# UTTAR PRADESH RAJARSHI TANDON OPEN UNIVERSITY

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MBA-311 3.11

## Human Resource Development

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# FIRST BLOCK

## Human Resource Development : Strategies, Design and Experiences

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MBA-3.11

# Human Resource Development

Block

# 1

## HUMAN RESOURCE DEVELOPMENT : STRATEGIES, DESIGN AND EXPERIENCES

# BLOCK 1 HUMAN RESOURCE DEVELOPMENT : STRATEGIES, DESIGN AND EXPERIENCES

This block comprises three units. The first unit presents an overview of the HRD field, explaining different basic aspects and issues of HRD. The second unit deals with various dimensions of HRD strategies explained through experiences of fourteen public and private sector organisations. The last unit is a case unit having six cases of different public and private sector organisations, which deal with and highlight various aspects and practices of HRD in these organisations.
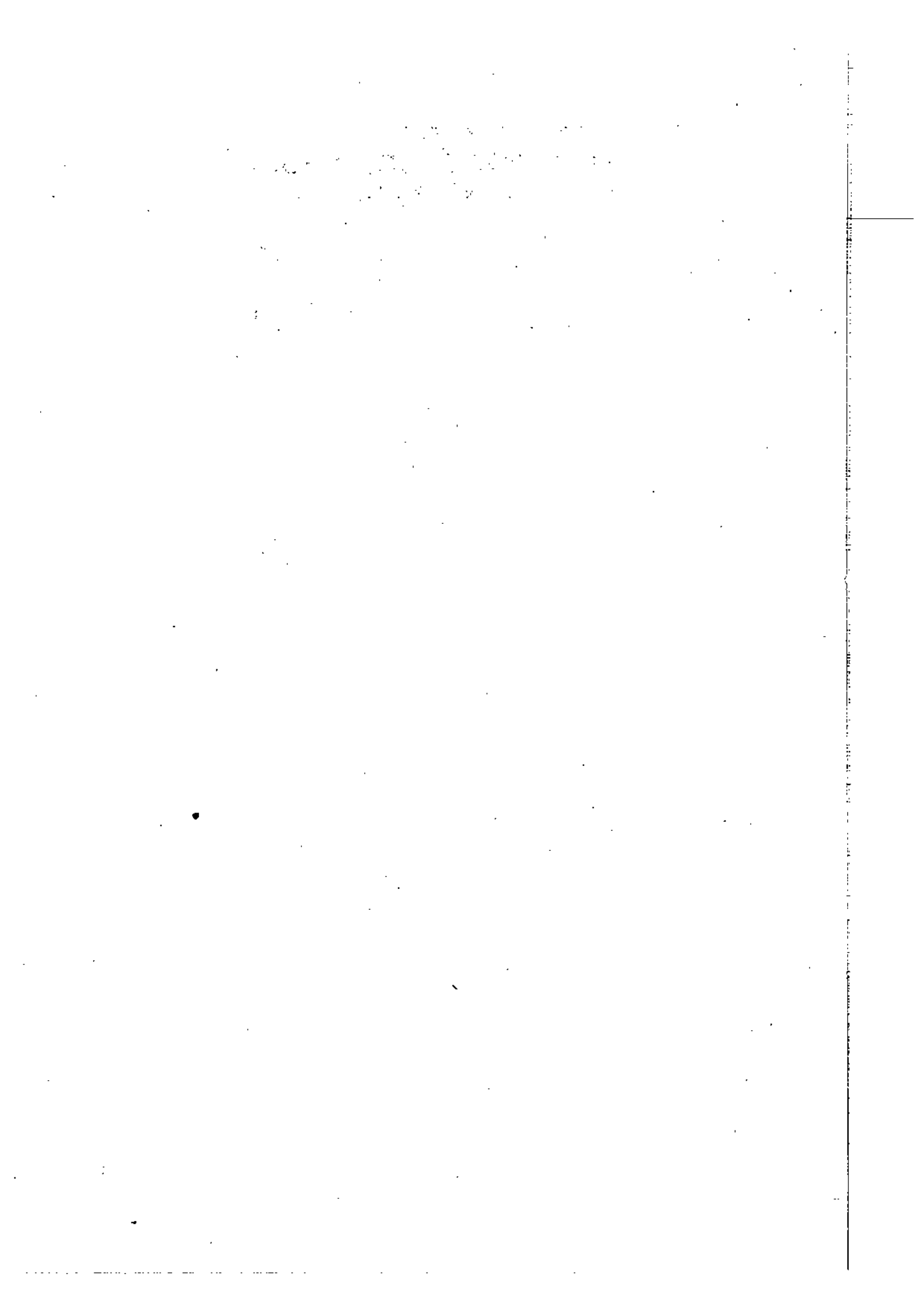
# UNIT 1  HUMAN RESOURCE DEVELOPMENT : AN OVERVIEW

## Objectives

After going through this unit, you should be able to :

- define HRD;
- distinguish HRD instruments;
- processes and outcomes of HRD mechanisms; and
- highlight the trends in HRD practices.

## Structure

## 1.1  INTRODUCTION

In the field of Management Sciences, 1980s can be called as a decade of computers and HRD. 1990s are likely to continue to be a decade of new technologies in every field including human resources. It is well recognised everywhere that human competency development is an essential prerequisite for any growth or development effort. Research, experimentation and experience in the field of HRD has grown enormously in the last decade. Many organizations have set up new departments known as "HRD Departments" which symbolise the recognition of importance of people's competency development. These departments have done remarkable work in attempting to find out new ways of developing employee competencies. In addition to the well-known mechanism of training, experiments are being undertaken to use performance appraisals, potential appraisals, feedback and counselling, mentoring, job-rotation, OD interventions, career development systems etc.

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In addition to using a variety of mechanisms to develop Human Competencies, organizations have started enthusing supervisors, line managers, top management, union leaders and other categories of employees to recognise their respective roles in developing their own and their subordinates competencies. While there is a lot of progress in the field of human resource development in the last one decade, there is a lot more that needs to be achieved. Last ten years efforts have largely been limited to large size industry and profit sector. Even here executive development was focussed much more on executive development rather than worker/labour development. Service sector industry and government systems still treat HRD as synonymous with training. A lot more work (and a lot more) and experimentation is needed.

This course on HRD attempts to create a conceptual background required to undertake any activities to facilitate and manage the HRD function in any organization. This unit in particular aims at presenting an overview of HRD.

## 1.2 WHAT IS HRD?

HRD is the process of helping people to acquire competencies. In an organizational context HRD "..... is a process by which the employees of an organization are helped in a continuous and planned way to:

● acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles

● develop their general capabilities as individuals and discover and exploit their inner potential for their own and/or organizational development purposes

● develop an organizational culture in which supervisor-subordinate relationships, team work, and collaboration among sub-units are strong and contribute to the professional well-being, motivation, and pride of employees."

● HRD process is facilitated by mechanisms (instruments or sub-systems) like performance appraisal, training, organizational development (OD), feedback and counselling, career development, potential development, job rotation, and rewards.

● Employees are continuously helped to acquire new competencies through a process of performance planning, feedback, training, periodic review of performance, assessment of the developmental needs, and creation of development opportunities through training, job rotation, responsibility definition and such other mechanisms.

## 1.3 WHY HRD?

People need competencies (knowledge, attitudes, values and skills) to perform tasks. Higher degree and quality of performance of tasks requires higher level or degree of skills. Without continuous development of competencies in people an organization is not likely to achieve its goals. Competent and motivated employees are essential for organizational survival, growth and excellence.

Over a period of time, an organization may achieve a saturation point in terms of its growth. Even to maintain such a saturation level of growth employee competencies need to be sharpened or developed as organizations operate in environments that keep changing requiring the employees to have new competencies.

Any organization that is interested in improving its services and its effectiveness in other ways (e.g. cost reduction, reduction in delays, increased customer satisfaction, improved quality and promptness of services, market image etc.,) needs to develop its employee competencies to perform the tasks required to bring about such improvements.

For example if a university wants to do better than before by improving its nature of courses offered and the quality of teaching, it has to undertake a faculty development

programme. If it decides to improve its administration, HRD activities may need to be undertaken to equip the administration with better competencies. When a hospital wants to improve its services the hospital may need to undertake an Organization Development exercise to create a new culture, new orientation and attitudes in its staff. If the government offices have to work better, a good deal of attitude change and value education may become necessary along with a few other policy changes. A profit-making company wanting to diversify may need to develop new competencies in some of its staff to be able to handle the new tasks required by diversification.

Thus HRD is needed by every organization that is interested in:

● Stabilising itself

● Growing

● Diversifying

● Renewing itself to become more effective

● Improving its systems and services

● Change and becoming more dynamic

● Playing leadership roles.

# 1.4  HRD MECHANISMS, PROCESSES AND OUTCOMES

Human Resource Development, therefore, should be a continuous process in organizations. The nature of efforts and investments put into develop human resources may vary from organization to organization depending on its need, nature; size etc. This may also vary from time to time in the same organization depending on the nature of change the organization is going through or the nature of capabilities the organization wants to build within it. There are many methods or instruments available for organizations to develop employee competencies.

The instruments of HRD are many. The HRD instruments should lead to the generation of HRD processes like role clarity, performance planning, development climate, risk-taking, dynamism, etc. in employees. Such HRD process should result in more competent, satisfied and committed people that would make the organization grow by contributing their best to it. Such HRD outcomes influence the organizational effectiveness. A model explaining the linkages between HRD instruments, processes, outcomes and organizational effectiveness is presented below (Rao, 1986).

The interrelationships between HRD instruments, processes, outcomes and organizational effectiveness is presented schematically in Figure I.

