

## SEARCH CONFERENCE AS AN EFFECTIVE TOOL FOR OD INTERVENTION

### **Abstract**

Search conference is one of the tools for comprehensive OD interventions. “Search conferences” and “future search conferences” are similar, but have slightly different geographical and theoretical foundations. However, both consulting modalities stem from the interaction of Tavistock and U.S group dynamics / OD practitioners over the years, and both were extensively influenced by the works of Kurt Lewin.

Search conference as an OD intervention tool is still not very popular in this country and the students and OD practitioners find it rather difficult to comprehend the various steps involved. In this paper an attempt is made to explain the various steps by means of an actual search conference which was organised by the author.

**Key words:** Large group interventions, Psychotherapeutic view of humanity, Group dynamics / OD practitioners, Entrepreneurial skills, Cross-cultural orientations, Ethical business conduct, Faculty student ratio, Stimulation of innovation, Experiential learning, Core Indian values, Socio-economic out reach, the customer’s customer, Emotional Intelligence, Mind games.

## **Theoretical concepts:**

Search conference is one of the tools for comprehensive OD interventions. “Search conferences” and “future search conferences” are similar, but have slightly different geographical and theoretical foundations. “Search” conferences largely emerged with consulting practices in Great Britain, Europe and Australia, while “Future search” conferencing has been largely an American phenomenon, although both have had extensive applications in the United States. In comparing these two large group interventions in their book *The Search Conference*, Merrelyn Emery and Ronald Purser, who have been associated with British/Australian practice, see U.S “Future search” literature as taking “a more psychotherapeutic view of humanity” in contrast to the British and Australian orientation.<sup>1</sup> However, both consulting modalities stem from the interaction of Tavistock and U.S group dynamics / OD practitioners over the years, and both were extensively influenced by the works of Kurt Lewin.

The basic design of the search conference has the three following phases as quoted from Emery and Purser's *The Search Conference*:

### Phase One: Environmental Appreciation

Changes in the world around us

Desirable and probable future

### Phase Two: System Analysis

History of the system

Analysis of the present system

Desirable future for the system

### Phase Three: Integration of system and environment

Dealing with constraints

Strategies and action plans<sup>2</sup>

According to Emery and Purser, "The Search Conference is normally a two-and-a-half day event, usually held off-site in a retreat like setting. Ideally twenty to thirty-five people are selected to participate based on such criteria as their knowledge of the system and their potential for taking responsibility for implementation. The idea is to get the right system in the room.<sup>3</sup> Extensive use is made of both small-group discussions and plenary sessions, “using flip-chart paper to record everyone's ideas for all to see. Everything is out in the open, aboveboard, and shared in the public domain”.<sup>4</sup>

In the United States, Marvin Weisbord has written extensively about future search conferences that integrate ideas from Ronald Lippitt, Edward Lindaman, Eric Trist, Fred and Merrelyn Emery, and others. Of particular use were Lippitt's and Lindaman's findings that "when people plan present actions by working backward from what is really desired, they develop energy, enthusiasm, optimism, and high commitment."<sup>5</sup>

Also of particular relevance in the evolution of future search conferences was the experience of Trist and the Emerys in conceptualizing and running conferences for European managers, which included a participative environmental scan and the development of a common vision. In the environmental scan, conference participants described "the network of outside pressures on their organization."<sup>6</sup>

One version of Weisbord's future search conference model consists of the following steps:<sup>7</sup>

