THE FUNDAMENTAL ROLE OF BEHAVIOURAL SKILLS IN CRYSTALIZING THE BUDDING MANAGERS

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ABSTRACT

The mission and vision of Management education system had been exemplary in terms of evolving a true professional and efficient leader in every student and this pristine vision had been materialized and conceptualized in the vibrant ambience of a Gurukula. In continuation, the pupils were taught not only to earn their livelihood but also the humane principles for lifetime. Indeed, the Gurukulas adopted their own experiential learning pedagogy in order to train their pupils on various domains like interpersonal skills, intrapersonal skills, and professional skills, and so on… However, their pedagogical delivery was never constrained only for creating monetary machines but to evolve a human being. To interpret in the words of Swami Vivekananda, "Man making was the mission of education but not machine making".

In this contemporaneous world of monetary appetite, the lives of the people are completely saturated and engulfed by the monetary avarice. Accordingly, the precious dimensions of life have been monopolized by the dominating dimension called the economic status. Consequently, the same tendency is percolated into the younger generation wherein their success rate is measured by the yardstick of economic success and having no consideration for the true professional fiber. Interestingly, the academic role, which is responsible for evolving holistic personality in a student, has been redefined and drifted towards the metamorphosed role of building monetary generating humanoids.

In continuation, the students who witness the transit of student-hood to professional-hood invariably witness a serious crisis in the role-adoption. Moreover, their theoretical or knowledge expertise may not encompass the

vast corporate dimension that include interpersonal skills, intrapersonal skills, emotional intelligence, efficacy of communication skills, leadership skills and so on…

Considering the subtle deficiencies and requirements of a professional, the paper suggests a few astute practices that are derived from the philosophies of Swami Vivekananda and other management gurus. Besides, the thoughts have been linked to the contemporaneous nomenclatures like emotional intelligence, transactional analysis, self-esteem etc… Moreover, the sagacious practices that are widely observed in the corporate corridors have been suggested in order to bridge the gap.

> *"Human development, as an approach, is concerned with what I take to be the basic development idea: namely, advancing the richness of human life, rather than the richness of the economy in which human beings live, which is only a part of it."*

<div align="right">Prof. Amartya Sen</div>

INTRODUCTION

The fertile soil of India has produced innumerable personalities who guided the evolution of civilizations from its primeval phase to the modern phase. During the process of evolution, the historical records reflect about various atrophies suffered by the Indians. However, the individuals evolved consequently to fuel the progress of Indian's grand journey and such people remained as the milestones showing directions for the progress. In addition, it has been a great challenge for the corporate world pertaining to the availability of leaders with a blend of managerial abilities and hypnotic qualities to lead the organization. Accordingly, a careful view into this issue would also reveal that the management education play an important role in generating such vital human resource. In addition to the management education, it is also observed that the rigorous training in behavioural science will be of great value in realizing the dream of managerial and professional excellence. The rationale behind the focus on management education is that they are the fertile soils wherein the seeds of managerial excellence are sown and nurtured.

REVIEW OF LITERATURE

Swami Vivekananda is one among such leaders who remained as a beacon bearing its intellectual light for the progression. He is the only one who bridged the ancient wisdom of Vedanta with the contemporary relevance and demonstrated to the contemporary world that the solutions for the modern ailments are buried during the societal metamorphosis in India. Besides having great veneration for Indian practices, he had indomitable faith in the power of youth. His passion for youth motivated him to quote *"… the youth with muscles of iron and nerves of steel."* Contextually, he opined that the synthesis and crystallization of one's body, mind and soul should happen in the portals of Education. Indeed, Vivekananda opines that the education is a divine land of transformation that should help every pursuant to explore their hidden potentials and apply them in their day to day life and in their work-life. In addition, Vivekananda treats such synergized youth as an invincible professional with the great spirit of a human being.

