

M.B.A IV Semester

Course: HRM-05

STRATEGIC HUMAN RESOURCE DEVELOPMENT

LESSONS 1 TO 10

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SYLLABUS
Course : HRM-05
Master of Business Administration (M.B.A.)

HRM-05 : STRATEGIC HUMAN RESOURCES DEVELOPMENT Unit-1

Human Resources Development : Meaning, need importance HRD, Mechanism, Processes. Instruments & out-comes. Principles & Theories of learning. Human Resource Development Strategies & Practices.

Unit-II

HRD & the Supervisor : The HRD Matrix, role of line managers in HRD, Line Managers and Appraisal Systems, Career Systems, training systems, work systems, cultural systems and self-renewal system.

Unit-III

Career Planning : Organization vs. Individual centered career Planning, Changing careers, Career Stages, Retirement, Effective Individual career Planning, Career Path Development, Dual Career Marriages.

Unit-IV

Counseling and Monitoring : Concept, Objectives and Processes, Listening and Asking, Nursing and helping.

Unit-V

HRD Culture & Climate : concept, HRD and Organizational Climate, Elements and Measurement of HRD Climate, Determinant of HRD Climate.

References		
1.	Arye P.P. & B.B. Tandon	Human Resources Development
2.	David A. DeCenze & S.P. Robbins	Personnel/Human Resource Management
3.	Randall S. Schular	Personnel & Human Resource Management
4.	Robvert B. Mathis & J. H. Jackson	Personnel & Human Resource Management
5.	Leon C. Meggin Sen	Personnel & Human Resource Management
6.	Edwin B. Flippo	Personnel Management
7.	Joseph Tiffin and Me Cormic Earnest J.	Industrial Psychology
8.	Richard P. Chlheen	Managing Personnel

Lesson-1

Human Resource Development

Structure:

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Concept of HRD
- 1.4 Importance of human resource development
- 1.5 Characteristics of human resource development
- 1.6 Need for HRD
- 1.7 HRD Instruments
- 1.8 HRD Processes
- 1.9 HRD outcomes
- 1.10 Self-assessment questions
- 1.11 Summary
- 1.12 Glossary
- 1.13 Answers: self-assessment
- 1.14 Terminal Questions
- 1.15 Suggested readings

1.1 INTRODUCTION :

The history and origin of Human Resource Development is not very old. The term came into use only in the early seventies. According to Prof. Len Nadlev, “The term HRD was first applied in 1968 in the George Washington University. In 1969, it was used in Miami at the American Society of Training and Development Conference. But by the middle of 1970s it was gaining more acceptance, but was being used by many as merely as more attractive term than Training and Development.” In the opinion of some management thinkers Japan is the first country to stress and use HRD practices. ‘Better People, not merely better technology the surest way to ‘Better Society’ is the most popular belief in Japan.

According to Prof. Udai Pareek, as far as India is concerned, the term HRD was introduced for the first time in the State Bank of India in 1972. It is believed that HRD has not been imported in India. It is philosophical value concept developed by Dr. Udai Pareek and Dr. T.V. Rao at the Indian Institute of Management, Ahmedabad. By the late seventies, this professional outlook on HRD spread to a few public and introduced the concept with an objective and facilitating growth of employees, especially people introduced at lower levels. In BHEL, this concept was introduced in 1980. Similarly in SAIL, Maruti Udyog Ltd., Indian Airlines and TISCO.

Even while introducing HRD, many organisations were under the impression that it was nothing but Training and Development’ concept. Certain companies start renaming their Training and Development Departments as HRD Departments and some have created new Departments. Later some other personnel

management functions like Performance Appraisal, Potential Appraisal, Career Planning and Development, Feedback and Counseling , Organisational Development and Data Storage system were included as sub-systems of HRD.

The role of Indian Institute of Management, Ahmedabad, Centre for HRD at Xavier Labour Relations Institute, Jamshedpur, Indian Society for Training and Development at New Delhi and National HRD Network at New Delhi and some individual researchers are important in carrying the HRD Movement forward in India. Today, most of the larger public and private sector organisations in India are using the techniques and approaches of HRD to develop their employees for the achievement of organisational goals with individual satisfaction and growth. HRD has now become a national issue and the ministry of HRD is expected to mobilize the human potential of the country.

1.2 Learning Objectives

After studying the lesson, you should be able to understand:

- The concept of human resource development
- Characteristics and importance of human resource development
- Need for human resource development and various instrument of HRD
- The process of HRD and its outcomes

1.3 Concept of HRD

In simple words, HRD is an organised learning experience aimed at matching the organisational need for human resource with the individual need for career growth and development. It is a system and process involving organised series of learning activities designed to produce behavioural changes in human beings in such a way that they acquire desired level of competence for present or future role.

According to Prof. T.V. Rao the best known Indian HRD expert: HRD is a process in which the employees of an organisation are continually helped in a planned way to:

- (a) acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles.
- (b) develop their general capabilities so that they may be able to discover their own inner potentialities and exploit them to full for their own and organisational development purpose, and
- (c) to develop an organisational culture where superior- subordinate relationships, teamwork and collaboration among different sub-units are strong and contribute to organisational wealth (or professional well-being) and motivation and pride of the employees’.

On the basis of these definitions the following features of HRD may be identified.

- (i) Human resource development is a planned and systematic approach to the development of people. It is not a fragmented or piece-meal approach but a total system of interacting elements designed to improve the total personality.
- (ii) Human resource development is a continuous process of developing the competencies, motivation, dynamism and effectiveness of employees. It is based on the belief that there is no end to the development of an individual and learning continues throughout life.
- (iii) Human resource development is an interdisciplinary concept. Experts belonging to different disciplines tend to adopt a compartmentalized approach to HRD. But HRD involves confluence of ideas from many sciences. Sociology provides new insights in the growth and development of

human systems through the study of families, communities and other groups. Psychology provides explanation of human behaviour in terms of perception, motivation, morale etc. It provides instruments for use in selection, induction, training, counseling, etc. of employees. Anthropology focuses on traditions, kinship, culture, etc., which is helpful in conflict management, intercultural relationships etc. Political science provides conceptual base for power, status, politics etc. Economic and management also contribute to HRD in their own ways.

- (iv) Human resource development has both micro and macro aspects. At the micro level HRD is concerned with improving the skills, attitudes and behaviour of employees in organisational settings for the benefit of both the individual and the organisation. At the macro level, HRD involves improving the quality of life of people in a country. Development of people is done by providing the right environment wherein the individual may grow to his fullest stature and realise his fullest potential. HRD is a part of educational and developmental planning for nation's welfare.
- (v) HRD is a process not merely a set of mechanisms and techniques. The techniques like performance appraisal, Counseling, training and organisation development are used to initiate, facilitate and promote this process. The process has no limit and, therefore, the techniques have to be reviewed and revised periodically.

1.4 IMPORTANCE OF HUMAN RESOURCE DEVELOPMENT

Of all the factors of production, man is by far the most important. The importance of human factor in any type of cooperative endeavour cannot be overemphasised. It is a matter of common knowledge that every business organisation depends for its effective functioning not so much on its material or financial resources as on its pool of able and willing human resources. The human resource becomes even more important in the service industry whose value is delivered through information, personal interaction or group work. The overwhelming importance of this factor is due to its unique characteristics. First, this is the only resource, which can produce unlimited amounts through better ideas. There is no apparent limit to what people can accomplish when they are motivated to use their potential to create new and better ideas. No other resource can do this. Second, this resource is animate, active and living. It is man alone who with his ability to feel, think, conceive and grow shows satisfaction or dissatisfaction, resentment or pleasure, resistance or acceptance for all types of managerial actions. All other resources which are inanimate, inert and passive do not act in this way. All emotional problems emanate from human factor only. Third, human resource is most complex and unpredictable in its behavior. There is no cook book formula to guide a manager how to motivate his workers. A manager can buy his worker's time, he can buy his physical presence at a given place, he can buy a measured number of skilled muscular motions per hour or day, but he cannot buy worker's enthusiasm, he cannot buy his initiative, he cannot buy his loyalty, he cannot buy his devotion. Fourth, each individual has his own distinct background. This makes each individual unique in his psychological framework. No two individuals have exactly similar psychological frameworks. Hence, they cannot be interchanged, much less standardised. This implies that all individuals in an organisation cannot be treated alike. In employing and supervising people and in endeavouring to reach their motivation, a manager must follow tailor-made approach based on his understanding of the actions, attitudes, needs and urges of the worker concerned. This is a very formidable and challenging task. Fifth, it is only the human resource, which can help an organisation attain sustained competitive advantage by facilitating the development of competencies that are firm specific and difficult to imitate. Finally, it is only this resource which appreciates in value with the passage of time. As time passes people become experienced and skilled. It is not so with other resources, which generally depreciate as time, goes on.

Two other factors, which have increased the importance of human resource are the labour enactments and the rise of labour organisations. Various laws, such as the Factories Act, Employees' State Insurance Act, and the Workmen's Compensation Act have been passed to dictate certain minimum standards of treatment. Fear of opposition by labour unions is another somewhat negative reason for treating the human resource with greater respect.

All the above factors underscore the need for a manager to be more than 'good at handling men'. He must recognise their importance as a key resource to be obtained cheaply, used sparingly and developed and exploited as fully as possible.

1.5 CHARACTERISTICS OF HUMAN RESOURCE DEVELOPMENT (HRD)

Human Resource Development is a system of developing in a continuous and planned way the competencies of individual employees, dyadic groups (superior and subordinate), teams and the total organisation to achieve organisational goals. It maximises the congruence between the individual and organisational goals of employees and develops an organisational culture in which superior-subordinate relationships, teamwork and collaboration among various units become strong and contribute to the professional wellbeing, motivation and pride of employees. Thus understood HRD denotes the culmination of the growth of the well-known human relations school of management which began over seven decades ago on the basic premise that the fulfillment of an organisation's immediate and future goals depends to a considerable extent on the fulfillment of its people's goals.

Important characteristics of HRD which emerge from the above definition are as under:

- (i) We must consider HRD as being made up of several mutually dependent parts or subsystems such as procurement, development, performance appraisal, etc. There are feedback loops from one sub-system to the other. As a result, change in any one sub-system produces a reverberating effect on all other sub-systems. Consider, for example, the effects of a change being introduced in the requirements of a job. Obviously, the original job description must be updated to reflect the newer requirements, but this may also affect the wage paid on that job. In addition, manpower planning strategies may have to be modified in order to ensure a continuous flow of qualified persons for the changed job, different recruiting strategies may be called for in order to attract new candidates for the job, new kinds of information may be needed in order to select or promote qualified individuals, and finally, the content of training programmes for the job may have to be altered.
- (ii) HRD develops the competencies at four levels. Individual, dyadic, group and organisation. At the individual level employees are made aware of the expectations of other persons about their roles so that they are able to improve their skills and attitudes accordingly. Roles of individuals are made more interesting by designing and redesigning jobs and by job enrichment programmes. At the dyadic level stronger employer-employee relationship is developed by developing in the 2 persons more trust, mutuality and help. At the group level committees or task groups are made more effective by developing collaboration in their intergroup relationships. Finally, at the organisation level, development of competencies involves the development of self-renewing mechanisms in the organisation which enable it to adjust to the changes in its environment and to proact. This also includes developing conducive HRD climate in the organisation.

- (iii) HRD is a continuous and planned development effort. In any development effort the end is never reached. HRD also being a development effort always goes on even when organisations have reached saturation in their growth. Their excellent HRD profiles at any given point of time do not guarantee that they will continue to remain so for all times to come. HRD is, therefore, undertaken on a continuous basis in a proactive, planned manner by allocating resources for the purpose, and by creating an HRD philosophy that values human beings and promotes their development.
- iv) The ultimate object of HRD is to contribute to the professional well-being, motivation and pride of employees. Since an organisation can only be as effective as its employees, an enlightened, motivated and job-satisfied body of employees is the ultimate objective of HRD. HRD achieves this objective by:
 - a) Attracting people to the organisation and holding them.
 - b) Maximising their performance of assigned roles. The most conspicuous assigned roles in any organisation are to meet some minimum levels of quantity and quality.
 - c) Maximising their performance beyond the assigned roles for organisational goals. It is not enough if people within an organisation simply carry out what is required of them. An organisation which depends solely upon its blueprints of prescribed behaviour is a very fragile social system which may grind to a halt at any time. A bureaucracy becomes inefficient partly because it comes to depend solely on prescribed role requirements. People in a bureaucracy work according to rules only. The result is that the problems and cases which fall outside the rules go on accumulating. They are more tossed than tackled. For their solution memoranda are exchanged, precedents are invoked and the already bulky rulebook goes on becoming more bulky and the organisation more inefficient every day.

In order to be strong and effective every organisation demands from its members certain actions which though not specified by role prescriptions are very important because they facilitate the accomplishment of organisational goals. These include : (i) doing acts of co-operation, e.g., lending tools or material to the fellow-worker, diagnosing a defect in his machine, helping a fellow who is behind on his quota and so on (ii) protecting an organisation against disaster, e.g., saving life and property in the organisation (iii) contributing ideas for organisational improvement (iv) self-education, i.e., continually increasing competence and continually raising demands on oneself (v) helping to create a favourable climate for the organisation in the community which surrounds it.

1.6 NEED FOR HRD

No organisation can survive, let alone make a mark, if its employees are not competent in terms of knowledge, skills and attitudes. Competent employees are as much the necessity of a nonprofit organisation as of a profit-making organisation. Both types of organisations need competent employees for the success of their internal and external operations. A profit organisation interested in growing, diversifying or improving its working (such as cost reduction, reduction in delays, increased customer satisfaction, improved quality, market image, etc.) must first think of developing its employees' competencies. Similarly, a nonprofit organisation, say a university or a hospital interested in improving its work culture, must first think of orienting its employees' attitudes. It is common knowledge that the factory system has dehumanised and deskilled various jobs. By enriching workers' roles HRD satisfies their needs of advancement, growth, self-respect, recognition, creativity and autonomy. Under career development plans workers are more or less assured about their future. Other HRD mechanisms such as counseling, monitoring, quality of work life, etc. enable workers to lead an integrated life which is mostly partitioned by the factory system into two lives: the organisational life and the personal life.

Whereas traditional human resource development methods (such as training, job- rotation, etc.) have their relevance and usefulness, they are by themselves inadequate to bring about the kind of system-wide change which is visualized in the concept of HRD. In traditional methods often-top management personnel have the attitude that all is well with them, and it is only the lower level which needs to be trained and developed. Such attitude makes these programmes ineffective because by keeping the interdependent and interacting higher levels out, these levels continue to remain plagued by forces of mistrust, jealousy and authoritarianism. HRD programmes bring about a system-wide change. They gradually enrich the entire socio- technical system.

HRD is needed to develop a proper climate in the organisation. No other traditional method can do this. Executives in most of the traditional organisations seem to hold the following values:

The important human relationships are those which are related to achieving the or-ganisation objectives, i.e., getting the job done.

For being effective in human relationships one needs to be more rational and logical in his behaviour rather than emotional.

Human relationships are most effectively motivated by carefully defined direction, authority and control as well as appropriate rewards and penalties that emphasise rational behaviour and achievement of the objective.

1.7 HRD INSTRUMENTS:

Any systematic or formal way of developing the competencies and motivation of individuals in an organisation and building the organisation's climate can be called as HRD method. As such there can be many HRD methods available for organisations. However, the most frequently used methods are as follows:

- i) **Manpower planning:** Manpower planning is the sheet anchor of all HRD efforts. It is concerned with the following:
 - (a) Assessment of manpower needs, including forecasting such needs based on the analysis of the policies of the company, trends of its development, plans for diversification, etc.
 - (b) Manpower audit, i.e., examining whether manpower strength for various jobs is in-adequate or more than what should be employed. Both understaffing and overstaffing may be highly demotivating in the company.

Thus, manpower planning is linked with corporate plans and strategies on one hand and the job analysis on the other.

- ii) **Performance Appraisal and Feedback:** It is a very critical HRD mechanism under which the performance of an employee is periodically appraised by the employee himself in collaboration with his boss. In the light of the difficulties faced by the employee he redefines his future goals. The mechanism emphasises the development of the employees (by identifying their growth needs) rather than their evaluation. Open, objective and participative appraisal and feedback develop better superior-subordinate relations. During the appraisal interview the superior shares the concerns of the subordinate and even guides him to achieve his targets.
- iii) **Training, Education and Development:** There are 3 different HRD mechanisms with different focus and purpose as shown in the following table:

Activity	Focus	Purpose
Training	Learning of present job	Improved performance on the present job of the employee
Education	Learning of the other related jobs	Preparation of the employee for related jobs in not too distant a future
Development	Learning not related to any specific present or future job	General growth of the employee

Three broad areas in which training may be imparted are technical, behavioural and conceptual. It is commonly believed that the rank and file workers need training in the Technical area only. Training in the other two areas is not very useful for them. But recent experiences of many Indian companies, such as Petrifries (Baroda), have shown that behavioural training to workers produces several useful results.

- (iv) **Potential Appraisal and Promotion:** It is another important HRD mechanism which is concerned with identifying the potential of an employee for future development and promotion in the company. This focuses on finding out periodically the extent to which a given individual possesses the critical attributes required to handle higher level responsibilities. Thus it is linked with job and role analysis. In HRD promotion is not considered to be a reward. This is because it is not based on performance' but it is based on the potential of an employee.
- (v) **Career Development and Career Planning:** It may be useful to help new employees become aware of the various phases of development in the company, and plan with senior employees their specific career path. Necessary help may also be given to employees with limited potential to cope with reality. In the HRD system, corporate growth plans are not kept secret. They are made known to the employees to plan their career.
- (vi) **Compensation and Reward:** These are common positive reinforcers. They should be clearly related to the performance and behaviour of employees. Failure to reward employees properly or over rewarding undeserving employees reduces the reinforcing effect of rewards. Under HRD while salary structure is based on job analysis, salary increase is linked with performance.
- (vii) **O.D. Techniques:** Many organisations make use of several O.D. techniques for the development of their human resource. These include team-building, organisational mirroring, T-group, etc. In team-building people learn how to work in collaboration with each other. Under organisational mirroring, the host group gets feedback from representatives from several other organisational groups about how it is perceived and regarded. The intervention is designed to improve the relationships between groups and increase the inter-group effectiveness. In T-group participants learn to be more competent in inter-personal relationships. They learn about themselves, how others react to their behaviour and about the dynamics of group formation, group norms and group growth.
- (viii) **Role Analysis and Role Development:** This is an extremely important technique of HRD. Under it the job of an individual in the organisation is analysed and enriched in terms of his role and not in terms of his job. He, his immediate superior and subordinates sit together to discuss their

expectations about the job from each other. They then arrive at a consensus about the individual's role and prepare his role description. It is always ensured that a role is sufficiently challenging for the individual, provides him adequate autonomy for taking initiative and is linked with other organisational roles to avoid a feeling of isolation. Whereas role analysis, role development and role description are usually related to managerial jobs, job analysis, job enrichment and job description are related to workers' jobs. Job analysis of a worker's job is done to know its critical attributes which ultimately determine all those job qualities or attributes which a jobholder should possess. Job descriptions describe these qualities. Job enrichment signifies efforts to make a job more motivating.

- (ix) **Quality of Work Life:** For overall development of workers, only good wages are not enough, They also need to be provided with good physical conditions and motivating work. If the work is monotonous or boring it must be redesigned. Several Indian organisations are taking initiative in improving quality of work life of their workers. Bharat Heavy Electricals (BHEL) is one such organisation, which took up job redesign as an O.D. intervention as early as 1975. In an HRD system there is always a focus on employee welfare and quality of work life.

- (x) **Participative Devices:** Following are some important participative devices:

Bi-partite Meetings (between management and workers):

- (a) To arrive at settlements concerning worker's wages and service conditions.
- (b) To review the working of existing settlements and examine their impact on workplace discipline, work ethics, customer service, etc.

Information Sharing: To share information about the business profitability, performance of the company, competition, marketing, etc.

Joint Surveys: Management and union to undertake joint surveys on the state of morale, motivation, grievances of workers, etc., and to jointly plan ways of dealing with these problems.

Task forces: To undertake study of problems like 'Absenteeism', 'Indiscipline', etc., and suggest ways to solve the problem.

Collaborative projects: To undertake jointly certain projects, e.g., a project on employee welfare or workers' education.

Quality Circles: To involve workers at the grass root level for periodically discussing work related problems. Quality circles are small groups of employees which are formed voluntarily. They work on the simple premise that the people who do a job every day know more about it than anyone else, particularly when quality or productivity is involved. In the last few years, many companies, both in the private and public sector (such as J.K. Jute, Bharat Electronics, BHEL, HMT, etc.) have recorded substantial gains by implementing the suggestions given by quality circles in their organisation.

- (xi) **Communication:** This process is fundamental to all aspects of life and is vital to the function of integration. Real communication takes place when the listener truly hears and understands the position and intent of the speaker. This requires a type of listening which is called projective. While hearing the remarks of the speaker the listener must project himself into the mind of the speaker in order to understand the speaker's viewpoint.
- (xii) **Counseling:** It is an important HRD mechanism to provide timely guidance to workers on problems relating to hand and heart. Many Indian companies employ trained counselors for this purpose.

- (xiii) **Grievance Redressal:** A grievance redressal procedure is vital to all organizations big or small. The mere fact that an employee has access to a judicial type of justice is satisfying even though he never has an occasion to use it.
- (xiv) **Data Storage and Research:** This also is a very important HRD mechanism. It is very essential to preserve systematic information about every individual employee on various topics such as the employee's personal characteristics, performance-potential, promotions, salary, etc. so that this may be used for counseling, career planning, training, promotion, etc. Moreover, this information also serves as a base for research on employee problems. Sometimes fresh data may be needed for identifying appropriate interventions for improving the utilization of human resources.
- (xv) **Industrial relations:** Last though not the least important subsystem of HRD is industrial relations. Good industrial relations based on mutual trust and goodwill make the execution of HRD programmes easy. Poor industrial relations based on mutual distrust and fear make execution difficult.

Historically, unions in our country have been playing the role of agitators and bargainers. The thrust of their activities has been towards the economic wellbeing of the workers. In HRD unions are encouraged to make a thrust towards the psychological and social wellbeing of workers. Some important areas in which they are asked to participate are as follows:

- (a) **Communication:** Unions can pass on greater and more varied information to workers about themselves and the organisation. At present they only communicate on service conditions and related issues under this belief that workers are not interested in receiving information on any other issues. This is wrong.
- (b) **Counseling:** Unions can play a very positive role in providing counseling services to employees. Cases of excessive drinking, smoking, drug addiction, indebtedness, etc., are not infrequent and need to be attended to by the unions. Defending a workman during departmental enquiry for these misconducts is not enough.
- (c) **Education and training:** Another important area in which unions can play a development role is education of workers. Unions can help them acquire new human relations and work related skills. The former would include skills of collaboration, empathy, collective action, etc. The latter would include skills to do new jobs and new projects.
- (d) **Welfare:** Unions can help management in developing innovative welfare schemes for employees such as workers' cooperatives, workers' banks, nursery schools, etc.
- (e) **Family and vocational guidance:** Unions can help workers' families in several ways. For example, they can provide guidance in respect of the education and career of workers' children. They can provide conciliation services in settling family quarrels. They can help in creating jobs for the wives of workers and so on.
- (f) **Research:** Unions can play a very significant role in generating data on various dimensions of workers' needs, aspirations, standard of living, etc. For this purpose they can launch research projects either independently or in collaboration with academic institutions.

1.8 HRD PROCESSES

Every method or mechanism has two dimensions: substantive and procedural. Substantive dimension is what is being done; process is how it is accomplished, including how people are relating to each other and what processes and dynamics are occurring. In most of the organisations there is overemphasis on the

substantive aspect of method and the procedural aspect is neglected. Whenever there is a problem in the organisation its solution is sought in the rules and structures rather than in the underlying group dynamics and human behaviour. Thus, rules may be changed, structure may be modified but group dynamics and human behaviour remain unfortunately untouched. It is thought that there is no need to pay any attention to them. This is wrong. In every organisation human process must receive as much importance (if not more) as the substantive dimension. One can find six such processes in operation in an organisation at six different levels HRD methods help in improving these processes as described below:—

- (i) At the personal level there is the existential process. This process tells us how an individual perceives his environment, how he interacts with others, how he achieves his goals in life and so on. If this process is neglected it may adversely affect the integration of the individual with organisation and his quality of work. Career Planning, Performance Appraisal and Review, Feedback, Counseling, Job Enrichment, objective rewards, etc., improve this process.
- (ii) At the inter-personal level we have the empathic process. This process tells us how much empathy individual has for the other person and how does he reach out to the other person and establishes a relationship with him. Communication, conflict, cooperation and competition are some important areas of study in this process. If this process is neglected it may adversely affect the inter-personal effectiveness of individuals in an organisation. Training, Rotation, Communication, etc., improve this process.
- (iii) At the role level we have the coping process. Every individual is required to cope with various pressures and stresses in relation to his role in the organisation. However, if the individual's role is clear and the individual is aware of the competencies required for role performance he can cope with these pressures effectively. Role analysis goes a long way to improve this process.
- (iv) At the group level we have the building process. This process tells us how various groups form themselves as distinct entities in an organisation; how do they become cohesive and strong and how can they effectively contribute to the goals of the organisation. Several OD and team-building exercises improve this process.
- (v) At the inter-group level we have the collaborative and the competitive processes. Both can be either positive or negative. Competition is positive if it poses a challenge to a group in terms of standard of performance and achievement, it is negative if it prevents a group from attaining its goals. Similarly, collaboration is positive if it aims at helping others in achieving a common goal. It is negative if it aims at escaping hard work. This process can be very much improved by creating a climate of trust, authenticity, openness etc. and by clarifying norms and standards.
- (vi) At the organisational level we have the growth process which involves issues relating to organisational climate, self-renewal and change.

1.9 HRD Outcomes

HRD Processes should result in more competent, satisfied and committed people that would make the organisation grow by contributing their best to it. It is important to mention here that:

- (i) HRD processes operating simultaneously affect the outcome.
- (ii) HRD processes are many, whereas outcomes are a few.
- (iii) If HRD outcomes are not present in an organisation at a satisfactory level, then one need to question the adequacy (qualitative and quantitative) of the HRD processes in that organisation.

HRD outcomes should be evident with following objectives:

- More competent people.
- Commitment and more involvement.
- Better utilisation of human resources.
- Job satisfaction and motivation.
- Respect for each other.
- Better organisational health.
- Better generation of internal resources.
- Better problem-solving competencies.
- Collaboration among different units of organisation.
- Self-renewing capabilities, which in turn increase the capabilities of individuals, dyads, teams and entire organisation.
- Team spirit and functioning in every organisational unit.

1.10 Self-assessment questions

1. Define HRD.
2. What is manpower planning?
3. Define Counseling .
4. Differentiate between career development and career planning.
5. What are the O.D. techniques?

1.11 Summary

Today most of the larger public sector and private sector organisations in India are using the techniques of and approaches of HRD to develop their employees for the achievement of organisational goals with individual satisfaction and growth. Human resource development is a planned and systematic approach to the development of people. No organisation can survive, let alone make a mark, if its employees are not competent in terms of knowledge, skills and attitudes. There are many HRD methods available such as; manpower planning, performance appraisal and feedback, Training and development, compensation, and reward etc. HRD process should result in more competent, satisfied and committed people that would make the organisation grow by contributing their best to it.

1.12 Glossary

Counseling : it is a mechanism to provide timely guidance to workers on problems relating to hand and heart.

Quality circles: they are small groups of employees at the grass root level formed for the periodically discussing work related problems.

Task forces: to understand study of problems like absenteeism, indiscipline etc., and suggest ways to solve the problem.

Performance appraisal: in it performance of the employee is periodically appraised by the employee himself in collaboration with his boss.

Career planning: it is an applied career path within the organisation's structure. It is the process of enhancing an employee's future value.

Training: it is about knowing where you are in the present and after some time where will you reach with your abilities.

1.13 Answers: self-assessment

1. For answer refer: section 1.2
2. For answer refer: section 1.7
2. For answer refer: section 1.7
4. For answer refer: section 1.7
5. For answer refer: section 1.7

1.14 Terminal Questions:

- Q.1. Discuss the concept of HRD.
- Q.2. Describe the characteristics and importance of HRD.
- Q.3. Discuss the need of HRD in any organization.
- Q.4. What are HRD instruments? Highlight the various HRD methods in brief.
- Q.5. Discuss the HRD processes in detail.
- Q.6. Describe the outcomes of HRD with the help of suitable examples.
- Q.7. How HRD is distinguished from HRM?
- Q.8. Differentiate between Personnel Management and Human Resource Management.
- Q.9. Describe the important characteristics of HRD in any manufacturing concern.
- Q.10. What should be the requisites of an effective human resource development Policies?

1.15 Suggested Readings:

- Arye, P.P. and Tondon, B.B., Human Resource Development.
- Ahuja, K.K., Chabra, T.N., Managing People at Work.
- Dale Yodar, Personal Management and Industrial Relations.

