

# Review of: "Effective and Efficient Ways of Executive Development for Corporates in Fast-Developing Countries"

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Potential competing interests: No potential competing interests to declare.

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Effective and Efficient Ways of Executive Development for Corporates in Fast-Developing Countries

This article is not ready for publication at this time.

The premise of the article is interesting, but there is no clear question posed, nor problem identified. Without a clear question or problem to guide the reader the article becomes a list of interesting ways of providing executive education which does not provide a qualitatively comparative analysis, if indeed that is the intention. It is, in effect, a kind of annotated bibliography listing learning course providers that does not provide a critical analysis of the quality or relevance of the ten ways mentioned in the article title.

I cannot really argue with the information about the 10 formats described. They are clear enough. But after reading the article I am left thinking "So? What?"

To make this a valuable contribution the author/s need to identify a specific problem or question with which to drive the analysis of possible modes of executive education.

This is not a sentence in any readable manner.

*In every field, many Indian universities have established world-class programs in Analysis-Design-Prototype Development-Testing- Improving- Planning Quality Production Process- Marketing-Maintenance- Scrapping and Creating Innovative Products.*

Neither is this repetition of the linked words and phrases. It has no meaning for the reader, since it is not explained anywhere.

*In simple a model, it can be shown to consist of "Analysis-Design-Prototype Development-Testing- Improving- Planning Production-Marketing- Maintenance- Scrapping- Planning an innovative Product based on the advanced manufacturing process.*

*They have assisted them to plan human resource development, management, developing quality operating programs, energy saving programs, reducing accidents, and improving the environment in and around companies. Hence, Indian companies can plan various modes of training and development programs by using appropriate models.*

Although these two sentences are together in the text, the second one has no direct relation to the first one. The fact that the institutions mentioned prior to this might have assisted as indicated does not mean that such information can actually help with a company's planning for training.

I suggest that the data be reconsidered and problematised. What kinds of company's might consider which kinds of resources? There is an attempt to address in the conclusion, but it is not stated at the beginning of the article.

The data proposed for collection in the various tables has no clear link to the education formats surveyed, and it is unclear how such data would be of immediate or long term use to companies collecting it.

If the authors are aiming to advise decision makers on how to provide quality education for company executives, it will be wise to first establish what questions those companies are asking of themselves and of potential providers, and then address their work to answering those questions.