Figure I presents illustrative lists of HRD Mechanisms, Process Variables, Process Outcomes and Organizational Effectiveness dimensions. As shown in the figure the organizational effectiveness depends on a number of variables like environment; technology, competitors etc. However, other things being the same an organization that has competent, satisfied, committed and dynamic people is likely to do better than an organization that scores low on these HRD outcome variables. Similarly, an organization that has better HRD climate and processes is likely to be more effective than an organization that does not have them. This is because a number of HRD processes simultaneously operating in an organization should normally result in the HRD outcomes mentioned in box 3 of Figure I.

The HRD processes and outcomes are separated in the Figure to bring out sharply the following:

1) HRD outcomes are a few whereas processes are many (what is provided in box 2 of Figure I is only an illustrative list).

2) HRD processes operating simultaneously affect the outcomes.

3) HRD outcomes variables are a step closer to organizational effectiveness than the process variables. For example, better communication, role clarity, performance

planning, trust, collaboration, openness can be considered as more remotely related to organization effectiveness than variables like having competent, dynamic, satisfied and committed employees.

4) If the HRD outcomes are not present in an organization at a satisfactory level, than one needs to question the adequacy (qualitative and quantitative) of the HRD processes in that organization.

5) HRD outcomes mentioned in the figure provide the raison d etre for HRD processes.
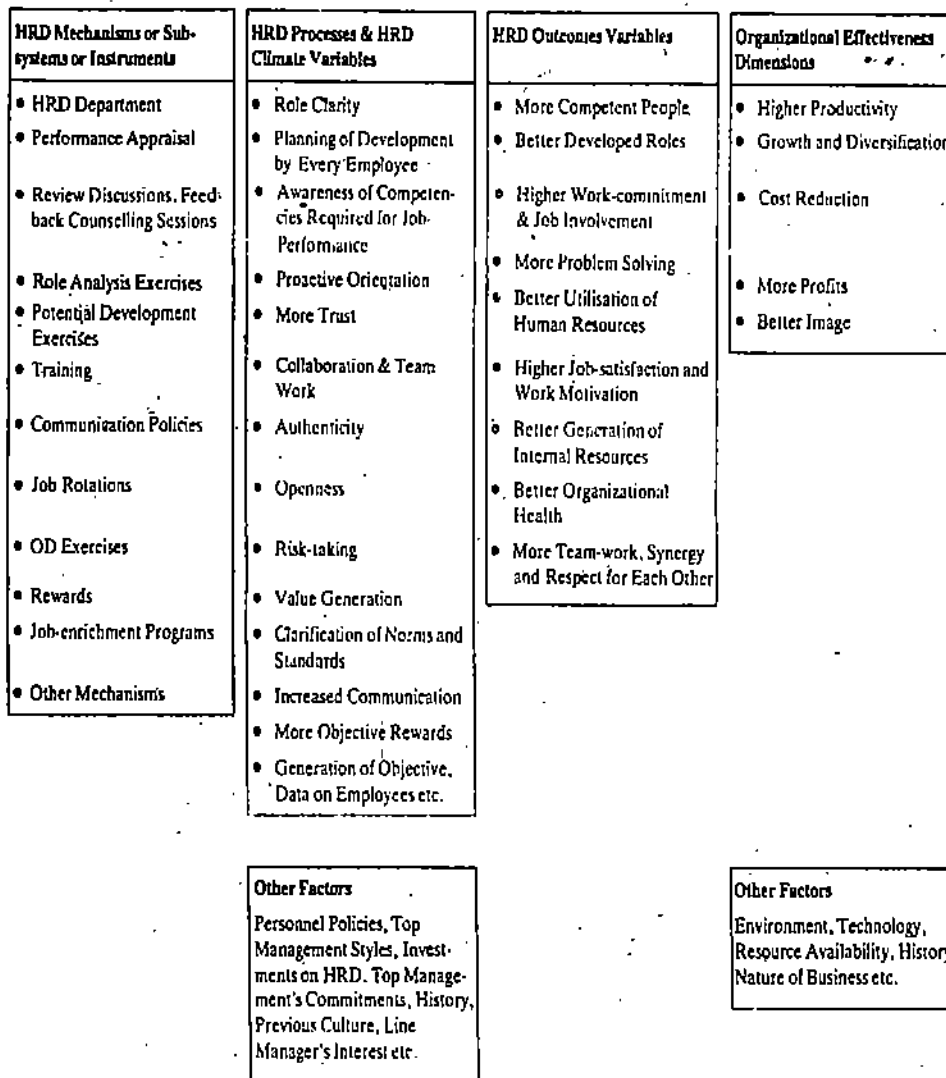
The linkages between HRD outcomes and organizational effectiveness are not easily demonstrable due to the influence of several other variables in determining productivity. For example, researches conducted in the past studying the relationships between job-satisfaction and productivity, organizational health and productivity have not shown any consistent results. This has an implication for the Chief Executives, unit heads, line managers and HRD managers interested in HRD. They have to make efforts to promote HRD processes and culture in their organizations as a matter of "faith" or "philosophy" and not look for demonstrable outcomes in terms of organizational effectiveness. They should at least be able to believe that their organizations are not likely to be effective for sustained periods without the HRD processes and outcomes howsoever facilitating the other factors (environment, technology, market monopoly, etc.) maybe.

Another set of relationships shown in Figure I deserves attention. This is the relationship between boxes 1 and 2 i.e., HRD Mechanisms and HRD Processes. HRD mechanisms like performance appraisal, training, OD interventions, counselling etc. are "systemic" interventions an organization can make to set into motion or to develop the desired HRD processes and outcomes. However, mere introduction of HRD mechanisms and HRD departments do not automatically result in the development of HRD climate or HRD processes. There are organizations in our country today that claim that they have been able to generate a good HRD climate and outcomes without having any formalised HRD mechanisms. It is possible to have a HRD culture without having a HRD department or without using any HRD systems. That requires good leadership at the top, vision and building of HRD values from the inception of an organization. Such HRD values may have been promoted in the past by visionaries and institution builders.

In this era of Professional Management where Managers as well as Chief Executives are being professionally developed, systemic interventions is the only way to develop and institutionalise processes and a new culture. HRD processes and climate cannot be developed in any simple way in organizations that are already in existence and have already evolved a way of life. Process changes can be brought in through systemic interventions faster if the interventions are designed properly, taken seriously and are monitored constantly. Design of the systems should be based on a clarity of processes. In sum, the following can be postulated about the linkages between HRD mechanisms and processes:

1) HRD departments, and HRD mechanisms are useful instruments for initiating and strengthening development processes and culture and achieving HRD outcomes.

2) HRD mechanisms and sub-systems should be designed keeping in view the HRD process and culture to be achieved.

3) These mechanisms should be periodically reviewed to examine whether they are facilitating the institution of HRD processes and culture or not and whether the mechanisms should suitably be changed.

4) Irrespective of how well the mechanisms are designed and implemented, if the top management does not have commitment of HRD and communicates such commitment of all employees, the HRD mechanisms may become mere rituals resulting in wastage of managerial time rather than leading to the development of HRD processes.

5) Even when the HRD mechanisms are well designed, the top management is committed and the implementation process is well monitored, generation and internalisation of HRD processes and culture remains a slow process and may take some years to establish.

Figure 1
A Schematic Presentation of Linkages Between HRD Instruments, Processes, Outcomes and Organisational Effectiveness

| HRD Mechanisms or Sub-systems or Instruments | HRD Processes & HRD Climate Variables | HRD Outcomes Variables | Organizational Effectiveness Dimensions |
|---|---|---|---|
| • HRD Department<br>• Performance Appraisal<br><br>• Review Discussions, Feed-back Counselling Sessions<br><br>• Role Analysis Exercises<br>• Potential Development Exercises<br>• Training<br><br>• Communication Policies<br><br>• Job Rotations<br><br>• OD Exercises<br><br>• Rewards<br>• Job-enrichment Programs<br><br>• Other Mechanisms | • Role Clarity<br>• Planning of Development by Every Employee<br>• Awareness of Competencies Required for Job-Performance<br>• Proactive Orientation<br>• More Trust<br><br>• Collaboration & Team Work<br>• Authenticity<br><br>• Openness<br><br>• Risk-taking<br><br>• Value Generation<br>• Clarification of Norms and Standards<br>• Increased Communication<br>• More Objective Rewards<br>• Generation of Objective Data on Employees etc. | • More Competent People<br>• Better Developed Roles<br><br>• Higher Work-commitment & Job Involvement<br><br>• More Problem Solving<br>• Better Utilisation of Human Resources<br><br>• Higher Job-satisfaction and Work Motivation<br>• Better Generation of Internal Resources<br>• Better Organizational Health<br>• More Team-work, Synergy and Respect for Each Other | • Higher Productivity<br>• Growth and Diversification<br><br>• Cost Reduction<br><br><br>• More Profits<br>• Better Image |

| Other Factors | | Other Factors |
|---|---|---|
| Personnel Policies, Top Management Styles, Invest-ments on HRD, Top Manage-ment's Commitments, History, Previous Culture, Line Manager's Interest etc. | | Environment, Technology, Resource Availability, History, Nature of Business etc. |

## 1.5 HRD INSTRUMENTS : TRENDS

The objective of any HRD effort is to build human competencies, to build a climate and to improve employee satisfaction with work, i.e., "competency development", "climate building" and "innovation development". In competency development again the objectives are many. These include : development of competencies of individuals (both in relation to work and as individuals and their potential for future), developing competencies of dyads (boss-subordinate dyads from top to bottom), of teams and for inter-team collaboration for organizational health.

In every organization a group of people are needed to think constantly in terms of the above objectives, assess the extent to which the above objectives are being achieved, generate mechanisms to achieve the above objectives and keep reviewing the processes and rejuvinating the instruments. This group is the HRD group or the HRD Department. Those organizations that recognise this, have started HRD departments and recruited HRD staff.