Lesson-2

Principles and Theories of Learning

Structure:

- 2.1 Introduction
- 2.2 Learning Objectives
- 2.3 Important terms in learning
- 2.4 Classical conditioning
- 2.5 Operant or Instrumental conditioning
- 2.6 Human learning
- 2.7 Other theories of learning
- 2.8 Learning and organisations
- 2.9 HRD strategies and practices
- 2.10 Self-assessment questions
- 2.11 Summary
- 2.12 Glossary
- 2.13 Answers: self-assessment
- 2.14 Terminal Questions
- 2.15 Suggested readings

2.1 Introduction

Learning is a relatively permanent change in the repertoire of behaviour occurring as a result of experience. This definition implies that learning can only be said to occur when a person shows different behaviour, for example when he or she can prove the knowledge of new facts or do something the individual was not able to do before. Changes in behaviour due solely to ageing or injury would not be examples of learning. If, however, an injured person had found ways of adapting to a disability, this new behaviour would then have been learned.

2.2 Learning Objectives

After studying the lesson, you should be able to understand:

1. The various terms related to learning
2. Meaning and concept of Instrumental conditioning
3. Human learning and its factors
4. Single loop and double loop learning
5. Human resource development strategies and practices

2.3 IMPORTANT TERMS IN LEARNING

In studying the psychology of learning it is necessary to understand the meanings of four important terms drive, stimulus, response and reinforcement. In the following definitions the word organism will be used to denote either a human being or an animal.

Drive the necessary condition of arousal or readiness for action or behaviour to begin. It is a condition in which the organism wishes to satisfy a need.

Stimulus the cue or signal which initiates a response. It is usually conveyed by sight, hearing, smell or touch. For example, the ringing of the telephone is the stimulus to pick it up, or the change of colour of the material is the stimulus to alter the application of paint.

Response the behaviour which is the result of stimulation (even though it may not be possible to identify the stimulus). Offer a particular response becomes associated with a particular stimulus so that one almost automatically follows the other, for example changing gear when approaching a corner. The object of much industrial training is to establish these associations.

Reinforcement any event or object which strengthens a response, either by causing it to continue or increase, by providing the organism with some kind of reward. A dog after performing a trick may be rewarded either with food or with a pat and a friendly word. A learner driver when he or she changes gear smoothly may be rewarded with the instructor's approval.

2.4 CLASSICAL CONDITIONING

Experiments with animals have shown two important learning processes: classical conditioning and operant (or instrumental) conditioning.

Classical conditioning is associated above all with the psychologist Pavlov. A typical experiment in this field would proceed as follows.

- a) First stage a dog which is hungry (drive) is shown some food (stimulus). Its mouth waters (response). Eventually it is allowed to eat the food (reinforcement).
- b) Second stage as before, but when the food is shown a bell is also rung.
- c) Third stage the food is not shown, only the bell being rung. The dog's mouth waters at the sound of the bell.

The dog has now been conditioned to respond to a new stimulus. Since this response (watering of the mouth) is a reflex action, i.e. not consciously controlled, it is called a conditioned reflex. By elaboration of this procedure Pavlov was able to show that dogs were colorblind and that they could distinguish between a circle and an ellipse. It is possible that certain superstitions and fears in humans may be due to a classical conditioning process. For example, an American psychologist was able to produce in his infant son terror of a teddy bear by making a loud noise whenever the child was shown the bear.

2.5 OPERANT (OR INSTRUMENTAL) CONDITIONING:

This process, which is much more relevant to human learning, is associated with the American psychologist B. F. Skinner. A typical experiment would proceed as follows:

- a) A special cage is constructed which contains a lever on one side and a food receptacle on the other. Whenever the lever is depressed a piece of food is released from a container into the receptacle.
- b) An animal (very often a pigeon) which is hungry (drive) is placed in the cage. Eventually during the course of random behaviour, it touches the lever with some part of its body and depresses it. This releases the food, which the pigeon eats. After some accidental repetitions of this the pigeon learns the connection between the lever and the food. The sight of the lever (stimulus) leads to the response of pressing it. The food is then eaten (reinforcement). This is an example of learning, because through experience the pigeon now behaves in a new way.

- c) Once behaviour is established in this way, the occasional reinforcement gets better results than the reinforcement of every response (compare people who are told continually while they are learning that they are doing very well).
- d) Behaviour can by operant conditioning that is gradually made more precise and less general. For example, pigeons have been trained to play table tennis with each other, to play simple tunes on a toy piano, and even to reject misshapen tablets in a pharmaceutical factory by pressing levers with their beaks as the tablets go past on a moving belt.

Operant conditioning is different from classical conditioning in the following respects:

- (a) The animal is not passive but active (hence operant).
- (b) Its behaviour is instrumental in obtaining a reward or reinforcement; in classical- conditioning the reward is not important.
- (c) It learns new behaviour instead of providing an existing response to a new stimulus.
- (d) Its behaviour is consciously controlled, not a reflex action.

There are, of course, a number of criticisms of operant conditioning theory, especially the assumption that probable human behaviour can be inferred from observing the behaviour of non-human animals. Experiments on animals may reveal much about the psychology of cats, dogs, rats and pigeons, but not be relevant to the psychology of human beings. Animals possess motivations which are possibly quite different from those of humans, and mute animals cannot be asked why they chose to act in a particular way.

2.6 HUMAN LEARNING

Classical conditioning is not appropriate to learning in commerce and industry since it does not deal with consciously determined responses. Operant conditioning has had one very specific human application, programmed learning, but it has been valuable above all in emphasising the patterns which must be followed if any human learning is to be successful, though it must be borne in mind that operant conditioning with animals as subjects is a form of trial and error learning, whereas most human learning occurs by copying and by receiving explanations in words or diagrams. Taking training in a manual skill as an example:

- (a) The trainee must be motivated to complete the course and must see some benefit from it, for example an increase in pay, a different job title, or the satisfaction of possessing a skill that few have.
- (b) Individual motivation must be maintained during training by various methods:
 - i. Intermediate goal-setting dividing the whole task into self-contained units or elements, each with a given standard of performance the trainee tries to achieve
 - ii. Competition though it should not be carried too far, competition between trainees is frequently motivating
 - iii. Indicating relevance the purpose of any theoretical knowledge or exercises that are given should be explained
 - iv. Maintaining the trainee's attention.
- (c) In designing the programme, the stimulus and response must be made very clear. Recognition of the appropriate stimulus among many incoming sensations, or the appropriate response to a particular stimulus, can be very difficult for a trainee to learn unless the training programme is carefully designed.
- (d) At frequent intervals during the training programme the trainee's responses should be reinforced, not of course by pieces of food but by much less tangible rewards.

- (i) Knowledge of results is an extremely powerful reinforcement for humans. A trainee should very frequently receive reports of the progress he or she is making, either from the instructor or by feedback of a score against a target.
- (ii) Praise by the instructor's strongly reinforcing. Strong criticism or penalties for incorrect responses should be avoided; they tend to emphasise wrong methods unduly, encourage unadventurous behaviour and may cause the trainee to dislike the instructor and the task.

The principles of operant conditioning, therefore, indicate how the best results can be obtained from training in industry and commerce. Other important factors in human learning, not derived from animal experiments, are described in the next paragraph.

Other factors in human learning

The principles described below are generalisations and tendencies rather than scientific laws their truth varies according to the qualities of the learner and to the type of subject matter which is being learned.

- (a) Whole v. part learning a task to be learned is usually taught in parts if it involves difficult perceptions or unusual stimulus response, associations. Motivation is stronger when the whole, rather than parts, is taught, particularly when the learners have, relatively Intelligence. Whole methods, also preferable where the task loses much of its meaning unless dealt with as a complete unit. The teach must therefore decide which method to follow by weighing difficulty against motivation. If a task is learned in parts (A, B, C, etc.), the following procedure has been found to give the best results: ‘

Learn A, then practice A.

Learn B, then practice A + B.

Learn C, then practice A + B + C, etc.

In this way the early parts are not forgotten when the later parts are learned, and the task has more meaning as it is gradually built up.

- (b) Distribution of practice continuous learning should be avoided; either rest periods should be given or practical training alternated with theoretical training. In general, training sessions should be shorter at the beginning of a training programme and longer towards the end. Another generalisation is that complex or difficult material requires shorter sessions than straightforward and simple material.
- (c) The learning plateau graphs showing the relationship between performance and training time are called learning curves. The learning plateau has been explained as follows;
 - (i) The trainee is temporarily discouraged by the increasing difficulty of the task; he or she has lost motivation.
 - (ii) The trainee has acquired some incorrect responses during the first part of the learning programme which he or she must lose if further progress is to be made.
 - (iii) The trainee wishes to look back over the material learned so far and discover its significance.
 - (iv) In the case of manual training, the task may include, some difficult perceptions or stimulus response associations. Up to a point the trainee can make progress simply by copying, but beyond this point, he or she must understand and mentally organise these difficulties.

The learning plateau can be shortened or removed altogether if the material to be learned is carefully analysed and a method devised which anticipates the learner's difficulties instead of leaving the individual to solve them.

2.7 OTHER THEORIES OF LEARNING

Not everything is known about learning, and the operant conditioning (behaviourist) model previously outlined is just one of several approaches to the subject. According to operant conditioning, learning is a responsive process with learners taking no part in deciding what should be learned or the methods of training to be applied. The usefulness of this model is contested by the action learning school, which regards learning as an essentially participative process that actively connects individuals to their environments. Learning is regarded as a manifestation of general intellectual development that need not depend on stimulus-response factors. For example, people learn about time, space and logic through means not at all connected with operant conditioning.

Advocates of action learning assert that learning occurs as people adjust their attitudes and perceptions in consequence of their attempts to relate to the outside world. The mind is said to perform a function similar to that of the digestive system: constantly assimilating, interpreting and accommodating new material.

Another approach to learning is the social learning model, which assumes that the individual possesses an intellect which from the very first day of life attempts to understand events and surroundings.' The social learning approach has the following implications:

- (a) Much human learning results from the observation of other people. At Work, individuals learn to behave, feel and perceive the world in the same way as other employees occupying similar work roles and positions.
- (b) Failure of trainees to learn typically results from mismanagement of the learning process rather than from trainees' personal inadequacies.
- (c) Individuals interact with, and hence learn from, social as well as material environments.

The cognitive model of learning is a further alternative to operant conditioning. 'Cognition' is the mental process that governs the acquisition of knowledge. It involves intuition, perception, imagination and reasoning, and concerns how people acquire ideas and how perceptions are organised. Accordingly, the cognitive model regards learning as the process whereby individuals come to make sense of their experiences, which they constantly reevaluate in order to understand better the environments in which they function. This has the following implications:

- (a) For learning to occur, learners need to be continually and actively involved with learning materials, which they should perceive as valuable and directly relevant to their training requirements.
- (b) Since cognitions derive from complex interactions of thoughts, emotions, observations and experiences, the learning process cannot be dismembered into simple stimulus-response components as suggested by the behaviourists.

Memory

For learning to occur the information that has been learned must be stored in some manner, i.e. it must be remembered. Note (importantly) that a trainee's failure to demonstrate knowledge of something that he or she should have learned could be the result not so much of the person's inability to learn, but rather of his or her not being able to retrieve what was learned. The latter could be due to:

- (a) Decay of learned information, i.e. not using it for a long period so that less is remembered over time. Memories rarely disappear in their entirety, however, and may be recovered decades after, a event even though the memories have lain dormant during the interim period

- (b) Interference with information about a certain topic stored in a person's memory by information concerning other matters, e.g. contradictions between material learned in earlier periods with that learned later on, or confusions among information relating to different topics. The latter might be experienced by a student who spends the day and evening before a chemistry examination revising (say) history. Thoughts relating to history may inhibit the student's recall of material relevant to chemistry during the chemistry examination.
- (c) Memory 'blocks'. People sometimes know that they have the answer to a question but (frustratingly) cannot bring it to mind. The answer is 'on the tip of the tongue', yet remains elusive. Little is known about the physiological causes of this phenomenon.
- (d) Repression, i.e. the stifling of painful memories in order to avoid the feelings of anxiety associated with them.

Forgetfulness

- A number of events and situations are known to encourage forgetfulness. These include:
- Inability to practice
- Lack of repetition of important points during the learning process
- An individual's refusal to recognise the validity of a point because it contradicts his or her internal value system, or is seen as distasteful in some way
- Conflicts between new information and what has been learned in the past
- Previously acquired bad habits where learning is concerned.

Information that is unusual or particularly interesting is less likely to be forgotten (even if it is unimportant) than information that is mundane. These highlighted items are said to have been 'sharpened' in the learner's mind, the remainder having been 'leveled', i.e. remembered only in very general terms.

Dual memory theory: This postulates that individuals can transfer large amounts of information from short-term memory to Long-term memory through combining small units of information into larger blocs. This is only possible, however, if the learner understands each small unit and is thus able to place units into a meaningful context. Examples are remembering telephone numbers' by splitting them into sub-units of three or four digits, or learning a song or poem 'line by line' (each line containing just a few words). Memory is greatly assisted by understanding. Memorization of information that is not understood is extremely difficult. This fact has many implications for learning, especially learning by parts.

2.8 LEARNING AND ORGANISATIONS

The term 'learning organisation' is sometimes applied to companies operating in turbulent environments that require transformations in working methods and which in order to facilitate the introduction of new systems train and develop their employees on a continuous basis. Hence the very essence of the business its products, markets, processes and orientations is likely to alter totally from period to period. Learning organisations discover the key characteristics of their environments and are thus better able to plan ahead. The learning organisation will attempt to identify interactions between the firm's subsystems that facilitate or inhibit the management of change and is better able to cope with environmental and other change because it can accommodate unpredictability. It is not encumbered with rigid and out-of-date plans and procedures.

To learn means to absorb knowledge, acquire skills and/or assume fresh attitudes. Learning results in permanent changes in ability or behaviour, as opposed to short-term changes, which are soon reversed. Organisational learning means all the processes whereby freshly discovered solutions to administrative problems pass into the firm's 'managerial memory', hence becoming integral-parts of the organisation's mechanism for reacting to future events. A consequence is that decision-making procedures are continuously modified and adapted in the light of experience.

Single-loop and double-loop learning

According to Chris Argyris, organisations can be extremely bad at learning, unless the learning is simple and routine. Hence an organisation quickly loses the benefits of experience and reverts to its old bad habits. 'Single-loop' learning, according to Argyris, is the learning necessary for an employee to be able to apply existing methods to the completion of a job. This is contrasted with 'double-loop' learning that challenges and redefines the basic requirements of the job and how it should be undertaken. Single-loop learning typically involves the setting of standards and the investigation of deviations from targets. Double-loop learning means questioning whether the standards and objectives are appropriate in the first instance.

Implementing DLL

DLL inevitably occurs within organisations as they experience crises, fail to attain targets, and experience environmental change. Learning about mistakes in these situations however is costly and inefficient: decisions are taken too late to be effective, and all the benefits of forward planning are lost. Rather the organisation needs to:

- (a) Educate its managers in the methods of learning by doing.
- (b) Formulate its objectives and standards in such a way that they can be evaluated on a continuous basis and the basic assumptions that underlie them can be empirically tested.
- (c) Seek to learn in advance of environmental turbulence or, if this is not possible, adapt its behaviour systematically through trial and error as situations develop.

The first loop in the double-loop system is the discovery of facts, acting upon them and evaluating the consequences. Knowledge gained is formal, systematic and explicit. The second loop involves the development of skills and 'know-how' resulting from the first loop and hence a change in fundamental perspectives on the matter under consideration.

Training, employee relations and staff development

Companies operating in fast-changing environments require regular transformations in working methods and (in order to facilitate the introduction of new systems) must train and develop their employees on a continuous basis. Note however that a learning organisation is far more than a firm which spends large amounts on training. Rather, it requires the unqualified acceptance of change at all levels within the business, including basic grade operatives. Implications of the learning organisation for training, employee relations and staff development are as follows:

- (a) Current policies should be open to question and challenged by all grades of employee. Indeed, management should welcome and actively support questioning.
- (b) Individuals should not necessarily be penalized for experimenting on their own initiative and making mistakes.

- (c) There is a need for heavy emphasis on employee communication, with management diffusing information on current environmental trends throughout the organisation.
- (d) Employee appraisal and reward systems need not be linked to the attainment of existing goals but rather to finding new and profitable fields of activity.
- (e) Workers must possess an understanding of customer, requirements.
- (f) Employees need to learn how to learn; taking their example from top management.
- (g) Managers should encourage workers to manage themselves in relatively autonomous work groups.
- (h) Two-way communication between bosses and their subordinates is essential.
- (i) Managers (especially supervisors) need to develop coaching skills, and to see their role as being that of facilitator rather than simply issuing instructions.

Note how an organisation is, at base, a group of individuals, so that the manner whereby groups within it learn is affected by social, inter-personal and other intangible factors as well as information systems and other formal learning facilities.

Problems of implementation

Creating a learning organisation is difficult, for a number of reasons:

- (a) Employees at all levels within the organisation must want to learn. Thus, the establishment of a learning organisation is a bottom-up process that may not fit in with the culture of a preexisting bureaucratic and hierarchical system.
- (b) Inadequate information, gathering and internal communication systems.
- (c) Organisational politics that might impede widespread acceptance of the idea.
- (d) Top management might not be genuinely committed to the idea.

2.9 HRD STRATEGIES AND PRACTICES

HRD strategy/strengthening HRD is a total integrated system. That is why, strategies of introducing HRD systems must be clear in the mind of the management, a vision that may guide the choice of HRD programmes and direction. It should include the following phases systematically in order to make it purposeful, meaningful and effective for the organisation.

- i. Acceptance of HRD Philosophy and Policy :** The success of HRD system depends upon the acceptance of HRD philosophy and” policy by the top ‘management. HRD exercise becomes meaningful and realistic when an organisation believes that the development of individuals is in its own interest and expresses concern for the growth of its employees because;
 - (i) Organisation provides opportunities, climate and conditions for the development of human resources and its optimisation
 - (ii) The top management is willing to invest adequate time and resources for the development of employees and to examine the organisational context and existing mechanisms in which human resources development will function; and
 - (iii) Employees are willing to avail themselves of the given ‘opportunities for growth and development
- ii) Determination of Major Objectives of HRD:** After adopting the philosophy and policy of HRD top management should determine the major objectives of HRD. An objective specifies a single result to be achieved within a given period of time, which will accomplish all or some of the goals.

- iii) **Factors Affecting HRD :** In HRD strategy, it is necessary to take into account several factors significant to the organisation such as organisational, environmental, social and cultural fact. Although social and cultural factors (casteism, religion, festivals, etc.) affect the HRD programmes, it is mainly affected by the following organisational factors, which according to Pereira and Rao are known as OCTAPAC as under:

OCTAPAC culture is essential for facilitating HRD. Openness is there when employees feel free to discuss their ideas, activities and feelings with each other. Confrontation is bringing out of problems and issues into the open with a view to solving them rather than hiding them for fear of hurting or getting hurt. Trust is taking' people at their face value and believing what they say. Autonomy is giving freedom to let people work independently with responsibility. Productivity is encouraging employees to take initiative and risks. Authenticity is the tendency on the part of the people to do what they say. Collaboration is to accept interdependencies to be helpful to each Other and work as teams.

- iv) **Assessing the Identification of HRD Needs:** After determination of HRD objectives and actors affecting HRD, the next step of HRD strategy is identification of HRD needs through an analysis of organisational objectives such as problem-solving objectives, innovative objectives, group objectives, individual development objectives, regular training objectives, etc. HRD needs—the short-term and the long-term—should be assessed in the context of the organisation.
- v) **Human Resource Planning:** Management should try to develop human resources after making a complete investigation of probable growth, and changes in various functions of the organisation. The major elements in the process of HRD planning are:
- (a) Human resource inventory
 - (b) Human resource forecasting; and
 - (c) Execution of development plans.

On the basis of the above principles, HRD department should prepare a plan for HRD for the company. Such plan should follow the corporate plan and should be both short and long-term.

- vi) **Developmental Programmes:** The next step is to take proper decision in respect of HRD programmes or subsystems. The management should identify the HRD mechanics for implementation and out of this mechanism sub-systems should be chosen for implementation. These programmes or subsystems must be designed in such a manner as to work together as an integrated system.
- vii) **Development of HRD Climate:** HRD climate culture is essential for developing human resources. Thus, management should assess the organisation climate through the HRD climate survey. The survey should identify the factors which shall affect the HRD programmes.
- viii) **Build-up on Infrastructure Facility:** Management should decide the structural aspect of HRD and buildup infrastructure faculties for the success of HRD plans. It includes both internal and external resources and task forces and makes the allocation through HRD budget Every HRD programme has to utilise training personnel and HRD centre properly and effectively.
- ix) **Emphasis on Long Term Results:** Management should have a clear understanding about the expected results of HRD and should have a long-term, strategy linked with corporate goals. HRD decisions and investment should be based on conviction and commitment and not on expectations. At the same time, the executives should keep themselves informed of the suitable changes that are taking place. Indicators of such change should be worked out from the beginning. The HRD department could be asked to attempt at capturing such changes through quick and similar mechanism.

- x) **Evaluation and Corrective Action:** Management should assess or evaluate the developmental efforts and corrective action should be taken if there is any deviation. Management should develop internal monitoring mechanism, built-in periodic review mechanism. HRD should be reviewed and its progress assessed once a year by experts and through meetings and workshops. The assessment of the impact of developmental programmes can be made at three levels:
- (a) Appreciation or endorsement level—Did employees like the HRD programmes and its contents.
 - (b) Learning level—What did they learn during the programmes.
 - (c) Productivity or result levels—Have the new HRD programme given positive results such as reducing the cost increasing productivity, etc.
- xi) **Development of HRD as a Profession:** Most of the organisations are still generating experience in the fields of HRD. Experiences are being generated in the areas of Performance Appraisal, Potential Appraisal and Counseling. Team-Building and OD, Job-Rotation, Career Planning and Development, HRD information system, etc. Instead of each organisation rediscovering the wheel, it will be useful if organisations share their experiences and learn from each other like the U.K. and Japan and must develop a professional atmosphere of the Human Resource Development.

2.10 Self-assessment questions

1. What is stimulus?
2. Define reinforcement.
3. What do you mean by learning?
4. Define single loop learning.
5. What are the factors affecting HRD?

2.11 Summary

Over the past century, educational psychologists and researchers have posited many theories to explain how individuals acquire, organize and deploy skills and knowledge. To help readers organize and apply this extensive body of literature, various authors have classified these theories in different ways. For this summary, learning theories are grouped into three basic categories:

- Behaviourist learning theories
- Cognitive-information processing learning theories
- Cognitive-constructivist learning theories.

2.12 Glossary

Drive: the necessary condition of arousal or readiness for action or behaviour to begin. It is a condition in which the organism wishes to satisfy a need.

Response: the behaviour which is the result of stimulation.

Reinforcement: any event and object which strengthen a response, either by causing it to continue or increase, by providing the organism with some kind of reward.

Stimulus: the cue or signal which initiates a response. It is usually conveyed by sight, hearing, smell or touch.

Memory: for learning to occur the information must be stored in some manner. The place where it is stored is called memory.

Single loop learning: it involves the setting of standards and investigation of deviations from targets.

Double loop learning: it means questioning whether the standards and objectives are appropriate in the first instance.

2.13 Answers: self-assessment

1. For answer refer: section 2.3
2. For answer refer: section 2.3
2. For answer refer: section 2.5
4. For answer refer: section 2.7
5. For answer refer: section 2.8

2.14 Terminal Questions

- Q.1. Discuss the meaning of Drive, Stimulus, Response and Reinforcement.
- Q.2. What Stages are involved in Classical Conditioning of Learning Theory?
- Q.3. How does instrumental conditioning of Learning theory Work?
- Q.4. Discuss the concept of human Learning.
- Q.5. Discuss the important Theories of Learning.
- Q.6. What do you mean by Dual Memory Theory? Discuss.
- Q.7. Differentiate between single-loop and double-loop learning.
- Q.8. Discuss in detail the various HRD strategies applicable in Indian context.
- Q.9. Discuss the various factors which affect HRD.
- Q.10. Can HRD be treated as a Profession? Discuss.

2.15 Suggested Readings

- Dubin, Robert, Human Relations in Administration.
- Fayol, Henri, General and Industrial Management.
- French Wendell; The Personnel Management Process.

Lesson-3

HRD and the Supervisor

Structure:

- 3.1 Introduction
- 3.2 Learning Objectives
- 3.3 Functions of HRD Department
- 3.4 Qualities of a HRD supervisor
- 3.5 HRD Matrix
- 3.6 HRD Mechanisms
- 3.7 Self-assessment questions
- 3.8 Summary
- 3.9 Glossary
- 3.10 Answers: self-assessment
- 3.11 Terminal Questions
- 3.12 Suggested readings

3.3 Introduction

Developing human resources is sometimes that could be initiated and facilitated by HRD Departments, but achievement of its goals depends entirely on various implementing agents and agencies. At the organisational levels, there are line managers and at the National level, there are various agents and agencies. But for helping an employee to grow and develop in any organisation, it is necessary to understand, the conditions associated with development. The following are some such conditions:

- (i) **Interest:** Development cannot take place if the person himself is not interested in it. The first condition for Human Resources Development' is to ensure the interest of the individual in developing himself. Quite often, higher level officers in the organisations write-off some of their employees as not growing and not willing to grow. Such perceptions only show bias, no individual wants to stagnate. Only others, because of their expectations and their limited perspectives brand people as stagnating. This may be because of the difference between the observer's interest in the employee's development in one direction, being different from the employee's own desire to learn something else. It is useful to know in which areas the employee is interested in developing. Through such an understanding and mutual discussion it may be possible to create interest in individuals for new area of development that are congruent with organisational goals and plans.
- (ii) **Aptitude:** Although the recent researches in behaviour suggest that individuals can learn any skills, there is also ample evidence to show that some individuals can grow faster on some dimensions than on others. These are called aptitudes. While in the developed countries there are enough opportunities for an individual to know about his potential through psychological tests, school counseling services, family guidance services, etc., we do not have such services easily available in India. An individual himself may discover, quite often too late, that he is good at certain things and he is not as good at certain other things. A person's insight into his strengths and weaknesses may depend on his introspective

capability and the opportunities he gets to test himself. In organisations where fresh graduates are exposed to a variety of jobs through job rotation procedures, the young men get opportunities to test themselves and their aptitudes in relation to various functions. In the organisations which do not have such a job rotation policy at the early stages of employee's careers the chances of round pegs being put in square holes increase. While every individual should attempt to discover his own potential, the organisation also has an obligation to create conditions for such a discovery.

- (iii) **Direction to Grow and Develop:** Besides discovering his aptitudes, the individual should be in a position to make a clear choice about his career. He might discover that he has more than one strength. A combination of his strengths may indicate that he is good at a number of things. Some careers may be more paying than others. Sometimes the individual may have the strengths required for a particular career, which according to him is rewarding only in a limited way. In such a case he should be able to take the risk and create opportunities for himself to develop strengths required for new careers. Through a good career planning and training system the organisation should attempt to help him to develop himself. The organisation should also help in setting such career goals realistically.
- (iv) **Identification of Opportunities:** Identification of potential, strengths, weaknesses, etc., may have a demoralizing effect on the employees if no system exists for developing or overcoming them. Opportunities for development of the individual employees within and outside the organisation should be planned.
- (v) **Strategies for Development :** While the organisation should plan for the growth of the employees according to their career plans, it is unrealistic to expect the organisation to support the career goal each individual employee has. However, the organisation should help the individual to understand the limitations and work out alternative strategies.
- (vi) **To make Efforts for Development:** Mere interest in development does not serve any purpose if the individual is not prepared to invest himself and his energies in his development. Such an investment would depend upon how much he is prepared to act. Development can take place only through concentrated efforts to acquire knowledge and the ability to experiment with the knowledge. High activity level and risk-taking orientation accelerate learning.
- (vii) **Periodical Reviews:** Persons cannot develop in isolation. Most of the development at higher levels is facilitated through human interaction. A person should either have a reference group or a few selected helpers in the environment for periodical reviews. The reference group or selected helpers act as mirrors so that the individual can continuously look at himself in the direction in which he is growing.
- (viii) **HRD Climate :** The responsibility for creating such a climate lies at every level with higher level officers and the top management of the organisation. Such a climate facilitates free expression of feelings, emotions, free exchange of views, opinions and at the same time having mutual trust.

3.2 Learning Objectives

After studying the lesson, you should be able to understand:

1. Various functions of human resource development.
2. Qualities of a human resource development supervisor.
3. Performance appraisal, potential appraisal and career planning.
4. Human resource information system.

3.3 FUNCTIONS OF HRD DEPARTMENT

- Develop a HR philosophy for the entire organisation and get the top management committed to it openly and consistently.
- Keep inspiring the line managers to have a consistent desire to learn and develop.
- Constantly plan and design new methods and systems of developing and strengthening the HRD climate.
- Be aware of the business/social/other goals of the organisation and direct all their HRD effort to achieve these goals.
- Monitor effectively the implementation of various HRD sub-systems mechanisms.
- Work with unions and associations and inspire them.
- Conduct human process research, organisational health surveys and renewal exercises regularly.
- Influence personnel policies by providing necessary inputs to the personnel department/top management.

3.4 QUALITIES OF A HRD SUPERVISOR

According to Rao, a successful HRD manager requires the following skills:

(a) Essential Qualities:

- (i) Positive thinking and positive attitudes towards people.
- (ii) A high desire to learn.
- (iii) Interest in people.
- (iv) Helpful attitude.
- (v) Initiative taking or proactivity.
- (vi) Practice and perseverance.
- (vii) Communication skills.
- (viii) Objectivity in approach.
- (ix) Personal example and sense of discipline.