Contextually, the contemporary world has been shrunk into a Global Village wherein the people's professional pace has been drastically accelerated to meet the multifarious demands of the growing corporate civilization. Besides, the giant corporate sectors have made their future milestones clear. The milestones may be in terms of enhancing the material gains or improving the quality of human life. In this connection, it is quite vivid that there should be a huge conglomeration of leaders to lead the need; the need of material progression while improving the quality of human life. In this context, the Indian contribution in increasing the conglomeration of Global leaders is somewhere suspicious compared to other developed countries like USA, UK, France, Japan, Germany etc…
A conscientious thought into the depths of the above stated problem may take any researcher to the 'New Found Land' called the Higher Management Education. Indeed, these are the portals wherein the students are equipped to meet the corporate challenges in the Global scenario. Besides, it is the stage wherefrom the management students may be trained to realize their hidden potentialities to prove themselves as the corporate leaders. As an evident fact, many esteemed B-Schools in India have been striving to instill the qualities of a corporate professional among the students of management through various simulation games or experiential learning. However, there is a gap between the vision of this experiential learning methodologies and their impact/outcome. Moreover, it is extremely doubtful whether the vision of management institutions to crystalize the holistic human being is being materialized.

In continuation to the above arguments, an attempt has been made to understand the concept of behavioural science training which is promoted or incorporated by the management institutions for sharpening the students' skills, eventually; it has been revealed that behavioural aspects have been transposed to job skills training. Moreover, most of the management institutions are preoccupied with the notion that managerial skills would suffice for a student to transform himself/herself to be an effective professional. . In this perspective, the academic portals have to reform their training pedagogy in order to evolve a transformational leader in each of the students who can be instrumental in bringing transformation in the organizational success. Fortunately, the intellectual treasures of Swami Vivekananda will obviously support the cause of evolving a transformational professional in each student. Besides, Swami Vivekananda's sagacious thoughts on education and its role in empowering each student are very much contextual to the contemporary requirement. Accordingly, the contemporaneous behavioural science training tools may be adopted in the classroom scenario to manifest Swami Vivekananda's pearls of wisdom.

Management Education: a Process of infusing Perfection in a Budding Manager

As per Vivekananda, the true mission of education to an individual to help themselves as every person is an embodiment of oceanic knowledge and a large cluster of huge potentials. Indeed, the process of education should create a virtual environment wherein the students discover their hidden potentials. Gradually, those students will be empowered to lead the transformation in the corporate empire.. In this context, swami Vivekananda opines *"Infinite perfection is in every man, though unmanifested. Every man has in him the potentiality of attaining to perfect saintliness or to the most exalted position of an Avatar, or to the greatness of a hero in material discoveries. It is only a question of time and adequate well-guided investigation, etc., to have this perfection manifested. In a society where once such great men were born, there the possibility of their reappearance is greater. There can be no doubt that a society with the help of such wise guides advances faster than the one without it. But it is equally certain that such rise up in the societies that are now without them and will lead them to equally rapid progress in the future.˝*

The above lines vividly reflect on the contemplation of Swami Vivekananda on the role of education and its significance inevolving a leader *(Avatar)* and its positive impact on an organization. In contrast, the present education system in India focuses on impregnating the students' cerebral substance with that of external intellectual reserve.

Subsequently, a student's hidden potentialities are gradually buried into the depths of abyss and such students are no more aware of their huge potentialities; as they are not aware of their own self, obviously, they can never be an effective leader. In continuation, the young minds are trained to imitate others and they are perfectly engineered to be the hollow clowns. Contextually, the major challenge for the academic portals is dealing with an individual and helping the individual to evolve as an individual. Consequently, the major confrontation would be about the strategy to implement in order to realize this objective of excavating the hidden potentials and this may be possible with a few well designed pedagogical devices wherein the students realize their actual self. In this regard, Swami Vivekananda says *"the faith in one's own Self, which is the basis of Vedanta, has not yet been even slightly carried into practice. It is for this reason that the Western method – i.e. first of all, discussion about the wished-for end, then the carrying it out by the combination of all the forces – is of no avail even now in this country."* Further, he continues, *"Through education comes faith in one's own Self."* Indeed, a wonderful analogy could be illustrated in order to throw light on the above statement of Vivekananda. If a person sows a sapling, he or she can supply water or pave path to the other *panchabhutas* to touch upon the sapling and he can never go beyond. Consequently, the inherent anatomical structure of the plant converts that into energy and evolves. Alongside, the role of education in the students' evolution is the similar. Therefore, it is quite evident that the process of academic education should be helping the students' to understand themselves and ensure the unique evolution of a complete man.