A good number of industrial and commercial organizations have HRD staff or HRD departments. In other organizations this role is performed either by the Personnel Chief who is at a senior level or by the Chief Executive himself. In the non-profit sector this realisation is just coming. Only a small number of organizations like the universities and hospitals have HRD staff or HRD departments.

The most frequently used development instruments are "Performance Appraisals" and "Training Programmes". Development-oriented performance appraisals have gained momentum in the last one decade. However, many organizations are still mixing up development goals with control and administration goals reducing the effectiveness of appraisals. Those organizations that emphasize "performance review discussions", "counselling sessions" etc. rather than "appraisal ratings", "promotions" and "rewards" seem to achieve HRD goals far more and far better. However, accomplishing HRD goals through performance appraisals is less visible and much slower than achieving HRD goals through training, although the nature of HRD goals achieved through these two types of instruments are different. These issues will be discussed in subsequent units.

Role analysis exercises have helped a great deal in some organizations to bring about role clarity and setting the climate for development. Some organizations have used role analysis exercises to generate basic information about the key functions associated with each role and the key competencies required to perform these functions. Such basic data is being used for recruitment, promotion decisions and potential appraisal, performance planning and performance development through training. Training needs are also being identified using these data.

Very few organizations are using job-rotation as a HRD mechanism, although a number of them carry out rotation exercises. In a HRD-oriented job-rotation there is a philosophy behind job-rotation and it is a development philosophy like perspective development or development of empathy, understanding of other departments and development of general management skills.

OD exercises are being used by a few organizations largely for developing tear spirit, team work and interdepartmental collaboration. Potential development exercises have not yet begun to take shape.

Some of these instruments are discussed in detail in this course. The next few units in this Block present in detail the HRD strategies and case studies. The case studies illustrate the effective use of some of the HRD instruments.

In this course, emphasis has been laid on supervision, counselling and mentoring and training. Line managers play an important role in HRD. They facilitate their own development and that of their subordinates through feedback and counselling, · mentoring, climate building and their own leadership styles.

## 1.6 HRD IN OTHER SECTORS

Human competencies are very critical for those working in services. Those in banking sector, voluntary agencies, rural development, health and family planning, education and other service sectors have to deal constantly with people. For example, a family welfare worker deals directly with other people and most often those who had less of education. He needs to influence their thinking and bring attitude change. Because of this, competency development is very critical for these sectors. Unfortunately HRD has not got the attention it deserves in these sectors. Banking system is an exception in some ways as that is one system where HRD has been given due importance. There are some successful experiences available in our country from these sectors. These are also discussed in this course.

## 1.7 HRD ISSUES

HRD is a growing field. It is also a complex area. As the knowledge base in HRD is developing, many issues are also emerging. These issues deal with structuring of the HRD function, creating HRD climate, the HRD instruments and processes for workers, HRD-OD-IR linkages, development of HRD professionals etc. These issues are dealtwith in the last part of this course. ·

## 1.8 AN OVERVIEW OF HRD PRACTICES : TRENDS

The Centre for HRD at XLRI, Jamshedpur surveyed the practices of 53 public and private sector organizations (Rao and Abraham, 1985). From this survey the

following trends were observed:

1) About 32% of them had a formally stated policy focussing on HRD. Another 59%, did not have a formally stated HRD policy but claimed to emphasize it. It is only in 9% of organizations that there was no formally or informally known HRD policy.

2) About 89% of the organizations surveyed had personnel policies that emphasize continuous development of their employees.

3) In 30% of these organizations there is a separate HRD department and in another 38% of them the HRD function is a part of the personnel function with specially designated persons to look after it.

4) About 26% of the organizations reported to have fully development oriented performance appraisal systems and another 62% reported to have appraisals that have development as one of the main objectives.

5) Some form of identification of tasks and targets jointly by the appraiser and appraisee, performance review discussions to help appraisee recognise his strengths and weaknesses, appraisal feedback to appraisee for improvement, self-appraisal, identification of development needs, potential appraisal, and identification of factors affecting performance seem to characterise about 70% of the appraisal systems.

6) About 55% of them had a definite training policy. For example, one of the organizations surveyed had a policy that all the executives should be trained in all areas of general management. In 64% of them there is a separate training department.

7) Fifty per cent of the organizations reported that they have someone to look after OD activities although 44% of them only had undertaken some OD activity or the other by the time of the survey. In most of these organizations the OD activity was focussed on team building and role clarity exercises. About 36% of them reported using OD for developing a work organization, 26% for interpersonal sensitivity and personal growth and 15% on stress management.

8) About 80% of the organizations required their executives to counsel their subordinates at least once-a-year although a large number of them encourage more frequent counselling sessions.

9) In some of these organizations the top managements commitment, supportive personnel policies, a positive organizational culture, training, and HRE systems and staff are considered as facilitating HRD.

This is a very positive trend. In the last few years there are more improvements in HRD and today most organizations have much stronger HRD function and innovative HRD practices in the industrial sector.

In the last decade the Bombay sector has shown a great degree of involvement in HRD due to their fast growth. Most of the banks have HRD departments or HRD managers. Several of them have revised their appraisal systems to make them more development oriented, started undertaking organizational health surveys and OD interventions, strengthened their training functions, started improving their human resource information system by establishing skill inventories and have undertaken many other innovative HRD activities (Khandelwal, 1988). However, in the recent past their HRD activity has slowed down as their growth pattern changed and the HRD staff are attempting to come up with new methodologies to cope up with the changed situation.

HRD is most needed in a country like India for the development of service sectors. For example, schools and colleges, universities, national level research institutions, agriculture development agents and agencies, district development agencies, health centres etc. need continuous competence development of their staff who have to act as agents of development. Development agents require a high degree of motivation and complex skills to deal with people (particularly in rural India) and influence their attitudes, habits and behaviour. Unfortunately very little is being done so far apart from increasing the number of training programme, for these agents. Training programmes by themselves may have a limited impact on developing complex competencies. More serious and concerted effort is needed.

## 1.9  SUMMARY

Being very first unit of the course it deals with different basic aspects of HRD viz.,
what is HRD, why HRD and so on, having explained the importance of HRD
recognised by the organisations for their overall growth. Various aspects of
development of human competency as an essential component of developmental
efforts has been discussed and explained with its rationale and implications. HRD
mechanisms, instruments, trends and practices have also been discussed in detail,
thereby touching all the basic issues in HRD.

## 1.10  FURTHER READINGS

Khandelwal, A. Human Resource Development in Banks. New Delhi; Oxford &
IBH, 1988.

Rao, T.V., Strategies of Developing Human Resources : Experiences from 14
Organizations. Ahmedabad, Indian Institute of Management, Working Paper.

Rao, T.V. and Abraham, E., A Survey of HRD Practices in Indian Industry, in Rao,
T.V. and Pereira, D.F., Recent Experiences in HRD. New Delhi, Oxford & IBH,
1985.

# UNIT 2 HUMAN RESOURCE DEVELOPMENT STRATEGIES

## Objectives

After going through this unit, you should be able to do comparative study of :

- various HRD instruments and sub-systems used in different organizations;
- role of change agents in organizations discussed in this unit;
- involvement of line managers and top management in these organizations.

## Structure

## 2.1 INTRODUCTION

A strategy is a course of action planned to be undertaken to achieve desired goals. HRD strategy indicates the desired course of action planned by an organization to achieve HRD goals or HRD outcomes. The course of action may deal with the choice of various means to achieve the desired goal and a plan for implementing the chosen activity or action. Thus HRD strategy adopted by an organization may deal with the following dimensions:

1) What are the HRD goals? What major purposes is the HRD strategy supposed to serve?

2) What instruments are expected to be used? In what order are they expected to be used? What are the assumptions made in choosing these instruments?

3) What are the ways in which the HRD methods/instruments are envisaged to be implemented?

In this unit these issues are explained in detail. The strategy used to explain these issues is by means of some case studies of a few organizations.

A few organizations that have attempted to develop HRD are chosen and brief descriptions about these organizations and their decisions to implement HRD are presented below. Inferences about the strategies they have used are made subsequently.*

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*The case studies and inferences reported here are taken from an earlier published article on Strategies of Developing Human Resources by T.V. Rao published in the HRD Newsletter of the Centre for HRD, XLRI, Jamshedpur and the National HRD Network.

In the earlier unit HRD strategies used by different public sector and private sector organizations were described. Brief background of the context in which these organizations initiated and strengthened HRD activities were also presented. In this unit more detailed case studies of some select organizations are presented. The case studies presented here are based on the actual HRD experiences written and presented by senior managers of their respective organizations. These case studies were presented and discussed in two of the annual conferences of the National HRD Network. One of them was held at Madras in 1987 and another at Delhi in 1989.

The HRD experiences narrated in this unit reflect the HRD practices existing at that time in these organizations. It is believed that the HRD activities undertaken by these organizations had some impact in terms of the functioning of the organization. As explained in Unit 1, the organizational outcomes (output, profit, productivity, etc.) are influenced by a variety of factors. The HRD climate and HRD culture is only one of the several significant factors affecting the organizational effectiveness.

Therefore, an excellent HRD profile, excellent HRD practices and excellent HRD climate at a given point of time may not guarantee continued effectiveness of the organization for all times to come. HRD profiles need to be constantly upgraded and HRD climate needs continuous strengthening and renewal.

These case studies therefore, should be taken as illustrations of HRD activities and not necessarily as examples for blind imitation. The case studies are intended to facilitate learning about various aspects of HRD for an interested learner.

**HRD in Larsen and Toubro Limited:** The first case study on Larsen and Toubro by C.M. Srivastava gives a comprehensive picture of HRD as attempted to be implemented by the L&T in mid-Seventies. An integrated HRD was attempted to be introduced. The case illustrates how various sub-systems of HRD were introduced and strengthened simultaneously. The gaps in HRD implementation are not discussed.