1. The consultants (or conference managers) meet with a voluntary committee of four to six potential participants. Many aspects are planned, including the overall focus, who should attend, dates and times, location and meals, group tasks, and so on. The conferences are usually planned to start on Wednesday evening (with dinner followed by the first working session) and to end on Friday afternoon.
2. Up to 50 or 60 people are invited. Depending on the nature of the focus, the whole system is represented in the conference. Such representation might mean people from all of the functional areas and levels of the organization; persons from all racial, ethnic, sex, and age backgrounds; and might include customers, suppliers, and union leaders. People are asked to bring newspaper and magazine clippings that describe events they believe are influencing and shaping the organization's future.
3. Participants sit at tables of six to eight, with an easel, marking pens, and tape. Depending on the focus and assigned tasks, groupings may vary during the conference, with group membership assigned or based on self-selection. All group output is recorded on easel paper, all ideas are valid, and agreement is not required. The conference is not to solve problems, but to generate awareness, understanding, and mutual support. (Conference members, however, make action recommendations at the end of the workshop).
4. The conference has four to five segments, each lasting up to a half day. As Weisbord describes it, "Each one requires that people (a) build a database, (b) look at it together, (c) interpret what they find, and (d) draw conclusions for action."<sup>8</sup>
5. The First major activity focuses on the past. Although sitting at a table with others, each person individually is asked to make notes on significant events, milestones, and so on, that they can recall relative to each of the past three decades and from three perspectives: self, company (or town or industry), and society. These individual notes are transferred to sheets on the walls that are organized by topic and by decade.
6. The group at each table is asked to analyze one theme – self, company, or society – across the three past decades and to extract patterns and meanings. Each table then reports to the total group and a consultant notes trends. The total conference then interprets "good and bad trends and the direction of movement of each."
7. The second major activity focuses on present factors-both external and internal-that are shaping the future of the organization. Relative to the external environment, participants are asked to share their newspaper and magazine clippings with their table group and indicate why they think the article is important. Each group selects priorities from lists that are developed. Next,

- internal events and trends are surfaced by asking people to generate a list of "prouds" and "sorries" relative to what is currently going on within the organization. People vote for the "proudest prouds" and the "sorriest sorries," and the results are displayed and discussed. The conference managers' probe, note key statements, and summarize on flip charts.
8. The third major activity focuses on the future. New groups are formed and are given one to two hours to develop a draft of a preferred future scenario. "They are asked to imagine the most desirable, attainable future five years out."<sup>9</sup> Varieties of media are used like colored paper, crayon, scissors, tape, and so on. The groups then report to the total conference.
  9. The fourth major activity focuses on next-action steps. Groups are then asked to reflect on what has been surfaced and discussed, and, depending on the nature of the groupings, to make three lists of suggested action steps for (a) themselves, (b) their function, and (c) the total organization. Action proposals for functional areas are shared by grouping members of the same department together, and next-action steps are decided. In the meantime, members of top management or the steering committee discuss proposals for the total organization, prioritize themes, and develop action plans. Departmental groups and the top management (or steering committee) then present their action plans to the total conference.
  10. Before the conference ends, volunteers agree to document the meeting, communicate with others, and to carry forward the next - action steps.

Weisbord's evaluation of such conferences is as follows:

In my enthusiasm for this mode I don't want to imply that one conference transforms forever, or that no further hard work is needed. I do believe that anyone who has attended one of these events remembers it for a lifetime. The search conference links values and action in real time. It promotes productive workplaces by using more of each person's reality. It joins people who need one another, yet rarely interact, in a new kind of relationship. It stimulates creativity and innovative thinking. It offers a unique third wave springboard for planning and goal setting. In the last half of the twentieth century few media exist as powerful as this one for raising awareness of who we are, what we are up against, what we want, and how we might work together to get it.<sup>10</sup>

## **Application:**

A Search conference was organised by the department of MBA (HR), PES Institute of management under the guidance of the author on Saturday 3<sup>rd</sup> June 2006 at Bangalore to gain a hands-on experience.

It has always been stated that there is a gap between theory and practice. So to bridge this gap the students of final semester MBA (HR) were motivated and guided by the author who was incidentally their faculty member for the subject of OD to organise the search conference. More or less Weisbord's search conference model was adopted.

The subject selected was "Management Education Issues & Future Directions". The conference was titled as "Gain Share". The Search conference consisted of the following steps:

### **I**

The author met with a voluntary committee of four potential participants along with an organising committee consisting of student representatives. In this meeting the overall focus was decided, viz, the theme of the conference and the expected outcome.

