

Model MPACE

Prof. M. Subramanian,
Dean -cum- Associate Professor,
Agni School of Business Excellence
Vadamadurai, Dindigul – 624 802

Abstract

The real challenge for any organization is capacity building. Look at the complex products, procedures & most importantly complex people mind-set; now we should create a platform to simplify those complex products¹, procedures and learn to understand the mind-set of different kinds of people we come across in our daily walks of life. One of the simplified solutions to these complexities is “Capacity Building²”.

Now the next question arises, who will do it? An organization which looks for capacity building to its team members shall look for trainers from some professional training³ institutions, individual trainers, consultants, its own training & development department or an academic institution⁴. Academic institutions play a very vital role in capacity building of our nation. An academic institution prepares its students for tomorrow’s corporate world, society as whole for its socio-economic up-lift.

The author of this paper examines the role of an academic institution in capacity building @ students, employees of an organization for the socio-economic up-lift of our nation. The author also makes a new model “MPACE” for understanding the role of academic institution in capacity building.

Key words: Complex products, Capacity Building, Professional Training, Academic Institution

1. Introduction

The growth of an economy in this global village depends on the GDP. GDP of an economy depends on growth various industries in a country. Growth of industries depends on the policy initiative by government, performance by various companies; performance of companies depends on the quality of trained manpower in a company, and other relevant factors for industrial growth. It’s a vicious cycle in any economy.

Every government takes various pro-active steps to promote variety of industries, which contributes to the growth of GDP. Majority of the economies in the world are service-industry based economy. It would be ideal, if a country’s GDP is driven by agriculture and manufacturing and ably supported by service sector; but rarely this happens. India is a service-sector driven economy, rather than calling it as an agro-based economy. As a matter of fact, we know that service sector contributes almost 65 %⁽¹⁾ towards Indian GDP.

To strengthen the human resource of these key sectors, every industry/company takes initiatives

and steps through their training & development (Capacity building) arm of their organizations. Capacity building may be on the job or off the job mode, it all depends and need and requirement.

Why to build capacity of an organization? Capacity building is to enhance efficiency of the teams & individuals, thereby improving productivity of the organization. The author would suggest to build “Capability” rather than simply capacity. Capability is the synergy of capacity with the individual’s ability.

2. Objectives of this paper

This paper aims at achieving the following objectives:

- To suggest a new model of capacity building @ role of academic institutions – “Model MPAC³E”.
- To study the role of academic institutions in capacity building – existing practices, need of the hour.

3. Review of Literature

“Specifically, capacity building encompasses the country’s human, scientific, technological, organizational, institutional and resource capabilities. A fundamental goal of capacity building is to enhance the ability to evaluate and address the crucial questions related to policy choices and modes of implementation among development options, based on an understanding of environment potentials and limits and of needs perceived by the people of the country concerned”.⁽²⁾

“Capacity building has typically been defined as the development and strengthening of human and institutional resources. It is acknowledged that the process needs to go beyond the public sector, as it is also influenced by entities in the private sector including commercial enterprises and nongovernmental organisations. The United Nations Development Programme defines capacity as “the ability to perform functions, solve problems, and achieve objectives” at three levels: individual, institutional and societal. The expected outcome of building national capacity is a comprehensive and sustainable national strategy for multi-sectoral tobacco control programmes and policies.”⁽³⁾

“The Entebbe Workshop defined "capacity building" as follows: **Capacity and capability** building is defined as the empowerment which encompasses the ability, will and skills to initiate, plan, manage, undertake, organise, budget, monitor/supervise and evaluate project activities. Thus capacity and capability building are related to the organizational and functional levels as well as to individuals, groups and institutions. In the light of the above definition, and the paralytic effect of the lack of capacity and capability, the Workshop provided the following guidelines to capacity and capability building programmes or components of projects:

