TO STUDY THE IMPACT OF EXECUTIVE DEVELOPMENT PROGRAM AT SELECT ORGANIZATIONS USING TRAINING HANDBOOK

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ABSTRACT

The Gita counsels people to refrain from anxiety as it is unnecessary and depressing. Instead of wasting our energy on anxiety, we ought to use it into improving the way we think and act. The prudent folks are unconcerned. Furthermore, the Gita asserts that since we cannot stop ourselves from dying, worrying about death is equally pointless. That which is dead is certain to have birth. The spirit never dies; only the body does. The soul is everlasting, unchangeable, immortal, and imperishable. The soul transfers into a new body at death. The Gita states that sacrifice, or yajna, is the most significant aspect of existence and that everything we do should be considered a sacrifice. Our existence is predicated on making sacrifices. Gita would rather elevate and extend it. However, the systems that Gita does not embrace are the sacrifices made by the Vedas, which are offerings for desire that are focused on worldly rewards and desire that looks to a greater satisfaction in paradise as immortality and utmost salvation. The primary lesson of the Gita is to give up desire. The Gita emphasizes the importance of eschewing the two extremes and choosing the middle road in life. Nothing in this universe is single, according to this statement. We must triumph over opposites, such as happiness and sadness, and so on. Therefore, we shouldn't be delighted when we achieve our goals and upset when we don't.

KEYWORD: Anxiety, Happiness, Sadness, Vedas, Dying, Pointless

1. INTRODUCTION

Bhakti yogis are those who perform acts as a service to God, whereas Karma yogis are those who perform acts for the sake of serving the world without any personal gain. Those who achieve ultimate perfection via spiritual

enlightenment are known as Jnana Yogis. Jnana, or wisdom, is the loving connection of the eternal self to God and the disassociation from everything fleeting.

The Gita states that all forms of yoga, including Jnana, Karma, Bhakti, and Sanyasa, are important, necessary, and equally important. Every chapter of the Gita presents a distinct style of yoga, making it the standard textbook for yoga.

A steady-minded individual is a self-controlled Sthitaprajna (ideal person). Because his or her mind is focused on the self (atma), their indriyas stay under control. In accordance with his or her Svadharma, he or she exercises control over the Indriyas and directs them toward Karmayoga, the path of action without desire.

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The Gita is pro-social service and against selfishness. It offers guidance on working toward the welfare of other living things. The Gita exhorts everyone to abstain from both excessive and indolent conduct. Work must be completely avoided and not indulged in. It maintains the proper ratio of indolence to productivity.

The Gita does not describe the caste system as it exists now in India. The Gita states that responsibilities must be carried out in accordance with the Varna Vyavashta, which is assigned based on an individual's attributes. Based on their respective svabhava, Brahmins, Ksatriyas, Vaisyas, and Sudras have different responsibilities, which show themselves in their life's labors. Dedicated to their own task, each achieves excellence.9. In India today, castes are still divided based on a person's place of birth.

The Gita offers many useful, practical, and fascinating lessons, but some scholars—such as atheists, rationalists, and materialists—disapprove of parts of its teachings because they disagree with some of the ideas the Gita advances. These kinds of philosophers deny the belief in atma (soul), paramatma, and thus, in moksa

or avataravada, etc., seeing these ideas as irrational, unverifiable, and hence, as just mental constructs. Numerous other intellectuals provide their own critiques of the Gita's point of view.

2. STATEMENT OF THE PROBLEM

Executive development programmes are now offered by all major corporations in India and around the world. However, based on the findings of evaluation studies, these initiatives do not appear to have accomplished much, which is worrisome. (2003)2 Tripathi "There is rarely any tangible proof that CEOs' attitudes have altered as a result of the training," he writes in his book. Even cognitive or intellectual learning appears to be absent. Managers take home a new management vocabulary at the most. Only semantic learning takes place. Even when significant learning occurs, knowledge is not preserved for long periods of time, owing to disuse. Now, if one asks why these programmes have such poor results or are ineffective, the responses are as follows. They aren't original, and they don't reflect the Indian way of life.

