

Literature - An Instrument for imparting Management Studies

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Abstract: Management Studies in the present decade has reached new heights and adapted to new developments and insights generated by research and experiment. Numerous forces are causing a transformation in not only its delivery but also its purpose. Executive education is more directly geared towards leadership and management. In such a scenario, teaching strategies ought to be streamlined to meet the requirements as well as balance the mindset of the students. The use of Literary works of authors and genres will serve as an apt tool to drive home the essential points. They will provide real life situations, the study of which would be helpful for the students to analyze a situation, examine various alternatives and come out with solutions to solve the problems or to achieve organizational goals. This technique would grant them the ability to take an overview of business problem solving and decision-making processes necessary for a successful career in business management and administration.

Keywords: Management studies, Literature, Leadership, Case Studies, Principles.

Aim: To augment Management studies with the aid of Literature

Objective: To illustrate how the erudition of Literature can be employed in Management Education to enhance the leadership experience

1. INTRODUCTION

In a business scenario people are prompted to ponder about pros and cons, make decisions, take actions, and monitor results. The understanding of the factors which influence the conduct of organizations might prove useful to provide students with the tools and techniques which may be used to influence organizational life. Each situation, as experienced by a person can be described as unique, requiring its own unique solution. To be able to do this, one should be able to analyse a situation, examine various alternatives and come out with solutions to solve the particular problem being faced or to achieve organizational goals. The ability to take an overview of business problem solving and decision-making processes is the key feature for a successful career in business management and administration.

In the prevailing environment of rapid developments in the corporate world, to face the severe competition created by the globalization of the economy, it is necessary to possess the capability to peruse the problems from an objective point of view and then process the information and finally derive a better solution. Management courses focus on creating managers who can develop new strategies, systems and tools to solve complex management problems in a briskly changing environment to guide organizations to greater prosperity. The students taking the course lack experience in organizational endeavors. Hence they find it an arduous task to grasp strategic management concepts.

2. STUDENTS AND MANAGEMENT STUDIES

Most students, especially undergraduates, regardless of their levels in the organization, will face organizational issues on a regular basis. Preparing students for decision-making should be a key component of the preparation of business leaders. Learning experiences should expose students to cases and types of issues that they are likely to face in the business world, in an endeavour, to enhance their abilities to recognize issues and to increase their ethical sensitivity and awareness. The general business courses can present these topics effectively, but specific functional areas of business are expected to prepare students for the types of issues that arise

in those areas. Irrespective of the terminology or particular features, the essential purpose behind understanding and applying these frameworks is based on the choice of the tools the students require to identify and think through organizational issues. Moreover, this choice determines their learning regarding the various factors that need to be considered in their decision-making. It is very essential for students to fully grasp the concepts and processes and not simply mastering facts or theories, and also open up a better understanding of the ways with complex dilemmas that exist in the world of business and elsewhere.

Management students is mandatory for all business people, regardless of their levels in the organization, since they would face issues of potential harm and fairness on a regular basis. Preparing students for ethical decision-making should be a key component of the preparation of ethical business leaders. Business schools provide multiple frameworks for improving students' ethical decision-making skills.

Students are usually prepared and taught to consider multiple stakeholders and to assess and evaluate using different approaches and distended standpoints. Regardless of the terminologies or specific structures, the chief purpose behind understanding and application of these frameworks lies in giving students the tools they need to identify and think through ethical issues; to learn what questions should be asked of themselves and others and what factors need to be considered in their decision-making. It is essential for students to be entirely involved in these processes so that they do not simply mastering facts or theories, but also grapple with complex ethical dilemmas that exist in the world of business and elsewhere.

3. MANAGEMENT EDUCATION IN THE CURRENT SCENARIO

College students usually learn from reading an assigned textbook, attending class, listening to the professor's lecture, and occasionally through research for term papers. Different methods are adopted to teach Management today. The usual graduate management program consists of exclusive elements that, when packaged together, contribute to the overall student ratings for value and satisfaction with their educational experience.