(b) Functional Competencies:

- (i) Knowledge of appraisal systems and their functioning in various organisations.
- (ii) Knowledge of potential appraisal, assessment centers, in basket exercises and such other potential development mechanisms.
- (iii) Knowledge of various tests, questionnaires and other measures of human and organisational processes.
- (iv) Ability to design and coordinate training programmes for managers, supervisors and workers.
- (v) Professional knowledge of personnel management and basic understanding of the industrial relations.
- (vi) Knowledge of organisational culture and organisational diagnosis and development skills.
- (vii) Knowledge of career planning practices and skills to develop systems.
- (viii) Knowledge and skills of counseling.
- (ix) Knowledge and skills in behavioural science research.

- (x) Knowledge of role analysis methods, team building interventions, job rotation, etc.
- (xi) Knowledge of learning theories and personality development.

Managerial Competencies:

- i. Organizing ability-the ability to identify talent and organise work, maintenance and monitoring and feedback of information.
- ii. System design and development skills.
- iii. Implementation skills.
- iv. Change a gentry skills.
- v. Leadership abilities.

(c) Some Do's and Don'ts for HRD Manager

The HRD Manager should never lose sight of his mission, which is to create a proper HRD climate. Many HRD managers unwittingly allow themselves to be lost in the routine jobs of recruitment, promotion, transfers, rewards, etc. These functions do satisfy their ego and power needs but they leave hardly any time for creating HRD climate in the organisation.

The HRD manager should always be on his feet interacting with the employees and the line managers, knowing their problems inviting suggestions and building rapport with them. Many HRD managers think that their job is simply to launch various subsystems, starting of course with the performance appraisal. Once these subsystems are introduced they think that their job is over. Then they sit back on their tables and indulge in all sort of paper work without caring to know what is going on in the minds of employees and line managers. This is wrong. Infect, they should spend most of their time in the field to get new ideas for correcting and improving the HRD system. At Steel Tubes of India Ltd. the HRD manager is selected by the workers, thus emphasising the point that he has to have the ability to take people along with him.

The HRD manager should not allow himself to be surrounded by sycophants. Once an HRD Manager is known to have become close to die chief executive as a result of his direct access to him people start perceiving the HRD manager as a potential source of promotion and reward. They then begin playing on his time, telling him what they feel he should hear and not what is cornet Sometimes, people may even begin envying his power and may hold back cooperation and information from him.

The HRD manager should not overindulge in introducing HRD subsystems at the cost of HRD spirit, he must always remember that these sub systems are only the means and not the end. Therefore, they should not be unduly stressed. For example, the HRD manager should not waste his time in collecting information about how well the appraisal form are filled, number of people rotated, number of people trained, number of programmes organised and so on.

The HRD manager (if he is invited from outside) must work for his early withdrawal. Unlike other managers he should not try to entrench himself permanently in the organisation. He should remember that his object is to develop the right organizational climate to such a level where his continuance becomes unnecessary. (In the beginning an external consultant may be necessary for a successful HRD effort because he not only brings expertise with him but can also objectively confront several issues in the organisation, which an internal person may find difficult to do. But in due course, the external consultant should withdraw from die organisation and the internal people should take over.

3.5 HRD MATRIX

The HRD Matrix shows the interrelationships between HRD instruments, processes, outcomes and organisational effectiveness as shown in Table 3.1.

- a) **HRD instruments:** These include performance appraisal, Counseling , role analysis, potential development, training, communication policies, job rotations, rewards, job enrichment programmes, etc. These instruments may vary depending on the size of the organisation, the internal environment, the support and commitment of the top management, the competitive policies, etc.
- b) **HRD processes:** The HRD instruments lead to the generation of HRD of processes like role clarity, performance planning, development climate, risk-taking, dynamism in employees. Such HRD processes should result in more competent, satisfied and committed people that would make the organisation grow by contributing their best to it.
- c) **HRD outcomes:** As shown in table 3.1 HRD instruments and processes make people more committed and satisfied, where they tend to give their best to the organisation enthusiastically.
- d) **Organisational Effectiveness:** Dimensions: Such HRD outcomes influence the organisational effectiveness, which in turn, depends on a number of variables like environment, technology, competitors, etc.

Table 3.1

A Schematic Presentation of Linkages between HRD Instruments, Processes, Outcomes and Organisational Effectiveness

HRD Mechanism of Sub-systems or instruments	HRD Processes & HRD Climate Variables	HRD Outcomes Variables	Organisational Effectiveness dimensions
HRD Department	Role Clarity	More Competent People	Higher Productivity
Performance Appraisal	Planning of Development by every Employee	Better Developed Roles	Growth and Diversification
Review, Discussion, Feedback,	Awareness of Competencies	Higher Work Commitment & Job	Cost Reduction
Counseling Sessions	Required for Job Performance	Involvement	
Role Analysis Exercises	Proactive Orientation	More Problem Solving	More Profits
Potential Development Exercises	More Trust	Better Utilisation of Human Resources	Better Image
Training	Collaboration & Team Work	Higher Job-satisfaction and Work Motivation.	
Communication Policies	Authenticity	Better Generation of Internal Resources	

Job Rotations	Openness	Better Organisational Health	
OD exercises	Risk-taking	More Team-Work, Synergy and Respect for Each other	
Rewards	Value Generation		
Job-enrichment Programmes	Clarification of Norms and Standards		
Other Mechanisms	Increased Communication		
	More Objective Rewards		
	Generation of Objective, Data on Employees, etc.		

Other Factors	Other Factors
Personnel Policies, Top Management Styles, Investments on HRD, Top Management's Commitments, History, Previous Culture, Line Manager's Interest, etc.	Environment, Technology, resource Availability, History, Nature of Business etc.

Source : T.V. Rao, The HRD Missionary, Oxford IBM, New Delhi, 1990.

3.6 HRD MECHANISMS:

Many HRD mechanisms are available to develop the competencies of employees and improve the overall organisational climate. The major ones are discussed below:

- a) **Performance appraisal:** Performance appraisals have become increasingly important tools for organisations to use in managing and improving the performance of employees, in making timely and accurate staffing decisions and ‘improving the overall quality of the firm’s product and services. The appraisal process is a formal way of evaluating an employee’s performance. Its purpose is to provide an accurate picture of past and/or future employee performance. To meet this, performance targets are set. The targets are based on job-related criteria that best determine successful job performance. Where possible actual performance is measured directly and objectively. Using a wide variety of techniques, specialists select an appropriate method to measure employee’s actual performance against the previously set targets. The process is used to strengthen the effort-performance linkage. Appraisals help an organisation communicate its expectations regarding performance and the connection between performance and rewards to employees. They increase employees’ confidence when employees’ receive feedback that their efforts are being adequately rewarded. The feedback is offered through an evaluation interview. Here the rater tries to give both positive and negative sides of employee performance. To be useful workers or supervisors should use HRD oriented appraisals as a mechanism to:

- Uncover difficulties faced by the subordinate while handling assigned tasks and try to remove these hurdles.
 - Understand the strengths and weaknesses of subordinates and help the subordinate to overcome the obstacles in the way.
 - Encourage subordinates to meet problems head-on, accept responsibilities and face challenges with confidence and courage.
 - Plan for effective utilisation of the talents of subordinates.
- b) **Potential appraisal:** The term 'potential' refers to the abilities possessed by an employee but not put to use currently or the abilities to assume challenging responsibilities in future assignments. The term 'performance' refers to one's skills, abilities in meeting the requirements of the job which one is holding currently. Potential appraisal is different from performance appraisal, which shows an employee's current performance in his existing role. If the employee is required to play a completely different set of roles at higher levels, potential appraisal needs to be carried out at regular intervals. The objective of potential appraisal is to identify the potential, of a given employee to occupy higher positions in the organisational hierarchy and undertake higher responsibilities. The appraisal is carried out on the basis of (i) supervisor's observations (ii) performance data relating to various previous roles played by an employee (iii) performance on roles in simulated settings relating to a new position. A good potential appraisal system helps management to pick up a suitable candidate for a given job and offer additional training, if necessary.
- c) **Career planning:** A career is a sequence of positions held by a person during a course of a lifetime. Career planning is a process of integrating the employees' needs and aspirations with organisational needs. Career programmes and HR programmes are linked to the degree that they help each individual meet individual and organisational requirements. In the HRD system the long term growth plans of a company are not kept secret. They are made known to the employees. Major changes are discussed at all levels to promote understanding and commitment among employees. The immediate concern of employees would be to find out where do they stand in such a road map. Do they have any chance to grow while building the organisation brick by brick. Since managers have information about the growth plans of the company they need to transmit their information to their subordinates. The subordinates should be assisted in planning their careers within the company. It is however, not necessary that each one of them would scale new heights every year but at least they are aware of the opportunities and get ready for greater challenges ahead. Career planning does not guarantee success. But without it, employees are rarely prepared to en cash the opportunities that come their way.
- d) **Training and employee development:** Training has gained importance in present day environment where jobs are complex and change rapidly. Training is a learning experience designed to achieve relatively permanent change in an individual that will improve the ability to perform on the job. Employee development, on the other hand, is a future-oriented training process, focusing on the personal growth of the employee. To illustrate, a bank officer can receive training to improve skills on a latest computer, whereas development may come from a workshop in 'Effective inter-personal Skills'. Both training and development focus on learning. To be effective, training should be conducted in a systematic way-backed up by careful needs assessment, solid programme design and thorough evaluation of results. Training programmes should not be designed as quick fixes for organisational

problems, nor should they depend on faddish techniques just because they are popular now and are followed by our next-door- neighbour. Instead, training should be planned to meet the specific needs of the organisation and its employees. To survive and grow in a competitive environment, organisations have to motivate their employees to get ready for all kinds of future challenges. An emphasis on continual training and education can help firms in this direction.

- e) **Organisation Development:** Organisations are never perfectly static. They keep on changing Employees' skills and ability, therefore, require continual upgrading. The future is uncertain and full of surprises. It is not easy to fight the forces of change without adequate preparation and training. A systematic planned way of managing this change is through the process of OD. OD may be defined as a change effort that is planned, focused on an entire organisation or a large sub-system, managed from the top, aimed at enhancing organisational health and effectiveness and based on planned interventions made with the help of a change agent or third party who is well versed in the behavioural sciences (Beckhard). Let us examine the important components of this definition:

- The change effort is planned and proactive.
- Changes are aimed either at a whole organisation or any department/division.
- Effort is managed from the top, integrating various parts of the system.
- The major focus is on increasing the capability for long-run effectiveness, developing the organisations self-renewing capacity, including its ability to create new and innovative solutions to its problems.
- OD uses several interventions such as process consultation, team building, third- party intervention, sensitivity training, survey feedback etc.
- The changes are brought about through a consultant/specialist.

Initially, the change agent tries to find the psychological health of the organisation through employee surveys. After identifying the problems such as absenteeism, low output, conflicts, etc., efforts are made to improve the overall climate through various means.

- f. **Reward:** People do what they do to satisfy needs. They choose to behave in ways which will maximise their rewards. The most obvious reward is pay, but there are many others. Intrinsic rewards come from the job itself, such as feelings of achievement, pride in doing a job, etc. Extrinsic rewards come from a source outside the job, including pay, promotions and benefits offered by management. Rewards could be linked to performance as well to motivate high achievers to do well. If rewards are allocated completely on nonperformance factors such as seniority, job title, etc, then employees are likely to reduce their effort. Nowadays organisations also use team-based rewards to motivate empowered work teams to exceed established targets.

Behavioural scientists point out the need to practice the principle of equity or fairness while designing the reward structure within a company. The question involves consideration of three kinds of equity:

- External equity: The extent to which pay rates for particular jobs correspond to rates paid for similar jobs in the external job market.
- Internal equity: The degree to which pay rates for various jobs inside the organisation reflect the relative worth of these jobs.
- Individual equity: The extent to which pay rates allocated to specific individuals within the organisations reflect variations in individual merit.

To incorporate these three types of equity into compensation systems, jobs are evaluated systematically to determine equitable pay differentials among jobs. To address the external equity issue, pay surveys are undertaken. A pay survey is a survey of the labour market to find the current rates of pay for key jobs included in the survey-reflecting a cross section of jobs in the organisation. The pay survey data for key jobs is matched to job evaluation points with a view to develop an equitable pay structure. As far as individual equity is concerned, every effort is made in HRD systems to encourage employees to acquire new skills and capabilities so that they become eligible to obtain suitable rewards in the form of bonus, special privileges, letter of application, stock options, etc.

Table 3.2.

Employee Welfare Services and Benefits

1	Payments for time not worked Paid holidays/vacations/rest periods Shift premium, Sick leave with pay
2	Security, Safety and Health Medical facilities Sickness benefits Old age benefits Family benefits Maternity leave Invalidity benefits Survivor's benefits Injury/Accident compensation Provident fund/pension/gratuity Retrenchment benefits Dependents benefits Insurance benefits
3	Recreational, Educational and Miscellaneous Canteens, lunch rooms, subsidised food Consumer cooperative stores Credit societies Housing Legal and financial investment services Employee counseling Holiday homes Educational benefits Transport facilities, LIC Parties, picnics, social activities

	Games, sports, clubs, pooja gifts Performance awards, etc. Outplacement help
	Cultural programmes Child care facilities Uniforms, washing allowances

Quality of Work Life (QWL) efforts are systematic efforts by organisations to give workers a greater opportunity to affect the way they do their jobs and the contributions they make to the organisation's overall effectiveness (Davis, p.518). It is a way of empowering employees by giving them a greater 'say' in the decision making process. QWL means having good working conditions, good wages and benefits, good leadership and interesting, challenging jobs. QWL efforts include the following (Davis, pp. 498 to 522).

- Employee involvement: Here employees are given the opportunity to participate i.e. the decisions that affect them and their relationship with the company
- Quality circles: These are small groups of employees who meet regularly to find, analyse and solve quality and other work-related problems of a particular department/section/area.
- Socio-technical systems: These are interventions in the work situation that redesign the work, the workgroups and the relationship between workers and the technologies they use to perform their jobs.
- Co-determination: In this method representatives of workers meet management in a formal way to discuss and vote on important decisions that affect the lives of workers.
- Self managed work teams: These are employee groups (also called autonomous workgroups) with a high degree of decision-making, responsibility and behavioural control for completing their work. The team is usually given the responsibility for producing an entire product or service.
- Suggestion programmes: it is a formal method for generating, evaluating and implementing employee's ideas.
- Open door policies: Where open door policies exist, employees are free to walk into any manager's office with their problems and seek solutions to such problems.

HRD systems focus on employee welfare and QWL by continually examining employee needs and meeting them to the best possible extent.

Human Resource Information: Human Resource Information System (HRIS) is a method by which an organisation collects, maintains and reports information on people and jobs. The information is generally stored in a central human resource data bank, preferably in a computer containing the following details:

- Personal data : identification, education, reserved category, place of origin, etc;
- Recruitment data : entry date, grade in aptitude tests, grade in leadership tests;
- Experience data : placement history, promotions, tasks performed grade wise;
- Appraisal data : appraisal on each job, ratings of behaviours in a group, commitment to overall goals, etc.;
- Training data : nature of training received at each level, current training assignment, etc.;

- Miscellaneous: health status, personal problems, security needs, record of incentives received, absence and sickness data, etc.

This information is put to use whenever there is a need to identify employees for certain special assignments.

Each of the subsystems described contribute to the achievement of overall HRD goals. Performance and potential appraisal helps an employee develop his role capabilities and prepare himself for future changes. Training improves his learning abilities. Feedback and performance coaching helps him correct mistakes and improve inter-personal relationships. OD promotes the collaborative spirit and self-renewing skills. Rewards and welfare amenities enrich the life of employees and help them carry out the assigned tasks with zeal and enthusiasm. It should be remembered that the subsystems discussed above should not be viewed in isolation. They are all inter-connected and interdependent parts. When viewed in isolation, they do not offer the synergistic advantages of a well-developed HRD system.

3.7 Self-assessment questions

1. Define HRD matrix.
2. What is OD?
3. What do you mean by QWL?
4. What is the importance of rewards in organisation?
5. Briefly explain human resource information system.

3.8 Summary

The present chapter made an attempt to define the term human resource development and the role of HRD supervisor in the organisation. Developing human resource is something that could be initiated and facilitated by HRD departments, but achievement of its goals depends entirely on various implementing agents and agencies, at the organisational levels, there are line managers and at the national level, there are various agents and agencies. HRD system focuses on employee welfare and Quality of work life by continually examining employee needs and meeting them to the best possible extent. HRD managers must possess essential qualities, functional qualities and managerial qualities in order to perform human resource development activities in an organisation.

3.9 Glossary

Organisational Effectiveness: can be defined as the efficiency with which an association is able to meet its objectives. This means an organization that produces a desired effect or an organization that is productive without waste.

Potential appraisal: Potential appraisal is a future-oriented appraisal whose main objective is to identify and evaluate the potential of the employees to assume higher positions and responsibilities in the organizational hierarchy.

Reward: it is an incentive plan to reinforce the desirable behaviour of workers or employers and in return for their service to the organization

Quality of work life: it refers to the favourableness or unfavourableness of a job environment for the people *working* in an organisation.

Human resource information system: It is basically an intersection of human resources and information technology through HR software. This allows HR activities and processes to occur electronically.

Quality circles: they are small groups of employees at the grass root level formed for the periodically discussing work related problems.

3.10 Answers: self-assessment

1. For answer refer: section 3.5
2. For answer refer: section 3.6
2. For answer refer: section 3.6
4. For answer refer: section 3.6
5. For answer refer: section 3.6

3.11 Terminal Questions

1. What should be the qualities of a supervisor to develop Human Resources?
2. What are the various functions of HRD Department?
3. What is HRD matrix? Discuss.
4. Discuss the various mechanisms of HRD.
5. What is OD? Examine the important components of OD
6. Explain with the help of examples the contents included in employees' welfare services.
7. What is Human Resource Information? What types of information are included in it?
8. What do you mean by QWL? How does it work?
9. Differentiate between Career Planning and Training Components of HRD.
10. What should and should not be done by HRD manager?

3.12 Suggested Readings:

- Ghosh, P., Management of Human Resources.
- Jucius Michael, J., Personnel Management.
- Scott, W.G., Human Relations in Management.

Lesson-4

Line Managers And Human Resource Development

Structure:

- 4.1 Introduction
- 4.2 Learning Objectives
- 4.3 The HRD Matrix and HRD responsibility of line management
- 4.4 The role of line managers
- 4.5 Self-assessment questions
- 4.6 Summary
- 4.7 Glossary
- 4.8 Answers: self-assessment
- 4.9 Terminal Questions
- 4.10 Suggested readings

4.1 INTRODUCTION

Many organisations are adopting human resource development (HRD) systems and practices. Human resource development has the following objectives:

To provide a comprehensive framework and methods for the development of human resources in an organisation;

To generate systematic information about human resources for purposes of manpower planning, placement, succession planning, and the like;

To increase the capabilities of an organisation to recruit, retain, and motivate talented employees;

To create a climate that enables every employee to discover, develop, and use his or her capabilities, to a fuller extent, in order to further both individual and organisational goals.

The following components of HRD help in achieving its objectives:

- i) **Performance Appraisal** includes identification of key performance areas, target setting, assessment of behavioural dimension, and self-assessment. In an open appraisal system, all information is available to the appraisee. Performance analysis focuses on helping the appraisees to understand job-related issues concerning his or her behaviour.
- ii) **Potential Appraisal** involves identification of critical functions and qualities required to perform these functions for each role in the organisation, measurement of these critical attributes, periodic assessment of employees for potential to perform higher-level roles, and promotion policies.
- iii) **Career Planning and Development Systems** usually include identification of career opportunities within the organisation, plans for organisational growth, promotion policies, feedback and counseling, job rotation, identification of career paths, and managing of problem employees.
- iv) **Feedback and Counseling Subsystems** are sequels to performance appraisal, potential appraisal, and career development.

- v) **Training** is usually concerned with assessment of training needs and policies, dissemination of information about training opportunities, organisation of internal training programmes, and evaluation and follow up.
- vi) **Reinforcement** (usually called reward systems) helps in reinforcing desirable values, attitudes, behaviours, and collaboration in an organisation.
- vii) **Organisation Development and Research** subsystems aim at maintaining and monitoring organisational health; assisting problem departments helping interested units and departments in self-renewal, conflict management, and creation of strong teams and establishing processes that promote enabling capabilities in the organisation. Research also helps in analyzing information generated by the HRD subsystems.
- viii) **Management Information systems** maintain and update information about skills, capabilities biographical data, performance appraisals, potential appraisals, and training.

These various subsystems are interrelated (Pareek & Rao, 1981). For example, performance appraisal provides inputs for training, research and OD, data storage, feedback and counseling. When all these subsystems operate simultaneously and in concert, the organisation may be said to have integrated HRD.

Three emphases are involved in the concept of HRD. First persons working in organisations are regarded as valuable resources, implying that there is a need to invest time and effort in their development. Secondly, they are *human* resources, which means that they cannot be treated as one treats material resources. Thirdly, HRD does not merely focus on employees as individuals, but also on other human units and processes in the organisation. These include the roles or jobs in the organisation, dyadic units (each consisting of an employee and his or her boss), the various teams in which people work, inter-team groups, and the total organisation.

Personal development would imply the following: (a) helping the person's self- management by the development of skills and the setting of realistic goals (b) monitoring growth and development and (c) facilitating and advancement or promotion. The main emphasis in the job or role area is on producing pride, so that the individual feels worthwhile. For the dyadic group (the employee and the supervisor), the main focus is on the development of trust and mutuality. The emphasis of HRD for the various teams (task groups, committees, departments, etc.) is on the developing collaboration and problem-solving capability both in the members and in the teams. The main emphasis in interterm development is on cooperation among various groups and teams. For the organisation, the main emphasis is on viability and self-renewal.

4.2 Learning Objectives

After studying the lesson, you should be able to understand:

1. Human resource development matrix.
2. HRD responsibility of line managers
3. The role of line managers in HRD

4.3 THE HRD MATRIX AND HRD RESPONSIBILITY OF LINE MANAGEMENT :

We have briefly mention six different units in the organisation concerned with HRD. There are five main components of HRD: training, appraisal (both performance appraisal and potential appraisal, including performance review and counseling), organisation development (including research and system development), rewards, and career planning. We thus have a matrix consisting of six foci of HRD and five components of HRD. The six foci of HRD are interrelated. The effectiveness of one contributes to the effectiveness of the others. The following matrices (Tables 4.1 and 4.2) illustrate the relationships between these six foci of HRD and the five functions or components of HRD.

We shall now use the matrix concept to discuss the respective roles of line management and the HRD specialist.

Table 4.1,
HRD matrix : HRD responsibility
HRD Components

	Training	Appraisal	OD	Reinforcement	Career growth
Person	Establish system for training- needs survey and follow up.	Design systems, implementation, and follow up; provide reinforcement.	Develop person-oriented interventions.	Reward attributes.	Develop potential-appraisal system.
Role	Establish job training and follow up.	Prepare KPAs and CAs.	Provide role Interventions, job enrichment, and work redesign.	Reward responsibility.	Provide role growth through motivation; review role content.
Dyad	Provide training in counseling.	Appraise counseling and trust.	Develop team-building interventions.	Reward employee development.	Provide counseling.
Team	Do strategy planning; provide team training.	Provide team appraisal.	Develop team-building interventions.	Develop system for team rewards.	Emphasize leadership role.
Interterm	Do strategy planning.	Provide for inter group work.	Establish collaboration	Develop system for interterm rewards.	Develop system of rotation among departments.
Organisation	Provide training on goals, organisational values, philosophy, etc.	Emphasis role of institutional values.	Provide survey feedback, disseminate information on experiments.	Develop intrinsic rewards.	Provide career counseling for people who have achieved maximum growth in organisation.

	Training	Appraisal	OD	Reinforcement	Career growth
Person	Request training, help in implementation.	Set goals, do performance analyses.	Create conducive climate.	Provide intrinsic rewards.	Set career goals; suggest career growth plans.
Role	Provide role analysis.	Set objectives for KPAs provide feedback on new KPAs.	Provide more responsibility.	Provide intrinsic rewards.	Provide support and help.
Dyad	Counsel; provide feedback to HRD.	Counsel employees, provide feedback to HRD on problems and achievements.	Create conducive climate.	Encourage interaction.	Provide counseling.
Team	Identify needs.	Counsel teams.	Reinforce; request interventions	Reward cooperation.	Encourage interdepartmental experiences.
Organisation	Volunteer as a trainer	Establish linkage between goals and values.	Implement plans; request surveys.	Reward institutional contributions.	Counsel and help.

4.4 THE ROLE OF LINE MANAGERS:

Line managers have an important role to play in ensuring the realization of HRD objectives. While the top management should make available the resources required for investment in human resources and the HRD department should provide instruments and systems that can be used by the organisation, it is ultimately the line managers who translate these into action. This requires realization on the part of the line managers that they have the *responsibility to develop* and utilize their employees. Development can be defined as the acquisition of new capacities. These capabilities may help in performing existing tasks better or faster or in performing new tasks. They may be cognitive abilities or skills. They may deal with managerial functions or technical functions or behaviour. Development of employees requires certain conditions:

The employees should perceive that acquiring new capabilities helps in fulfilling his or her psychological needs.

- The employees should be aware of the capabilities he or she needs to develop.

- The employee should perceive opportunities for acquiring such capabilities.
- The employee should have the means to assess his or her own rate of growth.
- The employee should enjoy the process of growth itself.

A line manager plays an important role in creating these conditions for subordinates. Quite often, managers have the impression that the HRD department ensures that these conditions are met; however, the HRD department can only provide the instruments or mechanism for use by the line managers. The HRD department and line managers play complementary roles. Each supplements (and supports) what the other does in relation to the development of employees. The relationship can be summarised as follows;

Training Responsibilities

	Line Manager		HRD Department
1.	Analyses each employee's role and lists detailed functions to be performed, outlining managerial, technical, and behavioural capabilities required.	1.	Designs systems to identify training needs.
2.	Identifies training needs of each employees in terms of relevant functions and communicates these to HRD department.	2.	Collects information about trainings needs from line managers.
3.	Encourages employees, provides opportunities to take responsibility and initiative and to learn on the job.	3.	Keeps up-to-date on trends in training.
4.	Provides continuous coaching and helps employees to develop problem-solving skills.	4.	Collects information about available training programmes.
5.	Sponsors subordinates for training with HRD department.	5.	Disseminates information about training opportunities to line managers.
6.	Obtains feedback from subordinates about capabilities acquired during training discusses opportunities for trying out what they have learned; provides such opportunities.	6.	Analyses training needs and, plans in-house training.
7.	Institutes group discussions, etc., to help subordinates learn to work as a team.	7.	Manages training production (functions and facilities).

Performance Appraisal

	Line Manager		HRD Department
	As appraiser:		
1.	Identifies and clarifies key performance areas (KPA's) for each subordinate.	1.	Designs appraisal systems and modifies them periodically to meet company needs and managers requirements.
2.	Helps subordinates set challenging goals	2.	Provides orientation training for managers about the performance appraisal system.

3.	Identifies support needed by subordinates and makes available.	3.	Monitors appraisal and review discussions, return of forms, and appraisal trends.
4.	Helps subordinates experience, success.	4.	Provides feedback on trends to managers.
5.	Helps subordinates recognise strengths and weaknesses through periodic feedback.	5.	Develops procedures for reward administration.
6.	Holds regularly scheduled appraisal and performance counseling discussions.	6.	Helps managers with appraisals and counseling.
7.	Understands difficulties experienced by subordinates in performing their functions and provides necessary support.	7.	Conducts periodic, surveys on the quality of appraisals, counseling, etc.
8.	Generates climate of mutuality, openness, and trust to encourage identification and use of subordinates' capabilities.	8.	Analyses performance data, for different units and provides feedback concerning inhibiting factors and facilitating factors.
As appraise:			
1.	Sets challenging goals for self.		
2.	Reflects on own strengths, weaknesses, and overall performance.		
3.	Identifies problems hindering performance and communicates these to own supervisor.		

Organisation Development

	Line Manager		HRD Department
1.	Identifies subsystems that need OD efforts and notifies HRD department or top management.	1.	Identifies subsystem that may need OD.
2.	Responds frankly to organisational- diagnosis survey	2.	Identifies managers who can be trained as process specialists.
3.	Participates actively in discussions arranged by process specialists.	3.	Conducts periodic organisational diagnosis surveys.
4.	Prepares realistic action plans for OD interventions and implements them.	4.	Plans and conducts OD intervention and monitors follow up.

Reinforcement

	Line Manager		HRD Department
1.	Acknowledges the contributions of subordinates.	1.	Conducts job-enrichment programmes
2.	Assigns challenging functions and tasks.	2.	Monitors and recommends new employee-reward systems.
3.	Rewards teamwork and collaboration.	3.	Develops systems for providing intrinsic rewards.
4.	Encourages interaction between subordinates and boss.	4.	Assists managers in decisions relating to rewards.

Career Development

	Line Manager		HRD Department
1.	Identifies career opportunities in the organisation for each subordinate and assesses capabilities to be acquired.	1.	Prepares career paths; for different roles in the organisation.
2.	Helps subordinates assess their own capabilities in relation to possible career paths.	2.	Prepares directory of functions and capabilities required to perform them and makes it available to managers.
3.	Gives feedback to subordinates about their potential.		Develops and monitors career counseling services for employees.
4.	Encourages subordinates to develop potential and provides opportunities.	4.	Develops potential-appraisal system.
		5.	Develops policies and mechanisms for job rotation and monitors these.
		6.	Makes projections about manpower requirements and makes these available to line managers for career counseling.
		7.	Assists those who have reached a saturation level in the organisation with future carrier planning.
		8.	Identifies qualities required for high-level managerial jobs and incorporates into appraisal systems and development work.
		9.	Arranges training programmes for managers.