Mamoria et al. (2005) "Most of the training firms claiming to have evolved their methodology are plainly influenced by American ideas and methods," the author correctly observes. It's difficult to locate programmes tailored to the needs of Indian people." Every country has its own culture, which is made up of its beliefs, values, and customs. Because the CEOs are products of their country's culture, any training or development programme devised must align with that culture. Another aspect of these western-based developmental programmes is their emphasis on information. Our Indian psychology and teachings, on the other hand, are transformational. As a result, if an executive's behaviour or performance has to change, it should start with his head. To put it another way, he has to be transformed. Only such a transition can result in a personality shift.

The Gita's teachings hold enormous potential for human transformation. They get to the heart of the executive's personality and transform his or her attitude. As the expression goes, a man's attitude determines his altitude. A shift in one's mindset will result in a significant shift in one's actions. Repeated activities will establish a habit in his life, and this habit will eventually shape his personality. Furthermore, a personality change is required. Furthermore, such adjustments should not be merely cosmetic. It must be profound, fundamental, deep, and consistent. At the conclusion of this research, an attempt is made to create a handbook that can be utilised as a fundamental executive development tool with which developmental sessions for executives can be done.

3. REVIEW OF LITERATURE

Venkat Krishnan (2019) In his study, 'Training Programs on Leadership: Do They Make a Difference?,' he examined the influence of a two-day leadership training programme on transformational, esteem-based, and free-enterprise activities in a large collecting relationship in eastern India. Before and six months after the overseers went to a planning programme, data was collected from 31 subordinates about their boss's organisational procedures. On every activity variable, a composed example t-test reveals no significant differences in assessments between the two-time allotments. Pre-get ready tests also predict post-get ready examinations by a well-known effect direct, moving motivation, academic urging, customised thought, sudden reward, and dynamic," according to the findings. Due to admired impact credited, inactive administration by-special case, and free enterprise initiative, there is no such impact. According to findings, sending directors on an impromptu initiative to prepare programmes may have little effect. There is a case to be made for taking leadership training more seriously and laying it out in various phases, with data from early phases feeding into later phases.

Rego (2019) concluded in his doctoral thesis titled "Effectiveness of Managerial Level Training Programs," submitted to Mysore University, that Personality Development programmes assisted managers in effectively managing individuals, groups, and organisational resources in order to achieve the organisations' objectives while also improving the quality of life for employees who are facilitated to reach their full potential (234). The study also discovered that such intervention programmes have a larger influence on organisational managers. Participants in these programmes increased their overall performance by improving their adjustment skills, learning coping methods, and improving their overall performance (232).

Bernthal and colleagues (2019) The researchers analysed the procedures and effects connected with an executive assessment programme for development in a field environment in their paper "Needs and Outcomes in an Executive Development Program: A Matter of Perspective." Program participants, advancement group pioneers, and expert assessors provided information on the activities of 104 official level administrators in the mid-1900s. Individual and situational factors influencing programme processes and outcomes were grouped together. Improvement actions and outcomes revealed positive links to a few individual factors, including inspiration, self-adequacy, and a proclivity for natural motivators. Positive linkages to situational components, particularly interpersonal support, were also revealed through advancement action. Additional research looked into how the perspective of the rater affects measurements of progress and how different operationalizations of development could affect conclusions. Suggestions for accelerating the implementation of a formal evaluation and advancement programme were discussed.

4. OBJECTIVES OF THE STUDY

1. Create a development manual using the above-mentioned stanzas.
2. To undertake an Executive Development Program at select organizations using the above-mentioned training handbook