In addition to Swami Vivekananda's rich and contemporaneous thoughts about one's Self, Azim Jamal in his book The Corporate Sufi emphasizes on the knowledge of self and significance in chiseling the personality of a corporate leader. Further, Azim says that a corporate leader is one who helps the individuals to know their hidden potentialities and unleash them for achieving organizational goals and objectives.

"In a corporate setting such leadership is very valuable. The ability to unleash people's potentials, to energize them to use their talent and to work towards a common goal is a master skill of a true leader."

The above thought implies on the role of a corporate leader to understand their self and help others to understand their hidden potentialities. As Swami Vivekananda rightly quotes from Kenopanishad, *"Arise! Awake! Stop not till the goal is reached"*. This phrase from Kenopanishad propagates a similar contemplation on the actual role of a corporate leader. Parallel

to this, Khalil Gibran in his book *The Prophet* says, *"No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge."*

In addition to the above statements and illustrations, Swami Vivekananda opines that the portals of management education influenced by the environmental aberrations create an impact on the young minds that they are weak and they are taught to be subservient during the process of education, accordingly, the students adhere with the process as their individual inclinations or talents are subjugated by the eccentric grading system of examinations. In this process, the students' innovative thoughts are suppressed and gradually, the students' actual intellectual resource within permeates deeper and deeper into the abyss of ignorance. Simultaneous, the extraneous opinions or propositions are superimposed on the graves of hidden prowess of each student. Indeed, the vision of education is not suffocating the gifted excellence with the graves and raising edifices on those tombs.


OBJECTIVES

The objective of the paper has been focused on creating a new generation of professionals through providing valuable training on behavioural science to the students who are pursuing higher education in management and enabling them to ensure holistic personality development. Besides, the paper focuses on suggesting a few empirical interventions to develop an holistic managern every student.

Empirical Observations from the Researcher:

Once Mahatma Gandhi said, *"Education has no value if it fails to earn one's livelihood"*. Eventually, the management institutions are doing commendable job in providing job skills training to their students and ensuring that the students are placed in esteemed companies with handsome salary. Moreover, the auxiliary interventions like training on soft-skills, personality development, business communication and behavioural skills do take place for the students; however, the objectives of such programs may not be exclusively focused at *Holistic Professional Development.*

In others words, the academic establishments have chiseled out their own pedagogical paths through which the students enhance their aptitude skills. Some of those pedagogical designs are reflected in the following diagram:

Figure 1 : Pedagogical Design For Contemporaneous Management Students
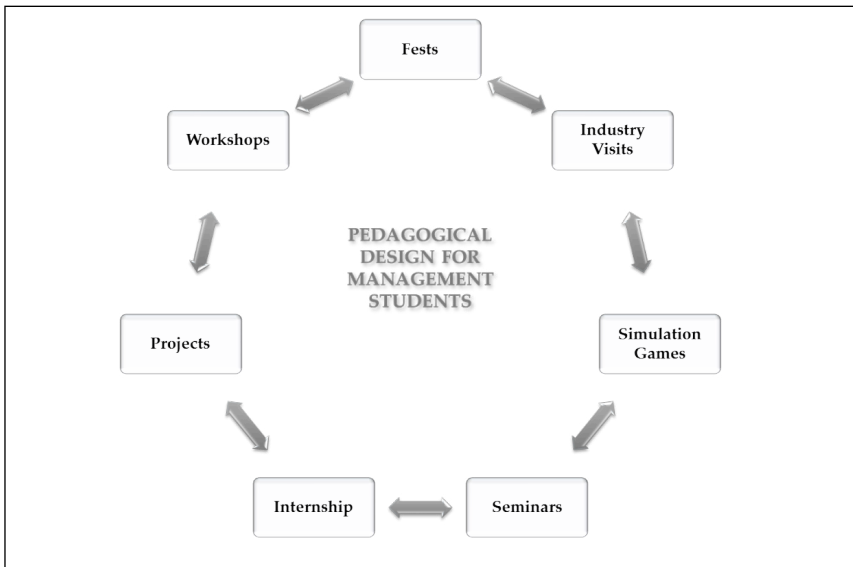
An observant look into the above pedagogical designs gives rise to a serious concern about the learning outcome of the students. Indeed, there is no doubt that the planned delivery of the course will help student gain a good job with decent economic gains but the so called the holistic professional development may not be ensured in a student.