This discussion makes it clear that human resource development is the joint responsibility of line managers and HRD personnel. While the HRD departments can design and provide instruments for use by line managers, the line managers have the responsibility for using these instruments (and a variety of other mechanisms) to develop their subordinates. If the line managers do not make demands on the HRD department and do not take follow-up action, HRD efforts in an organisation are not likely to succeed. The participation of line managers in HRD efforts also increases the managers' competence to deal with many human problems in other areas of their work.

Work Systems: Generally work systems have not attracted attention in HRD effort in India. Moreover, HRD has remained mostly confined to managerial levels. HRD must deal with work- related issues. Four aspects deserve attention. Task analysis remains a neglected aspect in HRD. It can provide better understanding of the key contribution, each job should make to the organisation aspects. Since it is an important aspect, a separate unit (Unit 5) of this block is devoted to it. Although some work has been done on quality of work life, more attention to this important aspect is needed. This will include workplace democracy, autonomous work groups, participating management, etc. Improvements of quality of work life, primarily characterised by autonomy and diversity is very important. HRD should also be concerned with productivity and improvements of quality of products. Improvements of quality of products contributes to, and is to be done through effectiveness of individuals and teams in the organisation. HRD attention to these aspects cannot be over-emphasised.

More emphasis is being increasingly given in many Indian organisations stress management. With increase in the complexity of organisational life attention to work stress and role stress is increasing. Some organisations have started programmes to deal with stress. Stress audit and stress management programmes help both the individuals and the organisation.

Cultural Systems : Cultural systems are most neglected part of HRD. Three aspects deserve attention in this regard. HRD should pay attention to development of organisational culture which will sustain the kind of effort HRD has developed. Attention to development of appropriate organisational climate is equally important. Some work has already started in some organisations on HRD climate. More work needs to be taken up in this regard. The second aspect deserving attention is communication. In most organisations, problems may arise because of lack of attention to various aspects of communication (top down, bottom up, horizontal, circular, external). The third aspect is reward system. Whatever is rewarded in an organisation gets reinforced. Reward system, including incentive schemes both for individuals and for teams, deserves careful attention. Rewards work both ways. They can facilitate and promote good work but if they are not properly designed, they can also do a great harm to the organisation.

Self-renewal Systems: As organisation should be concerned not only with its growth, but also with its health. It needs to diagnose its problems from time to time and take steps to develop new competency to cope with the various problems and challenges it would be facing. This can be done through effective Organisation Development (OD) effort. Organisation Development or Action Research is concerned with development of competency through effective teams to diagnose the problems and initiate process of collaborative work to deal with such problems. In OD the focus is on developing process competency to increase organisational effectiveness. Organisation Development aims at maintaining profiles of organisational health, monitoring organisational health, assisting 'sick' departments, helping interested units and departments in self-renewal, conflict management, creation of strong teams, etc and establishing processes that build a climate to promote enabling capabilities in the organisation. In addition to OD, attention should also be given to organisational learning, which is concerned with learning from the experiences, and utilisation of such learning for future effectiveness. The third aspect of this system will be research orientation in HRD, which means consciously collecting data in order to understand the various issues, and designing interventions based on such data. For example, data should be collected on the working of appraisal system, benefit to and difficulties experienced by different groups. Such data will help to improve implementation of the appraisal system. HRD-related research is important for HRD effectiveness, it helps in analysing data and information generated by the HRD subsystems.

4.5 Self-assessment questions

1. Define any two objective of HRD.
2. What is self-renewal system?
3. Define career development.
4. Who are line managers?
5. Provide any two training responsibilities of a line manager.

4.6 Summary

There are five main components of HRD: training, appraisal, organisational development, rewards, and career planning. The HRD department and line manager play complementary roles. Each supplements what the other does in relation to the development of employees. In OD the focus is on developing process competency to increase organisational effectiveness. HRD related research is important for HRD effectiveness; it helps in analysing data and information generated by the HRD subsystem.

4.7 Glossary

Work system: A work system is a system in which human participants and/or machines perform work (processes and activities) using information, technology, and other resources to produce products/ services for internal or external customers.

Organisational Effectiveness: can be defined as the efficiency with which an association is able to meet its objectives. This means an organization that produces a desired effect or an organization that is productive without waste.

Feedback: *Feedback* is defined as a return of information about a result or the returned portion of a process. An example of *feedback* is a judge in a dance competition giving constructive criticism after a performance.

Job rotation: the practice of moving employees between different tasks to promote experience and variety.

Training programmes: Training is a program that helps employees learn specific knowledge or skills to improve performance in their current roles.

Career opportunities: The progress and actions taken by a person throughout a lifetime, especially those related to that person's occupations

4.8 Answers: self-assessment

1. For answer refer: section 4.2
2. For answer refer: section 4.4
2. For answer refer: section 4.2
4. For answer refer: section 4.3
5. For answer refer: section 4.4

4.9 Terminal Questions

- Q.1. Discuss the various objectives of Human Resource Development.
- Q.2. Describe the responsibilities of Line Management towards Training component of HRD.
- Q.3. What are the responsibilities of Line Management towards performance appraisal of employees?
- Q.4. Distinguish between Performance Appraisal and Potential Appraisal.
- Q.5. Discuss the various components of HRD which help in achieving HRD objectives.
- Q.6. What is HRD matrix? Explain.
- Q.7. Discuss the role of Line Manager and HRD Department towards OD.
- Q.8. What is Career Development? Discuss the role of Line manager towards Career Development.
- Q.9. What is Self-Renewal System? Discuss its characteristics.
- Q.10. What steps you will take to make HRD components more effective as a HRD Manager

4.10 Suggested Readings

- Strauss George and Sayles, R. Leonard, Personnel: The Human Problems of Management.
- Robert, L., Mathis and J.H. Jackson, Personnel and Human Resource management.
- Memoria, C.B., Personnel Management.

Lesson-5

Career Planning and Development

Structure:

- 5.1 Introduction
- 5.2 Learning Objectives
- 5.3 Meaning of career planning
- 5.4 Need for career planning
- 5.5 Process of career planning and development
- 5.6 Advantages of career planning
- 5.7 Limitations of career planning
- 5.8 Making career planning Effective
- 5.9 Succession planning
- 5.10 Concept of career development
 - 5.10.1 Individual career development
 - 5.10.2 Organisational career development
- 5.11 Steps involved in establishing a career development system
- 5.12 Suggestions for effective career development
- 5.13 Self-assessment questions
- 5.14 Summary
- 5.15 Glossary
- 5.16 Answers: self-assessment
- 5.17 Terminal Questions
- 5.18 Suggested readings

5.1 Introduction:

Individual Career Planning assumed greater significance with the unparalleled growth and speed of knowledge, phenomenal increase in educational and training facilities and widespread increase in job opportunities. Similarly, organisational career planning also gained importance with the change in technology, human needs, values and aspirations, increase in organisational size, complexity and number of openings at different levels.

5.2 Learning Objectives

After studying the lesson, you should be able to understand:

1. Meaning of career planning and its need
2. Process of career planning, its advantages and limitations
3. How to make career planning effective
4. Concept of career development and steps involved in establishing a career development system

5.3 MEANING OF CAREER PLANNING : A career pertains to all the jobs that are held during one's working life. Edwin B. Flippo defined a career as a sequence of separate but related work activities that provides continuity, order and meaning in a person's life. Douglas T. Hail defined a career as an individually perceived sequence of attitudes and behaviours associated with work related experiences and activities over the span of the person's life." Wrether and Davis defined various terms of career planning as given hereunder:

- A career path is the sequential pattern of jobs that form a career.
- Career goals are the future position one strives for as a part of a career.
- Career Planning is the process by which one selects career goals and the path to these goals.
- Career development is those personal improvements one undertakes to achieve a personal career plan.
- Career management is the process of designing and implementing goals, plans and strategies to enable the organisation to satisfy employee needs while allowing individuals to achieve their career goals. Table 5.1 presents career planning practices.

Table 5.1

Career Planning Practices : Examples

The Louisville Courier-Journal	Promote from within whenever possible
Royal Dutch/Shell	Employ personal employee intranet sites to facilitate career planning
Saturn	Install customised systems to facilitate rapid leadership development.
American Express	Design career and training paths for key competencies.
Federal Express	Identify and Develop Key character traits in managers.
Royal Dutch/Shell	Deploy career rotation as a tool to communicate a global culture.
Clorox	Hold managers accountable as gatekeepers of employee career path planning.

5.4 NEED FOR CAREER PLANNING :

Career planning is necessary due to the following reasons:

- To attract competent persons and to retain them in the organisation.
- To provide suitable promotional opportunities.
- To enable the employees to develop and make them ready to meet future challenges.
- To increase the utilisation of managerial reserves within an organisation.
- »To correct employee placement.
- To reduce employee dissatisfaction and turnover.
- To improve motivation and morale.

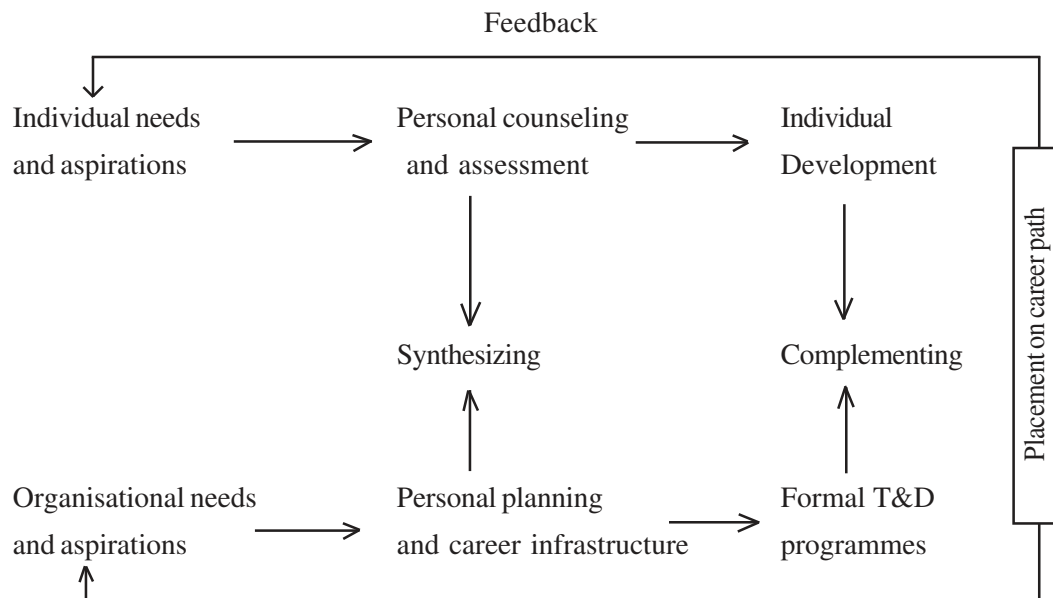
5.5 PROCESS OF CAREER PLANNING AND DEVELOPMENT :

- Steps in Career Planning and Development include:
- Analysis of individual skills, knowledge, abilities, aptitudes etc.
- Analysis of career opportunities both within and outside the organisation.

- Analysis of career demands on the incumbent in terms of skills, knowledge, abilities, aptitude etc. and in terms of qualifications, experience and training received etc.
- Relating specific jobs to different career opportunities.
- Establishing realistic goals both short-term and long-term.
- Formulating career strategy covering areas of change and adjustment.

(vii) Preparing and implementing action plan including acquiring resources for achieving goals. Managers act as mentors in advising the employees in their career plan (See Table 5.2).

Table 5.2
Career Planning Process



An Innovative Career Plan at AT&T

<ul style="list-style-type: none"> • A unique company initiative at AT&T is an internal labour pool of contract employees. Termed Resource Link, the AT&T contingent labour pool has more than 600 people working for it. About 50% of these joined the contract pool as a "career move". Resource Link promised employees an opportunity to increase their skills, knowledge, visibility and marketability. 	<ul style="list-style-type: none"> • Once employees are selected, they are offered permanent positions at Resource Link. Resource Link employee retain the same salary and benefits that they had when they joined AT&T earlier. It is only their assignments that remain temporary. Rather than being in a traditional job and career path, the Resource Link Associates move from project to project.
<ul style="list-style-type: none"> • Employees electing to be part of Resource Link used to apply through a selection process. Attributes that come in handy include a track record for high performance, multi-skill development and ability to contribute in various fields. 	<ul style="list-style-type: none"> • AT&T is reaping innumerable benefits by building an internal contract pool like Resource Link. AT&T has successfully been able to retain and develop talented employees. At the same time, the company is spending much less on severance payments. Another payoff is that there are huge savings on fees that it would otherwise be paying to external agencies for hiring temporary employees.

(Source: Human Capital, September 2001, p.49).

5.6 ADVANTAGES OF CAREER PLANNING

A properly designed system of career planning can provide the following benefits:

- Career planning helps an employee to know the career opportunities available in an organisation.
- Career planning encourages him to avail of the training and development facilities in the organisation so as to improve his ability to handle new and higher assignments.
- Career planning helps to retain hardworking and talented employees. Workforce becomes more stable due to low employee turnover.
- Career planning is a participative process and under it job assignments are based on merit alone. This helps to improve employee morale and productivity.
- Career planning involves a survey of employee abilities and attitudes. It becomes possible, therefore to group together people talking on a similar wavelength and place them under supervisors who are responsive to that wavelength.
- Career planning anticipates the future vacancies that may arise due to retirement, resignation, death, etc at managerial level. Therefore, it provides a fairly reliable guide for manpower forecasting.
- Career planning facilitates expansion and growth of the enterprise. The employees required to fill job vacancies in future can be identified and developed in time.

5.7 LIMITATIONS OF CAREER PLANNING : The main problems in career planning are as follows:

- Career planning can become a reality when opportunities for vertical mobility are available. Therefore, it is not suitable for a very small organisation.
- In a developing country like India, environmental factors such as government policy, public sector development growth of backward areas, etc. influence business and industry. Therefore, career plans for a period exceeding a decade may not be effective.
- Career planning is not an effective technique for a large number of employees who work on the shop floor, particularly for illiterate and unskilled workers.
- In family business houses in India, members of the family expect to progress faster in their career than their professional colleagues. This upsets the career planning process.
- Systematic career planning becomes difficult due to favoritism and nepotism in promotions, political intervention in appointments and reservations of seats for scheduled castes/tribes and backward classes.
- Several other problems hamper career planning. These include lack of an integrated personnel policy, lack of a rational wage structure, absence of adequate opportunities for vertical mobility, difficulty in identifying suitable persons for career planning, low ceiling careers, dual career couples, ineffective attitudinal surveys, etc.

5.8 MAKING CAREER PLANNING EFFECTIVE

The measures that can be taken to make career planning successful are given below:

- i. **Top Management Support:** Strong and unflinching co-operation of top management is important for effective career planning.
- ii. **Expansion:** Career planning is feasible in growing organisations.

- iii. **Clear Goals:** An organisation must have clear corporate goals for the next decade. On the bases of its corporate plans it should determine the type of changes required in its activities technology, materials and procedures.
- iv. **Motivated and Hardworking Staff:** An organisation can create an environment and express genuine concern for development. But unless employees are willing to make use of available opportunities and resources career planning cannot be effective. If the employees are contented with what they are, the question of planning their career does not arise.
- v. **Proper Selection:** Selection of right jobs is essential for career planning. The person should not only be fit for job but should have enough potential and urge to develop himself and grow in the career.
- vi. **Proper Age Balance :** Unbalanced age structure causes promotion blocks which hampers career planning. There should be both continuity and renewal in personnel. Effective career planning requires harmony between the growth needs of the organisation and aspiration of employees.
- vii. **Fair Promotion Policy:** There should be an equitable policy for promoting employees.
- viii. **Management of Career Stress :** Stress arises, due to blockage of career or lack of control over one's career. Management can help employees get over this stress through career stress management programmes.
- ix. **Internal Publicity:** A career plan should be given wide publicity within the organisation. In this respect personnel department can play an important role.
- x. **Continuity:** Career planning and development should be carried out on a continuing basis so as to take care of changing needs of both the individual and the organisation.
- xi. **Reward Performance :** Employees must be willing to expand their abilities, trainer must be willing to coach, counsel and share their knowledge with employees. There must be appropriate rewards for people from both sides, who show promise.
- xii. **Career Paths:** The career path for different types of employees must be laid down clearly. Seniors could be used on jobs requiring judgement and experience, juniors could be used for jobs that demand routine application of rules and procedures, etc.

5.9 SUCCESSION PLANNING

Survival, growth and efficient continuous existence of an organisation requires a succession of people to fill various important jobs. The purpose of succession planning is to identify, develop and make the people ready to occupy higher level jobs as and when they fall vacant. Higher level jobs fall vacant due to various reasons like retirement, resignation, promotion, death, creation of new position and new assignments. Succession may be from internal employees or external people. Succession from internal employees is advantageous to the organisation as well as to the internal employees. Organisation can buy the employees loyalty and commitment, belongingness, shared feeling of development along with the organisation by promoting the internal employees. Employees get the benefits of growth in the organisation. The organisation mostly prefer to encourage the growth and development of its employees and as such tend to prefer succession from within. Organisations, appraise employees potentialities, identify training gaps for future vacancies, develop them far higher and varied jobs. The scope of succession plan would be more when the organisation grows steadily and employees have potentialities to take up higher responsibilities. Professionally run organisations ask their managers to identify the internal employees having potentialities and develop them in order to occupy their positions as and when they fell vacant. However, it is necessary to allow the inflow of new blood

also. Hence, organisations should also search for outside talent in certain cases like when competent internal people are not available, when major expansion, diversification and growth plans are in offing, complete dependence on either internal source or external source is not advisable to any organisation. Hence, a judicious balance between these two sources should be maintained.

5.10 CONCEPT OF CAREER DEVELOPMENT

Career development consists of the personal actions one undertakes to achieve a career plan (Davis, p. 325). The terms 'career development' and 'employee development' need to be differentiated at this stage. Career development looks at the long-term career effectiveness of employees whereas employee development focuses on effectiveness of an employee in the immediate future. The actions for career development may be initiated by the individual himself or by the organisation. These are discussed below.

5.10.1 Individual Career Development: Career progress and development is largely the outcome of actions on the part of an individual. Some of the important steps that could help an individual cross the hurdles on the way 'up' may include:

Performance : Career progress rests largely on performance. If the performance is substandard, even modest career goals can't be achieved.

Exposure: Career development comes through exposure, which implies becoming known by those who decide promotions, transfers and other career opportunities. You must undertake actions that would attract the attention of those who matter most in an organisation.

Networking: Networking implies professional and personal contacts that would help in striking good deals outside (e.g., lucrative job offers, business deals, etc.). For years men have used private clubs, professional associations, old boy networks to gain exposure and achieve their career ambitions.

Leveraging: Resigning to further one's career with another employer is known as leveraging. When the opportunity is irresistible, the only option left is to resign from the current position and take up the new job (opportunity in terms of better pay, new title a new learning experience, etc.). However, jumping the jobs frequently (job-hopping) may not be a good career strategy in the long-run.

Loyalty to Career: Professionals and recent college graduates generally jump jobs frequently when they start their career. They do not think that career-long dedication to the same organisation may not help them further their career ambitions. To overcome this problem, companies such as Infosys, NIIT, WIPRO (all information technology companies where the turnover ratios are generally high) have come out with lucrative, innovative compensation packages in addition to employee stock option plans for those who remain with the company for a specified period.

Mentors and Sponsors: A mentor is, generally speaking, an older person in a managerial role offering informal career advice to a junior employee. Mentors take junior employees under their protegee and offer advice and guidance on how to survive and get ahead in the organisation. They act as role models. A sponsor, on the other hand, is someone in the organisation can create career development opportunities.

Subordinates: Qualified and knowledgeable subordinates, often extend invaluable help that enables their bosses to come up in life. When the bosses cross the bridge, they take the key subordinates also along with them. In their own self-interest, the subordinate must try to find that winning horse on he can bet.

Expand Ability: Employees who are career conscious must prepare themselves for future opportunities that may come their way internally or externally by taking series of proactive steps (e.g., attending a training programme acquiring a degree, updating skills in an area, etc.).

5.10.2. Organisational Career Development: The assistance from managers and HR department is equally important in achieving individual career goals and meeting organisational needs. A variety of tools and activities are employed for purpose.

- a) **Self-assessment Tools:** Here the employees go through a process in which they think through their life roles, interests, skills and work attitudes and preferences. They identify career goals, develop suitable action plans and point out obstacles that come in the way. Two self-assessment tools are quite commonly used in organisations. The first one is called the career-planning workshop. After individuals complete their self-assessments, they share their findings with others in career workshops. These workshops throw light on how to prepare and follow through individual career strategies. The second tool, called as a career workbook, consists of a form of career guide in the question-answer format outlining steps for realising career goals. Individuals use this company specific, tailor-made guide to learn about their career chances. This guide, generally throws light on organisation's structure, career paths, qualifications for jobs and career ladders.
- b) **Individual Counseling:** Employee counseling is a process whereby employees are guided in overcoming performance problems. It is usually done through face- to-face meetings between the employee and the counselor or coach. Here discussions of employees' interests, goals, current job activities and performance and career objectives take place. Counseling is generally 'offered by the HR department. Sometimes outside experts are also be called in. If supervisors act as coaches they should be given clearly defined roles and training. This is, however, a costly and time-consuming process.
- c) **Information Service:** Employment opportunities at various levels are made known to employees through information services of various kinds. Records of employees' skills, knowledge, experience and performance indicate the possible candidates for filling up such vacancies. For compiling and communicating career- related information to employees organisations basically use four methods:

Job Posting System: Job posting systems are used by companies to inform employees about vacancies in the organisation through notice board newsletters and other company publications.

Skills Inventory: Skills inventories (containing employees work histories, qualifications, accomplishments, career objectives, geographical preferences, possible retirement dates, etc.) are created to help organisations learn the characteristics of their workforces so that they can use the skills of their employees, whenever required. Skills inventories also reveal shortage of critical skills among employees, which is helpful in tracing training needs.

Career Ladders and Career Paths: Career paths and ladders throw light on career progression and future job opportunities in the organisation. They indicate a career plan complete with the goal, intermediate steps and timetables for realising the goal. Usually career paths for fast-track employees are laid down in most organisations outlining a series of career moves that these employees need to initiate in order to reach higher level positions.

Career Resource Centre: The career centre is a sort of library in the organisation established to distribute career development materials such as reference books, career manuals, brochures, newsletters and learning guides and self-study tapes.

- d. Employee Assessment Programmes:** Initially, a new recruit is informed about career policies and procedures of the company. Socialization efforts help the recruit learn about these things quickly. An experienced employee, acting as a coach may also help the new recruit, form a realistic view of the skills needed at various levels and develop appropriate career goals and action plans. Formal orientation programmes are used to educate employees on career programmes, career paths and opportunities for advancement within the company. Several assessment programmes are also used to evaluate the (employees' potential for growth and development in the organisation. They include assessment centre, psychological testing, promotability forecasts and succession planning.

Assessment Centres: A number of performance simulation tests and exercises (tests, interviews, in-baskets, business games) are used to rate a candidate's potential in assessment centre method. The performance on these exercises is evaluated by a panel of raters and the candidates are given feedback on their strengths and weaknesses. This feedback helps participants to assess where they stand and what is to be done to scale the corporate ladder in future.

Psychological Tests: Diagnostic tests are used to help candidates determine their vocational interests, personality types, work attitudes and other personal characteristics that may uncover their career needs and preferences.

Promotability Forecasts: This is a process of identifying employees with high career potential and giving them necessary training and thereby groom them for higher positions.

Succession Planning: This is a report card showing which individuals are ready to move into higher positions in the company. The HP department keeps records of all potential candidates who could move into senior positions, whenever required.

- (e) Employee Developmental Programmes:** These consist of skill assessment (explained above) and training efforts that organisations use to groom their employees for future vacancies. Seminars, workshops, job rotations and mentoring programmes are used to develop a broad base of skills as a part of such developmental activities.
- (f) Career Programmes for Special Groups:** In recent years, there is growing evidence regarding dual career families developing tensions and actions owing to their inability to reconcile the differences between family roles and work demand: When we talk of dual career couples (a situation where both husband and wife have distinct careers outside the home) certain puzzling questions arise naturally: Whose career is important Who takes care of children; What if the wife gets a tempting promotion in another location Who buys groceries and cleans the house if both are busy, etc. Realising these problems, organisations are providing a place and a procedure for discussing such role conflicts and coping strategies. They are coming out with schemes such as part-time work, long parental leave, child care centres, flexible working hours and promotions and transfers in tune with the demands of dual career conflicts. Outplacement assistance is extended to employees who are laid off for various reasons. In addition to holding workshops, outside experts are called in to show individuals how to focus on their talents, develop resumes and interview with prospective employers. Special programmes are also organised for minorities, employees with disabilities, women and late-career employees so that they can have clear career goals and action plans in line with organisation' requirements.

5.11 STEPS INVOLVED IN ESTABLISHING A CAREER DEVELOPMENT SYSTEM

Career development programmes are not of recent idea. There are four steps in establishing a career development system. They are: (i) needs—defining the present system, (ii) vision—determining new directions and possibilities, (iii) action plan—deciding on practical first : steps, and (iv) results—maintaining the change.

Step 1: Needs

This step involves in conducting a needs assessment as a training programme.

Step 2: Vision

The need, of the career system must be linked with the Interventions. An ideal career development system known as the vision links the needs with the interventions.

Step 3: Action Plan

An action plan should be formulated in order to achieve the vision. The support of the top management should be obtained in this process.

Step 4: Results

Career development programme should be integrated With the organisation's ongoing employee training and management development programmes. The programme should be evaluated from time to time in order to revise the programme.

Career development is essential to implement career plan. Career development consists of personal improvements undertaken by the individual employee, training, development and educational programmes provided by the organisation and various institutes. The most important aspect of career development is that every employee must accept his/her responsibility for development. Various career development actions prove useful if an employee is committed to career development. The career development actions are:

Career Development Actions

- a) **Job Performance** Employee must prove that his performance on the job is to the level of standards established, if he wants career progress.
- b) **Exposure:** Employee's desire far career progress should expose their skills, knowledge, qualifications, achievements, performance, etc to those who take the decision about career progress.
- c) **Resignations :** Employees may resign the present job in the organisation, if they find that career opportunities elsewhere are better man those of the present organisation.
- d) **Change the Job:** Employees who put organisational loyalty above career loyalty may change the job in the same organisation if they find that career opportunities in other jobs in the same organisations are better than those in the present job.
- e) **Career Guidance:** And counseling provides information, advice and encouragement to switch over to other career or organisation, where career opportunities are better.

5.12 SUGGESTIONS FOR EFFECTIVE CAREER DEVELOPMENT

- i. **Challenging Initial Job Assignments:** There is an evidence indicating mat employees who take up initial challenging jobs perform better at later stages.
- ii. **Dissemination of Career Option Information:** Mostly employees lack information about career choices/options. The managers identify career paths and succeed in paths. This information should be made available to all employees concerned.

- iii. **Job Positioning:** Management should provide job information to employees through job positioning. For posting the job organisations can use bulletin board displays, company publications, electronic billboards and similar means.
- iv. **Assessment Centres:** The assessment centres evaluate the people regarding their ability to certain jobs. This technique helps to identify the available skills, abilities and knowledge.
- v. **Career Counseling:** Career counseling helps employees in setting directions, reviewing performance, identifying areas for of professional growth. The content of career counseling include:
 - a) Employee's goals, aspirations and expectations with regard to future career.
 - b) The manager's views about the future opportunities.
 - c) Identification of employee's attempts for self-development
- (vi) **Career Development Workshops:** Managements should conduct career development workshops. There workshops help for resolving misperceptions. Entry workshops help for orientation and socialization activities. Mid-career workshops help the employees with the same background and length of service. Late-career workshops are helpful for the employees preparing for retirement, employees who are frustrated over unfulfilled career goals.
- (vii) **Continuing Education and Training:** Continuous education and training help the employees to reduce the possibilities of obsolete skills. In fact, continuous education and development are highly essential for career planning and development. Competency-based training approaches are best for career development.
- (viii) **Periodic Job Changes:** In the modern business, the Proverb, "rolling stone gathers no mass" has a little relevance. In fact, the rolling stone gathers mass. The technique of job rotation helps the employees to acquire the organisational knowledge, and knowledge, about different jobs and departments, Ultimately, the employee gains confidence of working efficiently under any environment The periodic job changes offers diverse and expanded range of experiences that the future job will demand. Thus, this technique prepares the employee for the future careers.

5.13 Self-assessment questions

1. What do you mean by career path?
2. What is a fair promotion policy?
3. What is networking in respect of career development?
4. Define the term leveraging.
5. Define the term subordinate.
6. What is skill inventory?

5.14 Summary

Career planning assumed greater significance with the unparalleled growth and speed of knowledge, phenomenal increase in educational and training facilities. It is necessary to attract competent persons and to retain them in the organisation. It involves analysis of individual skills, knowledge, abilities, aptitude etc. career development actions involves job performance, exposure, resignations, change the job, and career guidance. For effective career development planning employees should be provided with initial challenging job assignment, career development workshops, continuing education and training, and periodic job changes etc.