**HRD in State Bank of India:** The second case study prepared by T.P. Raman describes an attempt by a large public sector, service organization to introduce and strengthen integrated HRD systems. A number of sub-systems including performance appraisal, counselling, career planning, training and OD were initiated, integrated and strengthened. The process of implementing a development oriented system described in this case has many learning points for large organizations.

**Potential Development Through In-Basket:** The Crompton Greaves have experimented with a simulation exercise to assess and develop the potential of their senior manager. Although it was a one-time experiment conducted in Crompton Greaves, the experience has many interesting learnings. The description by Susan Varughese presents in detail the process of developing and using this exercise. As potential appraisal is a highly neglected area, this experience may be very illustrative of systematic potential development systems.

**Turn-around in SAIL:** The Steel Authority of India Limited has used HRD philosophy and interventions for a turn-around of the company. The case study prepared by Mr. S.S. Ramakrishnan and Mr. M.R.R. Nair, members of the top management team of SAIL are very illustrative of the change process HRD can initiate and accomplish. This case illustrates specially how cultural change can be brought in through a variety of human process interventions simultaneously.

**HRD for Workmen at Eicher:** Eicher is known for its HRD activities in the recent years. The case by P.K. Kapase and A.K. Arora focuses on HRD for workmen in one of their units. This case study is illustrative of how the quality of work-life can be enhanced using a humanistic approach. The case also illustrates the lessons one can learn from the Japanese styles of management to promote HRD in workmen.

**HRD at C-DOT:** This case by Sunil Abrol, S. Chakraborty and Sangeeta Sant illustrates how HRD practices can be integrated into the work culture of the organization. The case also presents various learning points for using HRD practices to generate a climate of excellence. The various work practices followed at C-DOT also illustrate how a HRD philosophy is operationalised through various work practices and work culture.

### How to Use these Cases

1) These cases may be read and discussed in small groups. The following questions may be used for discussion:

   i) What are the various HRD practices/sub-systems/mechanisms used by the organization?

   ii) Which of the practices seem to be more critical or effective in that organization?

   iii) How did these practices influence the HRD climate of the organization?

   iv) How do you characterise the HRD climate or culture of each organization?

   v) What role did HRD play in organizational effectiveness?

   vi) What seems to be the HRD outcomes?

   vii) What lessons can one draw about implementing HRD?

   viii) What is the role played by top management?

   ix) What are the roles played by line managers?

   x) What are the roles played by the HRD/Personnel staff?

2) These case studies should be read once again after completing all the four blocks and the same questions may be again attempted to be answered.

3) Visit any organization in your city and try to prepare a similar case study of HRD in that organization.

## 2.2   LARSEN AND TOUBRO LTD. (L&T)

L&T probably the first organization in India to introduce an integrated HRD system. The HRD system was suggested by consultants while they were looking at the performance appraisal system for officers. The consultants felt that a development oriented performance appraisal system may not achieve developmental objectives unless accompanied by other sub-systems like potential appraisal, employee counselling, career planning and development, training and OD. HRD System was introduced by L&T in the year 1975 with the introduction of Performance Appraisal and Feedback and Counselling sub-systems. A high level task force was constituted to implement the HRD system. The task force functioned upto the year 1979. L&T had a strong training department which was conducting a large number of training programmes and occasional OD exercises prior to this. These were further strengthened with the introduction of HRDS by linking training with performance appraisals and by stepping up OD activities. The starting of the HRDS was also marked by the bifurcation of the Personnel Department into Personnel and HRD departments. The critical attributes required for various jobs were also identified but a potential appraisal system is yet to be finalised.

## 2.3   CROMPTON GREAVES LTD. (CGL)

CGL started thinking about introducing HRD systems in 1979-80 when an ambitious expansion and diversification programme was launched. Through a series of seminars using external consultants and internal Human Resource Department, a climate was created where managers started looking forward for HRD interventions. Decision to introduce HRD systems in a systematic way was taken by the top management after a presentation to the top management to and details of such a system. A high level HRD task force was constituted to implement the HRD system. The task force identified Role Analysis, Performance Appraisal and Counselling as priority areas. By 1986 a number of role analysis exercises were completed bringing about increased clarity of roles through the use of role-set groups. The role analysis exercises were extensive and involved several top management teams. A new performance appraisal system with considerable emphasis on team work was evolved. Performance counselling was also introduced independent of appraisal. Potential development exercise using in-basket exercise are also being tried out.

## 2.4   L&T CONSTRUCTION GROUP (ECC)

With phenomenal growth in its business in the seventies and stiff competition in the Indian and International market, the Engineering and Construction Corporation Ltd. wanted to reorganise itself to meet the new challenges and opportunities. An external consultant was used to look into the organisation and suggest changes. As a part of his report he also suggested the use of OD interventions to maintain organisational health, aid the process of change and increase role effectiveness. The OD process was started in 1983 with a diagnostic study.

A group of senior executives was formed into an OD group to design and implement OD interventions with the help of the OD consultant. Role analysis exercises were conducted initially to bring about more role clarity, the need for which was indicated by the diagnostic study. The role analysis exercises also resulted in building the OD group as a team. The OD group identified several issues facing the company, prioritised them and formed task forces to work on these issues. One of the issues identified on a priority basis was performance appraisal. Another was reward system. As a result of the OD interventions, a new appraisal system called as performance analysis and development system (PADS) has been developed and is being implemented.

## 2.5   JYOTI LTD.

HRD function in Jyoti was started in 1980 in a modest way with the appointment of a HRD manager. The function was started to catalyse and facilitate individual growth and organisation effectiveness. The HRD effort in early years resulted in attempts to redesign the performance appraisal systems. These efforts did not result in any changes due to problems of acceptance. It was only in 1982 that renewed efforts were made by the new HRD manager to introduce various HRD sub-systems and processes. Conducting in-house programmes to develop competencies of individuals, instrument-based feedback and counselling for executives, organisational diagnosis and OD interventions, redesigning performance appraisal systems using participative processes etc. were some of the HRD activities introduced. As there was a change in organisational structure of the company in 1983, the HRD department used the opportunity to initiate OD activities in some parts of the organisation. A series of OD exercises were organised to improve individual, interpersonal and team effectiveness.

## 2.6   TVS IYENGAR & SONS

TVS & Sons has a long tradition of being an organisation with concern for its employees. With changing environment by late seventies TVS & Sons started facing a highly competitive environment. To meet the challenges of the changing environment, higher level competencies needed to be developed in the supervisory and managerial staff. Recognising this need the company took a decision to divide the personnel function into personnel administration and HRD and started a HRD department in 1983. The department was charged with the responsibility to encourage excellence to create an organisational climate where employees will strive towards better performance, to maintain fairness and justice and to develop problem prevention competencies. The HRD department was given the functions of manpower planning, job rotation, training, potential appraisal, career planning, job enrichment, suggestion schemes, liberal education, personnel research and organisational analysis, attitude surveys and reports, control and long-range planning. After the department was established, a new development-oriented performance appraisal system was introduced, training activities were systematised and manpower planning is being done to prepare the organisation for a better future.

## 2.7   VOLTAS LTD.

The top management of Voltas always believed that their people are their strength. This belief has been brought to focus in the last few years through mechanisms like

performance appraisal, counselling, management development, communication policy, potential appraisal, training etc. Voltas did not have a department separately for HRD apart from their training and manpower development unit which was a part of the Personnel Department. However, HRD culture was attempted to be brought in the company in a variety of ways. In 1977 itself while reviewing the reasons for its poor performance, the Managing Director identified the inadequate attention paid to the development of human resources as one of them. In order to ensure development of human resources and generate a healthy organisational climate, a communication policy was evolved. This policy aimed at wider participation in a decision-making, openness and regular flow of information. Voltas have revised their performance appraisal systems from time to time. In 1982-83 they redesigned the managerial appraisal system focussing it sharply on management development. It had the multiple objectives of strengthening managers as individual, developing them for higher level positions, strengthening working relationships, providing a basis for OD exercise and increasing accountability. Voltas also have a strong base in training and OD.

## 2.8 SUNDARAM FASTENERS LTD. (SFL)

SFL is a member of the TVS group of companies. Starting its manufacturing operations in 1966, they diversified into Cold Extrusion in 1976. They opened a second fastener plant in 1981. In 1983 they further diversified into manufacturing Powder Metal Products with German collaboration. Their sales turn-over rose from Rs. 4 crores in 1977-78 to Rs. 27 crores in 1984-85. This steep growth in a short period from a single product in a single location to a multi-product, multi-location company necessitate a need for HRD in the company. The multi-location produced a depletion in trained manpower and consequent problems and gaps at various levels. The HRD department is placed in the Corporate Planning & Development Wing. The HRD unit started working on organisational structure (focussing on clarifying-reporting relationships, outlining key responsibility areas), manpower planning, recruitment, placement, development-oriented performance appraisal system, training and development, rewards, and career planning. For introducing the new appraisal system, extensive research was done, a new system was evolved, experimented and finally adopted after conducting orientation programmes. The Chairman & Managing Director also participated in these workshops to communicate the top managements interest. Training needs were identified through PAS and the training function was strengthened. SFL is working on the other mechanisms simultaneously.