Maslow's Hierarchy of needs and Academic Objective:

Figure 2 : Maslow's Theory On Hierarchy Of Needs And The Acdemic Priotity In Developing The Skills
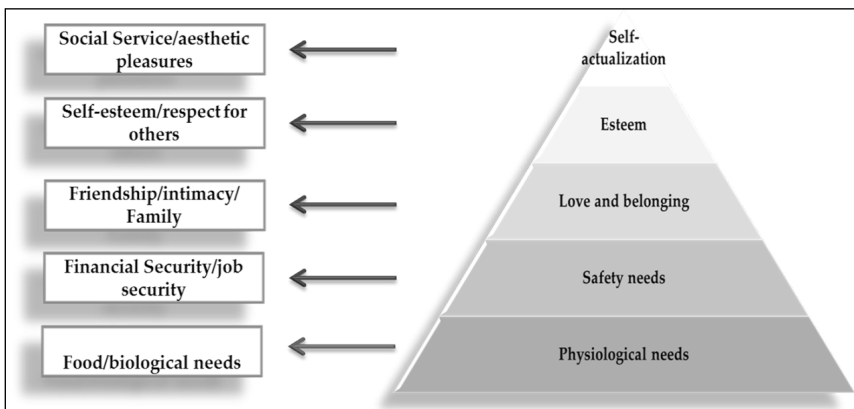
According to Abraham Maslow's theory of hierarchy of needs, the humans prioritize their needs as they advance in their life cycle. If the same theory is studied in comparison with the present trend of collegiate education, it is very much reflective that they are trained to meet I stage or II stage that is physiological needs or safety needs. In continuation, the primary objective of the academics would be infusing the intellectual fiber that enables them to meet their basic needs like employment, access to physiological/biological luxuries etc…

In addition, the entire pedagogy is conceptualized based on the first two needs (as per Maslow's Theory) and it is ensured that the students are trained to access the physiological luxuries and secure financial reserves for their future security. In this context, the researcher has opined that the radius of academic obligation/influence over the students has been shrunk, considerably. Besides, it is strongly felt that the fundamental goal of education has been diluted by the changing societal needs and expectations.

Growing Narcissism in the Management Students and the Academic Influence

The Cambridge Dictionary defines narcissism as "*too much interest in and admiration for your own physical appearance and/or your own abilities*". In this study, the concept has been incorporated to study how the academic portals are infusing narcissism among the students while focusing on sharpening their intelligence. Besides, it has been studied earlier that the students acquire a lot of intellectual abilities and become expert in their knowledge domain. However, the students sacrifice their humanistic abilities or sensibilities for their knowledge acquisition.

In support to the argument of the researcher, Jeffrey Pfeffer, Professor at Stanford's business school, shares his opinion on narcissism in the students in Bloomberg Business Week (January 2013). In his empirical research on the topic, he says "*As students, narcissists exploit others, are arrogant and haughty, and unable to empathize with others. They are poor team players, at a time when employers are demanding enhanced team skills. Narcissists blame others for failures, take undeserved credit for success, are hypersensitive to negative feedback, and show an exaggerated sense of entitlement.*" This statement of Jeffrey reflects very much on growing narcissism levels in the students. Moreover, a serious suspicion also arises over the holistic role of education system.

Considering the various factors that hamper the holistic human development in the classrooms, the researchers, with a few practical experiences during the course of professional work, suggest a few

interventions in the classroom delivery that would obviously bring in a tremendous transformation in the students and helping them to evolve a holistic being in each of them. In particular, the soft-skills training curriculum and its delivery in the classroom could be restructured with a prime goal of developing all the soft-skills dimensions in a student. Further, the soft-skills curriculum could be focused at providing experiential learning for the students.