5.15 Glossary

Career path: It refers to the growth of the employee in an organization. Career Path basically means the various positions an employee moves on one by one as he grows in an organization

Succession planning: is a process by which individuals are scanned to pass on the leadership role within a company.

Leveraging: it is the action of a lever or the mechanical advantage gained by it.

Subordinates: a person under the authority or control of another within an organization.

Skill inventory: A skill inventory is a questionnaire or report containing information on knowledge, skills, abilities, and experiences of current employees.

Psychological Test: Psychological tests are written, visual, or verbal evaluations administered to assess the cognitive and emotional functioning of children and adults.

5.16 Answers: self-assessment

1. For answer refer: section 5.8
2. For answer refer: section 5.8
2. For answer refer: section 5.9.1
4. For answer refer: section 5.9.1
5. For answer refer: section 5.9.1
6. For answer refer: section 5.9.2

5.17 Terminal Questions

- Q.1. What is Career Planning? Discuss its characteristics.
- Q.2. What are the necessities of career planning? Discuss with the help of suitable examples. Q.3. Describe the process of career planning and development.
- Q.4. Briefly mention the advantages of Career Planning.
- Q.5. What are the limitations of Career Planning.
- Q.6. What steps should be taken to make career planning effective?
- Q.7. Distinguish between Individual and Organisational Career Development.
- Q.8. What is Organisational Career Development? Discuss the various tools employed for Organizational Career Development.
- Q.9. What is career Development System? What steps are involved in establishing a Career Development System?
- Q.10. Discuss the suggestions to make Career Development more effective.

5.18 Suggested Readings

- Singh, N.K., Human Resource Management.
- Kumar Arun and Sharma Rachana, Personnel Management.
- Gupta Santosh, and Gupta Sachin, Human Resource Development.
- Edwin, B. Flippo, Personnel Management.

Lesson-6

Career Path Development

Structure:

- 6.1 Career development: Introduction
- 6.2 Learning Objectives
- 6.3 Career management
- 6.4 Steps in effective career planning
- 6.5 Changing career:
 - 6.5.1 Promotions
 - 6.5.2 Transfer
- 6.6 Career stages
- 6.7 Factor affecting choice of career
- 6.8 Career anchors
- 6.9 Dual career marriages
- 6.10 Self-assessment questions
- 6.11 Summary
- 6.12 Glossary
- 6.13 Answers: self-assessment
- 6.14 Terminal Questions
- 6.15 Suggested readings

6.1 CAREER DEVELOPMENT: INTRODUCTION

Career development consists of the personal actions one undertakes to achieve a career plan (Davis, p. 325). The terms ‘career development’ and ‘employee development’ need to be differentiated at this stage. Career development looks at the long-term career effectiveness of employees where as employee development focuses on effectiveness of an employee in the immediate future. The actions for career development may be initiated by the individual himself or by the organisation. These are discussed below.

Individual Career Development

Career progress and development is largely the outcome of actions on the part of an individual. Some of the important steps that could help an individual cross the hurdles on the way ‘up’ may include:

Career progress rests largely on performance. If the performance is substandard, even modest career goals can’t be achieved. Career development comes through exposure, which implies becoming known by those who decide promotions, transfers and other career opportunities. You must undertake actions that would attract the attention of those who matter most in an organisation

Networking implies professional and personal contacts that would help in striking good deals outside (e.g., lucrative job offers, business deals, etc.). For years men have used private clubs, professional associations, old-boy networks to gain exposure and achieve their career ambitions. Resigning to further one’s career with

another employer is known as leveraging. When the opportunity is irresistible, the only option left is to resign from the current position and take up the new job (opportunity in terms of better pay new title, a new learning experience, etc).

However, jumping the jobs frequently (job-hopping) may not be a good career strategy in the long run.

Professionals and recent college graduates generally jump jobs frequently when they start their career. They do not think that career-long dedication to the same organisation may not help them further their career ambitions. To overcome this problem, companies such as Infosys, NIIT, WIPRO (all information technology companies where the turnover ratios are generally high) have come out with lucrative, innovative compensation packages in addition to employee stock option plans for those who remain with the company for a specified period.

Qualified and knowledgeable subordinates, often extend invaluable help that enables their bosses to come up in life. When the bosses cross the bridge, they take the key subordinates also along with them. In their own self interest, the subordinate must try to find that winning horse on which he can bet. Employees who are Career conscious must prepare themselves for future opportunities that may come their way internally or externally by taking a series of proactive steps (e.g. attending a training programme, acquiring a degree, updating skills in an area, etc.).

Organisational Career Development: The assistance from managers and HR department is equally important in achieving individual career goals and meeting organisational needs. A variety of tools and activities are employed for this purpose.

Several assessment programmes are also used to evaluate the employees' potential for growth and development in the organisation. They include assessment centre, psychological testing, promotability forecasts and succession planning.

- *Assessment centres:* A number of performance simulation tests and exercises (tests, interviews, in-baskets, business games) are used to rate a candidate's potential in assessment centre method. The performance on these exercises is evaluated by a panel of raters and the candidates are given feedback on their strengths and weaknesses. This feedback helps participants to assess where they stand and what is to be done to scale the corporate ladder in future.
- *Psychological tests:* Diagnostic tests are used to help candidates determine their vocational interests', personality types, work attitudes and other personal characteristics that may uncover their career needs and preferences.
- *Promotability forecasts:* This is a process of identifying employees with high career potential and giving them necessary training and thereby groom them for higher positions.
- *Succession planning:* This is a report card showing which individuals are ready to move into higher positions in the company. The HR department keeps records of all potential candidates who could move into senior positions, whenever required.

Outplacement assistance is extended to employees who are laid off for various reasons. In addition to holding workshops, outside experts are called in to show individuals how to focus on their talents, develop resumes and interview with prospective employers. Special programmes are also organised for minorities, employees with disabilities, women and late-career employees so that they can have clear career goals and action plans in line with organisational requirements.

6.2 Learning Objectives

After studying the lesson, you should be able to understand:

1. Meaning of career development and career management
2. Various steps in career planning and career strategies
3. Various factors affecting choice of career
4. Career anchors and dual career marriages

6.3 CAREER MANAGEMENT

Career development, as indicated previously, is the appropriate long-term utilisation and development of human talent in the work setting. Career management includes both organisational actions and individual efforts aimed at setting career goals, formulating and implementing strategies and monitoring the results. A balanced approach to career management includes both individual career planning and organisational initiatives to balance career goals and organisational needs. The two strategies complement and reinforce each other, if individual employees have not planned well for their own development, they may not be ready or willing to respond to opportunities presented through organisational career management activities. Similarly, no amount of individual career planning and preparation will be effective if organisational opportunities for career movement are not available.

A recent view is provided by Bemardirt and Russel (1993) integrating all the three concepts in a more refined manner.

Table 6.1
The Career Management

Individual Career Planning		Career Development
<ul style="list-style-type: none">• Assess needs• Analyse career opportunities• Set career goals• Develop action plans		<ul style="list-style-type: none">• How individuals can reach the top?• How organisations can help?• Self-assessment tools• Individual Counseling• Information services• Assessment programmes• Development programmes• Programmes for special groups
Organisational Career Planning		
<ul style="list-style-type: none">• Assess human resource requirements• Career paths for each person• Integrate career goals and organisational needs• Initiate career development efforts		

Source: Based on Bemardin & Russel: HRM, 1993, pp. 340-357

6.4 STEPS IN EFFECTIVE CAREER PLANNING

It's clear from the above table that systematic career planning efforts offer innumerable benefits to both the individuals and organisations. To ensure success here, a number of steps should be taken.

- **Support:** Career planning efforts must receive consistent support and continued blessings from the top management.
- **Goals:** The corporate goals must be laid down clearly. It is not possible to develop appropriate goals for human resources if you are not very sure about your journey in the next 5 or 10 years.
- **Reward performance:** Employees must be willing to expand their abilities; trainers must be willing to coach, counsel must share their knowledge with employees. There must be appropriate rewards for people from both sides who show promise.
- **Placement:** Every effort must be made to put employees on jobs that are in tune with their capabilities. If a talented employee is put on a routine job, he will quit in frustration.
- **Career paths:** The career paths for different types of employees must be laid down clearly. Fast-track promotions should be available to talented people, seniors could be used on jobs requiring experience and judgement, juniors could be used for jobs that demand routine application of rules and procedures, etc.
- **Continuous tracking :** Career planning efforts should be carried out on a continuing basis keeping the changing needs of employees and the organisation in mind. A record of career movements of employees must be kept and periodic assessment of who has gone where should be made.
- **Publicity:** Everyone should be aware of the career opportunities within the organisation.

6.5 CHANGING CAREER

Promotion, transfer and separation are activities through which an adjustment in the size of workforce of an enterprise can be made to cope with the changing situations. Such adjustments in work force may be needed to meet special situations, such as changes in organisational structure involving regrouping of jobs, changes in the jurisdictions of the departments and relocation of individuals, jobs and departments fluctuations in volume of production and employment due to introduction of new or complete stoppage of old products, services, processes, methods, etc. The three functions—promotion, transfer and separation—provide work force flexibility and mobility to suit the requirements of the organisation. These functions can be accomplished informally or formally. Usually formal systems are adopted to secure operative consistency and efficiency.

6.5.1 Promotions

“Promotion” is a term which covers a change and calls for greater responsibilities, and usually involves higher pay and better terms and conditions of service and, therefore, a higher status or rank. A promotion may be defined as an upward advancement of an employee in an organisation to another job, which commands better pay / wages, better status / prestige, and higher opportunities / challenges, responsibility, and authority, better working environment, hours of work and facilities, and a higher rank. Promotion is a bit different from upgrading, which is concerned with minor promotions, promotions within grade or horizontal promotions.

Purpose of Promotions : A promotion is a vertical move in rank and responsibility. Involved in a promotion may be some measure of skill and responsibility, e.g., it may be from a machinist B grade to a machinist A grade, or it may involve an entirely different type of work, for example, from salesman to a sales manager or from a fitter Grade III to a fitter Grade II, or from a clerk to the post of a section in charge. Promotions are usually given:

- To put the worker in a position where he will be of greater value to the company and where he may derive increased personal satisfaction and income from his work;
- To remove a worker from his job as an alternative to avoid the embarrassment of firing or demoting him;
- To recognise an individual's performance and reward him for his work so that he may have an incentive to forge ahead. Employees will have little motivation if better jobs are reserved for outsiders;
- To increase an employee's organisational effectiveness;
- To build up morale, loyalty, and a sense of belonging on the part of the employees when it is brought home to them that they would be promoted if they deserve it;
- To promote job satisfaction among the employees and give them an opportunity for unbroken, continuous service
- To provide a process of "selective socialization." Employees whose personalities and skills enable them to fit into an organisation's human relations programme tend to stay on while those whose personalities with those of the organisation dash, tend to leave;
- To attract suitable and competent workers for the organisation;
- To create among employees a feeling of contentment with their present conditions and encourage them to succeed in the company.

Thus, promotions have a salutary effect on the satisfaction of the promoted person's needs for esteem, belonging and security. They also afford an opportunity for greater self-actualization through more varied and challenging assignments.

6.5.2. Transfer

Yoder and associates have defined transfer as "a lateral shift causing movement of individuals from one position to another usually without involving any marked change in duties, responsibilities, skills needed or compensation." A *transfer is a horizontal or lateral movement of an employee* from one job, section, department, shift, plant or position to another at the same or another place where his salary, status and responsibility are the same. It generally does not involve a promotion, demotion or a change in job status other than movement from one job or place to another.

Purposes of Transfers : Transfers are generally effected to build up a more satisfactory work team and to achieve the following purposes:

To satisfy such needs of an organisation as may arise out of a change in the quantity of production, fluctuations in work requirements, and changes in the organisational structure; the introduction of new lines of production, the dropping of existing product lines, the reallocation of, Or reduction in the work force due to a shortage or a surplus in the same section so that lay-offs may be avoided; filling of the vacancies which may occur because of separations or because of the need for suitable adjustments in business operations. Such transfers are known as *production transfers, flexibility transfers*, or organisational transfers. The purpose of such transfers is to stabilize employment in an organisation. They are generally controlled centrally through and by the personnel department.

To meet an employee's own request, when he feels uncomfortable on the job because of his dislike of his fellow workers, or because better opportunities for his future advancement do not exist there, or because of family circumstances which may compel him to change the place of his residences. Such transfers generally have their root in faulty section and erroneous placement and are known as personal transfer. They enable employees to feel at home in the work of their choice.

To utilize properly the services of an employee when he is not performing satisfactorily and adequately and when the management feels that he may be more useful or suitable elsewhere, where his capacities would be better utilised. Such transfers are called *remedial transfers*. They act as follow-up measure of the selection-and-placement procedure and help employees to adjust themselves to suitable jobs.

To increase the versatility of the employee by shifting him from one job to another so that he may have ample opportunities for gaining a varied and broader experience of work. Such transfers are known as *versatility transfers*. They make it possible for an employee to enjoy the facility of job enrichment, which in turn gives to the management a more effective and experienced employee for a higher job.

To adjust to work force of one plant with that of another particularly when one is closed down for reasons beyond the control of the employer. Such transfers are known as *plant transfers* and are generally effected on humanitarian grounds to ensure that persons who have been long in service of an organisation are not thrown out of employment.

To help employees work according to their convenience so far as timings are concerned; for example, an employee is transferred from night shift to morning shift or from the first to the second shift (as in the case of women workers who may like to look after their children and do the necessary domestic work in the morning hours). Such transfers are known as shift transfer.

To penalize the employee transfers are also done, under which either a difficult trade union activist or intriguer or sea lawyer may be transferred to a remote branch or office where he cannot continue his activities. In Government organisations, this practice is widespread, and is also preferred by the employee to the grim alternative of disciplinary action.

Transfer for the maintenance of a tenure system. In senior administrative services of the Government and also in industries, or where there is a system of annual intake of management trainees such transfers are common. Here the employee hold a certain job for a fixed tenure but he is made to move from job to job with a view to enabling him to acquire a variety of experience and skills and also to ensure that he does not get involved in politicking informal groups.

6.6 CAREER STAGES

A career includes many positions, stages and transitions just as a person's life does. It can be easily understood if we think of a career consisting of several stages. Most of us have one or will go through the under mentioned five stages.

Exploration : This is the career stage that usually ends in one's mid-twenties as one makes the transition from college to work. What we hear from our teachers, friends and relations; our own observation of careers of our parents shape our future career choices at this stage. From an organisational standpoint, this stage has least relevance as it takes place prior to employment. However, the organisation can still track the minds of young people by offering internships to them or offering on the job training to bright students. For the individual, this is the stage of self exploration seeking answers to various puzzling questions about careers.

Establishment : This is the career stage where one begins the search for work and picks up the first job. It includes the first experiences on the job, peer group evaluations, personal tensions and anxieties that confront a person trying to make his mark. This period is characterised by committing mistakes, learning from those mistakes and assuming increased responsibilities. One does not reach the summit at this stage as he rarely gets a chance to handle powerful assignments. It is like going uphill, spending lot of time and energies all the while.

Mid Career: Mid career is a stage that is typically reached between the age of 35 and 50. At this point, one may continue to show improved performance, level off or begin to decline you are no longer viewed as a learner. Mistakes committed by you would be viewed seriously and may invite penalties as well. If you are good enough, you may grow and turn out good results. If you do not have the same fire in the belly when you started your career, the best thing would be to hold on what you have. Technically speaking, a plateaued career, stares at you. Plateauing is a condition of stagnating in one's current job. Since you are no longer ambitious and are more or less happy with what comes your way, the organisation can place you on jobs that require experience and maturity. The organisation can't discount your worth and treat you as deadwood, since you still retain the flavour and continue to show reasonably good performance. But then what would happen to those employees who have lost both interest and productivity at work. Organisations often show them the door or shift them to less important jobs.

Late Career : This is the stage where one relaxes a bit and plays the part of an elder states person. For those who continue to grow through the mid-career stage, this is time to command respect from younger employees. Your varied experiences and judgement are greatly valued and your word will carry weight undoubtedly, you can teach others and share your experiences with others. For those who have stagnated or deteriorated during the previous stage, the late career brings the reality that they are no longer required to run the race and it's better to redirect the energies to family, friends and hobbies.

Late Stage : During this period a person's attention may turn to retirement. The achievements of a long career and the frustrations and anxieties that go along with that phase are left behind. Regardless of whether one is leaving a glorified career or a dismal job, one has to make adjustments and get along with people and things.

6.7 FACTORS AFFECTING CHOICE OF CAREER

Studies show that four general individual characteristics influence how people make career choices:

- *Interests:* People tend to go after careers that they believe match their interests. *Self-image:* A career is a reflection of a person's self image, as well as a moulder of it.
- *Personality:* This factor includes a person's personal orientation (whether one is adventurous, outgoing, passive, submissive, artistic, etc.) and personal needs (including affiliation, power and achievement needs).
- *Social backgrounds:* Socio-economic status, education and occupational status of a person's parents are covered in this category.

6.8 CAREER ANCHORS

Just as boats put down anchors to keep them from drifting too far, individuals put down anchors to stabilise their career choices. Career anchors are distinct patterns of self-perceived talents, attitudes, motives and values that guide and stabilise a person's career after several years of real world experience and feedback. According to Schein, career anchors are difficult to predict ahead of time because they are evolutionary and a result of a process of discovery. You are not very sure about them until you are confronted with a choice such as moving to headquarters or start your own business (e.g., Remember Ashok Soota, who after 20-years of life as CEO in Shriram Refrigeration, joined Wipro Infotech as President and spent the next 15 years building it. Quit the job in 1.999 to set up a software start up when the Wipro's chief Premji asked him to move to America). And it is at such a point that all the person's past work experience, interests, orientations converge into a discernible picture (or career anchor) that helps show what is personally most valuable. Based on his study of MIT graduates, Schein identified five career anchors:

- *Managerial competence*: People having this drive seek managerial positions that offer opportunities for higher responsibility, decision making, power, etc.
- *Technical competence*: People who have a strong technical or functional career anchor seem to make career choices based on the technical or functional content of the work, such as engineering, accounting.
- *Security*: If your career anchor is security, then you are willing to do what is needed to maintain job security (complying with rules, regulations of every kind) a decent income and a stable future in the form of a good retirement package.
- *Creativity*: These people are driven by an overwhelming desire to do something that is entirely of their own making. For that is starting a new venture, working in a research lab, piloting a novel venture in a desert may be exciting.
- *Autonomy*: These people seek a career that offers freedom of action and independence.

6.9 DUAL CAREER MARRIAGES

The percentage of females in professional occupations has moved from 25 percent in 1970 to 36 percent in 1979. For managerial occupations the increase during the same period was from 10 percent to 18 percent. Though our society in the past has been geared to one career per family, it is clear that the number of dual career families will increase. And these two-career families are already posing difficult problems for various organizations. In one survey of 617 firms, the number reporting one or more employees refusing to transfer and relocate for personal or family reasons stood at 42 percent, an increase of over 10 percent in one year. And hiring two members of the same family can cause certain difficulties for firms with strict nepotism policies.

Dual-career couples can be one of three types- (1) couples following the same career and working for the same firm, such as two chemists working for DuPont, (2) couples following different careers working for the same firm, such as a professor of economics and a research technician in the physical sciences, or (3) couples working for different firms regardless of similarity of career choice, such as a compensation specialist in Firm A's personnel department and a personnel recruiter in Firm B's personnel department. Each of these types pose certain problems for the firm. For same career—same firm couples, alternations in the recruitment process must be made so that each can be interviewed together as well as separately. Transfers are affected, and some firms will not transfer one without the other. Others will provide special allowances for separate living. And more importantly, if dual transfers cannot be effected, the refusal of one to transfer should not automatically be taken as disloyalty and lack of ambition. Certainly, the nepotism policy will have to be reviewed; various firms will not allow couples to working the same section, let alone have one member of the couple as the supervisor of the other.

When pursuing different careers in the same firm, the nepotism problems are decreased. Transfer problems still remain, as well as certain other problems in the scheduling of time, such as vacations, child care, and so on. It is strongly recommended that the dual-career couples be involved in working out time-scheduling problems. Prescriptions following rigid company policies often tend to drive the career couple to other, more flexible organizations.

On some occasion the firm is interested in only one member of the dual-career couples. In this case, firms increasingly are helping spouses of the preferred employees locate new jobs. A survey of activities undertaken by 603 companies undated that 84 percent made special attempts to find jobs in other companies from half to two-thirds will help in counseling and preparing resumes. Relatively few will pay employment agency fees or reimburse for extra job-finding trips.

As in the case of the plateaued person, the dual-career family itself has major obligations in career management. Couples must view job offers on a package basis, rather than pursuing one career objective to the exclusion of the other. If one person has generalised skills, such as high school or collegiate teaching, the couple may choose to locate where the more specialised person would have the greatest opportunity. On occasions, jobs are available in two cities close enough for the couple to locate the home halfway in between. On still other occasions, the opportunities are so far apart that the couple will have to either give up one or both, or settle for a commuter marriage. Child care poses definite problems, and in the majority of instances, the female is expected to assume a greater burden than the male. This may well have a deleterious effect upon the wife's salary and career progression.

6.10 Self-assessment questions

1. What is individual career development?
2. Define organisational career development.
3. What are the various steps in effective career planning?
4. What is transfer?
5. Define term mid-career.

6.11 Summary

A career is sequence of separate but related work activities that provide continuity, order and meaning to a person's life. It is not merely a series of work-related experiences, but consists of a series of properly sequenced role experiences leading to an increasing level of responsibility, status, power and rewards. It represents an organised path taken by an individual across time and space. In order to increase the efficiency of the system, the HR managers must have complete knowledge about these tools since they play a role of consultant when employees and supervisors use this system. Plus, they are responsible for designing and developing an effective career development system for their organization.

6.12 Glossary

Placement: it is the action of placing someone or something somewhere.

Transfer: A transfer refers to lateral movement of employees within the same grade, from one job to another.

Goals: these are the result or achievement toward which all effort of the organisation is directed.

Career anchors: A "Career Anchor" is a combination of perceived areas of competence, motives, and values relating to professional work choices.

Publicity: Publicity is the public visibility or awareness for any product, service or company. It may also refer to the movement of information from its source to the general public, often but not always via the media

6.13 Answers: self-assessment

1. For answer refer: section 6.2
2. For answer refer: section 6.2
2. For answer refer: section 6.4
4. For answer refer: section 6.5.2
5. For answer refer: section 6.6

6.14 Terminal Questions

- Q.1 What is Career Development?
- Q.2. What is career Management? Distinguish between Individual Career Planning and Organisational Career Development.
- Q.3. What steps should be taken to make Career Planning effective?
- Q.4. Describe in detail the changing career.
- Q.5. What is Promotion? Discuss the purpose of Promotion.
- Q.6. What is Transfer? Highlight the purpose of Transfer.
- Q.7. Explain the various stages of career.
- Q.8. What are the different factors effecting choice of Career?
- Q.9. What do you mean by Career Anchors.
- Q.10. What is Dual Career Marriages? Discuss the impact of Dual Career Marriages on Organisation with the help of suitable examples.

6.15 Suggested Readings

- Dale Yodar, Personal Management and Industrial Relations.
- Dubin, Robert, Human Relations in Administration.
- Fayol, Henri, General and Industrial Management.

Lesson-7

Counseling

Structure:

- 7.1 Introduction
- 7.2 Learning Objectives
- 7.3 Meaning of Counseling
- 7.4 Nature of Counseling
- 7.5 Uses of Counseling
- 7.6 Aims of Counseling
- 7.7 Types of Counseling
- 7.8 Objectives of Counseling
- 7.9 Process of Counseling
- 7.10 Requirements for effective Counseling
- 7.11 Monitoring
- 7.12 Self-assessment question
- 7.13 Summary
- 7.14 Glossary
- 7.15 Answers: self-assessment
- 7.16 Terminal Questions
- 7.17 Suggested readings

7.1 Introduction

Every human being has a capacity to think and handle situations in a manner that best suits them and society. Yet, not everyone lands up making the right decisions. This is because similar circumstances may affect individuals differently. To eliminate the effects on decision making, of personal/emotional biases and viewpoints, counseling is a good option.

7.1 Learning Objectives

After studying the lesson, you should be able to understand:

1. Meaning of Counseling and its nature
2. Uses and Aims of Counseling and also the types of Counseling
3. Objective and process of Counseling
4. Monitoring and requirement for effective Counseling

7.3 MEANING OF COUNSELING

Counseling entails a “talking over” of all mental-blocks and difference of opinion on newer and/or, so called dead issues. Counseling means an organised, motivated and result oriented introduction of ideas into the life of an employee, these ideas being either totally new or slight variation of old, tested ideas the basic aim being to stem the flow of thoughts of resultant actions by an employee who is otherwise lacking in smoothness of conduct, due to some irritants-emotional or physical. Counseling thus develops a greater sense of independence and responsibility and helps a person to see issues under clearer light.

7.4 NATURE OF COUNSELING

Counseling, plainly speaking implies advising. But how many people feel happy in accepting other's advises? After all, it is natural for each person to consider his decisions right, not needing anybody's advice. Thus, for counseling to be successful, it is important that:

- The client looks up to the counselor as someone genuinely interested in clearing up the muddies in his life. Thus the counselor must seem to be, and must be, genuine and trustworthy.
- The counselor, must believe in the capacity of the individual to better himself. Thus, the counselor must seek to develop a self confidence in the individual.
- The counselor must never underestimate the clients sensitivities and must never dominate or be authoritarian with the client.
- The counselor must be diplomatic enough in highlighting the clients weaknesses, lest the client feels offended.
- Counseling is not a one-shot doze. It involves time because here the mind with all its innumerable thoughts has to be changed / amended / upgraded. Thus, it's an ongoing process and both the client and the counselor will have to exercise patience.

7.5 USES OF COUNSELING :

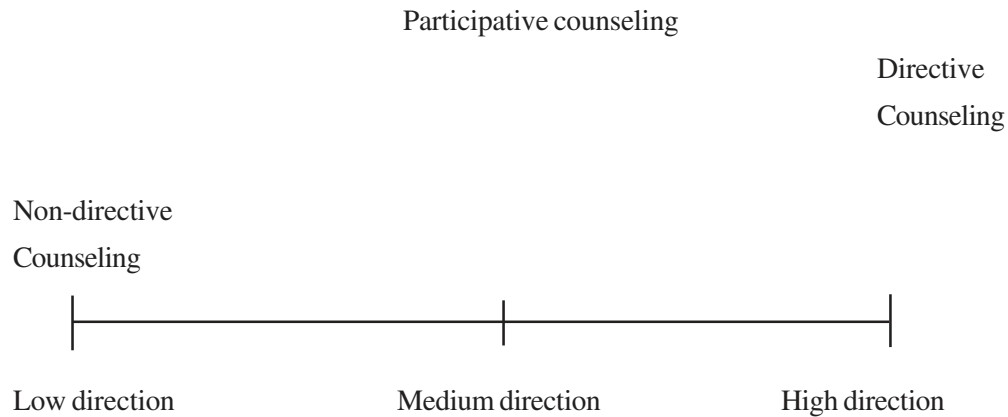
- Counseling clears the mind off cob-webs. Thus, a lot of skills and capacities which remain utilised or underutilised are made to be realised by the client, with the help of counselor.
- In case of a lot of options, counseling tries to take a more realistic look at events and then comes to a conclusion.
- Counseling helps a person to overcome emotional irritants and work more attentively and energetically.
- Counseling enables a person to overcome his weaknesses which he would otherwise never admit to himself.
- A counselor is a guide, a friend and an advisor and thus counseling allows a person to feel more comfortable after telling his problems to a trusted and concerned person.

7.6 AIMS OF COUNSELING :

- Awareness of the problems on the part of the client.
- Facilitating behavioural change in the right direction.
- Understand the clients potentialities, limitations and focuses on how best to utilise them. The steps involved in achieving the above aims are
- Awareness on the part of the client of a need for help
- Development of a relationship bond between the client and the counselor with the counselor being able to penetrate through the outer defences.
- Aid in the expression of feelings and classification of problems.
- Exploration of deeper feelings.
- Integrating process -Integrate the counselee's needs and potentialities and direct them towards an appropriate goal.
- Awareness/insight development of counselee with respect to higher problems.

7.7 TYPES OF COUNSELING

The nature or types of counseling basically varies between two extreme degrees, viz. directive counseling and non directive counseling.



Directive Counseling : It is full counseling. It is the process of listening to an employees problem, deciding with the employee what should be done and telling and motivating the employee to do it. This type of counseling mostly does the function of advice, reassurance and communication. It may also perform other functions of counseling.

Non directive Counseling : This type of counseling is at the opposite end of the continuum. It is the process of skillfully listening and encouraging a counselee to explain troublesome problems, understand them and determine appropriate solutions. The employee also plays a vital role in this type of counseling. Employee primarily controls the direction of counseling takes up the responsibility to develop solutions, assumes equal status with the counselor and is psychologically independent as a person.