- Education, as the key to information and ability, should, as a matter of policy, be made available to all PWDs within the mainstream services subject to the suitable training of instructors or change agents to meet the specific needs of the various disabilities. This was an immediate need in respect of children.
- With regard to adults, it was recommended that a sufficiently structured adult education system which imparts skills relevant and useful to the various disabilities should be instituted.
- For integrated training and education services to take place, it was proposed that attention be paid to the need for technology inputs required by the adaptation to accommodate the needs of the PWDs.
- In addition to education and training, capacity and capability building should be pursued through informal approaches like networking, visits to similar projects within the country, neighboring states and the continent whenever possible.
- Continuous learning can also be ensured through instruments like refresher courses, correspondence, personal reading, club and group membership and participation in special activities like seminars, feasibility studies, appraisals and evaluation projects.
- Finally, it was resolved and recommended that the professionals who work with people with disabilities should understand and have the experience and positive attitude to work with individuals, groups and organizations in building of local knowledge and experience with a view to strengthening their institutional capacity.”⁽⁴⁾

“Development work that strengthens the ability of community organisations and groups to build their

structures, systems, people and skills so they are better able to define and achieve their objectives and engage in consultation and planning, manage community projects and take part in partnerships and community enterprises. It includes aspects of training, organisational and personal development and resource building, organised and planned in a self-conscious manner, reflecting the principles of empowerment and equality.”⁽⁵⁾

Capacity is the “process by which individuals, organizations, and societies develop abilities to perform functions, solve problems, and set and achieve goals premised on ownership, choice, and self-esteem.” Capacity building is the “sustainable creation, retention, and utilization of capacity in order to reduce poverty, enhance self-reliance, and improve people’s lives.”⁽⁶⁾

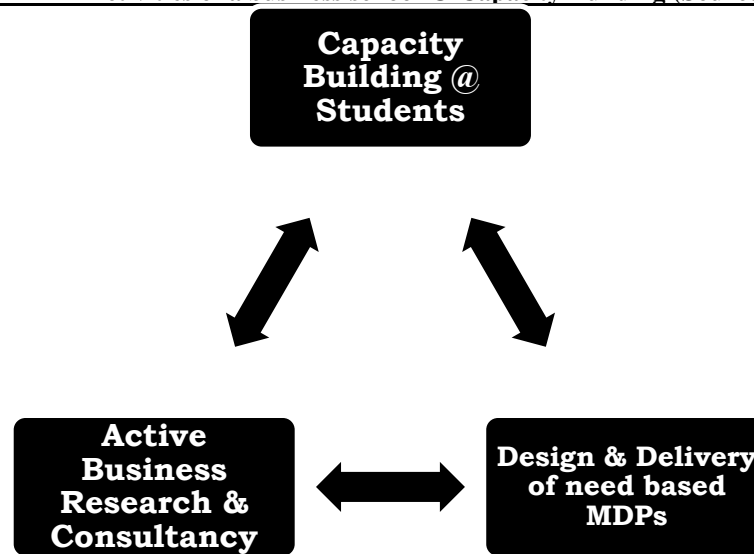
4. Scope of the Study / Paper

“Sky is the limit” - The scope of this research study / paper is very vast. As discussed earlier, GDP is the most powerful yardstick to measure the effectiveness of growth of an economy. Ultimately GDP depends on the growth of industries. Growth of industries depends on the multiple internal and external factors. One of the most important factors for growth is capacity building @ grassroots level. Normally a business school does the capacity building activities through – producing ethical business managers (who joins the school as students), doing active business research and consultancy, and through offering various managerial development programs to suit the needs of the industries. This paper explores the role of business schools @ capacity building.

5. **Role of Business Schools @ Capacity Building**

5.1 **Activities of a Business School @ Capacity Building**

Diagram # 1 – Activities of a business school @ Capacity Building (Source: Primary)



The above diagram depicts typical core activities of a business school.