Interventions for Ensuring the Evolution of a Budding Manager in a Student with Special Reference to Higher Education in Management

As discussed earlier, the Holistic Professional Development is a comprehensive phenomenon which is an amalgamation of an individual's professional, economic and personal altitude. Hence, the entire concept of Professional Development cannot be considered in this research; however, some aspects of human development like behavioural aspects may be treated as one of the remedies for HR crisis in the corporate world through training the students on behavioural skills. In addition, the researcher suggests a few interventions in behavioural skills training in terms of bringing transformational impact on the students in a classroom setup. These interventions include the incorporation of various behavioural or personality related concepts like Transactional Analysis, interpersonal/intrapersonal intelligence and spiritual practices.

Figure 3 : Possible interventions for the existing challenges faced by the budding managers
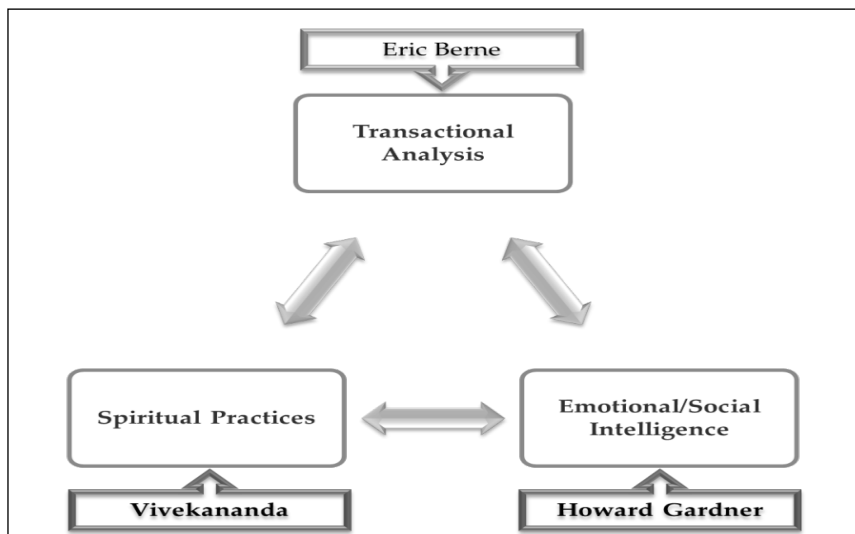
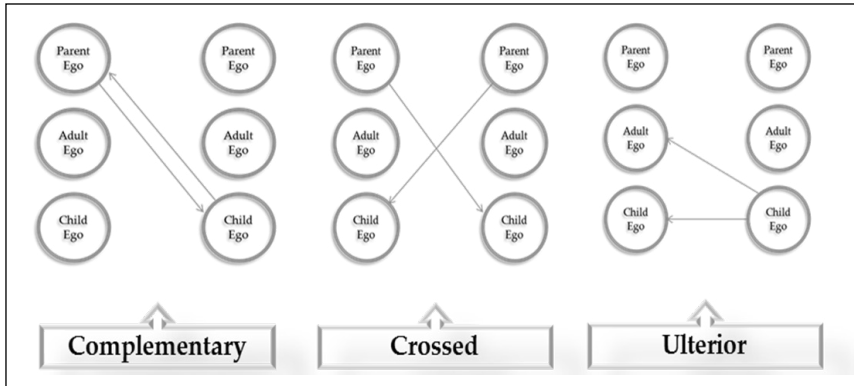**Transactional analysis and Ideal Social Relations**

Dr. Eric Berne published a comprehensive book on Transactional Analysis in 1961 under the title '*Transactional Analysis in Psychotherapy*' in which he elucidates various concepts like Ego states, Life positions, Transactions, Scripts and Games. In his comprehensive study, he tries to derive a lot of solution from TA for various communication related issues. In this research paper, the researcher incorporates Ego states and Transactions that could be adopted in the soft-skills training sessions in order to strengthen the social relations among the students. According to the researcher, Ego statesand transaction play an important role during the process of managerial communication whether it is formal or informal. Moreover, the ego states, indeed, are present in every individual; however, the individuals are not very much aware of the ego states that they are using often.