It was decided to invite trainers, entrepreneurs, corporates, academicians and final semester (HR) student's representatives from other colleges as participants to represent varied interests. The total strength of the invitees was fixed at approximately forty (40). The date and time was fixed as June 3<sup>rd</sup> 2006 from 9 am – 6 pm as per the following schedule.

<b>From</b>	<b>To</b>	<b>Details</b>
9.00 am	9.20 am	Presentation on search Conference
9.20 am	10.00 am	Introduction of participants & formation of teams
10.00 am	10.20 am	Refreshment break
10.20 am	11.50 am	Phase one discussion & presentation
11.50 am	12.20 pm	Phase one interpretation
12.20 pm	1.00 pm	Lunch break
1.00 pm	2.30 pm	Phase two discussion & presentation
2.30 pm	3.00 pm	Phase two interpretation
3.00 pm	3.20 pm	Refreshment break
3.20 pm	4.50 pm	Phase three discussion & presentation
4.50 pm	5.20 pm	Phase three interpretation
5.20 pm	6.00 pm	Conclusion and valedictory

The location was fixed as PESIT, TECHPARK Seminar Hall, BSK III Stage, 100 ft Ring Road, Bangalore 560 085.

Committees were setup under the student representatives to decide on the logistics like lunch and refreshments, course material, stationery, venue arrangements etc.

One significant change made was regarding the total duration of the conference which was reduced to one day vis-à-vis two and half days as suggested by Weisbord and Emery and Purser since the objective was only to demonstrate the methodology.

## **II**

As stated above, a list of invitees representing trainers, entrepreneurs, corporates, academicians and final semester MBA (HR) student's representatives from other colleges was drawn up.

Thus people from all the functional areas and levels of organisation were represented. The invitees were requested to bring any materials available with them that describe the event they believe are influencing and shaping the management education. One of the changes made to strengthen the invitee's cognitive inputs was to prepare a booklet on the theme whose contents were as follows:

### **Part One**

Management Education: The Global Scenario  
Section1: Market for Management Education  
Section2: Earlier Introspective Attempts on Management Education  
Section3: Trends in Management Education  
Section4: Conclusions

### **Part Two**

An Approach to Accreditation of Business Schools in India

### **Part Three**

Management Education in India: Some Emerging Issues  
Section1: Management Education: Some systematic issues  
Section2: Management Education: Some emerging issues

### **Part Four**

Management Education in India: A Possible Direction  
Section1: History  
Section2: A Possible Direction

## **III**

On the day of the conference the participants were divided into four teams. The 1st team focused on individual's perspective, 2nd on institutions, 3rd on industries and 4th on Government & society. The group membership was based on self selection. The

participants sat on tables of ten with an easel, marking pens and tape.

All group output was recorded on easel paper; all ideas were valid and agreement was not required. It was emphasised that the conference was not for solving problems but to generate awareness understanding and mutual support.

#### IV

The conference had four segments each lasting forty five (45) minutes to one (1) hour. As Weisbord describes it, “Each one requires that people (a) build a database, (b) look at it together, (c) interpret what they find and (d) draw conclusions for action.”<sup>6</sup>

#### V

The first major activity focused on the past. Each group was given certain lead questions to deliberate upon the Past as follows:

PAST (1994 – 2004)	
GROUP 1 - INDIVIDUAL	
<ol style="list-style-type: none"><li>1. Did ‘MBA’s’ learn entrepreneurial skill; were they taught? How?</li><li>2. Admissions tests:<ol style="list-style-type: none"><li>a. Only one or more?</li><li>b. Why viva and not just application form, references and test scores as in USA?</li><li>c. How much quantitative &amp; non-quantitative?</li></ol></li><li>3. Cross-cultural orientation-Local and Foreign</li><li>4. What were recruiters looking for from MBA’s? What was missing? Did formal education meet all expectations?</li></ol>	
GROUP 2 - INSTITUTION	
<ol style="list-style-type: none"><li>1. How was experiential learning brought in- improving learning from cases, summer placement, projects</li><li>2. Ratio of Class work to self study?</li><li>3. Transparency in B-schools, Publish Reports, Funds utilization, etc.</li><li>4. Consortia of schools for optimal utilization of all resources? What did they do together? How?</li><li>5. Role &amp; relevance of B.Com/BBA program in the past.</li><li>6. Usage of technology in Management Education</li><li>7. Management &amp; Breaking Creative Boundaries</li></ol>	