5. RESEARCH METHODOLOGY

This is an exploratory or investigative study, as the title suggests. The research entails delving through the Bhagavad Gita in order to uncover thoughts or ideas for Executive growth. As a result, it will be entirely a research into the Bhagavad Gita in order to uncover verses that may be used as a basis for developing a training module for CEOs. According to Kothari, "the major emphasis in such studies is on the discovery of concepts and insights" (1990) 4 At the conclusion of the study, a training manual will be created. This manual will be used to conduct Training Sessions for executives from select organisations in order to test the viability of such a programme and determine whether it will be of use and relevance to the executives in their day-to-day work. This study does not look at the efficacy of these Bhagavad Gita-based training modules. The Bhagavad Gita is at the centre of the research. The data for the study would come from the seven hundred stanzas included in the eighteen chapters of the Gita. This will be the study's secondary source of data. The complete Gita, which includes eighteen chapters and 700 stanzas, has been analysed in depth to see if there are any stanzas that have a significant influence on management principles. Finally, a training manual for executives is created based on these stanzas. As previously indicated, the Gita's full 700 stanzas are examined, evaluated, and understood. Similarly, at the conclusion of the study, feedback is collected from all participants of the training sessions. Cluster sampling is used since the sampling is limited to organisations in the Erode District. The training programme is organised into four organisations, with 160 executives participating in the training programme and questionnaires being collected from all participants. The Gita will be researched and interpreted as a management text, with selected stanzas being used to create a developing manual. Training sessions for CEOs of select organisations are being undertaken as part of the study to determine the feasibility of conducting such training sessions using the development manual and to determine whether the developmental manual will be of use and relevance to the participants. A questionnaire will be used to collect feedback from all participants, and simple percentage analysis, mean score analysis, Chi-Square test, correlation analysis, and structural equation modelling will be used to determine the practicality and use of the developing manual.

6. DATA ANALYSIS AND RESULTS

USEFULNESS OF THE TRAINING SESSION

To find out what the respondents thought of the training session's usefulness, a question was posed. The replies were divided into five groups for the sake of this study: strongly agree, agree, neutral, disagree, and strongly disagree. The information about the training session is provided in table.

TABLE NO.6.1

USEFULNESS OF THE TRAINING SESSION

S. No.	Opinion	No. of Respondent	Percentage
1	Strongly Agree	105	65.7
2	Agree	45	28.12
3	Neutral	10	6.2
4	Disagree	-	-
5	Strongly Disagree	-	-
	Total	**160**	**100.0**

Source: Primary Data

According to the findings, 65.7 percent of the executives strongly agreed that the training was very beneficial to them, followed by 28.12 percent of respondents who agreed and 6.2 percent of respondents who were neutral. The study reveals that a majority of the respondents (65.7%) strongly agreed that the training was very beneficial to them.

UNIQUENESS OF THE TRAINING PROGRAMME

An effort has been made to determine whether the participants believe that the inputs covered by this program differ from those they have previously attended in terms of training sessions.

The replies were divided into five groups for the sake of this study: strongly agree, agree, neutral, disagree, and strongly disagree. Details about the training curriculum are displayed in table below.

TABLE NO.6.2

UNIQUENESS OF THE CONTENTS OF THE TRAINING PROGRAMME

S. No.	Opinion	No. of Respondent	Percentage
1	Strongly Agree	95	59.34
2	Agree	57	35.62
3	Neutral	5	3.12
4	Disagree	2	1.25
5	Strongly Disagree	1	0.62
	Total	**160**	**100.0**

The above table reveals that 59.34% of respondents strongly agreed that the information sources covered in this preparation program are very different from other instructional meetings they have attended, followed by 35.62% who just agreed, 3.12 percent who were neutral about it, and 1.25 percent who agreed and unquestionably couldn't resist contradicting the announcement. The analysis reveals that the majority of respondents (59.34%) strongly agreed that the information sources covered in this preparatory program are distinct from the subject matter of other instructional meetings they attended.

ABILITY OF THE PARTICIPANTS TO UNDERSTAND THE VARIOUS CONCEPTS PRESENTED BY THE TRAINER

An effort has been made to find out how the executives feel about how well they comprehend the different ideas that the trainer has been presenting during the training session. The replies were divided into five groups for the sake of this study: strongly agree, agree, neutral, disagree, and strongly disagree. The details of the participants are displayed in Table.