The purpose of Management education is not making students literate but making them self-sufficient to make rational decisions when they are part of organizations. A variety of sources (e.g., Behrman & Levin, 1984; Porter & McKibbin, 1988) have espoused the need for reform in contemporary management curricula. Critics charge that management education lacks adequate integration across disciplines (Behrman & Levin, 1984). According to McKinney and Yoos (1998), "Artificially isolated, functionally oriented, teacher-centered courses tend to reinforce isolated, functionally oriented, passive thinking in students" (p. 618). Many of the topics taught in Management are inexact, filled with contradictions and inconsistencies (Tiwari, Shalini Rahul, 2015) because concepts of what good management means are continually evolving. Matters pertaining to the issues and notions related to the quality of life, leadership, motivation, and morality entails treatment from broad and various perspectives. Consequently, there is a need to develop in students the ability to sort through issues that resist discrete, preformulated solutions.

The proposed curriculum and pedagogy should expose students to cases and types of ethical issues that they are likely to face in the business world—both to enhance their abilities to recognize ethical issues and to increase their ethical sensitivity and awareness. Resolving ethical issues requires reflection on underlying values. Learning to understand and perceive the

problem, analyze and map the power structure and politics that influence the problem, build allies and mentors, and applying effective persuasion skills can equip students with the skills they need to work in the corporate world.

4. LEADERSHIP DEVELOPMENT

Leadership development is a unique aspect of human resource development (HRD) because it is important to both scholars and practitioners and is a common thread among the foundational areas of the discipline. It can also be one of the most difficult components to teach. Leadership is like many other topics in HRD, because there are complex situations dealing with human beings. There are opportunities for variation, which cause confusion for most learners who like to know the right answer and when to use it. It is one thing to understand the theories of leadership, but it is another to be able to apply and know how to use these theories.

5. MANAGEMENT CONCEPTS AND LITERATURE

Management concepts are best learned in the moment, and creating these moments can be difficult; however, these moments have been captured in simulation and case studies and now can be created using literature. Fiction works on the similar lines of a case study whereby the students put on the shoes of the decision maker. But whereas case studies tend to focus on the judgement that lead directly to action (Clawson & Frey, 1986), literature goes a step further by letting the students explore the situations which led to the ethical judgement.

Students engaged in the traditional course content including case studies study it from a purely managerial perspective. In the real world, the human factor plays an important role, and literature encourages student to broaden their thinking horizon. Hence the researcher advocates the use of literature to teach Management. Literature can help develop business judgement. Beyond their recognized entertainment value, they activate critical processes which are not bound by plain logical reasoning. In a narrative fiction, the complexities of an organization can be demonstrated through the various characters.

Management courses focus on creating managers who can develop new strategies, systems and tools to solve complex management problems in a rapidly changing environment to guide organizations to greater prosperity. Using illustrations to elucidate theory is a well-respected academic tradition.

Machiavelli used stories of the kings in Ancient Greece to instruct his Florentine princes in strategic statesmanship.

Ancient Greeks' Aesop's fables have been moral exemplars for thousands of years.

Closer home, the stories of Birbal, Tenali Raman and Mullah Nasruddin are well-read for their management strategies.

6. CASE STUDIES

A standard practice in Business Schools all over the world is to instruct by looking at what other people have done. Management students look at case studies of real businesses to determine the principles of organizational management. The protagonist and the situations of literary novels can offer candid and impressive lessons about management skills. As such, literature can be a useful Management teaching tool. Dr Danzig (1999) has said that "one of the great advantages of reading fiction or history is it gives you the opportunity to understand the world from different vantage points and different time periods and different psychologies." This study is based on the fundamental belief that there is a lot to be learned about management

and leadership from literature. The use of fiction as a way into a greater understanding of organisations has enormous potential. The purpose of this study was to explore whether student performance in the cognitive domain, and knowledge, comprehension and application level are influenced by teaching methodology using literature.