GROUP 3 - INDUSTRY
<ol style="list-style-type: none"> <li>1. Residential v/s non-residential MBA....?</li> <li>2. Relevance of evening program &amp; distance learning &amp; how has it been more useful</li> <li>3. Was management culture congruent with “India”</li> <li>4. What was ethical business conduct?</li> </ol>
GROUP 4 - GOVERNMENT & SOCIETY
<ol style="list-style-type: none"> <li>1. Government funding, fees and donations</li> <li>2. Developing mental, physical &amp; emotional strengths</li> <li>3. What were the values relevant to past?</li> <li>4. Regulator appointed by govt.; Or Self-Regulation?</li> <li>5. Self-supporting or Grants</li> </ol>

Each individual was asked to make notes on significant events milestones and so on that they recall relative to past decade and from their respective perspective. The group at each table was asked to analyse its respective theme. Those individual notes and the resulting points after the analysis were transferred to sheets on the wall that were organised by the topic.

Each table then reported to the total group and a reporter noted the trends. The total conference then interpreted and came out with the following points:

1. MBA’s did not learn entrepreneurial skills
2. MBAs did not have Cross-cultural orientations.
3. Consortia of schools for optimal utilization of all resources was not there
4. Ethical business conduct had a high impact on management education.
5. Relevance of evening program and distance learning was less.
6. Institutions suffered due to lack of funds.

## **VI**

The second major activity focused on the Present – both external and internal that was shaping the future of the management education. The participants were asked to share their thoughts on the points given in the booklet circulated to them earlier and also any material that they had brought along with them.

The participants were given the following lead questions relating to the Present and followed the same method as indicated in step V

PRESENT (2004 – 2007)
GROUP 1 - INDIVIDUAL
<ol style="list-style-type: none"> <li>1. Generalization or Specialization?</li> <li>2. Evaluation by students; how to use evaluations</li> <li>3. Others: Quotas? (women, non-engineers, etc) <ol style="list-style-type: none"> <li>a. Broadening socioeconomics of student base</li> <li>b. Batch size in class; Faculty-student ratio</li> <li>c. B.Com, BBA, MBA-integration?</li> <li>d. Role of Distance Learning</li> <li>e. Inculcating a culture of constant learning</li> </ol> </li> </ol>
GROUP 2 - INSTITUTION
<ol style="list-style-type: none"> <li>1. Is management a set of Concepts and Skills only for industry &amp; commerce?</li> <li>2. Do “MBA’s” learn entrepreneurial skill; can they be taught? How?</li> <li>3. Developing Curriculum with an eye on the future</li> <li>4. Soft skills-leadership, team working, emotional intelligence; learning by example, lectures, exercises?</li> <li>5. Stimulation of innovation in education Continuous curriculum changes, early specialization, Emphasis on team work; faculty/student interaction at work; 10yrs work experience; Schools/industry partnership; Field Trips and client interactions; Productive Effective managers who are more thoughtful, worldly &amp; engaging; Link teaching and research strength of school with participants business experience</li> <li>6. Regulator for: Define Regulation, recognition, accreditation: (Norms, fees, curriculum, innovation, standards, etc)</li> <li>7. Orienting Faculty to Management Education</li> <li>8. Effectively Using guest faculty &amp; proportion</li> <li>9. How can they be taught / inculcated?</li> </ol>
GROUP 3 - INDUSTRY
<ol style="list-style-type: none"> <li>1. How to bring in experiential learning; improving learning from cases, summer placement, projects</li> <li>2. Generalization or Specialization?</li> <li>3. Quality-In USA best schools rated on admission selectivity, grants availability &amp; faculty research; In India: Top 3 criteria- intellectual capital, placement &amp; admissions, infrastructure, what does industry prefer?</li> <li>4. Faculty exchanges with industry; other school?</li> <li>5. Catering to Majority who today are freshers</li> <li>6. Developing mental, physical &amp; emotional strengths</li> <li>7. What is ethical business conduct? Are these unchanging?</li> <li>8. How can they be taught / inculcated?</li> </ol>