Participative Counseling: Both directive and non-directive methods suffer from limitations. While the former is often not accepted by independent employees, the latter needs professionals to operate and hence is costly. Hence, the counseling used in most situations is in between these two. This middle path is known as participative counseling

7.8 OBJECTIVES OF COUNSELING

The basic objective of counseling is the overall development of employees. Specifically, counseling is aimed at helping a subordinate:

- To understand himself better and to know his potential, strengths and weaknesses.
- To gain an insight into the dynamics of his behaviour, providing necessary feedback.
- To have better understanding of the environment in which he functions.
- To increase his personal and interpersonal effectiveness by assisting him analysing his interpersonal competence
- To prepare alternate action plans for improving his behaviour and performance.
- Providing him empathic atmosphere for his sharing and discussing his tensions, conflicts, concerns and problems.

- Encouraging him to set goals for further improvement.
- Encouraging him to generate alternative for dealing with various problems and definite action plan.
- Helping him to review in a non threatening way his progress in achieving various objectives.
- Helping him to realise his potential as a manager Help him in sharing one's own relevant experiences.

7.9 PROCESS OF COUNSELING

Counseling is helping the employee to grow and develop in the organisation. Every manager is counseling his employee knowingly or unknowingly in his day to day work life. An effective counselor manager is one who helps his employees to become more aware of their strengths and weaknesses. By the process of mutuality and support, he helps the employee to develop, providing the proper emotional climate. Mutuality involves working together with the employee and developing future plans of action for employees growth and contribution to the organisation. Support involves acceptance of the employee as a total person with his strength and weakness and encouraging him with warmth.

Counseling is given by one who is senior to the person receiving the counsel in competence knowledge, psychological expertise or in the hierarchical position in an organisation. There are three main processes involved in counseling

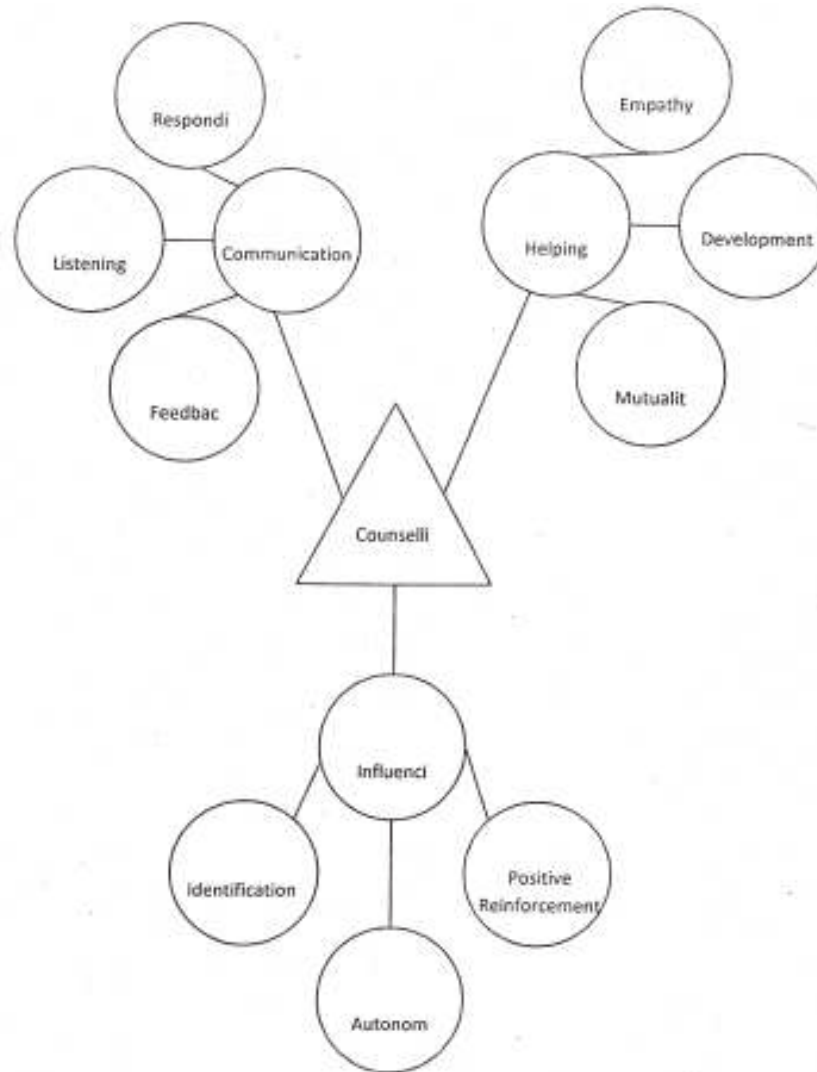
Communication or Rapport Building: Rapport building is essential for any effective counseling outcome. The counselor essentially communicates with the counselee. Rapport building phase involves generating confidence in the employee to open up and frankly share his perceptions, problems, concerns, feelings, etc., the counselor manager should level himself with his employee and tune himself to his orientations.

There are three main elements in communication

- Listening :** Listening is the first effective step in communication. Listening involve paying attention to various messages being sent by the other person. The obvious message is the ideas being communicated but more hidden may be the feelings and the concerns the other person may not be able to put clearly in words. Listening to feelings and concerns is very important for effective counseling.
- Asking Questions and Responding:** Questions can facilitate or hinder the process of communication. Questions can serve several purposes they can help in getting more information establishing mutuality, clarifying matters, stimulating thinking. Counselors sometimes, use certain responses some of which are useful and some others dysfunctional. Responses that alienate the employee criticize him or order him are more likely to be dysfunctional. Empathetic, supportive and exploring responses are more functional.
- Feedback :** Interpersonal feedback is an important input for increasing self awareness. It helps in reducing the blind area of a person helping him to become more aware about his strengths and weaknesses. If properly used, it results in higher mutuality between two persons. Feedback will be effective if the person who gives the feedback makes sure that it
 - is descriptive and not evaluative ;
 - is data based and specific and not impressionistic;
 - is suggestive and not prescriptive;
 - is contiguous ;
 - is need based and solicited ;

- is intended to help ;
- is focused on the behaviour of the person and not on the person himself and; reinforces positive new bahviour;

The Process of Counseling



From the point of view of the one who receives feedback, it is necessary that the reaction to feedback is more in terms of exploring ways of improving behaviour rather than in terms of defensive behaviour.

Influencing or Exploration Phase : Influencing would mean making an impact on the person in relationship. Such impact need not necessarily be of restrictive type. Influencing in effective counseling would involve the following three aspects

Increasing Autonomy of the Person : Usually, influencing is understood only in the sense of restricting the autonomy of the person and directing him into channels which are predetermined by the person who is exerting influence. In the process of, counseling, much more use is made of the indirect mode of influence, by recognising and expressing feelings, acknowledging and praising good ideas given by the counselee and raising questions which promote thinking and exploration.

Positive Reinforcement: The change in behaviour cannot be brought about in human beings through punishment or negative reinforcement. Influencing would involve providing encouragement and reinforcing success so that the person takes more initiative and is able to experiment with new ideas. Change cannot take place without experiment and risk taking and these are encouraged through positive reinforcement.

Identification: One major influence which helps an employee to develop is the opportunity for him to identify himself with individual having more skill and influence. This is the first stage in the development of psycho school maturity or power motivation. This legitimate need be fulfilled. To help the development of the process of identification, it is necessary that the manager also examines his own process and needs of interacting with the subordinates.

Helping or Action Planning Phase : Counseling is essentially helping. Helping involves several processes but the following three are important:

- a. **Concern and Empathy :** Without managers concern for his employee, effective helping cannot be provided in the Counseling session. Such concern is shown when the counselor is able to feel for his subordinate and is able to empathise with him. These would be reflected in the kind of questions asked and the tone in which conversation takes place. Without such genuine concern, Counseling may only degenerate into a ritual and cannot achieve its goals
- b. **Mutuality of Relationship:** Counseling should not be regarded as merely giving help. It is also receiving help on various aspects. Unless, such a relationship is established, i.e. both persons involved in the relationship feeling free to ask for and provide help to each other-Counseling cannot be effective. Mutuality is based on trust and genuine perception that each person has enough to contribute. Although, the counselor is in a superior position, he continues to learn and receive help from the counselee.
- c. **Identifying Developmental Needs :** The main purpose of Counseling is to identify the developmental needs of the employee which can be met through various ways. It is necessary that Counseling results in clear and systematic identification of such needs and subsequent plans as to how these needs will be fulfilled. Hence, the above process of Counseling should be adopted by the manager in order to make it a success.

7.10 REQUIREMENTS FOR EFFECTIVE COUNSELING :

- i. First of all the individual to be given counsel must be interested in developing himself. Managers often think that subordinates are not willing to grow subordinates, on the other hand, may feel that they are not free to participate in the process of review and feedback.
- ii. Counseling is a two way process requiring continuous communication between the counselor and the subordinate. Success of performance review and Counseling largely depends upon interpersonal communication. Effective communication takes place only when both the parties are willing to communicate and understand each other. The counselor must listen with empathy and understand the feelings and concern of the subordinate. His response should be supportive not threatening. The counselor must show genuine concern for helping the subordinate. A general climate conducive to an individual's growth and development is useful in free and open participation in Counseling.
- iii. A climate of openness mutuality and trust is essential for successful Counseling. If the subordinate has respect and regard for his superior and feels that he can learn something from the superior and has good working relationship, Counseling is likely to be successful.

- iv. The counselor should have a helpful and empathic attitude towards his subordinates. Genuine interest in the development of subordinates is necessary. The counselor must consider counseling a pleasant and noble talk rather than a burden and should practice it whole-heartedly.
- v. Since Counseling aims to achieve performance goals set in consultation with the subordinate mutual participation by the superior and subordinate is necessary in performance review and Counseling. Without such collaborative efforts, Counseling will be a futile exercise.
- vi. Counseling can be made effective by focusing on work related goals and behaviour. Personal issues should as far as possible be kept separate. Subordinates difficulties in performing his organisational role effectively should be analysed in terms of his achievements, shortcomings and potential.

7.11 MONITORING

It is process for continuous review of progress in the implementation of HR. necessary changes / improvements should be carried out on the basis of such reviews. The following table reveals monitoring by different companies regarding various aspects of HRD.

Sr. No.	Strength Perceived	No. of companies monitoring this
1	2	3
	(A) Importance Given to HRD:	
1.	Top management's commitment to HRD	20
2.	Focus on employee development throughout	6
3.	Participation in HRD at all levels	1
4.	Everyone trained in HRD	1
	(B) Good HRD System, Department and Staff	
5.	Good HRD department	5
6.	Competent personnel involved in HRD	4
7.	Integrated HRD system	3
8.	HRD system is synchronized with culture.	1
9.	HRD department headed by part-time consultant	1
10.	Linkages of HRD with long-term planning	1
	(C) Supportive Personnel Policies :	
11.	Well defined personnel policies	5
12.	Sound recruitment policies	2
13.	Better compensation and job security	2
14.	Good Welfare schemes	1
15.	Good use of data	1

	(D) Organisational Culture:	
16.	Quest for excellence	2
17.	Culture of openness	3
18.	Credibility and fairness of top management	2
19.	Encouraging experimentation/risk-taking	3
20.	Informality	1
21.	Team spirit	1
22.	Non-bureaucratic organization	1
23.	Emphasis on individual strengths	1
24.	No competition among employees	1
25.	Flexibility	1
26.	HRD is a way of life	1
27.	Good climate for HRD	1
	(E) Training:	
28.	Emphasis on need-based training	13
29.	Good internal faculty for training	6
30.	Adequate finance for training	3
31.	Good training centres	3
	(F) Other HRD subsystems:	
32.	Good performance appraisal system	5
33.	Good career planning systems	2
34.	Counseling	2
35.	Role clarity	1
	(G) General :	
36.	Young and qualified work force	3
37.	Capable employees	3
38.	Support by the government	1

Source: T.V. Rao & D.F. Prera: op.cit; pp. 35-36.

It is evident from the table that monitoring is not effectively used in majority of the companies. Hence, it is required to use this concept for the smooth functioning of HRD practices in the organisations.

7.12 Self-assessment questions

1. Define the term counselling.
2. What are the uses of counselling?
3. Provide any four objectives of counselling.
4. What are the various steps involved in counselling?
5. Define the term monitoring.

7.13 Summary

Employee counselling is a vital part of performance review and potential appraisal, if these are to achieve their basic purpose of helping employees to improve and develop. Unless carefully and sensitively handled, employees may become more dissatisfied after the counselling than before. Employee counselling is a method of understanding and helping individuals who have technical, personal and emotional adjustment problems interfering with their work performance. The objectives of employee counselling are multidimensional and all concerned parties are benefitted due to employees counselling. The parties involved in benefits from employee counselling are employee, family member, peers, subordinates, seniors, organisation and society as a whole. Due to this the popularity of employee counselling is increasing day-by-day in corporate section and mainly in medium and large sizes of organisations. The role of employee counselling in future will be more important.

7.14 Glossary

Counselling: the provision of professional assistance and guidance in resolving personal or psychological problems

Directive counselling: Directive Counselling is a type of approach that the counsellor plays a significant role. He replaces the emotional behaviour of the client with deliberately rational behaviour.

Non directive counselling: Nondirective counselling is to listen, support, and advice, without directing a client's course of action.

Feedback: information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement.

Monitoring: Monitoring involves paying close attention. It's a type of systematic observation, like the monitoring of criminals by the police.

Communication: The imparting or exchanging of information by speaking, writing, or using some other medium.

7.15 Answers: self-assessment

1. For answer refer: section 7.3
2. For answer refer: section 7.5
2. For answer refer: section 7.8
4. For answer refer: section 7.9
5. For answer refer: section 7.11

7.16 Terminal Questions

- Q.1. Define the term 'Counseling'. What are its Characteristics?
- Q.2. Discuss the nature and uses of counseling.
- Q.3. Describe the main aims of counseling.
- Q.4. What are the different types of counseling? Discuss.
- Q.5. Discuss the objectives of counseling for HRD.
- Q.6. Explain the process of counseling with the help of suitable examples.
- Q.7. Discuss the requirements for effective counseling.

- Q.8. What do you mean by Monitoring? Prepare a Performa to evaluate the strengths of any organization.
- Q.9. Distinguish between Listening and Asking.
- Q.10. Explain with the help of examples the difference between Directive and Non-Directive Counseling .

7.17 Suggested Readings

- French Wendell; The Personnel Management Process.
- Ghosh, P., Management of Human Resources.
- Jucius Michael, J., Personnel Management.

Lesson-8

Mentoring, Listening and Hearing

Structure:

- 8.1 Mentoring A brief Introduction
- 8.2 Learning Objectives
- 8.3 Listening
- 8.4 Principles of effective listening skills
- 8.5 Helping
- 8.6 Helping behaviour
 - 8.6.1 Determinants of helping behaviour
 - 8.6.2 Implications of helping behaviour for organisations
- 8.7 Self-assessment questions
- 8.8 Summary
- 8.9 Glossary
- 8.10 Answers: self-assessment
- 8.11 Terminal Questions
- 8.12 Suggested readings

8.1 Mentoring : A brief Introduction

Mentoring is defined as the use of an experienced individual (the mentor) to teach and train someone with less knowledge in a given area (by Timothy Newby and Ashlyn Heide). By devoting individual attention to the protege the mentor transfers needed information, feedback and encouragement to the protege, enabling an expansion in the opportunities for success in career. A mentor is thus a creditable counselor, pal, coach or advisor who provides advice and assistance. Mentoring may be of two types:

Informal Mentoring : Most managers take the upcoming employees under their patronage, providing them self-evolved and time tested tips to better corporate performance. Such a mentoring ensures a style of work, even if the responsibilities are, with time, passed on from the patron to the protege.

Formal Mentoring: Many organisations use duly organised mentoring camps or programmes. Here a protege or a group of such proteges is placed under a mentor who is an expert in his field. The group benefits from closely working with and observing, the mentor, as also from a group discussion on the points most notable in the mentors conduct. Typically, a formal mentoring programme includes the following steps.

- i. Support for the mentoring programme is secured from the top management and all authorities that matter.
- ii. Matching up of a mentor with a protege is done. Thus a mentor whose advice and experiences would most benefit a protege, is paired up with that protege. This is thus a very careful method of selection.
- iii. The mentors as well as the proteges are both oriented brightly for the programme. Thus while mentors are taught how to conduct themselves, the proteges are given guidance on the types of questions and issues that they should raise with their mentors so that they can gain the maximum value from the experience.

- iv. For the whole mentoring period usually of a year or less, mentor and protege individually and together meet is support staff of the programme to see how well things are going.
- v. At the successful completion of the mentoring period, overall impressions and recommendations are solicited from both mentors and proteges regarding how the process can be improved in the future. The information is passed further, after an analysis, to enable the next round of mentors do a more effective job.

The mentors can help proteges in various ways including :

- i. Instructing in specific skills and knowledge very critically linked with job performance.
- ii. Understanding, deciphering and identification of unwritten rules of the organisation and how to avoid saying or doing the wrong things
- iii. Providing important insights into the corporate affairs.
- iv. Most importantly, mentoring allows for creation of an environment in which mistakes can be made without loss of confidence.

Counseling and mentoring are twin aspects of guidance. We all bank on precedents, consciously or unconsciously. Thus it comes as no surprise that in a corporate environment too, experiences of seniors should very keenly be looked at as useful guides and mentors, for the uninitiated employee.

8.2 Learning Objectives

After studying the lesson, you should be able to understand:

- 1. Meaning of mentoring and listening
- 2. Various principles of effective listening skills.
- 3. Meaning of helping and helping behaviour
- 4. Determinants of helping behaviour and its implications.

8.3 LISTENING

Listening is very important aspect in the process of communication, but it is a very difficult task. Many people take their skills for granted and they confuse hearing with listening. Listening is different from hearing. Hearing is merely picking up sound whereas listening is making sense from what we hear. Hence, listening requires paying attention, interpreting and remembering sound stimuli.

Active and Passive Listening: Effective listening must be active but not passive. In passive listening the receiver just records the information. Active listening gets the receiver inside the sender of the information as the receiver understands the information from the point of view of the sender. The receiver has to concentrate and fully understand the information in the process of receiving the information. The four essential requirements of active listening are (i) Intensity (ii) Empathy (iii) Acceptance (iv) A willingness to take responsibility for completeness. Our brain is capable of handling a speaking rate of about four times the speed of the average speaker. It leaves a lot of time for idle mind. Hence, listeners have to summarise and process the information what they receive. Empathy requires the listener to get into the shoes of the speaker. It does mean that the receiver should try to understand what the speaker wants to communicate. An active listener should demonstrate acceptance. Finally, the listener should do whatever is necessary to get the full intended meaning from the speaker's communication.

According to Rogers and Farson, active listening requires one to do and avoid doing following things:

Listen for total learning. Messages have two components: the content and the feeling. The listener must make sure that he understands not only the content, but more importantly the feeling or attitude underlying it.

Reflect Feelings: The listener should respond to the speakers statements by restating or reflecting the underlying attitudes or feelings i.e. he should serve as a selective mirror. To reflect feelings, the superior should understand his subordinates point of view. He should understand what they are trying to tell him and what the situation really means to him.

Note all Cues: One should remember that not all communication is verbal. Various other cues facial expressions, hesitations in speech and inflection in the voice communicate attitudes. As an active listener, it is essential to note all these cues.

Don't Act as a Judge: It should be remembered that the important thing is not selling one's own ideas but bringing about a change. Passing judgements and giving advice usually result in defensive behaviour. The Bureau of National Affairs has developed a laundry list of the following important concepts related to effective listening:

- Everyone likes to feel important.
- People perform better when they know their opinions and suggestions are heeded.
- Supervisors must use the expertise and experience of employees and be able to get them to exercise this expertise.
- Attention paid to gripes often prevents their blossoming into big grievances.
- Supervisors who jump to conclusions lose the respect of their subordinates.
- To do a good job of listening, supervisors must plan time for it in their busy schedules.
- Listening requires full attention to the speaker; it is impossible to listen intelligently while the mind is preoccupied with something else.
- Listening habits are deeply embedded in the personality and are related to other personality traits, such as obstinacy, empathy, etc.
- The correction of bad habits is a slow process and must be self motivated.
- Supervisors who don't get all the facts often make poor decisions.

K. Davis gives the following guidelines for effective listening.

Stop talking: You cannot listen if you are talking. Polonius (in Hamlet): "Give every man thine ear, but few thy voice".

Put the talker at ease: Help a person feel free to talk. This is often called a permissive environment.

Show a talker that you want to listen: Look and act interested. Do not read your mail while someone is talking to you. Listen to understand rather than to oppose.

Remove distractions: Don't doodle, tap or shuffle papers. Will it be quieter if you shut the door?

Empathies with talkers: Try to help yourself, see the other person's point of view

Be patient: Allow people plenty of time. Do not interrupt a speaker. Don't start for the door or walk away.

Keep your temper: An angry person takes the wrong meaning from words.

Go easy on argument and criticism: This puts people on the defensive and you may “clam up” or become angry. Do not argue for in an argument, even if you win, you lose.

Ask questions: This encourages the speaker and shows that you are listening. It helps to develop points.

Table 8.1
Good and Bad Listener

Principle	Good Listener	Bad Listener
1. Look for areas of interest	Seeks personal enlightenment and/or information, entertains new topics as potentially interesting.	Turns out dry subjects, narrowly defines what is interesting.
2. Overlook errors of delivery	Attends to meaning and content, ignores delivery errors while being sensitive to any message in them.	Ignores if delivery is poor, misses messages because of personal attributes of the communicator.
3. Postpone judgement	Avoids quick judgements, waits until comprehension of the core message is complete.	Quickly evaluates and passes judgement, inflexible regarding contrary messages.
4. Listen for ideas	Listens for ideas and themes. Identifies the main points.	Listens for facts and details.
5. Take notes	Takes careful notes and uses a variety of note taking or recording schemes depending on the speaker.	Takes incomplete note using one system.
6. Be actively responsive	Responds frequently with nods, "uhhuhs", etc., shows active body state, works at listening.	Passive demeanour, few or no responses, little energy output.
7. Resist distractions	Resists being distracted, longer concentration span, places loaded words in perspective.	Easily distracted, focusses on loaded or emotional words, short concentration span.
8. Challenge your mind	Uses difficult material to stimulate the mind, seeks to enlarge understanding.	Avoids difficult material, does not seek to broaden knowledge base.
9. Capitalize on mind speed	Uses listening time to summarise and anticipate the message, attends to implicit messages as well as explicit messages.	Daydreams with slow speakers, becomes preoccupied with other thoughts.
10. Assist and encourage the speaker	Asks for clarifying information or examples, uses reflecting phrases, helps to rephrase the idea.	Interrupts, asks trivial questions, makes distracting comments.

Source: David J. Cherrington, Organizational Behavior, p. 577

8.4 PRINCIPLES OF EFFECTIVE LISTENING SKILLS

The specific behaviours of effective active listener are

- The receiver should maintain eye contact with the sender during the process of receiving information.
- Exhibit affirmative head nods and appropriate facial expressions.
- Avoid distracting actions or gestures when listening don't do any other work.
- Ask questions asking questions during the process of listening provides clarification, ensures understanding and assures the speaker that the receiver is listening.
- Restating what the speaker has said in listener's own words.
- Avoid interrupting the speaker.
- Dont overtalk - Allow the speaker to talk completely and speak only to the extent necessary.
- Make smooth transitions between the speaker and listener. Concentrate on what the speaker has to say rather than what you are going to say.

8.5 HELPING

Counseling is essentially helping. Helping involves the following

1. **Empathy:** The counselor should feel the pulse of the subordinate and empathise with him genuinely. The counselor manager should level himself with his employee through open questions, physical posture, tone, eye contact and active listening.
2. **Mutuality:** Both parties should be willing to learn from each other. Counseling is not merely giving help but also gaining something from each episode. Although the counselor is in a superior position, he continues to learn and receive help from the counselee.
3. **Developmental Needs:** The basic purpose of Counseling is to identify the problems of the subordinate and find alternative ways of resolving them.

8.6 HELPING BEHAVIOUR :

The psychological term for helping behaviour is "Itruism behaviour" which helps another without obvious rewards for the helper. Altruism usually involves some cost to the helper, which may be the physical, mental or emotional effort involved in helping someone else. Helping behaviour can mean a good deal to an organisation. Informal assistance to other members, groups, departments, or plants, even at some cost to the helping unit, can provide a smoother and more immediate response to organisational problems, than waiting for the organisations bureaucracy to respond to the situation. Helping behaviour went largely unresearched until a notorious incident. On March 13, 1964 in New York, Kitty Genovese, the manager of a bar, was returning home late at night from work. As she walked across the street from her car to her apartment she was attacked by a man with a knife. As she screamed for help, lights came on in the windows of a number of apartments which overlooked the street. The man retreated temporarily, then came back to finish the job, the lights in the windows went off. Kitty Genovese died a full 45 minutes after the first attack. Thirty eight people heard her scream and saw her being killed but not one came to help, no one even rang the police. Only after the assailant had left and Miss Genovese was dead and a single individual did not go to the telephone. The story received nationwide attention and provoked a new interest in helping behaviour. Most of the research has focused on the determinants of altruistic behaviour, i.e., on factors which increase or decrease the likelihood of a helping response.

8.6.1 Determinants of Helping Behaviour:

These include social norms, models, the presence of others, and the time available with the person rendering help.

Social norms: It is generally believed that individuals provide help to others because society expects such behaviour. Social responsibility implies the obligation to assist others in need of help. Nevertheless, researches have shown that social responsibility norms do not elicit altruistic behaviour. Many studies of altruism have found that most helpers are not thinking about social norms or what they ought to do when responding to a request for help. Studies in which certain subjects were preached or reminded of their social responsibilities found that these subjects gave no more help than those who were not so reminded.

Models: Helping behaviour seems to be particularly responsive to models. Studies of both children and adults have found that charitable contributions and assistance to victims increase when potential helpers observe another person contributing, staring or helping. Children exposed to television programmes which promote altruistic behaviour emulate that behaviour. Individuals uncertain as to what they should do in a situation are particularly susceptible to the influence of others. Limitation is one way out of such a dilemma—do what others do. But sometimes people may even behave against the model. For example, in one study donation increased even though the model explicitly refused to donate to a worthwhile appeal. The experimenter explained this by suggesting that the model lowers inhibition to react publicly to another's plight. Seeing someone else respond, either positively or negatively, somehow breaks the ice and makes it easier for the observer to respond.

Presence of others: The suggestion that people generally feel inhibited to react publicly to another's request for help seems to be borne out in studies of the effects of the presence of others in helping behaviour. One of the startling facts of the Kitty Genovese murder was that each of the 38 witnesses was aware of at least some of the other witnesses. Subsequent accounts of attacks and accidents have revealed that the adage "There is safety in numbers" is not necessarily true. Victims often go unaided despite the presence of large number of bystanders.

In order to study systematically the effects of the presence of others on helping behaviour, several realistic experiments were designed. In one experiment an accident occurred in the presence of subjects who were either alone or with another subject. The subjects, who had responded to a company's offer to participate in a survey for pay, filled out some forms at the request of a female company representative, who then went into an adjacent office. Suddenly, the subjects heard a loud crash, like a chair collapsing and a scream as the representative seemed to fall to the floor, moaning that her ankle hurt and "I cannot get this thing off me". In response to her plight, 70% of those who were alone in the testing room responded positively, most by directly going to help her, a few by calling out to see if she needed help. But only 20% of those who were with somebody else in the testing room responded. In another experiment some college students were made to wait for an interview in a small room, either alone or with 2 others. After a few minutes, smoke began to seep into the room through a vent, enough to cloud the room and obscure vision. While 18 of the 24 subjects who waited alone left the room to report the smoke, only 3 of the 24 people waiting in groups reported it.

What accounts for the fact that the presence of others makes help less likely, rather than more likely? Post experiment interviews with the subjects have revealed that when people are in a group, there is diffusion of responsibility. They wait for others to act. Some fear they would appear a fool by reacting publicly and so on. But whether these answers are mere rationalisations is hard to determine.

Time available: In a test done on seminary students, half the students were asked to give a talk on the Good Samaritan and how he helped a man dying on the street, the other half were to speak on job prospects. As they left for their lectures, some students were told they were late, some that they were right on schedule and the others that they had plenty of time. As he walked to his lecture, each student was separately confronted with the (arranged) sight of a 'dying man'. Results showed that the subject of their talk had no effect on the behaviour of the students but their schedule did. Sixty three per cent of those who had plenty of time tried to help the dying man, as did 45 per cent of those who thought they were right on schedule. Of those who were late only 10 per cent volunteered any assistance.

8.6.2 Implications of Helping Behaviour for Organisations

What are the implications of helping behaviour for organisations. The above study suggests that managers interested in increasing altruistic behaviour should make it clear to their employees what the relevant needs of others are. why they are dependent on these employees for help and how help can best be given. Then, again, managers interested in altruism ought to practice what they preach. We have noted positive effects of models on helping behaviour. Finally, such behaviour should be occasionally reinforced, or at least not punished.

8.7 Self-assessment questions

1. Define the term mentoring.
2. What is listening?
3. What are the principles of effective listening skills?
4. What do you mean by helping behaviour?
5. What are the implications of helping behaviour for organisation?

8.8 Summary

Effective learning occurs when we consciously pay attention or truly listen to what we hear. If you don't focus and listen with intent, the time and effort to learn, and to be taught, is wasted. Most people agree that "hearing" is a sense that enables, but does not cause, listening. The kind of listening we'll explore in this article is what I call "Listening Intelligence." There are various determinants of helping behaviour such as social norms, models, availability of time and presence of others etc.

8.9 Glossary

Mentoring: Mentoring is a process of using specially selected and trained individuals to provide guidance, pragmatic advice, and continuing support that will help the people in their learning and development process.