## 2.9 BHARAT EARTH MOVERS LIMITED (BEML)

BEML is one of the few public sector companies that have shown consistently steady and fast growth in the last 15 years. During 1976-77 the top management decided to reorganise BEML to make it grow at a much faster pace. External consultants were engaged to assist the company on long-term planning and reorganisation. The consultants with the help of a high level internal task force suggested a new. organisational structure. Along with the new structure, they recommended the introduction of HRD system to develop the competencies of the BEML staff. In 1978, the Personnel Department was upgraded with a General Manager in-charge of it and renamed as Human Resources Department. A Director level position was also created. An Advisor at the General Manager level was also hired to implement the HRD system in the company. A development-oriented performance appraisal, performance counselling, training, career development and potential appraisal exercises were initiated in 1978 and 1979. The appraisal system was modified subsequently over a period of time and the training function was strengthened.

## 2.10 OD IN BHEL, BHOPAL

BHEL, Bhopal, maintained a constant upward trend of production from 1972-73 till 1976-77. In 1977 there was a sudden dip in production which caused considerable

concern to the management. In September 1976 a Human Resource Committee (HRC) was formed with the Executive Director, GMs and Deputy GMs as members. A problem-identification workshop was held. An OD department was also created in 1981. Starting from this, a number of OD interventions have been made by the OD department using internal task forces as well as external consultants. These include management employee communication meetings, team building programme, survey feedback on organizational health and motivational climate etc. The company is in the process of introducing a new performance appraisal system.

## 2.11  BANK OF BARODA (BOB)

The HRD Department in Bank of Baroda was established in the year 1978 as a part of the Personnel Department. The need for a separate HRD department to look after manpower planning, training and performance appraisals.was suggested by a consultant appointed by the Bank to suggest mechanisms to strengthen the Head Office. After its establishment the HRD department brought about major changes in the appraisal system and developed through a participative process, a development-oriented appraisal system for officers. The Employee Performance Review System (EPRS) was finalised using top level committee and top management support. Self-review, performance-review discussions, identification of constraint, developmental decisions on the basis of self-appraisal and review are some of the components of the new system. The HRD department also enriched the training function and prepared eventually a skill-inventory covering about 10,000 employees for use for various Human Resource Decisions. In the first year of implementation of EPRS itself, the HRD department made 72 interventions towards development decisions. Officers were trained in the new system through 65 seminars. The EPRS is reviewed periodically to make further improvements.

## 2.12  STATE BANK OF INDIA (SBI)

A decision to introduce HRD system was taken at a workshop attended by the Chairman of the SBI and the Managing Directors of SBI and its associate banks. The workshop was addressed by an external consultant who explained the HRD philosophy.

The associate banks appointed HRD managers subsequently but could not make much headway except designing a new appraisal format common to all associate banks and conducting periodic surveys on motivational climate. It was only in 1979 when the SBI appointed a Chief General Manager, Personnel & HRD and a Chief Officer, HRD at the Central Office, that the HRD started gaining momentum in the SBI. Simultaneously HRD departments were started and HRD managers appointed in different circles of the SBI. The HRD efforts started by introducing a new development-oriented performance appraisal system. Given the size of the organisation, with about 40,000 officers to be covered, introduction of the new appraisal system had to be based on adequate experimentation and orientation of all staff to the philosophy and objectives of the new system. After about 5 years of experimentation and evolution, the new appraisal system was formally introduced by the bank in 1986. The HRD department of the SBI also started working simultaneously from 1979 on job-rotation, training, OD career development, feedback and counselling, feedback and counselling sub-systems.

## 2.13  STATE BANK OF PATIALA (SBP)

HRD department was started in the State Bank of Patiala in 1976. It had the objective of developing systems for developing and harnessing the talents of people and meet the challenging expectations of the community. In the early years the HRD activities were limited to training and survey feedback. In the early eighties the department started playing an important role under the leadership of an MD who strongly believed in HRD. The training system was streamlined, a job-rotation programme was undertaken, OD work aiming at team development was initiated in some

branches, and a new performance appraisal system is being evolved. The bank also worked out a human resources information system which was used for career planning and manpower planning. Periodic surveys of HRD climate are being conducted.

## 2.14 INDIAN OIL CORPORATION (IOC)

IOC has about 31,000 employees and a fifth of them are officers. Beginning from 1964 the company had grown big in size and started experiencing problems like communications and logistics with indications of some degree of alienation among its employees. With the ever-changing environment, the company felt the need for an examination of its organisational health for self-renewal. To meet this need, the Corporation started new functions. Corporate planning function was started for carrying out environment scanning, a resource audit was initiated to decide strategic options. HRD function was initiated to prepare the organisation to implement the strategic options. The HRD department was established in June, 1983 with the task of desinging a comprehensive HRD system and implementing it. The HRD department's work began by the Chief HRD Manager conducting a role analysis exercise in the context of the HRD needs of the divisions. The department also conducted a series of workshops with the top management and senior executives to evolve and clarify the role of the HRD department. Assistance of an external consultant was also taken to facilitate the implementation of HRD. In 1984 HRD departments were set up in Refineries and Pipelines division and Marketing. Headquarters and a seminar was conducted to develop HRD personnel to take up HRD tasks. A series of workshops were conducted to create a positive climate in the company for implementing HRD. Along with these, surveys were conducted to measure the organisational climate. Roleanalysis exercises were conducted to bring about role clarity. The role-set based approach was used for this purpose. Key Performance Areas and critical attributes created with each focal role were also worked out. The progress of implementation of HRD was being fed to the Board periodically and the Board kept taking decisions. For example, in 1985, on the basis of the progress report, the Board decided to set up HRD departments in each unit of Refineries and Pipelines division and in each region of Marketing division. A three week intensive programme was offered for all HRD staff. About 40 workshops were conducted upto mid 1986 to enhance the HRD competencies of HRD and line managers.

## 2.15 STEEL AUTHORITY OF INDIA LIMITED (SAIL)

SAIL is the biggest industrial company with assets worth Rs. 6,000 crores and employees numbering 2,50,000. The new Chairman who took over in 1985, found in his diagnostic efforts that SAIL's manpower is its biggest strength but it has not been put to full use. He got a feeling that SAIL has become a bureaucratic organization and its image could be far better and its employees can do a lot more, the result of which will have an impact on the country's economy. He initiated a series of internal discussions involving a large number of executives to reflect and work out priorities for action. This internal mobilization of human resources led to the identification of priorities which included the improvements in work culture, capacity utilisation, productivity, control of cost and customer services. Work culture was sought to be improved through team work, information sharing, human touch, job-enrichment, discipline, operational consistency and development of employees. The 'Priorities for Action' became a kind of an OD intervention to bring about a new culture in the organisation. A new performance appraisal system was designed with development and differentiation of performance as objectives. The new appraisal system is very much of a HRD oriented system requiring officers to identify tasks and targets every years, anticipate constraints, plan actions to overcome them, review performance, identify developmental needs and counsel poor performers to help them develop. Thus without bringing in any structural changes like adding new departments SAIL is set to evolve a new culture that value human beings at work.

## 2.16  HRD INSTRUMENTS AND SUB-SYSTEMS

General observations are made below on the basis of an analysis of HRD experiences of these 14 companies.

### Need for New HRD Instruments

From an analysis of the HRD experiences of these companies, the source of inspiration for introducing new HRD systems seem to come from one or more of the following:

1) To support the structural and strategic changes made by the organisation to orchestrate its growth and expansion (BEML, IOC, SBI, L&T, ECC, Jyoti, CGL, TVS, Voltas, SFL, BOB)

2) Recognition by the top management of the importance of HRD and their responsibility to promote it for the good of the organisation (L&T, SBI, SBP and Voltas)

3) To prepare employees to respond to the increasing problems faced by the organization both internally (dissatisfaction, delays, fall in productivity etc.) and externally (high competition and falling market situation etc.) IOC, BHEL, TVS and SAIL.

4) To keep the image of the company up by adding such modern instruments to its structure (none of the 14).

From this, it may be concluded that most companies seem to perceive HRD as an instrument to orchestrate the growth of the organization by preparing its people to strive for/or facilitate such growth or at least maintain internal stability.

### Operating Mode

Having decided to strengthen the HRD function, how does one go about doing it? There are many ways of doing it. These include:

i)    Using the existing Personnel Department (SAIL).

ii)   Strengthening the Personnel Department by equipping them with new competencies (Voltas, CGL).

iii)  Training all managers and making them recognise their role in HRD without adding any new department or roles.

iv)   Adding the HRD role to the other roles of the Chief Executive or some top level managers.

v)    Using task-forces (SAIL, partially SBI, BEML, BHEL, L&T, ECC, CGL).

vi)   Setting up HRD departments or equivalents (IOC, SBI, SBP, BEML, BHEL, L&T, ECC, Jyoti, TVS, BOB, SFL).

vii)  Creating a new role of HRD managers, or

      Combinations of the above and more.

The most frequently used mode seems to be by setting up a new HRD department. Only Voltas, SAIL and CGL seem to be exceptions. These organizations have not set up any new HRD departments but enriched the existing ones (for example, in the case of Voltas the manpower department unit was given HRD role). All others have set up either HRD departments or OD units. Of the fourteen companies, only three chose the operating mode of using the existing personnel departments for HRD work. The only organization that did not make any substantial changes in the structure of their personnel department is SAIL. But by the time SAIL started working on the new appraisal system and priorities for action (an OD intervention) they already had a strong Personnel Department with HRD orientations at every level. They even had OD managers and fairly good training centres. On top of it, the Chairman himself is a person committed to a HRD philosophy. It is only when such favourable conditions exist, using the existing personnel departments seem to be a viable operating mode for initiating HRD activities.

Use of task-forces appears to be another effective way of implementing HRD activities. More than 50% of the organizations seem to use them. In L&T, ECC, CGL, BEML, SAIL implementation task-forces have played an important role in

designing and monitoring the implementation. The task-force consisted mostly of senior level line managers.

From the experiences of these organizations it may be concluded that setting up a new HRD department or recruiting a HRD manager and using task-forces consisting of line managers for implementation appear to be the more commonly used strategies. It may be noted here that using internal task-forces has been found to be useful strategy for bringing about organizational change using performance appraisals (See Butler and Yorks, 1984).