<b>GROUP 4 – GOVERNMENT &amp; SOCIETY</b>
---

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. Is there need for specialization-by function, or, Education, NGO's, etc?</li> <li>2. Should scenarios developed by social scientists be considered by practitioners to develop ideas about the Manager of the Future</li> <li>3. Should there be a cap on fees?</li> <li>4. Should Business Schools breakeven, earn a profit with compulsory obligations?</li> <li>5. For example: minimum % of funds for scholarships, research and case writing, faculty development, etc.</li> <li>6. Is management culture congruent with "India"</li> <li>7. Are there core Indian Values, can they be taught, &amp; how is it that they are sustained under pressure?</li> <li>8. Are Mgt schools oriented excessively to their profitability, and not to Education?</li> <li>9. Should Ethics be taught separately or integrated into each subject?</li> </ol> |
|---|

The outcomes were as follows:

1. The faculty student ratio is not rational.
2. Role of distance learning is looked down upon.
3. Orienting faculty to management education is not prevalent these days.
4. Stimulation of innovation is absent.
5. Today management institutions admit mostly freshers.
6. Experiential learning is to be brought in through projects.
7. There is a need for specialization by function or by education. Eg: NGOs, rural sector.
8. Core Indian values are not being taught today to sustain pressure.
9. Management culture is not congruent within Indian context.

## **VII**

The third major activity focused on the Future. The groups were given the following lead questions:

<b>FUTURE (2007 ONWARDS)</b>
------------------------------

<b>GROUP 1 - INDIVIDUAL</b>
-----------------------------

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. How to bring in experiential learning; improving learning from cases, summer placement, projects</li> <li>2. Who is responsible for Socio economic outreach and how may it be done?</li> <li>3. Mgt. Education only for those with work experience?</li> <li>4. Learning value from Student &amp; Faculty exchanges-India &amp; overseas institutions</li> <li>5. Developing mental, physical &amp; emotional strengths, how?</li> <li>6. Placement &amp; remuneration as top value?</li> </ol> |
|---|

Should Ethics be taught separately or integrated into each subject?
<b>GROUP 2 - INSTITUTION</b>
<ol style="list-style-type: none"> <li>1. Does Case method give enough for experiential learning; Case development; Case warehousing</li> <li>2. Types of Project assignments to be offered...?</li> <li>3. Duration -24, 15, 12 months ....?</li> <li>4. Need for common core syllabus for all schools?</li> <li>5. How to forecast future business education need?</li> <li>6. Compulsorily Up-dating faculty skills? Frequency?</li> <li>7. Fuller utilization of Resources like Libraries, Faculty, Computers, play facilities, etc.</li> <li>8. Developing mental, physical &amp; emotional strengths</li> </ol>
<b>GROUP 3 - INDUSTRY</b>
<ol style="list-style-type: none"> <li>1. Should management be a set of Concepts and Skills only for industry &amp; commerce?</li> <li>2. Is there need for specialization-by function, or, Education, NGO's, etc?</li> <li>3. Regular certification of managers by re-skilling?</li> <li>4. Fuller utilization of Resources like Libraries, Faculty, Computers, play facilities, etc.</li> <li>5. Better Institutes to help upgrade the worse</li> <li>6. What do recruiters want from MBA's? What is missing? Can formal education meet all expectations? What cannot be?</li> </ol>
<b>GROUP 4 - GOVERNMENT AND SOCIETY</b>
<ol style="list-style-type: none"> <li>1. Any financial/academic benefit from overseas campuses?</li> <li>2. Regulator for: Define Regulation, recognition, accreditation: (Norms, fees, curriculum, innovation, standards, etc)</li> <li>3. How will Regulator enforce his rules?</li> <li>4. Statutory Boards with legally defined roles?</li> </ol>

The group was asked to imagine the most desirable, attainable Future 5 years out. The groups then reported to the total conference.