Listening: Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences

Behaviour: behaviour is the way human resource act in various situations.

Social norms: Social norms are regarded as collective representations of acceptable group conduct as well as individual perceptions of particular group conduct.

Gestures: A gesture is a form of non-verbal communication or non-vocal communication in which visible bodily actions communicate particular messages, either in place of, or in conjunction with, speech.

8.10 Answers: self-assessment

1. For answer refer: section 8.2
2. For answer refer: section 8.3
2. For answer refer: section 8.4
4. For answer refer: section 8.6
5. For answer refer: section 8.6.2

8.11 Terminal Questions:

1. Define the term 'Counseling . What are its characteristics?
2. Discuss the nature and uses of Counseling.
3. Describe the main aims of Counseling .
4. What are the different types of Counseling ? Discuss.
5. Discuss the objectives of Counseling for HRD.
6. Explain the process of Counseling with the help of suitable example.
7. Discuss the requirements for effective Counseling.
8. What do you mean by Monitoring? Prepare a Performa to evaluate the strengths of any organization.
9. Distinguish between Listening and Asking.
10. Explain with the help of examples the difference between Directive and Non-Directive Counseling.

8.12 Suggested Readings

- Scott, W.G., Human Relations in Management.
- Strauss George and Sayles, R. Leonard, Personnel: The Human Problems of Management.
- Robert, L., Mathis and J.H. Jackson, Personnel and Human Resource management.

Lesson- 9

HRD Culture and Climate

Structure:

- 9.1 Introduction
- 9.2 Learning Objectives
- 9.3 Corporate culture
- 9.4 HRD climate and organisational Climate
- 9.5 Indian culture and HRD
- 9.6 Self-assessment questions
- 9.7 Summary
- 9.8 Glossary
- 9.9 Answers: self-assessment
- 9.10 Terminal Questions
- 9.11 Suggested readings

9.1 Introduction

The new key to business success is a culture which establishes high levels of aspiration and supports the risk-taking and innovation needed to achieve them. Peters and Waterman (1982) claimed to have found eight common elements contributing to corporate excellence. In their view, corporate cultures combining these ingredients provide the motivation, incentives and sense of purpose which account for success and also help to explain why some of the familiar mechanistic planning and control techniques work so well in some contexts and not in others. The list of eight successful business cultures can be summarised as follows

- Managing ambiguity and paradox
- A basis for action
- Encouraging autonomy and entrepreneurship
- Productivity through people
- Hands on commitment to product/service
- Simple form, lean staff
- Know your business.
- Closeness to the customer

The view of management consultants, programmes for changing organisational cultures are the greatest thing since Management by Objectives. It is worth taking the culture dimension seriously. It highlights problems of communication, motivation and an organisation can result in considerable wasted effort and energy if cultural dimensions are disregarded. In each organisation there are symbols, jokes, gesture which are used day in and day out but which may not be significant to other organisation. The behaviour of employees of an organisation is the indicator of its organisational culture. Organisational culture is influenced by its national behaviour and values system. If we see in a situation only what everybody else can see, it can be said to be so much representative of our culture that we are a victim of it.

9.2 Learning Objectives

After studying the lesson, you should be able to understand:

1. Concept of HRD culture.
2. Meaning and foundation of corporate culture.
3. Difference between HRD Climate and Organisational Climate.
4. Indian culture and human resource development.

9.3 CORPORATE CULTURE

Corporate culture depends basically on its history, technology, industry, custom and practice, leadership style, organisation structure, etc. According to T.J. Watson, the important values as employee learned them were to do every job well, to treat all people with dignity and respect to appear neatly dressed to be clean and forth right to be internally optimistic and above all loyal. He further added that it is a shame for any man, if he is in good health to put in twelve months in a business territory and not come through with 100% of quota or target. Such an employee is not cheating anyone as much as he is cheating himself and his family.

Japanese basic business principle which its industrialists recognise is to foster progress to promote the general welfare of society and to devote themselves to the further development of industrial culture. The seven spiritual values in the National Service through industry in Japan are fairness, harmony and co operation struggle for betterment courtesy and humbleness, adjustment, assimilation and gratitude. All organisations are unique and therefore have unique cultures. However, if one examines the attributes of the majority of industrial organisations, there are a number of traits that are seen as desirable for effective organisation. The following are some key attributes that most organisations would ideally like to see for success to be achieved

- A high degree of conformity to their rules and values.
- A high level of commitment and loyalty to the organisation's ends.
- The suppression of the individual in favour of the organisation.
- A clear and formal organisation structure which works in practice.
- The ability to use and develop skills and experience to the full and to the organisation's ends.
- Constant search by everyone for better ways of improving organisational performance.

(A) Foundation of Corporate Culture : Lawrence Miller in his book “American Spirit, Vision of a New Corporate Culture”, examines the new values, visions and spirit that are arising in American Corporations. He has identified the following eight primary values which lay the foundation for Corporate Culture.

- Self-worth cannot be achieved in the absence of a sense of contribution to some higher purpose. The competitive leader will make the connection between our souls and our work.
- Excellence if not described as an accomplishment, rather it is a spirit that dominates the life and soul of a person or a corporation.
- The future corporation will succeed by its ability to bring ideals together, to stimulate the employees, and managers to think creatively.
- The employee experiences pleasure if the firm succeeds and suffers pain if it fails. “This is the unity we should be seeking”.
- If the corporation is to be viewed as ‘just’, the senior managers must include themselves in the performance criteria for compensation.

- Improving the quality of thought in the firm will determine the long term viability of the business.
- Intimacy as the ability to share on self in a thorough and trusting manner which cannot exist without some measure of equality of spirit. Intimacy is reinforced by reciprocity.
- The first and highest requirement of a new leader will be integrity, defined as honest, consistent and responsible pursuit of a stated course of action.

Miller also suggested strategy to facilitate a change in the corporate culture. The strategy he outlined includes defining the corporation's current culture, defining internal and external forces of influence (who and how are we organised changing external markets, technologies, resources and regulations). Once there is a clear definition of the existing culture and the forces that influence the culture, a plan of action can be identified.

(B) Corporate Culture and Ideologies : Harrison (1971) pointed out that organisational ideologies, which are the coherent expressions of cultural values and norms, do more than provide a set of prescriptions and prohibitions. They provide a rationale for organisational members conduct towards one another and for the organisation as a whole in relation to the environment. In other words, they provide the theories of organisation that people in organisations employ or should employ. It is hard to imagine significant change taking place without accompanying cultural change. It is important to understand the kinds of constraints and limitations which an existing culture imposes on the perceptions of issues and problems, the interpretation of proposed policies and the variety of responses that can be envisaged. Culturally defined frames of reference filter formation and set the context for mutual understanding or misunderstanding. Effective organisational communication requires both the senders and receivers of messages to think in the same terms. Especially in times of transition, deliberate efforts are needed to ensure that senders and receivers to have a common perspective.

Corporate culture does more than filtering information. It establishes values, standards and levels of aspiration which motivate action and define more or less explicit criteria for evaluation. Where performance is difficult to measure objectively, subjective judgements are based on cultural assumptions about what is important and worthwhile. Thus, culture matters because it helps to establish the premises for action. As Vickers (1972) put it, it establishes the frame of reference through which individuals form an appreciation of the situation prior to decision and action. As people are gradually socialised into an organisational culture, they may be unaware of the powerful and pervasive influence it exerts. Indeed, one of the reasons why cultural variables have been neglected in the past is that they are less obtrusive in the way they channelise behaviour and govern organisational performance than more explicit external factors such as organisational structure, control and reward systems and high level processes of decision-making. The great danger of course, is that people become so culture bound that they fail to recognise the extent to which culturally prescribed values and norms actually regulate their behaviour. They become so habituated to certain patterns that they come to regard them as part of the natural order of things. An important characteristic of our culture is the tendency to depend heavily on the Leader or Chief Executive of the organisation. If a Chief Executive is to facilitate the development of human resource in the organisation he needs to do certain things, which are as follows:

- To have a Corporate Philosophy on Human Resources :** The first important role of a Chief Executive is to value his employees as the greatest resource the organisation has. He should have a belief that competencies can be developed in people at any point of time and that developing

competencies in the employee is good for the organisation, and creating a healthy work culture is the responsibility of the organisation. Translating these into action the Chief Executive should be able to communicate his beliefs through the corporate philosophy. The corporate philosophy on human resources should be stated explicitly explained down the line and pursued vigorously. The corporate philosophy of human resources should get reflected in the personnel policies and other decisions that effect the employees. In this context, it may be interesting to note that in a survey conducted by the XLRI Centre for HRP (Rao and Abraham in Rao and Pereira, 1986) covering about 53 organisations, it was found that 59 percent of them did not have any explicitly stated philosophy of their Human Resources.

ii) Develop Leadership and Supervisory Style : The leadership and supervisory style of the Chief Executive plays an important role in promoting HRD in the company. The leadership style of Chief Executive may be classified into three categories. Benevolent (Paternalistic) Critical (Task centred and Theory X type) and Developmental (Self dispensing). A Benevolent Chief Executive is one who is like a “Father Figure” a giver and a satisfier of the needs of his employees. He believes that the best way to manage people is by constantly understanding their needs, guiding them like a parent giving them instructions and treating them with warmth and affection. He is nurturant and values relationships at times even at the cost of tasks. A Critical Chief Executive is one who believes that people are generally lazy and tend to avoid work unless they are closely supervised. He, therefore, tends to keep a close watch on his subordinates, at times reprimanding them or expressing his dissatisfaction. A Developmental Style involves a belief in developing the competencies of people. Chief Executive with this style attempts to educate his subordinates constantly. He believes that his success lies in his dispensability and therefore, strives to make his subordinates as competent people capable of handling most tasks on their own. He uses mistakes by subordinates as learning opportunities and develops their competencies to handle conflicts by themselves. McClelland calls such a Chief Executive as Institutional Manager and characterises him as one who :

- Is willing to sacrifice personal goals for organisational goals,
- Sets personal example to others , exercises self discipline ,
- Is organisation minded, i.e. tends to join more organisations and feel responsible for building of such organisation ,
- Has a keen sense of justice in rewarding those who work and sacrifice for the organisation and,
- Builds up good morale and positive culture in his unit by empowering his subordinates. Pareek calls such a Chief Executive as institution-Builder . Such an “Institution-Building” and “Development Oriented” style is highly desirable to promote HRD.

iii) Prepare an Action Plan for HRD: HRD may take various forms in various organisations. For a growing organisation HRD means one thing and for an organisation that reached saturation levels of growth, it means different things (e.g., management of career, frustrations, creation of alternative forms of work satisfaction, retirement assistance, etc.) So every Chief Executive should ask their HRD department to prepare a HRD strategy and plan for his company. Such plan should flow from the corporate long term plans and should highlight the HRD instruments the organisation plans to use. Whenever possible the Chief Executive should encourage a systematic approach rather than

piece meal approach of tinkering with one mechanism or the other. Hence, a plan of action for HRD is necessary for effective implementation. Such plan should be both short-term and long-term.

(iv) **Man the HRD Departments with Competent People:** The Chief Executive should ensure that the HRD Departments are handled by competent executives. As HRD Department is not a direct department, sometimes the tendency is to let it be manned by anyone who can be spared. If recruitment is from within, appointing such persons who can be spared or not wanted elsewhere brings down the credibility of HRD. HRD function need not be handled by personnel specialists. In quite a few organisations, line managers with HRD values and process competencies are sent to man these departments and they have done well. In fact, the credibility of HRD function and its importance gets established if the Chief Executive pays personal attention to the selection of the person(s) manning this department and subsequently communicates to the line managers the importance he attaches to it. A well manned HRD Department can subsequently become a great asset to the Chief Executive as well as to the entire organisation. The HRD Department and its chief should have the capability and credibility to mobilise the line managers to perform their developmental role well. In most organisations the person in-charge of HRD has a direct reporting relationship to the Chief Executives. This communicates importance attached by the organisation to HRD and also keeps the Chief Executive informed of various developments in employees. The Chief Executive could use the HRD departments to disseminate his HRD philosophy and values to others in the company.

(v) **Innovations in HRD Sub-Systems:** While some organisations have changed their appraisal systems in the last few years, several others do not recognise the potential offered by performance appraisals as mechanisms of HRD. If properly designed and implemented performance appraisal can become an instrument for:

- facilitating upward and downward communication and sensitizing senior executives to problems at lower levels;
- developing and strengthening boss-subordinate relationships;
- role clarity and performance planning;
- attribute identification and personality development;
- problem identification and solving at each level;
- identification of developmental needs;
- taking developmental decisions and;
- effective administration of rewards and other motivational mechanisms.

Similarly, OD exercises can be instruments for:

- developing team spirit and process competencies in executives,
- developing self renewal capabilities ,
- values and orientations required for excellence in the company and ,
- maintaining a healthy organisation that has vitality and competencies to take care of itself.

The Chief Executive should, therefore, get the appraisals examined and simultaneously keep thinking about OD exercises.

OD can be introduced in a small way using internal resources. Several organisations are using OD interventions to generate team spirit and collaborative problem solving attitudes. Many healthy processes can be instituted using OD. Some organisations have even appointed internal OD Managers.

- vi) **Training Need should be Identified :** Training is one mechanism of HRD that can directly contribute to the development of competencies. In most organisations training is not seen as effective because those who handle training, limit their role to sponsoring executives for training. In order to make training effective, the training needs should be systematically identified through performance appraisals and other mechanisms. There should be a training policy highlighting the importance attached to training and the follow-up activities. A separate budget for training should be provided and a group of line managers drawn from different departments constituting a training committee should monitor the implementation of training policy. The effectiveness of training lies in implementing what the executive have learnt in training. Mechanisms need to be developed to ensure that executive returning from training prepare action plans for implementation, share these with others in their department and get support from top to implement what they learn. The Chief Executive needs to push the HRD department in this direction of playing important follow-up role in training.
- vii) **Develop an HRD Climate:** An HRD climate or culture is essential for developing human resources. The HRD climate can be characterized as consisting of the following
- Openness or freedom to express ones ideas and opinions ;
 - Collaborative attitudes or team spirit;
 - Trust;
 - Authenticity or correlation between words and action ;
 - Proaction or encouraging some degree of initiative and risk- taking by employees ;
 - Autonomy or certain degree of freedom of action for each individual and ;
 - An individual interest in confronting issues and solving them rather than hiding them.

Such climate can be developed through various HRD instruments mentioned earlier. Chief Executive should facilitate the development of HRD climate and effectiveness of the HRD instruments will help greatly the implementation of HRD systems.

It may be worthwhile conducting HRD surveys periodically (say once in a year or two) and examine changes occurring in the HRD climate. Feedback from such surveys could be used to plan out HRD activities for the subsequent years.

- viii) **Learn from Experiences:** Organisations are still generating experiences in this field. Experiences are being generated in the areas of Performance Appraisal, Counseling, Team Building and OD, Job rotation, Career Development Potential Appraisal, HRD Climate, etc, Instead of each organisation rediscovering the wheel, it will be useful if organisation share their experiences and learn from each other. The Chief Executives therefore, should encourage their HRD managers and other line managers to share their own experiences about anything new that their company has done with reasonably good results so that HRD people can learn from each other. Such sharing should not be limited to success experiences. Failures and problems faced, if shared, can go a long way in helping each other. If the Chief Executives expect their HRD managers to learn from the experiences of

others, they should also encourage them to share their experiences. There are professional organisations like the Indian Society for Applied Behavioural Sciences that develop process competencies in HRD Managers. Such professional development of HRD managers should be encouraged.

- ix) **Develop Changes in Human Competencies:** The Chief Executives should keep in mind is that investment in Human Resources will have long term pay-offs. Short-term results may not be that easily forthcoming and even if changes take place they need a good deal of process sensitivity on the part of the Chief Executive to notice the same. So most of the HRD decisions and investments should be based on conviction and commitment and not on an expectation that the figure in the balance sheet will change. At the same time, the Chief Executive should keep himself informed of the subtle changes that are taking place. Indicators of such change should be worked out from the beginning. The HRD department could be asked to attempt at capturing such changes through quick surveys and such other mechanisms.
- x) **HRD Processes and Outcomes:** Mere institution of HRD mechanism may not result in HRD processes. A number of other variables may be affected the HRD Processes, e.g. top, management commitment, efforts to involve like managers. Given these conditions, a fairly high degree of HRD culture and outcomes should be seen, but evidence should be in terms of improved HRD climate or improved competencies, satisfaction and dynamism in employees. As top managers of some organisations may not want to continue supporting HRD only on the basis of conviction, it is high time that the HRD managers and departments start maintaining people of HRD changes that are taking place in the organisation using periodic survey and other methods.
- xi) **Future Direction :** The success of HRD will be the day,
 - a) When every employee sees himself as a developed of his subordinates and live manager start accepting and internalising their own role.
 - b) The second neglected group in HRD is the unionized categories of the employees. HRD for then also need to attended as they are in large numbers and form the foundation of organisation. The HRD managers should assist the unions and promote the spirit of collaboration.
 - c) Thirdly, there should be more research in this area.

9.4 HRD CLIMATE AND ORGANISATIONAL CLIMATE

HRD climate is an integral part of organisational climate. It can be defined as perceptions the employee can have on the developmental environment of an organisation. The developmental climate will have the following characteristics (Rao and Abraham, 1986):

- A tendency at all levels starting from-top management to the lowest level to treat the people as the most important resource.
- A perception that developing the competencies in the employees is the job of every manager/supervisor.
- Faith in the capability of employees to change and acquire new competencies at any stage of life.
- A tendency to be open in communications and discussions rather than being secretive (fairly free expression of feelings).
- Encouraging risk taking and experimentation.
- Making efforts to help employees, recognize their strengths and weaknesses through feedback.

- A general climate of trust
- A tendency on the part of employees to be generally helpful to each other and collaborate with each other.
- Team spirit
- Tendency to discourage stereotypes and favouritism.
- Supportive personnel policies.
- Supportive HRD practices including performance appraisal, training, reward management, potential development, job- rotation, career planning, etc.

Organisations differ in the extent to which they have these tendencies. Some organisations may have some of these tendencies, some others may have only a few of these and few may have most of these. It is possible to work out the profile of an organisation on the basis of these tendencies. HRD climate contributes to the organisations' overall health and self- renewing capabilities which in turn, increase the enabling capabilities of individual, dyads, team and the entire organisation.

Element of HRD Climate: The elements of HRD climate can be grouped into three broad categories general climate, OCTAPAC culture and HRD mechanisms. The general climate items deal with the importance given to human resources development in general by the top management and line managers. The OCTAPAC items deal with the extent to which Openness, Confrontation, Trust, Autonomy, Proactively, Authenticity and Collaboration are valued, and promoted in the organisation. The items dealing with HRD mechanism measure the extent to which HRD mechanisms are implemented seriously. These three groups were taken with the following assumptions:

A general supportive climate is important for HRD if it has to be implemented effectively. Such supportive climate consists of not only top management, line management's commitment but good personnel policies and positive attitudes towards development.

Successful implementation of HRD involves an integrate look at HRD and efforts to use as many HRD mechanisms as possible. These mechanisms include performance appraisal, potential appraisal, career planning, performance rewards, feedback and Counseling, training, employee welfare for quality work life, job rotation, etc.

OCTAPAC culture is essential for facilitating HRD. Openness is there when employees feel free to discuss their ideas, activities and feelings with each other. Confrontation is bringing out problems and issues into the open with a view to solving them rather than hiding them for fear of hurting or getting hurt. Trust is taking people at their face value and believing what they say. Autonomy is giving freedom to let people work independently with responsibility. Proactively is encouraging employees to take initiative and risks. Authenticity is the tendency on the part of people to do what they say. Collaboration is to accept interdependences, to be helpful to each other and work as teams. The conventional connotation with which the team climate has been used in literature is Organisational Climate. The concept of climate with specific reference to HRD context, i.e. HRD climate, has been recently introduced by Rao and Abraham (1986). Perhaps it could be due to this reason that there is hardly any research work available in published literature.

8.5 INDIAN CULTURE AND HRD

Culture may be defined as cumulative, crystallized and quasi-stable shared life style of people as reflected in the preference of some states of life over others (value), in the response predispositions towards several significant issues and phenomena (attitude) in the organised ways of filling time in relation to certain affairs (rituals) and in the way of promoting desired and preventing undesirable behaviour (sanctions).

In order to understand the culture context of Indian organisations, it may be useful to pay attention to some important cultural characteristics in India. Many of these characteristics are negative, that does not mean that we do not have any positive aspects in our culture. It does not mean that the design should necessarily confirm or conform to existing culture but it should certainly take the culture into account. However, some negative aspects have to be taken into focus attention, on the dimensions requiring change. The various aspects can be :

(i) Concern for others: In the Indian culture, there has always been concern for others, although this concern has not acquired the same character as in the western society, viz., concern for the community. Concern for others in India has been much more general, even though this has been a strong trend. The concern has also been for the society in general but when it comes to specific aspects, the concern has not been as prominent.

(ii) Traditions: Indian culture can be characterised amongst other strengths, by a tendency towards synthesis, absorbing various influence which impinge on the culture, and internalising them. The characteristic of synthesis has helped the culture to survive over thousands of years, and has helped to develop tradition which is quite unique in the world.

(iii) Dependency Motive: Being a feudal culture, the dependency motive has been fairly strong in India. Dependency motive is characterised by a tendency to depend on and please the authority figure, and to expect others who are in the authority to do the same thing in turn. This is reflected in various forms. Then dependency is high, it results in some of the behaviours:

- a) In a dependency situation, the individual does not take the initiative to deal with problems he looks to his immediate superior to take the decision and he would merely carry this out. Lack of initiative is one symptom of avoidance syndrome.
- b) Another dimension of dependency motive is excessive fear of failure. In a dependency culture, the main concern is to prove oneself acceptable to the authority, and, as a result of that one does not want to be seen as failing at all.
- c) In the dependency motive, the tendency is to conform to a given framework, rather than trying out a new framework. Creativity is low in dependency, because creativity involves risk taking, taking initiative, taking responsibility for both success and failure.

(iv) Casteism: Although the caste system is disappearing from the country and has little influence in the sophisticated section of the society, the spirit of casteism, i.e. the tendency to stratify the society and organisations into various levels, and developing different norms of behaviour for different levels of the society, still dominates. Casteism is reflected in status consciousness and in assigning different peoples to the different levels of the society or the organisation. It produces several dimensions:

- (a) One behavioural implication of casteism is reflected in the problem people have in developing peer-level relationships. People are quite uncomfortable in organisations unless they know where they stand in relation to others on the authority dimension. In the government one important consideration is who is senior. Even in problem solving meetings people first try to establish the hierarchy of seniority and then they are comfortable in relating to each other.

- (b) When peer level relationships cannot be established, the relationship becomes much more of dependency, and this reinforces the dependency motive. It is good to establish interdependent relationships in an organization. Certainly the new tasks, require this.
- (c) In Indian culture when a person takes a particular role, he finds it difficult to grow but of it, and others also find it difficult to accept him in a new role. In an organisation, when a person who has joined the set up recently, and therefore is regarded comparatively as a junior, gets promoted, a great deal of stress is produced; people find it difficult to accept him in a senior position. Of course, in modern organisations, things are changing and promotions are not made only on the basis of seniority.
- (d) Another dimension of casteism is that a person is primarily responsible to his role, and not responsible for the whole system. Role boundness is very much dominating in the Indian organisations. Those who are highly efficient and do their work very well, and are seen as such, have a tendency not to go beyond their roles and help the organisation.

(v) Avoid Involvement or Open Discussion: The tendency to depend on or refer to unknown factors is very high in the culture. This can be termed as fatalism. The general tendency is to see outside forces as highly important. Certainly there have been historical reasons for this, and because of lone experience of dependency on various factors, this tendency has persisted. It is shown in two ways in the organisations

- (a) In many organisations fatalism (which, by implication, means lack of trust that one can do something about certain things, and, that their control lies somewhere outside), leads to a general cynical tendency, that things are bad and cannot be improved. We find such cynicism stronger amongst intellectuals. If internal locus of control in people is low, and their ability is high, they tend to be more cynical. We find bright young people frustrated to organisations and talking about their organisations in cynical terms, that they are only passing time in the organisation, and that not much can be done.
- (b) Because of exaggerated importance given to outside factors in determining things, there is a tendency to avoid taking responsibility and holding oneself responsible for certain actions.

(vi) Individualism: This characteristic (a tendency to keep oneself uninvolved) may have some spiritual-religious roots. There is general tendency to avoid involvement. When it comes to discussions or opinions, there is a tendency to take a 'golden mean, as it is the safest position to avoid confrontation. It results in two main characteristics in the Indian organisations

- (a) Non involvement and non commitment would make a person take a more compromising position, and avoid any position which will put him in a confronting situation with others. This tendency is seen in people when discussions are held and when some uncomfortable opinions need to be shared. There is a general tendency to avoid that.
- (b) Another result of non commitment and non involvement is to tolerate various things. Tolerance is a motive quality, because it reflects the respect people have for others' views and tendency to see good things in others points of view. However, it creates problems when the tolerance is excessive. Our tendency of excessive tolerance is reflected in the general social behaviour.

(vii) More Emotional Rather than Realistic: Indian culture by nature is individualistic, even though there has been a tendency to show concern for the world and others. Usually, Indian culture emphasis individual spiritual pursuits. It results in two main characteristics :

- (a) When the basic concern of the individual is for self, the tendency to trust others is low. This results in a more or less unstated and underlying suspicion of other people. This is often reflected in organisations where collaboration may be low because the tendency to trust other persons is low.
- (b) As a result of individualistic orientation, the tendency to work together is rather low. One foreign behaviour scientist made a profound remark about Indian organisations and people. He said that while Indians as individuals could be compared with the best and most competent persons anywhere in the world, they formed poor organisations and they found it difficult to work as groups. Collaboration which requires, skills of working together or problems as lacking in most cases.

(viii) To Avoid Reality : This is an interesting characteristic of the Indian culture. There is a tendency to avoid reality, and what may be called reality orientation results. This is primarily reflected in the difficulty we in India have in anticipating problems and failures. The general tendency in the culture is to see the brighter side and not to expect and be prepared for the problems and difficulties.

9.6 Self-assessment questions

1. Define the term HRD culture.
2. What is corporate culture?
3. What are the elements of HRD climate?
4. Define Indian culture.
5. Define the term Individualism.

9.7 Summary

HRD climate is an integral part of the prevailing general organizational climate which may include characteristics such as: importance given to human resource, openness of communication, encouragement given to risk-taking and experimentation, feedback given to employees to make them aware of their strengths and weaknesses, a general climate of trust, faith in employee's capabilities, employees' tendency to assist and collaborate with each other, team spirit, tendency to discourage stereotypes and favouritism, and supportive personal policies and practices. For a positive HRD climate to prevail within an organization, it must be built on various important culture characteristics.

9.8 Glossary

Individualism: *Individualism* is the moral stance, political philosophy, ideology, or social outlook that emphasizes the moral worth of the individual

Casteism: It is one of the rural social problems, which is very peculiar to the Indian society. Indian society is a country of various religions. Each religion is sub-divided into different *castes* and these *castes* again into sub-*castes*.

Traditions: A *tradition* is a belief or behaviour (folk custom) passed down within a group or society with symbolic *meaning* or special significance with origins in the past.

Innovations: *Innovation* in its modern *meaning* is "a new idea, creative thoughts, and new imaginations in form of device or method". *Innovation* is often also viewed as the application of better solutions that meet new requirements, unarticulated needs, or existing market needs.

Corporate culture: *Corporate culture* refers to the organizational culture that encompasses the vision, values, behaviours, and practices of a company.

HRD culture: The HRD culture deals with the extent to which Openness, Confrontation, Trust, Autonomy, Proactivity, Authenticity, Collaboration and Experimentation (OCTAPACE) are valued and promoted in the organization.

9.9 Answers: self-assessment

1. For answer refer: section 9.2
2. For answer refer: section 9.3
2. For answer refer: section 9.4
4. For answer refer: section 9.5
5. For answer refer: section 9.5

9.10 Terminal Questions

1. What do you understand by the term HRD Culture? Explain the important business cultures in detail.
2. What is Corporate Culture? Discuss the important traits of Corporate Culture.
3. Discuss the foundation of Corporate Culture.
4. Discuss the characteristics of a good HRD Culture.\
5. How does Organisational Climate affect the HRD Climate? Discuss.
6. Discuss the elements of HRD Climate.
7. Highlight the impact of Indian Culture on HRD culture with the help of suitable examples.
8. What should be the qualities of a HRD manager to develop sound HRD climate in the Organisation?
9. Differentiate between Corporate Culture and Corporate Ideologies.
10. Discuss the Concepts of HRD Culture.

9.11 Suggested Readings

- Memoria, C.B., Personnel Management.
- Singh, N.K., Human Resource Management.
- Kumar Arun and Sharma Rachana, Personnel Management.
- Gupta Santosh, and Gupta Sachin, Human Resource Development.