Figure 4 : Ego Transactions and their fundamental characteristics
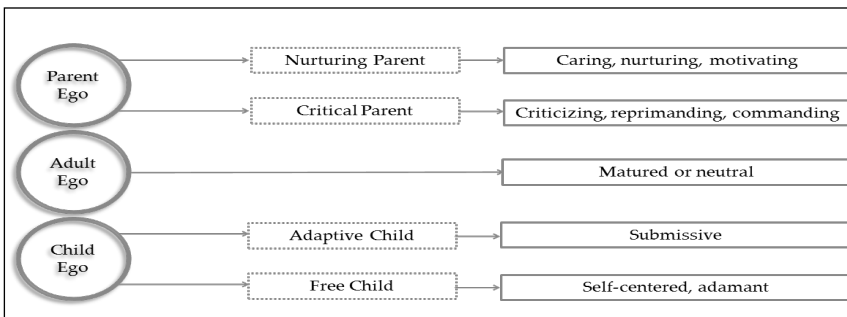
In continuation to the importance of Ego states, it is quite essential that a trainer in a soft-skills training session may make a serious attempt to make understand the students about their ego states and which kind of ego state they often use during the time interpersonal communication. In order to assess the ego states and transaction in a student, the trainer may adopt an inventory called *Egogram*. Indeed through the Egogram, the students will have their own reflections pertaining to their ego transactions. However, the trainer may adopt some of the experiential learning techniques like role plays (A/V recorded), mock situations or other suitable strategies. Consequently, the students will come to know, practically, various transactions and their importance in replicating their personality before others. Moreover, the students will carry forward the skills to their workplaces which will be very productive in terms of team communication and enhances the team efficacy.

Figure 5 : Three types of Ego Transactions

The above stated principle of transactional analysis will help improve the individuals' interpersonal relationships and finally strengthening the *web of social relationships*. Indeed, Aristotle, who is considered as the *Father of Sociology*, defined society as a *web of social relationships* and these relationships can be strengthened only through constant interaction of relationships through well-defined interactive methods. Alike, an organization is a network of relationships that knit keep the professional together as per the hierarchy; however, each relationship is valuable. In this regard, ego transactions help an evolving manager to refine his/her quality of transactions in a professional set-up and help him/her establish highly effective teams. Consequently, the organization will be enriched with quality-relationships contributing for the sustained development of an organization.

Emotional Intelligence for Constructive Social Relations

The term *Emotional Intelligence* was introduced by *Peter Salovey and John Mayer* and further it was popularized by Daniel Goleman through his book *'Working with emotional intelligence'* which was published in New York in 1998. Further, Peter Salovey and John Mayer define the term emotional intelligence as:

> *"Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."*

The above definition on emotional intelligence reflect on the role played by emotional intelligence in terms of building intrapersonal relations that is the integrity within and healthy work relations. In addition, the reengineering of emotional flow for building professional relations will obviously contribute to the sustainable organizational development. In continuation, Daniel Goleman took an initiative in terms of enhancing the potentiality of emotional intelligence through rendering practical applicability of the concept in his books and training modules. According to Daniel Goleman, emotional intelligence is;

> *Emotional intelligence (of EI) includes self-mastery (self-awareness and self-regulation), plus social intelligence (empathy and social skill). Both are essential: you have to lead yourself before you can lead others. There are sets of leadership competencies that set the best-performers apart from average that build on these basics – e.g., self-regulation is the basis for the discipline to achieve goals, to be adaptable, and to remain calm and clear under pressure. These leadership competencies are learned – and learnable*

Furthermore, he classified the emotional intelligence into five domains that incorporate various *EI* dimensions of an individual. They are; self-awareness, self-management, self-motivation, understanding others emotions, and relationship management.