## VIII

The fourth and final major activity focused on next – action steps. Groups were asked to reflect on what has been surfaced and discussed and depending on the nature of the groupings to make three lists of suggested action steps from different perspectives viz, (a) Individuals (b) institutions (c) Industry and (4) Government based on the following phase-wise output sheet.

GROUPS	OUTPUT		
	<u>PHASE 1:</u> <b>PAST (1994-2004)</b>	<u>PHASE 2:</u> <b>PRESENT(2004-07)</b>	<u>PHASE 3:</u> <b>FUTURE(2007 onwards)</b>
<b>GROUP 1:</b> <b>INDIVIDUALS</b>	<ol style="list-style-type: none"> <li>1. Recruiters were looking for MBA's for the purpose of business and not for growth of the business.</li> <li>2. MBA's did not learn entrepreneurial skills.</li> <li>3. No Cross-cultural orientations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluation by students is prevalent.</li> <li>2. Batch size in class i.e. faculty student ratio is not rational.</li> <li>3. Role of distance learning is looked down.</li> </ol>	<ol style="list-style-type: none"> <li>1. Experiential Learning thru cases, summer placements and projects.</li> <li>2. Socio economic outreach institution responsible.</li> <li>3. Management education should be for everyone.</li> <li>4. Student and faculty exchange to be there.</li> <li>5. Yoga, cycling etc and EI.</li> <li>6. Ethics to be integrated.</li> <li>7. Should have AICME similar to AICTE.</li> </ol>
<b>GROUP 2:</b> <b>INSTITUTIONS</b>	<ol style="list-style-type: none"> <li>1. No Consortia of schools for optimal utilization of all resources</li> <li>2. Usage of technology in management education not prevalent.</li> <li>3. New developments- liberalization, globalization &amp; privatization have impacted.</li> </ol>	<ol style="list-style-type: none"> <li>1. At present MBA's do not learn entrepreneurial skills.</li> <li>2. There is no curriculum for future orientation</li> <li>3. Stimulation of innovation is absent</li> <li>4. Orienting faculty to management education is not done.</li> <li>5. Less use of guest faculties</li> </ol>	<ol style="list-style-type: none"> <li>1. Teaching methodology- Create knowledge bank, database of case solutions etc.</li> <li>2. Assignments- research oriented mentors to be assigned, seek sponsorship etc.</li> <li>3. Course Duration- 1 year for specialized courses, 2 years for general courses.</li> <li>4. Common core syllabus, teaching methodology, etc.</li> <li>5. Focus on the need of</li> </ol>

			<p>the customer's customer.</p> <p>6. Periodic development programs for facilitators.</p> <p>7. Online availability of resources.</p> <p>8. Include Personality development program and counselling.</p> <p>9. Inculcate sense of entrepreneurship.</p>
<p><b>GROUP 3:</b> <b>INDUSTRY</b></p>	<p>1. Residential and non-residential MBA both had impact.</p> <p>2. Relevance of evening program and distance learning</p> <p>3. High impact on Ethical business conduct.</p>	<p>1. Experiential learning to be brought in through projects.</p> <p>2. No in depth specialisation</p> <p>3. Catering to majority today who are freshers.</p>	<p>1. Specialization-minute depending on specific need</p> <p>2. Quality and customer focus to be inculcated in the syllabus.</p> <p>3. Need to prepare global managers.</p> <p>4. Industry icons to participate in academics.</p> <p>5. Mind game should be in syllabus.</p> <p>6. All should work towards branding.</p>
<p><b>GROUP 4:</b> <b>GOVERNMENT AND SOCIETY</b></p>	<p>1. Management institutions were mostly Self-supporting</p> <p>2. Institutions suffered due to lack of funds.</p> <p>3. Not much emphasis was on developing soft skills like mental, physical and emotional strengths.</p>	<p>1. There is a need for specialization by function, education. Eg: NGOs, rural sector.</p> <p>2. A relevant scenario developed by Social scientists is not being considered.</p> <p>3. Management culture is not congruent with India.</p> <p>4. Core Indian values are not being taught to sustain pressure.</p>	<p>1. Benefits from overseas campuses-should be country specific.</p> <p>2. Regulators-present but to be implemented.</p> <p>3. Enforcing rules – have mechanisms and matrices.</p> <p>4. Statutory boards-Should regulate to facilitate.</p>