- Capacity building @ students – refers to regular classroom lectures, case-analysis, role-plays, debate, presentations and allied activity based learning system offered by business schools to their students.
- Active business research & consultancy – refers to doing, pursuing active business research through writing articles, papers in referred journals, magazines, presenting @ conferences, seminars and symposiums. Consultancy work refers to specific domain related or general business related consultancy work to a specific company or a group of companies or to an industry or to a consortium of companies.
- Design & delivery of need based MDPs – refers to framing and executing need based

managerial development programs to various organizations. It could be domain specific or general program.

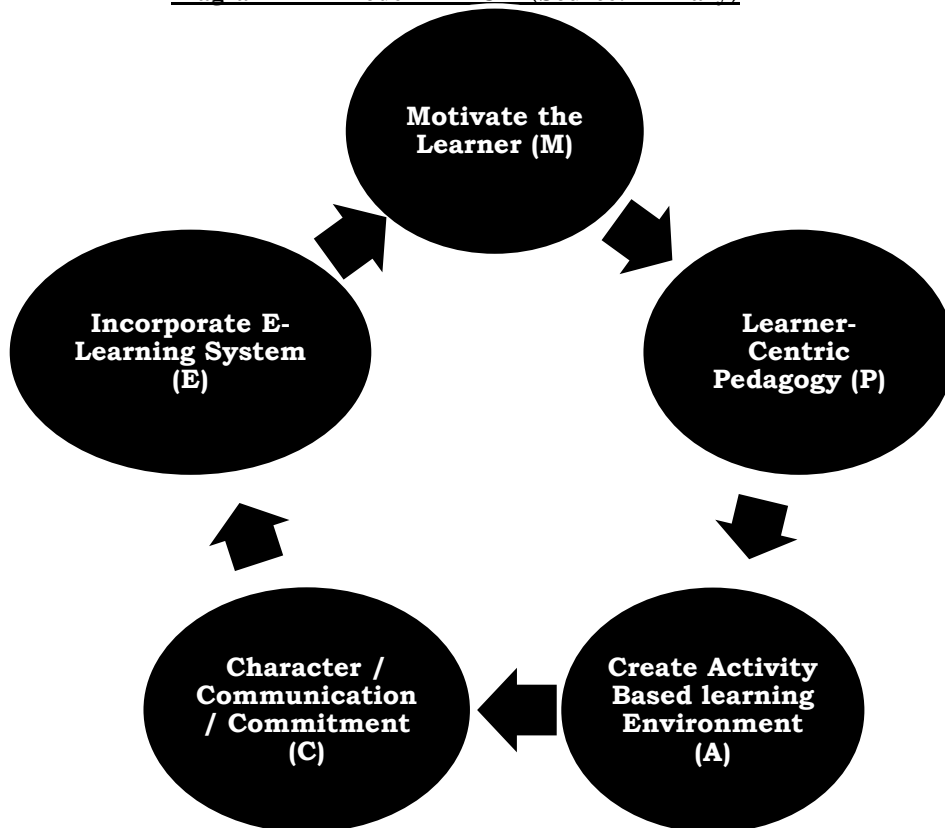
6. Model MPACE

6.1 Introduction to Model MPAC³E

Model MPAC³E is to strategize the capacity building activities of an academic institution. Model MPACE refers to:

- M → **M**otivate the Learners
- P → **P**edagogy Learner-Centric
- A → **A**ctivity Based Learning Environment
- C³ → **C**haracter / **C**ommunication / **C**ommitment @ Faculty/Trainer
- E → **E**-Learning System

Diagram # 2 – Model MPAC³E (Source: Primary)



6.1.1 M → Motivate the Learner

Capacity building activity of an academic institution should, basically focus to motivate the learner to unlearn the things with ease. Motivation is the one of the best tools that shall enable the learners to grab, digest the new knowledge at an extraordinary pace. Now the question would be how to motivate the learner during capacity building? Try the following:

- Contemporary Content
- Make the content relevant
- Make the content simple, understandable & succinct

6.1.2 P → Learner-Centric Pedagogy

Pedagogy refers to the method and practice of teaching, especially as an academic subject or theoretical concept. The pedagogy should be made learner-centric. Learner-centric refers to creating a learning system, focused on the set / cluster of learners. In simple, learner-centric pedagogy:

- Should mind the experience, background of learners
- Should evolve customized innovative teaching methods
- Should explore possibilities of incorporating the experiences of learner

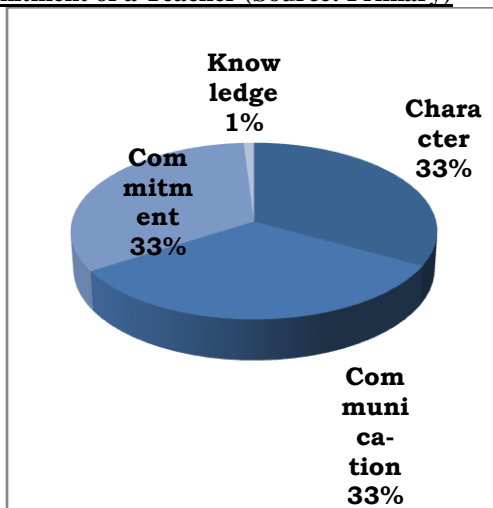
6.1.3 A → Create Activity Based Learning Environment

While planning the learning process and outcome, we should be able to create an environment, whereby we shall incorporate activity based learning. Activities make the participants get involved in the learning process. If the learners learn through activities, it's an experiential learning. Experiential learning is one of the best ways to learn the unlearned knowledge; the learners will have longer memory,

6.1.4 C³ → Character / Communication / Commitment @ Faculty/Trainer

If a teacher or trainer has to become a professional capacity builder, he/she has to possess extremely good Character, Communication and Commitment. The researcher's formula to be a successful teacher/trainer is made up of: **33% Character + 33% Communication + 33% Commitment = 99%; you may wonder, where and what is that remaining 1%, that remaining 1% is Knowledge. All the above with an iota of CREATIVITY will take to greater heights.**

Diagram # 3 – Character, Communication, and Commitment of a Teacher (Source: Primary)



5. <http://www.educationscotland.gov.uk/communitylearninganddevelopment/communitycapacitybuilding/aboutccb/whatisccb.asp><http://www.educationscotland.gov.uk/communitylearninganddevelopment/communitycapacitybuilding/aboutccb/whatisccb.asp> (Skinner, 1997.)
6. <http://www.oecd.org/countries/mozambique/35280349.pdf> (pg.6)

6.1.5 E → Incorporate E-Learning System

E-Learning System should be incorporated to enhance the experience of learning. Virtual learning has become almost inevitable in today's capacity building activities. Let it a regular classroom session or a specialized learning session, more and more value addition could be achieved through making virtual learning systems. For example, simulators shall give the learners a real-time experience and that would add real strength to the capacity building activities. Eg. Ship Simulators @ Shipping Institutes, Stock Market Simulators @ Management Institutes are very common today.

7 Conclusions

MPAC³E is the unique concept which everybody talks in isolation, but never thinks together. If the teacher/trainer or the institute which are into the business of capacity building, say a business school, incorporates the above mentioned concept holistically into their teaching-learning system, then we shall expect fast & furious results & outcome. This would be really a feather on the cap of business schools. Let's now practice **MPAC³E** in all our capacity building institutions, together for a stronger & smarter empowered India.

Bibliography

1. GDP Service Sector 65% - <http://indiainbusiness.nic.in/newdesign/index.php?param=indiaataglance/153>
2. Capacity Building - Agenda 21's definition (Chapter 37, UNCED, 1992.)
3. http://www.who.int/tobacco/control/capacity_building/background/en/
4. <http://www.adf.gov/SD&PWDch9.htm>