## Integrating Role

The creation of a new HRD department or new function of HRD can be called as a step in the direction of "differentiation" using the model of Lawrence and Lorch (1967). When such differentiation of task and functions is made there is also a need to have integrating mechanisms. An analysis of the experience of those organizations that have set up new HRD departments indicates that a senior corporate level executive dealing with personnel function of the entire company seems to have been assigned the integrating role to play.

In Voltas, SAIL and CGL, where there is no separate HRD department or functionary, the need for integration is much less as HRD is an integral part of the personnel function. In other organizations, normally a Corporate Director or General Manager seems to play that role. In IOC, it is the Director Personnel who plays the role, as both HRD and personnel departments report to him. In SBI, it is the Chief General Manager, Personnel and HRD as well as the Deputy Managing Director, Personnel, who integrate. In SBP, it is the General Manager Planning and the MD himself. In BEML, it is the GM Human Resource and Director Personnel. In L&T, it is the Vice President Personnel and OD. In Jyoti, the Managing Director himself performs this role. In Bank of Baroda, it is the DGM Personnel. In L&T, ECC, the DGM, Personnel and OD report to the MD. Thus the integrating function seems to lie with a top level manager. This could be an advantage as well as a disadvantage for HRD. The advantage is that the HRD functionaries have access to the top. The disadvantage is that if the top manager does not understand or believe in HRD, he may not pay any attention to it and discourage the function.

## Facilitation of Change by External Agents

By and large commercial organisations tend to initiate change processes only if they find the change as needed or useful for achieving their goals. However, eternal consultants seem to play an important role in identifying the nature of change required and for providing directions. Out of the 14 organisations, more than 50% had external consultants. They suggested that HRD function may be initiated. For example, in BEML it was recommended as a part of reorganization for expansion. In State Bank of India and its associates it was session on HRD led by an external consultant that stimulated thinking and subsequently made a part of a reorganization recommended by consultants. L&T used consultants to review the performance appraisal system but the consultants felt the need to have an integrated HRD. In ECC, the personnel function was strengthened as suggested by consultants.

Another interesting point to note is that most of the organisations have used or are using external consultants to facilitate the process of implementation. The only exceptions seem to be Bank of Baroda, Voltas and Sundaram Fasteners.

The following appears to be the nature of involvement of external consultants in implementing HRD.

1) Designing and/or detailing HRD systems or sub-systems (IOC, SBI, BEML, L&T, ECC, BOB).

2) Experimental try out of a system or sub-system in the organisation or a part of it (IOC, BEML, SBI and ECC. In IOC, role analysis was attempted in action research at project areas. In BEML, the new appraisal system was tried out in 1978 experimentally in two departments and then in the entire company. SBI's performance appraisal was experimented in Ahmedabad circle before it was implemented).

3) Training of internal change agents or resource persons (IOC, SBI, SBP, BEML, BHEL, L&T, ECC, CGL and SAIL). In large organisations involving several

hundreds of officers to be covered, orientation of the executives to the new HRD philosophy appears as the most important first step. Since everyone cannot be oriented by outside consultants, training and using internal resources seem to be useful in implementation. For example in SAIL, the first phase of the new appraisal system required the training of about 8,000 officers and in State Bank of India the system was to cover nearly 35,000 officers spread all over the country. In L&T it was about 1,200 in BEML about 1,500 and ECC about 700. Hence, groups of internal resource persons were trained to implement it. External consultants were used to train them.

4) Designing systems of monitoring the implementation (BEML, L&T, ECC, BHEL, SAIL). Very few organizations seem to have used outside help for monitoring the implementation. Even in BEML, ECC, L&T and SAIL, the monitoring systems were limited to task-forces. In BEML, a series of Questionnaires were used to monitor the implementation in the first year. L&T is the only company that frequently used internal monitoring systems and occasionally external consultants to review the implementation. In BHEL, as the OD exercises required follow-up, monitoring was better. In addition, periodic surveys of organisational health were used for monitoring.

Periodic Reviews of the Sub-system : L&T is the only organisation that used external consultants for periodic reviews of the HRD system, once it was implemented. Initially it was reviewed by the very consultants who designed, and subsequently by another consultant subscribing equally to HRD philosophy and who has been working with the company. In no other case was an external consultant used for a systematic review. Internal task-forces, review meetings etc. are in built into the system for implementation but a thorough and systematic review by external agents once in five years may facilitate self-renewal of HRD systems.

## Initiating Strategies and Emphases

HRD aims at bringing a change in the organizational culture to facilitate the development and utilization of people. Such a change is a continuous process and may take place incrementaly. In order to hasten this process and institutionalise the new culture, it is important to choose appropriate instruments. A decade ago 'Performance Appraisal' was perceived as a potential instrument for bringing about such changes in perceivable magnitude. L&T started their HRD system with this belief and, therefore, focussed on Performance Appraisal sub-system from the year 1975 BEML, SBI, BOB, Jyoti, TVS, CGL, Voltas, SAIL and SFL are other examples of initiating the new HRD function with emphasis on Performance Appraisal. However, without exception, all these organizations simultaneously started working on other supporting sub-systems. For example, L&T further strengthened their training system and linked it up with appraisals and simultaneously started critical attribute identification. BEML also strengthened their training, initiated some OD exercises (which were discontinued later) and improved their career planning and development practices. SBI also introduced OD exercises and trained their staff in some circles as OD facilitators, systematised manpower planning, strengthened training and also initiated job-rotation exercises.

BOB also started working on manpower planning and skill inventory and also linked it up with training to some degree. Jyoti, after making a few abortive attempts to introduce new appraisals, quickly switched over to OD interventions and new functional as well as behavioural training. SAIL started simultaneously working on priorities for action, career planning and promotion system and linked appraisal with promotion and other reward systems. CGL, although started with performance appraisal were fast enough to recognise the complexities involved in developing and using appraisals. They shifted their focus simultaneously to role analysis and potential development exercises and also strengthened the training activities.

IOC is probably an exception. As a strategic move, they did not want to touch the appraisal system until a climate was created for officers. They wanted the officers to start thinking about appraisals and wanted the change to come from within. So, their focus was on developing role-clarity through identification of KPAs and critical attributes. In a way, CGL's approach comes closer to IOC's. Both these organisations probably learnt a few lessons from the experience of others that started with intensive work on Performance Appraisals.

OD strategy to bring about change was used by BHEL and ECC, SAIL and Jyoti also used OD type interventions without change in appraisals. The OD strategy also seem to have paid some dividends as ECC was able to move on and strengthen several other sub-systems. BHEL brought about change in the problem-solving abilities of their people through their OD interventions but have not been able to move on to use other mechanisms of developing their people.

From this analysis three strategies of initiating HRD sub-systems emerge: Performance Appraisal-based strategy, Role Analysis-based strategy and OD approach. Performance appraisal based strategy seem to take time for its impact to be felt. Role Analysis and OD interventions may get somewhat more perceptible results in the short run. Irrespective of the initiating mechanism, the organisation should be able to use other instruments simultaneously to have an impact. This may also have some synergistic effects on the development of employees capabilities,

## Innovations in HRD Sub-systems

The experiences of these 14 organisations also indicate some evidence of learning from one or other, making modifications and evolving own systems to suit one's culture.

L&T is the first to start an integrated HRDS and L&T's HRD system has inspired several other organisations. After studying L&T's and other systems some of the organisations have evolved their own. For example, in the appraisal systems used by these 14 organisations, some of the development objectives and components are common: Most of them have self-appraisal, performance planning through task identification and target setting, managerial qualities, performance review discussion or counselling and identification of training needs (e.g. L&T, SAIL, SBI, BEML, Voltas, ECC, SFL etc.). ECC which became a part of L&T a few years ago developed a system somewhat different from L&T. While developing the new system they have learnt from the experiences of the parent company. The system is titled as 'Performance Analysis and Development System' and not an appraisal system. Some of the organizations have preferred to use the term performance review discussions rather than calling them "Performance Counselling" sessions. This is because they found that the terms "Counselling" itself had negative connotations in the mind of managers (e.g. ECC, SFL, SAIL etc.). SFL has even introduced a third persons (a representative of HRD department) presence in the review discussions.

Similarly, SBI and SBP introduced many innovations in their OD efforts, for example, their manager-to-messenger programme. In this programme a higher officer visits a branch and meets all the staff and spends a full day understanding their problems, and helping them to design action plans to solve their branch's problems. This develop team spirit, branch-level problem solving, upward communication and a feeling of being cared-for by the organization. Another innovation made by SBI was to train a group of branch managers in some of the circles as OD facilitators. The assumption was that after a group of branch managers are trained, they can become internal OD consultants and any branch manager could invite them to help him improve the branch effectiveness. This process becomes a mutual learning experience. It worked better in one place than in another. It did not work in those places where it was not pursued well by the circle management. Similarly, introduction of branch level training by a mobile team of trainer and helping in budget preparation are two other interesting innovations introduced by SBI.

"Priorities for Action" is in itself a new model set up by SAIL. CGL did a thorough analysis of the factors that contribute to team spirit and are in the process of incorporating the same in their appraisal system. Using simulation techniques like in-basket for potential developed is another contribution by CGL. "Instrumented Feedback" to develop managerial competencies has been attempted by L&T and BEML. New forms of reward management is also being thought of by some of these companies.