Lesson-10

Determinants and Measurement of HRD Climate

Structure:

- 10.1 Introduction
- 10.2 Learning Objectives
- 10.3 Determinants of OC
- 10.4 Types of organisational culture
- 10.5 Diagnosis of OC to find out motivation
- 10.6 Measurement of culture
- 10.7 Self-assessment questions
- 10.8 Summary
- 10.9 Glossary
- 10.10 Answers: self-assessment
- 10.11 Terminal Questions
- 10.12 Suggested readings

10.1 INTRODUCTION

The internal working environment of every organisation has certain commonly perceived psychological characteristics or traits which are collectively called its climate, culture or milieu. These traits generally vary from organisation to organisation are relatively stable over time and influence the behaviour of people in the organization. Thus every organisation has its own unique culture. Not only this, even different departments of the same organisation may have different cultures depending upon the perceptions of members of these departments. Various personal characteristics such as values, needs, attitudes, experience, etc., determine the manner in which members are likely to perceive the various aspects of internal working of their departments.

10.2 Learning Objectives

After studying the lesson, you should be able to understand:

1. Various determinants of organisational climate.
2. Types of organisational culture.
3. Diagnosis of organisational climate to find out motivation.
4. Measurement of culture.

10.3 DETERMINANTS OF OC: Factors which influence the above dimensions of OC are as follows

- **Economic condition:** An organisation's economic condition influences its culture in several ways. The more prosperous an organisation is the more it can afford to spend on research and the more it can afford to take risk and be adventurous.
- **Leadership style:** An organisation's leadership style plays a profound role in determining several aspects of its culture. Thus, an authoritarian style may make the organisation's culture characterised by high position structure, low individual autonomy, low reward orientation, low warmth and support and so on. Opposite may be the culture characteristics of an organisation with goal directed leadership style.

- **Organisational policies:** OC is also influenced by organisational policies. A policy to resort to layoff only as a last remedy during business downturn will foster a cordial and supportive climate. Similarly, a policy to reward employees for increase in profits will make culture more reward oriented.
- **Managerial assumptions about human nature:** Douglas McGregor in his book 'The Human Side of Enterprise', points out that virtually every act on the part of management that involves human beings is predicated upon assumptions, generalisations and hypotheses relating to human nature and human behaviour-in other words, on some theory of behaviour. This, in turn, affects OC. McGregor has postulated two distinct postures about managing which he refers to as Theory X and Theory Y.

(a) Theory X : The Traditional View. This view followed in most of the organisations is characterised by the following assumptions about human nature

- a) The average person has an inherent dislike of work and tries to avoid it when possible.
- b) The average person is by nature self centred and different to overall organisational goal achievement.
- c) The average person is resistant to change.
- d) The average person lacks ambition, dislikes job responsibilities, and prefers to be closely directed.
- e) The average person desires job security and economic rewards above all else.

McGregor says that the above assumptions about human nature give rise to the need for coercion and control and fear and punishment in organisations.

(b) Theory Y: The integration of goals. In the author's opinion many of the above assumptions about human nature are incorrect. He therefore says that the theory X should be replaced by another set of assumptions which he calls theory Y. The assumptions of this theory are as under

- a) The average person is not by nature passive or resistant to the organisations needs.
- b) External control and the threat of punishment are not the only means for bringing about effort toward organisational objectives. The average person exercises self direction and control in the service of objectives to which he is committed.
- c) Commitment to objectives is a function of rewards associated with their achievement.
- d) The average person, under rewarding conditions, not only accepts but seeks responsibility.
- e) The capacity to exercise a relatively higher degree of imagination, ingenuity, and creativity in the solution of organisational problems is widely, not narrowly, distributed in the population.
- f) Under the conditions of modern industrial life, the intellectual potentialities of the average person are only partially utilised.

The core of these assumptions is the value placed on the integration of individual and organisational goals-on creating those conditions in which the members of an organisation can best achieve their goals by directing their efforts toward achievement of organisational goals.

Theory X and theory Y are very important theories because they draw management's attention to a very important phenomenon called the Pygmalion Effect which is also referred to as self fulfilling prophecy. This means that employees tend to mould the way the management expects them to. There is strong tendency for people to conform to other people's perception of them. The children who are perceived to be bright do in fact become bright. Those who are thought to be dull become dull. Management which wants its employees to become active, responsible and innovative should behave to them as if they already are active, responsible and innovative. It will find that its behaviour is justified for most of its employees have come up to its expectations. In brief, a manager should always watch his thoughts for they become his actions he must watch his actions for they, in turn, become his subordinate's character.

Goethe said “Treat a man as he is and he will remain as he is treat a man as he can and should be, and he will become as he can and should be”. So a manager must believe in the unseen human potential. Otherwise he will only get status quo performance-business as usual.

(A) Managerial values and ethos: In the earlier point, we have indicated how managerial assumptions about human nature determine managerial actions which contribute to organisational culture. In this point we are describing the norms and values held by managers about what is good management practice and what is poor management practice. This point tells us about their high or low orientation in the following eight important dimensions:

Sr. No.	Dimension	High	Low
1.	Authoritarianism	- Emphasis on orders, threats and punishment	- Emphasis on autonomy and persuasion
2.	Bureaucracy	- Emphasis on rules and procedures and on formal relationships	- Emphasis on results and on informal relationships
3.	Participation	- Emphasis on group decision	- Emphasis on individual decision
4.	Technology	- Reliance on sophisticated planning techniques	- Reliance on experience, rules of thumb and intuition
5.	Risk taking	- Preference for innovation and growth - Proactive	- Preference for status quo and stability - Reactive
6.	Self awareness	- Open to feedback - Continuous effort for self improvement	- Closed to feedback - Deadwood
7.	Employees security and growth	- Treating people as an important resource	- Practicing hire and fire policy
8.	Equity	- Justice in rewarding performance	- Indiscriminate distribution of rewards.

(B) Employees’ characteristics’: An organisation with educated, ambitious and young employees is likely to have a different type of OC than what may be expected of an organisation whose employees have opposite characteristics. The former set of characteristics may foster a competitive, risk-taking and open climate in the organisation.

(C) Organisational size: Small organisations with few levels of management are generally more amenable to democratic and participative functioning than big organisations. Systems of communication are also more open in small organisations. Hence these organisations foster a different type of climate than what one comes across in big organisations.

(D) Maintenance of OC: What makes OC enduring is the socialisation process of an organisation. This process, which familiarises a fresher with the various characteristics of culture and forces him to adjust to it, continues throughout ones entire career in the organisation. Socialisation process has three stages

prearrival, encounter and metamorphosis. Selection of only right type of persons who fit the eligibility requirement (which are laid down in the light of prevailing OC) is an attempt to maintain and perpetuate the existing organisation culture even before the outsider has joined the organisation. If a wrong person (whose individual characteristics do not match with the prevailing OC) gains an entry into the organisation his encounter with the new forces begins. These forces try to change him according to OC. The person may decide either to surrender himself to these forces and get completely changed or to leave the organisation if he finds the impact of these forces unbearable. He may even think of fighting against these forces and changing the OC. This, of course, is not easy.

The various forces which a person has to encounter on his entry into the organisation and which subsequently bring about his metamorphosis are long standing unwritten rules, rituals, taboos, jargons and the prevailing work culture. Every organisation has some long standing unwritten rules of conduct which its members meticulously follow. Rituals refer to ceremonies which organisation performs on specific occasions. Taboos refer to the prohibitions imposed on certain forms of speech or acts, e.g., not calling superiors by their first names, not discussing each other's personal lives in public, not coming to the place of work in a drunken state and so on. Jargon refers to the special language which only the members of the fraternity understand. This is sometimes referred to as code language, and may include nicknames for persons, events and processes etc.

10.4 TYPES OF ORGANISATIONAL CULTURE

Over the years a number of organisational cultures have been identified. The more interesting of these are briefly described below

- i. **Mechanistic Organisational Culture:** The mechanistic organizational culture exhibits the values of bureaucracy and feudalism. Organizational work's conceived as a system of narrow specialisation, as among craft guilds. People think of their careers principally within these specialisations. Authority is thought of as flowing down from the top and information and instructions follow formally prescribed channels. There is a great deal of departmental loyalty and inter departmental animosity, a strong 'we' versus 'they' perception. This sort of culture resists changes and innovations and tends to be found in organizations operating in relatively stabilised conditions.
- ii. **Organic Organisational Culture:** The organic organizational culture is a contrast to the mechanistic culture. Formal hierarchy of authority, departmental boundaries, rules and regulations and so forth are frowned upon. There is a great deal of emphasis on teamwork. Free flow of information, ease of communication, both formal and informal, across departments and specialisations and up and down the hierarchy, are strongly emphasized. In given problem situations, the person with expertise may wield far more influence than the formal boss, so that even juniors, if they have greater expertise, can prevail over their seniors. There is a widespread understanding within the staff of the kinds of problems, threats, opportunities, etc. the organization is facing, and organisational members spontaneously, on their own, take appropriate roles required in the situation rather like the fielders in a cricket match. The culture stresses flexibility, consultation, changes and innovation. This sort of culture tends to arise where a good deal of the work of the organization is of a developmental nature (as on project sites and in R & D labs) or involves producing goods or services to the specification of individual customers.

- iii. **Authoritarian Organisational Culture:** In the authoritarian culture, power is concentrated in the boss and obedience to orders and discipline are stressed. Any disobedience is punished severely to set an example to others. The basic assumption is that, as in the army during wartime, unquestioning obedience to orders is necessary if the organization is to survive. There is also the assumption that persons issuing orders know what is best for the organization and always act in these best interests. Also, people working in the organization are looked after, so that they can give their best to the organization.
- iv. **Participative Organisational Culture:** The participative culture rests on the notion that people are more committed to decisions that are participative made than to decisions that are imposed upon them. Also, group problem solving leads to better decisions because so many new points of view and so much information are shared during discussions. Another basic belief is that collaboration is better than conflict, and if there is conflict, bringing it out into the open during discussion can lead to better decisions. Participative cultures tend to emerge where most organizational members are professionals or otherwise see themselves as equals (as in cooperative societies).
- v. **Management Systems Culture:** The management systems culture believes in an engineering approach to management. Every operation is carefully analysed to see how it could be done most efficiently, and in doing this heavy use is made of textbook tools of management such as sophisticated planning budgetary control and information systems, sophisticated techniques of market research, activity scheduling, network analysis, investment analysis, professional selection and training of personnel, etc. This sort of an organization is 'rife' with systems, that is, carefully laid down procedures that are guaranteed to lead to optimal results. The systems culture frowns upon adhoc decisions, lack of procedural clarity, intuitive decision making, and so forth, and extols the use of science in management. Technocrats rule the roost. This sort of culture is frequently found in highly professionally managed corporations or technology intensive organizations.
- vi. **Entrepreneurial Organisational Culture:** The entrepreneurial culture is one which favours growth, big deals and empire building, big vision, boldness in decision making and going in where angels fear to tread. This sort of culture is frequently found in a new industry or in an old. industry in which a new technology or product has come on the scene making current technologies or product obsolete.
- vii. **Paternalistic or Familial Organisational Culture:** A culture that is very common in societies undergoing a transition from traditionalism to modernity is the paternalistic or familial organizational culture. In this culture the head of the organization/department is looked upon as a father figure, strict but benevolent, and subordinates consider themselves members of the organizational or departmental family. Just as in a family, the employees are expected to identify themselves totally with the organization and in return the organization meets the personal as well as social needs of the employees. Employment is typically lifetime and there is often a sort of monarchy at the top, with the eldest son typically succeeding the retiring or dying head of the organization. Not only are employees looked after, their children are also accommodated in the organization. This sort of culture is commonly found in family controlled enterprises and institutions.
- viii. **Altruistic Organisational Culture:** The altruistic culture is commonly found in organization that have dedicated themselves to doing social good.

10.5 DIAGNOSIS OF OC TO FIND OUT MOTIVATION

Organisational climate can be diagnosed from the point of view of its effect on the following six types of motives of people, viz., achievement, affiliation, expert influence, control, extension and dependency. The motive which receives the highest impetus is called the dominant motivational climate of the organisation. The next highest is called the backup motivational climate. Udai Pareek has developed an instrument called the Motivational Analysis of Organisations Climate (MAO-C) to collect data about the perceptions of individuals on this subject.

Societal Culture: Geert Hofstede's extensive research across forty countries has enabled him to conclude that like organisations societies too have some commonly experienced stable characteristics. These characteristics make each society unique and differentiate it from others. Some of these characteristics are fatalism, tolerance for ambiguity, contextualize, time orientation, collectivism, particularism, inner directedness, androgyny and tolerance for power distance. Since these characteristics contribute to differences in HRD practices and policies, a brief description of them is relevant for our discussion. People in some cultures are more fatalist than those in other cultures Fatalist culture has both good and bad results. Its good result is that it makes people more realistic because they easily perceive natural constraints as dominating about which nothing can be done. Its bad result is that it lowers peoples self confidence. They become passive and tolerant of conditions that need to be changed. Their exploratory tendencies to search solutions to problems are reduced. People in some cultures may have greater tolerance for ambiguity and uncertainty. Such culture develops high role flexibility in people. But it also makes them less attentive to structure and time causing confusion, delay and anxiety.

Contextualism means the importance which a culture gives to the context in interpreting an event, phenomenon or behaviour. In low-context cultures no importance is given to the context and all events and behaviours are judged by one standard. In high-context cultures behaviour is interpreted in the light of its context. Such cultures develop greater insight into social complexities. People in such cultures quickly understand why many others differ in behaviour or deviate from the known norms. Some cultures with orientation toward their past give more importance to their historical glory. Some others emphasise their present and get involved in their immediate. These present oriented cultures develop competencies of working and using temporary systems. But such cultures generally fail to develop in people long term perspective and commitment. Collectivism means a culture's preference for a tightly-knit social group. This culture develops in people a high sense of belonging, high mutual trust and good relations. But people lose their individual identity and always look to the group to protect their interests.

Particularism is a culture's tendency to classify people in several in groups and out groups on some identifiable basis such as religion, caste, etc. This develops in people a very high sense of identity with their groups. But it also reduces peoples objectivity because they become biased against other groups. Moreover, they spend more time in forming cliques than in achieving results. In some cultures people's behaviour is inner directed, i.e., people set their own standards and do not bother for the norms laid down by the collectivity. In some other cultures opposite is the case, i.e. norms of behaviour are laid down by the collectivity This helps in reducing improper individual behaviour but its greatest dysfunctionality is that there is internalization of norms. In some cultures there is strong differentiation of sex roles. Roles involving achievement and physical activity are largely assigned to males and females are given only tender roles. Some other cultures do not make this differentiation. These are called androgynous cultures. Such cultures help individuals develop concern for the weak. But they also reduce competition which is so much needed in societies and organisations.

Some cultures show greater tolerance for unequal distribution of power in society and organisations. This encourages respect for seniority and age. It also encourages more value being given to ascribed status than to achievement. Hofstede has identified India as a country in which there is a moderate extent of collectivism, a high tolerance of social inequality, a general acceptance of uncertainty and a moderately masculine orientation. These characteristics make OD and Team Building activities more acceptable. The basic question before an organisation is that how it should proceed in its HRD effort when it finds that surrounding societal culture is in conflict with the culture which it needs for achieving its goals. For example, the organisation may require achievement culture which values results but the society's culture may be affiliative which values good relationships and harmony. In such cases dilemma before the organisation is whether it should adapt itself to the culture of the society or it should try to change the society's culture and produce the kind which is needed for its future effectiveness. Obviously, it would be a great pity if an organisation were to merely perpetuate the culture which prevails in society notwithstanding its dysfunctional aspects. The correct course would be to evolve the right type of culture. In other words, the organisation must be proactive and take action to introduce change. It may be useful to do force field analysis of facilitating and hindering forces in the culture, use and reinforce the facilitating forces, produce counter-forces and pay enough attention to process and strategy.

10.6 Measurement of Culture

The concept of Culture is defined in terms of the shared belief, values, norms and traditions within the organisations. Methods of observation and informal open ended interviews are used to identify elements and or dimensions of organisational culture, which are subsequently measured through structured interviews. The study shows a definite relationship between culture and loitering. The term culture has been increasingly in vogue in studies of organisational behaviour because of the growing realisation among organisational scientists and management consultants that the culture of an organization has as much influence on corporate effectiveness as the formal structure of jobs, authority, technical and financial procedures. Although the term culture is normally used to refer to the intangible aspects of an organisation such as its beliefs, rituals, customs and traditions which its members have built up over the years for coping with the situation. However there is still a conceptual ambiguity surrounding the usage of the term culture in organisational studies. A study was organised to measure the organisational culture of a member of textile mills in order to explain their differences in one specific aspect of their organisational functioning viz., specific work group behaviour i.e., loitering among loomshed workers. An attempt was made to see if observed difference in the rate of loitering across the mills were related to their different cultures. The study was carried out in the textile mills of Ahmedabad which is one of the biggest textile centres of India. The textile industry is among the oldest and largest manufacturing industries in India, employing one sixth of the national manufacturing labour force.

At the time of this study (1981-83), Ahmedabad had about 65 mills, most of which (about 95 per cent) were composite mills producing both yarn and cloth the remainder were only spinning mills. About 80 per cent of these mills were privately owned, the rest belonged to the public sector. These mills produced both cotton cloth and non-cotton and blended fabrics. The public sector mills produced mainly cotton cloth of coarse and medium variety. These mills, barring a few, did not employ modern technology, and their managerial practices were quite traditional. One popular notion among many Ahmedabad mill managements, was that there was high rate of loitering among their loomshed workers and that this adversely effected their production. However, there were no reliable data to confirm or disconfirm that beliefs. This created lack of trust between management and workers.

Nine mills, six from the private sector and three from the public sector, which were largely comparable with regard to their production technology and compensation policies, were selected for the measurement of loitering among their loomshed workers. From the data so called the rate of weavers' absence on the looms due to reason related to, work, employment and other reasons and the consequent loss in efficiency due to these three classes of reasons were computed for nine mills. Out of the nine mills where the rate of loitering was measured, two high loitering mills one each from the private and public sector, and two low loitering mills also one each from the private and public sector, were selected for further enquiry into the determinants or correlates of loitering. Informal open ended interviews and personal observation were used to collect ideas for any elements of organisational culture, such as beliefs, values, norms and traditions that might be in some way related to the loitering phenomenon. Based on these ideas, a structured interview schedule was prepared for measuring organisational culture, more specifically, the sub culture of the loomshed, which is nothing but a micro culture influenced by the larger culture of the organisation. The items in the interview schedule were independently judged by eight judges for their face validity, i.e., to determine whether the items were good enough for what they are supposed to measure the following elements of sub culture.

Beliefs: Following are the widely shared beliefs among the workers regarding

- (i) Supervisors concern for production and discipline among the workers
- (ii) The cost of loitering workers
 - (a) By way of punishment by the management, and
 - (b) By way of loss in production and the resultant loss in wages.
- (iii) Quantum of workload.

Values: These were widely shared values among workers regarding the desirability of discipline among workers.

Norms: There were work group norms regarding appropriate "On The Job behaviour"

Tradition: There were different traditions of loitering in the department. In view of the above study included above elements and in interviews, workers responded to each of the statements in the schedule, on a binary 'yes-no' scale, expressing their agreement or disagreement with the varying items.

Analysis of Data: The data gathered through the interviews were analysed to see whether the mills with high and low rates of loitering different in terms of their cultures.

The categorization of the mills into public and private sectors for the purpose of studying their cultures was done on the presumption that in India, the fact that a mill being public or private would make a difference in their cultures. Public sector mills, because of being owned by the government, are more bureaucratic in character and their employees enjoy more job security as compared to the private sector mills. Also, historically, these public sector mills were one time sick mills in the private sector which were nationalized in 1967 and were entrusted to a public sector corporation called the National Textile Corporation (N.T.C) which was set up to run these sick mills and nurse them back to health. These factors would probably lead to the emergence of different kinds of cultures in the public and private sectors study shared that the mills with Low Loitering in the public sector differ markedly with regard to the following, dimensions of their sub cultures.

Workers belief regarding: (a) supervisory concern for workers production and discipline, (b) the cost of loitering by way of punishment from the management, (c) cost of loitering by way of loss in production and the consequent monetary loss to the workers.

Work group norms: In the High-Loitering Mills the majority of the workers believed that their supervisors were not genuinely concerned about either production or the workers. An attitude of apathy coupled with powerlessness and helplessness prevailed among the supervisory staff. They believed that management could not do anything against the workers in the case of misconducts like loitering. There had been a long tradition of loitering in the mill and successive managements had not been able to contain, the problem. It may be mentioned that the top management in public sector mills changes quite frequently. This had contributed to the above attitude among the supervisors. The workers could readily perceive this attitude of the supervising staff. Consequently, the workers knew that certain misconducts on their part, like loitering, were not costly for them since they would not elicit any punitive action from management. Over and above these, some of the social norms among the workers were also conducive to loitering. For instance, some of the work group norms discouraged workers from having too good relationships with management. On the other hand, the Low Loitering Mills in the public sector presented a different cultural profile. Here the workers believed that the supervisors in general were somewhat concerned about production and the workers problems. Supervisors in general were largely successful in communicating their concern not only for production but also, to some extent, for workers problems. The management was perceived as capable of taking disciplinary action against the workers in the case of misconduct on their part.

As far as the effect of loitering on production, the workers in the low loitering mill believed that their frequent absence from the looms would result in a loss of production, which would in turn result in a monetary loss for the workers. As far as the work load was concerned, the workers believed that the workload was high they did not get sufficient time for going out for their personal needs and they therefore complained more about the workload in their department than counterparts in the high loitering mill.

The findings regarding the cultural profile of the public sector high loitering mills were not surprising when considering its lower productivity and profitability, but the findings regarding the cultural profile of the low loitering public sector mills were rather surprising. The low loitering mill, despite being a public sector one with all its attendant problems, seemed to have a more productivity oriented culture than the high loitering mill. It appears that at some point in the history of the mill, management was able to redirect the culture towards productivity. The corporate performance of this mill in fact, slightly better than that of the high loitering mill, though it was still not satisfactory. The High Loitering Mills (H.L.M) and Low Loitering Mills (L.L.M) in the private sector also presented different cultures, though not always on the same items as the public sector mills. The following were the dimensions on which these mills showed marked differences in their cultures.

- a) Workers beliefs regarding cost of loitering by way of loss in production quantum of workload
- b) Work group norms
- c) The tradition of loitering in the department.

A large percentage of the workers in the private H.L.M. believed that loitering was not costly for them since it did not affect their production, while L.L.M., workers were almost unanimous in their belief that loitering would very seriously affect their production. Regarding the workload, the H.L.M. workers thought that it was manageable and they had no complaints about it while the majority of L.L.M. workers thought that

their workload was not manageable and they had complaints about it. In the H.L.M. sincerity and hard work on the part of a worker was discouraged by other members of the group while there was no such practice in the L.L.M. A considerable proportion of H.L.M. workers felt that there was nothing wrong in going out from time to time if it did not affect the work, while L.L.M. workers did not subscribe to this view. As far as the tradition of loitering is concerned, a good proportion of H.L.M. workers reported that there was a tradition of loitering in the mill which had almost become a way of life in their department, while such a tradition was conspicuous by its absence in the case of the L.L.M. The only dimension of culture on which the H.L.M. and L.L.M. in both the public sector and the private did not differ was workers attitudes regarding discipline. Workers in all types of mills regarded discipline as something desirable in their work situation.

Thus, it is clear from the above discussion that how organisational culture is measured.

10.7 Self-assessment questions

1. Define theory X.
2. Define theory Y.
3. What do you mean by leadership style?
4. What is mechanistic organisational culture?
5. What is organic organisational culture?

10.8 Summary

Human Resource Development Climate is an essential part of the organisational climate. It is the perception the employee can have on the development atmosphere of an organisation. The human resource development climate is feature by factors such as treating employees as the most valuable resource, open communication, effective feedback system, motivate creativity and experimentation, creating a general climate of trust and collaboration, measures to improve personnel policies and supportive human resource development practices. It is a process of assisting people to acquire competencies. Climate is an overall feeling that is conveyed by the physical layout, the way employees communicate and the way the employees of the organization present themselves with outsiders.

10.9 Glossary

Bureaucracy: a system of government in which most of the important decisions are taken by state officials rather than by elected representatives.

Technology: Technology refers to methods, systems, and devices which are the result of scientific knowledge being used for practical purposes.

Equity: the quality of being fair or impartial; fairness; impartiality: the equity of Solomon.

Self-awareness: Self-awareness is how an individual consciously knows and understands their own character, feelings, motives, and desires.

Economic condition: Economic conditions tell about the current condition of a nation, location or an Individual.

10.10 Answers: self-assessment

1. For answer refer: section 10.3
2. For answer refer: section 10.3
2. For answer refer: section 10.3

4. For answer refer: section 10.4

5. For answer refer: section 10.4

10.11 Terminal Questions:

1. Discuss the various determinants of Organisational climate.
2. Discuss the Managerial assumptions about human nature.
3. Make distinction between theory X and Theory Y of Me Gregor with regard to HRD climate.
4. Discuss the Managerial values and ethos with regard to HRD climate.
5. How Organisational Culture is maintained?
6. Discuss the various types of Organisational Culture.
7. Distinguish between Participative Organisational and Management Systems Culture
8. How does organizational culture affect the motives of people at work?
9. How will you measure organizational culture? Illustrate your answer with the help of suitable example.
10. How does Societal Culture affect the Organizational Culture. Explain.

10.12 Suggested Readings

- Ahuja, K.K., Chabra, T.N., Managing People at Work.
- Dubin, Robert, Human Relations in Administration.
- French Wendell; The Personnel Management Process.
- Jucius Michael, J., Personnel Management.
- Robert, L., Mathis and J.H. Jackson, Personnel and Human Resource management.

M.B.A Examination

STRATEGIC HUMAN RESOURCES DEVELOPMENT Course : HRM-05

Time Allowed : 3 Hours

Max. Marks; 60 (Regular)

100 (ICDEOL)

The candidates shall limit their answers precisely within the answer-book (40 pages) issued to them and no supplementary/continuation sheet will be issued.

Note : Attempt Five questions in all, selecting one question from each unit.

Unit-I

- i. Define HRD. What are objectives and characteristics of HRD? Why is it needed in modern organizations? And also bring out prerequisites for effective HRD Process. (12)
- ii. What do you mean by HRD strategies? What type of HRD strategies are commonly followed by organizations today's global competition? (12)

Unit-II

- iii. What is Performance Appraisal? How is it carried out by line managers? Evaluate its relevance and significance for the development of Human Resources in organizations. (12)
- iv. Write note on the following :
 - (a) Training System and HRD (6)
 - (b) Self-renewal System and HRD (6)

Unit-III

- v. Do you think career planning should be individual centred or organization centred? Discuss the career planning programme of an organization you know about. (12)
- vi. Describe the process of career planning? Discuss Prerequisites, advantages and limitations of career planning and also give an account of role and responsibilities of individuals in career planning process. (12)

Unit-IV

- vii. What do you mean by the term Counseling ? What are aims and objectives of Counseling ? Describe how Counseling process may be helpful in Human Resources Development? (12)
- viii. Describe the concept of Nurturing and Helping and Bring out the relevance and significance of nurturing and helping as mechanisms of HRD. (12)

Unit-V

- ix. What Is HRD climate? Bring out elements of HRD climate and explain the rationale and status of HRD climate in Indian organizations. (12)
- x. What do you mean by organization Culture? Bring out its contribution in the development of Conducive HRD climate in Organizations. (12)

M.B.A Examination
STRATEGIC HUMAN RESOURCES DEVELOPMENT
Paper-HRM-05

Time : 3 Hours

Max. Marks : 60 (Regular)

100 (ICDEOL)

The candidates shall limit their answers precisely within the answer-book (40 pages) issued to them and no supplementary/continuation sheet will be issued.

Note : Attempt five questions in all, selecting one from each unit. All questions carry equal marks.

Unit-1

- i. What do you understand by the term HRD? Highlight the current problems in Human Resource Development (HRD) with special reference to Indian organizations.
- ii. What do you mean by HRD strategy? What type of HRD strategies are commonly followed by organizations in today's global competition?

Unit-II

- iii. Critically evaluate the role and responsibilities of line managers in developing Human resources in the present context of globalization of business.
- iv. What is Training? Explain process of training need assessment and formulation of training-objectives and also bring out the factors affecting transfer of training.

Unit-III

- v. Describe the meaning and process of 'career planning'. What do you think, career planning should either be individual centered or organization centered? Justify your stand.
- vi. What are various steps and tasks in establishing a career development system? Discuss benefits of career development system for employees, managers and organization.

Unit-IV

- vii. Describe the process of monitoring in organizations. Bring out objectives and potential difficulties of monitoring process and also suggest measures for developing effective monitoring system in modern organizations.
- viii. What do you understand by performance Counseling? Bring out the benefits of performance Counseling with special reference to performance reviews. Discuss steps to improve performance Counseling.

Unit-V

- ix. Explain the meaning and nature of organizational climate and bring out elements of organizational climate. How can organizational climate be favourable for effective Human Resource Development?
- x. "OCTPACE values are mirror of organizational climate and culture". Elucidate.

ASSIGNMENTS

Attempt 75% Assignments

- Q.1 Discuss the concept of Human Resource Development. Also discuss the characteristics of Human Resource Development.
- Q.2 What do you mean by Career Planning? Discuss the process of Career Planning and Development?
- Q.3 Discuss the meaning and characteristics of 'counseling'.
- Q.4 Discuss the characteristics of Good H.R.D. Culture.
- Q.5 Discuss various determinants of organizational climate.
- Q.6 How organizational Culture is maintained?
- Q.7 Describe in detail the changing career.
- Q.8 What are the limitations of career Planning.
- Q.9 Define the term leader. Discuss various leaders styles.
- Q10. Define the term HRD culture. What are the different elements of HRD climate?