TABLE NO.6.3

ABILITY OF THE PARTICIPANTS TO UNDERSTAND THE VARIOUS CONCEPTS PRESENTED BY THE TRAINER

S. No.	Opinion	No. of Respondent	Percentage
1	Strongly Agree	112	70
2	Agree	44	27.5
3	Neutral	1	0.62
4	Disagree	1	0.62
5	Strongly Disagree	2	1.25
	Total	**160**	**100.0**

According to the aforementioned table, 70percent of respondents strongly agreed, 27.5% just agreed, 0.62 percent were neutral, 0.62 percent disagreed with the statement, and 1.25 percent strongly disagreed that they could understand the various concepts that the trainer presented during the training session. The majority of respondents (70%) strongly agreed that they could understand the numerous concepts that the trainer presented throughout the training session, according to the analysis.

PRACTICABILITY OF THE CONCEPTS

If the different concepts that the trainer had presented throughout the training session are realistic, the responders were questioned about it. Five categories were created from the responses to the question: strongly agree, agree, neutral, disagree, and strongly disagree. Table provides an overview of the topics related to practicability.

TABLE NO.6.4

PRACTICABILITY OF THE CONCEPTS

S. No.	Opinion	No. of Respondent	Percentage

1	Strongly Agree	102	63.7
2	Agree	45	28.2
3	Neutral	8	4.9
4	Disagree	-	-
5	Strongly Disagree	5	3.2
	Total	**160**	**100.0**

Regarding the practicability of the various concepts covered during the training session, it has been found that 63.7 percent of respondents strongly agreed with it, 28.2 percent agreed with it, 4.9 percent are neutral about it, and 3.2 percent strongly disagreed. The majority of respondents (63.7%) agreed that the various topics discussed during the training session were practicable, according to the analysis of their responses.

TABLE NO.6.5

DEGREE OF RELATIONSHIP BETWEEN AGE AND VARIOUS DIMENSIONS OF THE TRAINING PROGRAMME

S. No.	Ten Dimensions of the Training Programme	'r' value	p-value
1.	Background and objectives of the programme	0.280	0.000**
2.	Knowledgeability of the resource person	0.237	0.002**
3.	Relevance of the contents of the training session	0.440	0.000**
4.	Usefulness of the training session	0.452	0.000*
5.	Uniqueness of the Inputs covered by the training program	0.354	0.000*
6.	Ability to understand the various concepts presented by the trainer	0.595	0.000**

7.	Practicability of various concepts presented at the training session	0.274	0.000**
8.	Whether organizations will be benefited by applying the concepts presented in the training program	0.307	0.000**
9.	Presentation style of the trainer	0.301	0.000**
10.	Duration of the training session	0.287	0.000**

Note : ** - Significant at 1% level; * - Significant at 5% level;

The table above illustrates how respondents' opinions of the various aspects of the training program are influenced by the executives' ages. It has been noted that every one of the ten dependent variables that were chosen had a positive association with the CEOs' ages.

It shows that as CEOs get older, their opinions about the ten dependent variables likewise get older and more positively.

7. CONCLUSION

The goals of this research are to analyze the Bhagavad Gita from a management standpoint, to pinpoint and explain the management ideas or concepts found in the text, to create a development manual based on the stanzas mentioned above, to implement an Executive Development Program using the above-mentioned developmental manual in a few chosen organizations, to assess these programs, and to recommend appropriate areas for additional study on the topic. This research has limitations, just like any other study. For instance, the growth of executives in behavioral domains like as self-management, communication, and leadership behavior is the exclusive focus of this research. Functional domains like finance, marketing, production, etc., will not be covered. Furthermore, some young executives may not be a good fit for these kinds of growth programs since they would rather use fast food recipes. Lastly, due to their personal beliefs, some executives may find the spiritual principles derived from the Gita that are included in the Training module offensive or unacceptable.

This research is exploratory or investigative by design. The research involves examining the Bhagavad Gita to find ideas or concepts related to executive development. As a result, the research included a study of the Gita's original text as well as several works that interpreted it as a spiritual text and a source of management concepts. Through this intense quest for these ideas and principles, several conclusions were reached. These results address a number of general management-related subjects, such as interpersonal relationships, self-development, leadership, executive behavior, and executive communication.

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