Literature is more subjective and open-ended than the typical case studies, which are fact based, highly researched, and focused on particular issues. But it actually provides some of the most powerful and engaging case studies ever written. Fictional works that have survived the test of time raise more questions than answer. Shakespeare's dramas have positioned him as the greatest Dramatist of all Ages, since his characterization offers an exclusive study of people and management of affairs which are applicable at all times. For example, Julius Caesar offers a scenario of politics, friends and misjudgements, King Lear presents the genuineness of relationships, judgement and the indebtedness, Othello delineates the suspicious nature, mismanagement and misbelief, Hamlet projects the procrastination in a leader, and the study goes on. The concept of leadership could be comprehended from these plays as from reading any business book or academic journal. The lessons learnt therein are certainly everlasting and probably just as pragmatic.

The Secret Sharer by Joseph Conrad resonates with executives. Becoming a leader involves learning to grapple with very hard trade-offs and almost reckless testing of the limits. With the story of a Captain's command over the ship, it exposes the way of talking about those limits.

Shouldering responsibilities is one of many tests for a leader. One of the hardest challenges is resisting the flow of success which is also the theme of I Come as a Thief, Louis Auchincloss's novel. It drives home the fact that success can be really seductive, and for a long time, things will go really well at work and in almost all aspects of the high performer's life. The illusion of success is dangerous. When really tough times come, as they almost always do, those leaders may have nothing to fall back on.

Chinua Achebe's Things Fall Apart is about a Nigerian chieftain named Okonkwo. The story is about Okonkwo's struggles to come to terms with the colonial missionaries who move into his world and challenge his deep beliefs and way of life. Okonkwo is driven, focused, and talented—in other words, he is the psychological and emotional counterpart of the strong, determined people who run most organizations today. But as the story unfolds, he loses his followers, falls into despair, and kills himself and unravels the danger of adhering blindly to rigid moral codes in times of change.

7. LEADERSHIP AND PRINCIPLES

It is expected of the leaders to embrace a more complex code of ethical behaviour, which would not be practically probable. They are supposedly believed to follow a complex, subtle and rigid moral code appropriate to the situations in which they find themselves. This study of the basic values, moral relativism and business management strategies are a part and parcel of the character and learning. It can also be developed over the course of a career, which suggests that leaders may have to embrace a wide set of human values. Like Okonkwo, executives sometimes don't grasp this idea. They erroneously believe that the simple moral code that existed in their early years is all they require to be leaders.

The clash between principles and pragmatism is one of the hardest tests of a leader's character. It is mandatory that leaders should be both principled and pragmatic. But principles not form the basics of effective managers. Pure pragmatists can be successful in their work, but their unscrupulousness renders them precarious. This would lead to the conflict is between two strongly held principles, and in the process of trying to keep a balance between principles and pragmatism, the person experiences a setback.

In his play *Antigone*, the ancient Greek dramatist Sophocles shows what can happen when leaders are motivated by principles alone. Even though *Antigone* is set in a different era, it is relevant to leaders facing the high-pressured environment of today. *Antigone's* fundamental principle is religion; Creon's is country. Both characters are strongly committed to their views. Yet, at a deeper level, the two leaders are similar in an unfortunate way. Both take a single, important human value—religion for *Antigone* and civic duty for Creon—and pervert it.

Willy Loman in Arthur Miller's play *Death of a Salesman* had the wrong dreams. Miller views dreams as a crucial inner resource for leaders. He suggests that dreams drive all of us, but the wrong dreams can be slow-acting poisons. The fall of Willy Loman illustrates the noxious power of certain dreams. Then *We Came to the End* by Joshua Ferris is a satire of the American workplace, *How to Get Filthy Rich in Rising Asia* by Mohsin Hamid presents a rags to riches account that can be interesting to entrepreneurs, *A Hologram for the King* by Dave Eggers, struggles illustrate not only what it's like to do business abroad and also illustrates the feeling of working when it has no impact on a person, *Catch-22* captures a powerful idea on how professional success doesn't translate to personal fulfilment, Aravind Adiga's *White Tiger* provides a glimpse into the psyche of a self-made man's drive for success and the extent to which a man can push himself for that sake and the study goes on.

8. CONCLUSION

All literatures are products of learning obtained from people, circumstances, relationships, ideas, beliefs, experiences that are approached morally, socially, psychologically, archetypally or historically- in other words they are the study of people in different colours. This kind of approach integrated into the management studies would enable a fruitful and effortless teaching learning process.

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