Figure 6 : Five components of Emtional Intelligence and their importance
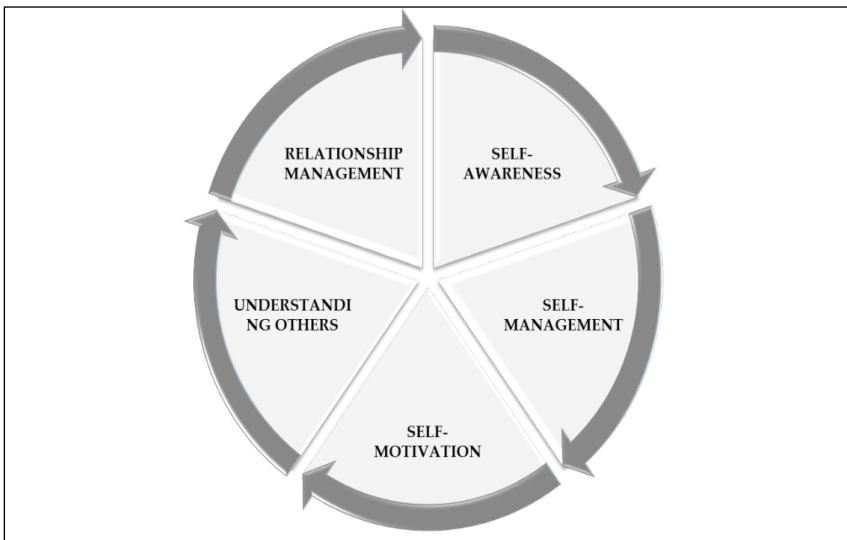
The proposed intervention in terms of sharpening emotional intelligence in an evolving manager for better and fruitful work relations may be very much crucial in the academic platform. Furthermore, the trainer may focus on fundamental areas of a student like his/her emotional state; his/her strategies in dealing with others and his/her efforts in improving the quality of relationships which may be internal or external. Obviously, the established social relations will lay a foundation for an integrated societal system and strengthens the web or network of social relationships.

However, it has been observed that the students invest minimal efforts in crystalizing and varnishing their social relations since they may be occupied in meeting the academic excellence. In this process, the importance of cultivating the *EI Skills* for better relations has been gradually shadowed.

In this regard, the institutions providing higher management education may have toinitiate a good number of training sessions on Emotional Intelligence that could help each student to nrich their EI skills and nourish their relationships in their future professional endeavours. In addition, the researcher also suggests a few interventions in terms of improving a student's EI skills for flourishing relationships.

Figure 7 : Empirical Interventions to materialize the objective Suggested Interventions
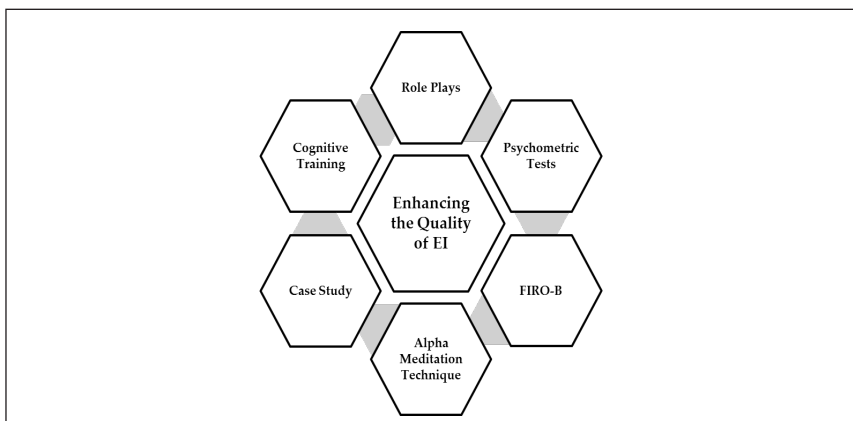
The above mentioned strategies and interventions are just suggestive and not exhaustive, since; there are many other techniques adopted during the soft-skills training sessions for the enhancement of Emotional Intelligence competence among the students. Besides, training on this aspect for building relationship-management skills has generated fruitful

results in enhancing the quality of professional relationships among the students.

Interpersonal Intelligence for Crystalizing Social Relations

Interpersonal Awareness deals with the emotional interactions between two or more persons in an organized structure or a social scenario. Obviously, the relationships are built up or pulled down during the period of these interactions. Hence, an individual has to be observantly conscious over these interactions. In this juncture, he/she must be vigilant in evaluating the correspondence of emotions among the people. Wherein, an individual has to lubricate the friction among the emotions (if there are any) in order to avoid the conflict or deterioration of relationships.

