by your own behavior.

5. ***Harvesting:*** here the mentor focuses on "picking the ripe fruit": it is usually used to create awareness of what was learned by experience and to draw conclusions. The key questions here are: "What have you learned?", "How useful is it

Professional development is a broad term, encompassing a range of people, interests and approaches. Those who engage in professional development share a common purpose of enhancing their ability to do their work. At the heart of professional development is the individual's interest in lifelong learning and increasing their own skills and knowledge.

Online Professional Development: The 21st century has seen a significant growth in online professional development——Content providers incorporate collaborative platforms such as discussion boards and wikis, thereby encouraging and facilitating interaction, and optimizing training effectiveness. In the education industry, the use of online sources of professional development represents a significant shift. Whereas many other industries have used online sources of continuing education and professional practices for many years, traditionally educators have turned solely to internal professional development departments, local education agencies (LEAs), and local colleges and universities to acquire the necessary education to meet the required hours/units for renewal of their state teaching-licenses.

However, the economic pressures facing school districts combined with a greater conviction that online professional development can be effective has led to increased interest in this option. Rather than replacing traditional sources of professional development, online sources and providers have served to augment existing options and can bring a widening access to topics and a broader scope to "learning communities." As teacher performance comes under increased scrutiny, a study conducted by Boston College found that English and math teachers who took professional development courses online improved their instructional practices and boosted their subject knowledge scores, producing modest performance gains for their students

"A series of online professional development courses that focus on specific content and target student learning needs can have positive effects on teacher knowledge and instructional practices," said Boston College Associate

Professor of Education Laura O' Dwyer. "The studies also show that teacher participation in online professional development can translate into improvements in targeted student outcomes."

This type of research-based and outcomes-focused study has lent credibility to the idea that online professional development can and will serve an important role in supporting the educational goals of the United States Department of Education.

Business Workflow Analysis:

As part of the move towards the paperless office BWA is a method allowing businesses to better comprehend their current needs and to establish future goals. The long-term objectives of BWA are those of reducing transaction costs and managing performance. BWA generally necessitates the participation of: Employees whose everyday role includes the processing, handling and sharing of documents. IT staff with an understanding about how the vision could be translated into a realistic solution. A facilitator whose role it is to manage the project and keep to specified limits in time and expenditure.

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