The **consolidated action plans** that emerged for the Future are listed below:

### **TEACHING LEARNING METHODS**

1. Experiential learning through cases and summer projects should be introduced.
2. Teaching methodology should be through knowledge bank, database of case solutions etc.
3. In case of assignments research oriented mentors are to be assigned.
4. There should be online availability of resources.

### **CURRICULLUM**

1. Ethics to be integrated into the curriculum.
2. The curriculum should focus on the need of the customer's customer.
3. Management education should inculcate a sense of entrepreneurship.
4. Specialization should be in-depth depending on specific need.
5. Management education should be broad based for everyone.
6. Course Duration should be for 1 year in case of specialized courses and 2 years in case of general courses.
7. Quality and customer focus need to be incorporated in the syllabus.

### **SOFT SKILLS**

1. Yoga, cycling etc is required to be taught for emotional balance and Emotional Intelligence should be a part of the soft skill training.
2. Personality development programmes and counselling must be adopted.
3. Mind games should be a part of the syllabus.

### **REGULATION**

1. Today regulators are present but their decisions have to be implemented.
2. For enforcing rules and regulations suitable mechanisms and matrices should be devised.

### **FACULTY DEVELOPMENT**

1. Periodic development programs should be conducted for faculty.

## **GENERAL GOVERNANCE**

1. Institutions should be responsible for socio economic out reach.
2. There is a need to prepare global managers.
3. Everybody should work towards branding.
4. Management should aim for country specific benefits from overseas campuses
5. Student and faculty exchange with different institutions has to be there.
6. There should be participation from industrial icons in academics.

## **IX**

The student volunteers agreed to document the meeting and communicate with concerned others.

## **OUTCOME**

1. All the participants and in particular the final semester MBA students were able to get a hands on experience on the various steps to be followed in employing Search Conference as an OD intervention tool.
2. The action plans for the future have been noted for implementation by the organising college namely PESIM (PES Institute of Management).
3. The participants from the Industry opined that the Search Conference methodology could be effectively used to deal with their organisational problems.
4. The trainers and teachers thanked the organisers for giving them an insight into this particular OD intervention tool and they would attempt to use similar techniques during their assignments.

## References:

1. Merrelyn Emery and Ronald E Purser, *The Search Conference* (San Francisco : Jossey-Bass, 1996), pp. 215-217
2. Ibid., p.40
3. Ibid., p.10
4. Ibid., p.11
5. Marvin R. Weisbord, *Productive Workplaces* (San Francisco: Jossey-Bass Publishers, 1987), p.283.
6. Ibid., p.282
7. Marvin R. Weisbord, *Productive Workplaces*, pp. 284-292
8. Ibid., p.289
9. Ibid., p.291
10. Ibid., p.295
11. Management Education in India – A Research Paper by B. Bowonder, S.L. Rao.
12. S.L Rao, Rescuing B-Schools from irrelevance, Indian Management.
13. Ministry of Human Resource Development, Report and Recommendation of the Committee to Review the functioning of Indian Institute of Management, MHRD, New Delhi, 1992.
14. MHRD, Report and Recommendation of the Committee on Policy Perspective on Management Education, AICTE, New Delhi 2001.
15. AICTE, Report of the Management Education Review Committee: 2003, AICTE, New Delhi, 2003.
16. R. Gopalakrishnan, Managing Management Education, Hindustan Times, 10 February 2004.
17. I.Dayal, Developing Management Education in India. Journal of Management Research, Vol.2, No.2, PP98 – 113, 2002.