In order to serve the purpose of harmonious and productive relationships, the following features have to be incorporated: Constructive Criticism or Anger: Constructive criticism and anger are two inevitable and situational psychological tools to move the people from their areas of unconscious tenacity, non-deliberative mistakes or unintentional lethargy. Frank A. Clark, a renowned writer, says *"Criticism, like rain, should be gentle enough to nourish a man's growth without destroying his roots."* Mr. Clark's conceptions of constructive criticism are much legitimate enough to be practiced in this current corporate world. Literally speaking, anger is a short term madness that immediately adds fuel to the deterioration of flaming relationships. Therefore, a professional has to be conscious about anger management. One should be aware of following questions before they moderately release their anger:

- What is the reason for my anger?
- Why should I be angry?
- Where should I be angry?
- When should I be angry?
- Which is the channel to express my anger?
- Who is the recipient of my anger?
- How will be the reception of my anger?

Indeed, the interpersonal intelligence is a key tool through which an individual may build amicable relationships in their societal stratum. Indeed, the anger-management is one of the fundamental areas which have to be looked upon in order to ensure sustainable professional relation. Moreover, the anger management has to be an embedded concept in behavioural training pedagogy since the students may be very much aware of the cost of venting out anger.

Spiritual Practices for Productive Social Relations:

The concept of spiritual practices is very much mandatory for an enduring success of a professional. The spiritual may be mistaken to religious as both are diversified in nature. The above quoted differences between religious practices and spiritual practices are very much reflective on the productivity, validity and applicability of corporate spirituality in the current scenario. Indeed, the spiritual practices for mangers or business professionals are not a new entry to the management domain, interestingly; these practices are prescribed even in the age old texts like Kautilya's *Arthashastra* and Manu's *Manusmrithi.*

Nowadays, the increasing competitions or cut throat competitions in the corporate world are imposing inordinate demands on the professionals. In order to accomplish all these inordinate responsibilities and to prove themselves to be the bluest among the bluest chips, the professional often prone to be victimized by psychological ailments. Consequently, their unsubstantial passion to achieve excellence and their indiscriminate actions to fulfill such excellence will lead to stress. Identifying the root causes and also as a precautionary device, spiritual practices is very much prescribed for the professionals. Evidently, most of the esteemed corporate and business organizations are adopting many forms of yogic practices to their employees.

For an example: Sri Sri Ravi Shankar's spiritual organization, The Art of Living Foundation, is extending many programs on yogic practices to the corporate fields in order to enrich their *satvik* (magnanimity) essence. A complete human being is an amalgamation of the following components

- The mind -- presence of mind, clarity, understanding;
- The will -- steadiness and equality;
- The heart -- conservation, warmth, expansiveness and magnetism;
- The vital -- energy;
- The physical -- perseverance and endurance for work.

CONCLUSION

As studied earlier, an organization is a web of well-defined relationships and these filaments strengthen the web ensuring the stable development of an organization. In addition, each individual is an integral part of an organization and they do have their contribution to the organizational integrity.. Indeed, the professional consciousness in an evolving manager may lead to the overall success of an individual while driving the success

of an organization. In this context, each individual is a stake holder and responsible for the empowerment of an organization.. However, the behavioural skills are not genetic or inborn since those skills are to be learnt and to be trained upon. Therefore, the management institutions may take some initiatives and make soft-skills (for human development) as a part of their curriculum. Besides, the delivery part has to be carefully chalked out in order avoid the discrepancies and ensuring the holistic development of an individual. The above discussions may throw some light on strategies to be adopted while delivering the concept of soft-skills specifically interpersonal and intrapersonal skills. The concepts like Transactional Analysis, Emotional Intelligence and Spiritual Practices play a vital role in transforming the students and ensuring sustainable, holistic professional development. However, the paper is not exhaustive in terms of soft-skills area as its special focus is on interpersonal relationships and intrapersonal relationships. If the students (the evolving managers) are trained on the stated concepts, the students' Emotional Intelligence skills, interpersonal skills and intrapersonal skills will be sharpened and refined, so that; the students' understanding of their workplace and their interaction in the teams will be very much contributive. Ultimately, it will result in the evolution of *Holistic Professional.*

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