## Orientation and Involvement of Line Managers

HRD system and HRD culture is new to many organizations. Even if some organizations have already been having informal HRD mechanisms, strengthening the HRD-processes requires an understanding and acceptance of HRD philosophy by the line managers. One of the ways of developing such an understanding is by letting it percolate from top management down. This takes long time. For quicker

understanding and acceptance, line managers need to be oriented. Recognising this, most organisations, seems to arrange organise orientation workshops and seminars to make the line manager aware and accept the new philosophy. In some cases, the orientation training was limited to the sub-system they are introducing and in the other cases, irrespective of the sub-system introduces, a general HRD orientation seems to have been given to line managers. For example, L&T oriented all their officers to the new HRD system and trained them more intensely in the new appraisal and counselling systems. BEML also followed the same strategy. SBI, however, limited its orientation programmes largely to the new appraisal system they were introducing although, information relating to other systems used to be given. SBP evolved annual HRD conference as a method of orienting all senior staff to all aspect of HRD. ECC went on orienting their line managers to any new process that was being evolved. The OD group consisting of all senior managers were being oriented periodically through OD workshops organized every quarter. In Jyoti, for OD exercises every line manager was treated as chief of his department or division. Of the 14 organizations there is no organization that did not have orientation programmes, organised for their line managers on some aspect of HRD or the other. This is a very healthy trend set by these organizations. Involvement and participation of line managers is very much in tune with the HRD philosophy.

Here it may be appropriate to point out a built in problem experienced by organisations. When an orientation workshop is conducted for line managers explaining to them a new system, instrument or mechanism, it raises their expectations. For example, while introducing a new performance appraisal system, the normal tendency on the part of the organization is to point out the disadvantages of the old system and the advantages of the new system. This raises expectations and high standards are set in the minds of line managers; they know ideally what should happen and keep looking for the ideal to happen. As a result, it has been found that howsover well a system is implemented, line managers are normally dissatisfied with HRD implementation. Organisations, HRD managers and managements should recognise this fact and not get disappointed with the criticism and lack of appreciation from line managers. This makes the HRD manager's role complex and for that reason he needs a lot of support from top management.

## Top Management's Involvement

The setting up and structuring of the HRD department is itself an indicator, of the top managements' involvement. Most of the organisations described here have shown a high degree of involvement, of the top management at one stage or the other or at least in one component or the other. In SAIL the Chairman took personal interest and attended most of the top level seminars on 'Priorities for Action': The Director, Personnel and the General Managers of different plants were involved in monitoring the implementation of the new appraisal system.

In L&T all the Vice-Presidents and General Managers, periodically reviewed the implementation. In ECC the MD himself participates in the OD sessions and programmes. In CGL the Managing Director himself chairs the HRD task-force and allocates time for HRD review in the quarterly performance review meetings held by the top management. In IOC, the board keeps reviewing progress of HRD implementation and gives support to the HRD department. In Voltas, the MD himself attends management conferences and ensures the implementation of the communication policy. In SBI, periodic review meetings are held by the Chairman, MD and Dy. MD with the HRD staff. In SBP the MD himself monitors the annual HRD Conference. In Jyoti, the MD himself played the faculty role in some programmes for senior managers and participated in a specially designed exercise to increase understanding the trust. Thus it looks that in almost all the organizations analysed here there are indications of top managements' involvement and commitment.

However, there is a darker side of the picture. First of all in our culture if the top management is involved in implementing a system and the top management is transferrable or they have time bound appointments, the stabilisation of system becomes difficult. Line managers may appear to follow the HRD processes to please the top management rather than out of their own conviction. In such cases, as soon as the Chairman or MD is changed, some HRD practices may be discontinued. Secondly, when there is a change in the top management, the normal tendency of Chief Executives on transferrable jobs or terms appointments is to undo what their

predecessor has done by dismantling previous systems and adding his own. For example, BEML started off in a big way but the system suffered a setback as its Chief Executives changed in quick succession and some of them did not give themselves enough time to understand what their predecessors have done. The quickly changed from more development-oriented appraisal system to less development-oriented system. In this process sometimes opportunistic line managers may transmit their prejudices to the new Chief Executive. Continued top management involvement is most essential for HRD systems to stabilise. For example, for stabilising the new culture associated with Performance Appraisal, 3-5 years of time may be required in an organisation with 500-1000 officers.

In this context, training of the top management in the new systems and culture becomes very important. Only a few of the organisations have been able to recognise and implement this. For want of this, the top management support may weaken over a period of time as top level managers have many other things to attend to that can give tangible results.

## Overview of HRD Instruments and Sub-systems

The HRD function itself has been initiated in most organizations in the last few years only. Some of them are yet to make their presence felt. It also reveal that no organisation has yet introduced, all the HRD mechanisms presented. Several organisations have just few of these and even these are being evolved or experimented with. Therefore, it is difficult to conclude whether any organization has comprehensive and complete system of HRD at all. Probably L&T comes closer to having a comprehensive system but its synergistic effects are yet to be experienced by the company. Among the others, SBI, SAIL, SFL, ECC, IOC, CGL, TVS, Voltas, SBP are on their way to having such comprehensive systems. There is a danger of these organisation taking a long enough time to dilute the spirit of HRD existing today, if they do not act fast. More vision, leadership, and dynamism are required for implementing various sub-systems and creating a HRD culture.

## HRD Processes and Outcomes

In the context of the HRD effects model presented earlier it is appropriate to look for an assessment of the extent to which HRD processes and outcomes have resulted from the HRD practices. As mentioned earlier, mere institution of HRD mechanism may not result in HRD processes. A number of other variables may be affecting the HRD processes. Our analysis also has shown that some variables like top managements commitment appear to be fairly good and efforts were made in many cases to involve line managers. Given these condition a fairly high degree of HRD culture and outcomes should be seen. One would look for evidence in terms of improved HRD climate or improved competencies, satisfaction and dynamism in employees.

A search for any evidence on these variables indicates that there is very little evidence of any attention having been paid even to the measurement of these variables. Organizations introducing HRD practices should have designed some way to measure the HRD processes at the time of introducing HRD mechanisms and keep obtaining data periodically to monitor progress. The only instrument developed so far is the HRD climate Questionnaire by Rao and Abraham (1986). This Questionnaire measures the extents to which a developmental climate (openness, trust, collaboration, autonomy, authenticity, productivity, fairness in appraisal, need based training, risk-taking guidance, development orientation in managing mistakes, general, helpful nature of people, investments in employee development, creation of development opportunities etc.) exists in an organization. The first version of this Questionnaire had 43 items measuring 43 HRD climate dimension and the present version has 38.

Administrating this Questionnaire in 1983 December first and 1985 February later in State Bank of Patiala it was found that in 40 out of 43 dimensions HRD climate improved (Agarwal, 1986). SBP is probably the only organization that has collected data on HRD climate at two different points of time.

However, HRD Climate data are available for 6 of the 14 organizations (Voltas, Jyoti, SBI, L&T, CGL and SBP, IOC) from a survey of the HRD climate conducted

by XLRI Centre for HRD in 1984 (Rao and Abraham, 1986, discusses details of this). An examination of the HRD climate existing in 1984 revealed that L&T and Voltas have a HRD Climate falling in high range (around 60% on a 100 point scale) and the remaining five are in the middle range (around 50%). Between Voltas and L&T, Voltas scored less than L&T. In fact L&T is one among the top few scorers on HRD Climate in 1984. All these companies may have improved much more in the last two years as their HRD mechanism got more attention in the last two years. Only a repeat survey can give more insights. Some of these companies however, have been collecting process data as a part of the monitoring. Perhaps L&T is one company that has been collecting the process development data systematically from time to time. These data to indicate that there has been a substantial strengthening of HRD process. HRD outcome variables have not been studied.

BHEL, Bhopal, also has been collecting data on organizational health periodically out the extent to which improvements have taken place is not known. In BEML periodic surveys were conducted at the time of introducing the new system during 1978-79. For example, after the first trial run of the new appraisal system, 63% of the officers felt that they could communicate to their appraisees feelings of disappointments or happiness about their performance, 44% discovered areas where they can improve themselves and so on.

These kinds of evidence available can provide only a week support to the fact that the HRD mechanisms do lead to improvements in the developmental climate and development outcomes. One has to fall back on ones own conviction for supporting HRD instruments. As top managers of some organizations 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 profiles of HRD changes that are taking place in their organisation using periodic survey and other methods. There is great need to develop these indicators.

## Organizational Effectiveness

Almost all the 14 organizations have done well in the last few years. A few of them have gone through or are still going through turbulence environment now and then, but all of them have stood strong. On the whole, each organization has done well although to a varying degree. For example, Larsen & Toubro, BHEL, ECC, BEML, SBI etc., have done exceedingly well in the last few years. The Chairman of all these companies make it a point to acknowledge the contribution of their human resources. It may be presumptuous to say that HRD has largely contributed to the profits and growth of these companies. However, contributions of HRD cannot be ignored. For example, when the Chairman and President of L&T says that the success of L&T is due to the positive attitudes and dedicated efforts of its people, he means it. The extent to which HRD efforts have contributed to such dedication and positive attitudes is not easily quantifiable but one believes that HRD efforts did play a significant role. To prove or disprove such relationships one has to imagine the organisation without HRD department and mechanisms as well as discount the tendency of people to glorify the past and ridicule the present. What would have happened in SBI if it continued without introducing HRD (i.e. without the new appraisals systems, manpower planning, skill inventory, orientation programmes, OD exercises, HRD managers and the Chief Officers and CGM (P & HRD)? Or what would have happened to Voltas if the top management did not have a HRD orientation? Or what would have been the performance of SBP without all that emphasis on HRD between 1983 and 1986? How would ECC be if the OD efforts and other efforts triggered by it did not take place?

Answers to such questions are difficult to get scientifically and intuitive replies are reflections of one's own Pygmalion.

## Future Direction

The most neglected group in HRD are the line managers. The HRD effect will become visible and stronger only when the line managers start accepting and internalising their own role. The success of HRD will be the day when every employee sees himself as a developer of his subordinates. The HRD departments will not be needed when such a situation arises. In other words, HRD people should work towards their dispensibility. We have a long way to go in this direction.

The second neglected group in HRD is the unionised categories of employees. HRD for them also need to be attended fast as they are in large numbers and form the foundation of the organisation. The nature of HRD instruments may have to be different. Organisations have neglected this so far. Part of the reason may be unions. But in the area like HRD the union leaders also have a role to play. For their members they should probably play the role HRD managers are playing today for supervisory staff and managers.

The HRD managers should assist the unions and promote the spirit of collaboration.

Thirdly there should be more research in this field to answer several of the questions raised earlier in this unit.

## Appendix - 1

### Introducing HRD Systems in 14 Organisations (Summary)

| Sr. No. | Organi- sation | Operating Mode of HRD Function | Year of starting HRD | Integrating Role/ Mechanism | Reasons for starting HRD |
|---|---|---|---|---|---|
| (1) | (2) | (3) | (4) | (5) | (6) |
| 1. | BEML | Separate HRD Department | 1978 | G.M./Dir.,-Human and Resources | Reorganisation and Planning for Future |
| 2. | BHEL | Separate OD Department | 1981 | Executive Director | Problem Solving and Competency Development |
| 3. | BOB | Separate HRD Department | 1978 | DOM Personnel | Strengthening Head Office |
| 4. | COL | Personnel & HRD Combined | 1979 | GM Personnel & MD as Chairman of HRD Taskforce | Preparation to Meet Challenges and for Future |
| 5. | Jyoti Ltd. | Separate HRD Department | 1980 | Executive Director | Preparation for Better Future |
| 6. | IOC | Separate HRD Dept. in Chairman's Office & Units | 1983 | Director Personnel | Problem Solving & Meeting Challenges |
| 7. | L&T | Separate HRD Department | 1975 | Vice-President Personnel & OD | Change of Appraisal Systems and Recognition of Importance |
| 8. | L&T, ECC | Personnel & OD Combined | 1982 | Managing Director | Meeting Challenges of Environment and new opportunities |
| 9. | SAIL | Use of Existing Personnel Function | 2 activities focussed in 1985 | Director Personnel | Renewal and Movement to Excellence |
| 10. | SBI | Separate HRD Dept. in All Circles & Central Offices | 1979 | Chief G.M., Personnel & HRD, Dy. M.D., Personnel | Recognition of Importance & Meeting New Challenges |
| 11. | SBP | Separate HRD Dept. | 1976 | General Manager Planning & MD | Recognition of Importance |
| 12. | SFL | HRD Department | 1984-85 | Head, Corp. Plng. & Devlpmt. & MD | Growth, New Opportunities & Inadequate Manpower |
| 13. | TVS | Separate HRD Dept. | 1983 | Executive Director | Prepn. for New Challenges. Competition from Market |
| 14. | Voltas | Recognising Perfor- mance Appraisal, Communication Policies, etc. | Latest 1982 | Vice-President Personnel | Preparation for Profit, Growth and Excellence |

| Use of external consultant | Use of Internal taskforce | Initiating Emphasis | Other sub-systems emphasized subsequently | Indicators of 'Success' |
|---|---|---|---|---|
| (7) | (8) | (9) | (10) | (11) |
| Yes | Yes Quite frequently | Performance Appraisal Counselling, Training OD | Training | Investment in Training Increased |
| Yes | Yes | OD Interventions, Problem Solving Workshop | Management Employees, Communication, Survey Feedback, Team Building Exercise | Several Suggestions Implemented. Overtime & Absenteeism Controlled. |
| Yes | No | Performance Appraisal | Training, Skills Inventory | Continuation of new Appraisal and Training |
| Yes | Yes | Role Analysis Exercises, Performance Appraisal | Potential Appraisal and Development, Counselling Team Building | Use of Role Analysis Exercises for Promotion Decisions. Continued Involvement of Top Management |
| Yes | No | Performance Appraisal | OD | —— |
| | | Role Analysis | Performance Appraisal, Counselling Worker Development, Critical Attributes | Continued Support of Top Managements |
| Yes | Yes | Performance Appraisal and Counselling | Critical Attributes, Training, OD | HRD Climate is at a Very High Level |
| Yes | Yes Extensively | Team Development, Role Clarity. | Performance Appraisal, Counselling, Critical Attributes, Training, HR Information | Continued Top Management Support |
| Yes | Yes | Performance Appraisal, Priority for Action | Other Associated Issues are Being Taken Up | Just Started |
| Yes | Yes Initially | Performance Appraisal | Counselling, Training, OD, Job Rotation, Potential Appraisal | All Personnel Decisions Being Taken Using Data Generated from HRD. |
| Yes Marginally | No | All sub-systems | All sub-systems like SBI | Improvements in HRD Climate |
| No | No | Performance Appraisal | Training, Manpower Planning, Role Clarity | Involvement of top Management |
| Yes | No | Performance Appraisal, Training and Career Development | Continued Emphasis on Same | Yet to be Seen |
| Yes for OD and Such Other Exercises | No | Training, Performance Appraisal, Communications | Continued Emphasis on Same | HRD Climate is Very Good |

# UNIT 3 HUMAN RESOURCE DEVELOPMENT EXPERIENCES (CASES)

## Objectives

After going through this unit, you should be able to make a comparative study of HRD practices in different private and public sector organisations and make use of the earlier units to understand the focus of HRD practices in these organisations.

## Structure

## 3.1 INTRODUCTION

Human Resource Development is like a flower in bloom to be experienced and difficult to describe. Behind performance are individuals and behind results are people. HRD has been widely accepted as one of the most effective tools for overall development of the organisations. Now in India most of the developing organisations have either opened a separate HRD department or in the process of opening it.

To give a feel of the actual practice and demonstration of HRD in organisations we have taken up actual cases of several public and private sector organisations. Written by executives of these organisations. In this unit we have taken up six organisations, out of which three each are from private and public sectors.

Integrated HRD systems were first introduced in India in Larsen and Toubro Ltd., followed by other organisations. Steel Authority of India Ltd. has used HRD as a tool for its turnaround strategy and had tremendous success. C-DOT has used HRD to achieve excellence. In this unit we have also taken up cases of Eicher Motors, State Bank of India and Crompton Greaves Ltd. All these cases deal with different aspects of HRD practices in different organisations.

These cases have been reproduced with permission from the book "Alternative Approaches and Strategies of HRD" edited by Prof. T.V. Rao, Anil K. Khandelwal, E. Abraham Sri and K.K. Verma and the book "Towards Organisational Effectiveness Through HRD" published by National HRD Network.

## 3.2 HUMAN RESOURCES DEVELOPMENT IN LARSEN AND TOUBRO LIMITED—BY C.M. SRIVASTAVA

Larsen and Toubro Limited is probably the first organization in India to introduce an integrated HRD System and to set a separate Human Resources Development Department, headed by a senior executive to implement the System. The whole exercise of looking into the Human Resources System was mainly due to the culture of Excellence, Introspection and Openness in the Company. Constructive criticism and periodical reviews are common to ensure maximum mileage from a system or an operation.

The Performance Appraisal System existing in 1974 which was of a confidential nature and a one-way affair was not considered effective. The assessments were not discussed and in many cases very little use was made of the data generated from the appraisals. Therefore L&T Management requested Dr. Udai Pareek and Dr. T.V. Rao of the Indian Institute of Management, Ahmedabad, to conduct a study on the Performance Appraisal System with the following objectives :

1) To review the objectives of the appraisal system existing at that time and to examine the extent to which the data collected contributed to these objectives.

2) To prepare characteristics of a good appraisal system in L&T.

3) To examine the feasibility of adopting these characteristics.

4) To examine the reactions of the persons who use the appraisal forms—both subordinates and superiors.

5) To determine the consequential actions to be taken in the light of improvements needed and for the implementation of a new system, if evolved.

6) To determine the skills required for making the system effective and operative (i.e., feedback counselling, etc.) and the manner of building and developing such skills.

## The Integrated HRD System

The IIMA team presented a report not only on Performance Appraisal but on other interrelated sub-systems and included the following:

i) Performance Appraisal

ii) Potential Appraisal

iii) Employee Counselling

iv) Career Development and Planning

v) Training

vi) Organisation Development (OD).

A schematic presentation of the System recommended by them is shown in the attached Annexure.

The professors further recommended that the system be implemented 'in toto' to obtain the synergic benefits. It was proposed to implement the various sub-systems in a phased manner, over a period of five to seven years.

## Implementation

The implementation was entrusted to a taskforce of senior executives and started with the induction of a new Performance Appraisal System in 1975. Although the original framework of the integrated HRD system has remained the same, the details have been modified from time to time as per the feedback received and experience gained. The question of gaining the maximum mileage from the system has been the uppermost in the mind.

## Performance Appraisal and Feedback

Performance Appraisal has always a dual approach, viz., Evaluation Approach and Development Approach. One without the other makes the appraisal ineffective. However the relative emphasis can be different. It was felt that the Performance Appraisal will have a heavy leaning towards the development of the employees and the evaluation to a greater degree can be taken care of by the Potential Appraisal System. It was also assumed that the relationship between the superior and the subordinate is very crucial for the development. The essentials of the new Performance Appraisal System are :

a) Performance Appraisal is shifted to a line responsibility rather than to a personnel function activity.

b) It calls for goal setting by appraiser and appraisee together.

c) It requires appraisal interviews and counselling and feedback in an interaction session with openness. The immediate superior is required to enter his rating at that time of the interview.

Before introducing the new appraisal system a number of training programmes were conducted for explaining the system as well as for providing skills for receiving and

giving feedbacks which is one of the most important aspects of the system. The progress of implementation was constantly monitored through feedbacks and studies and the difficulties faced were removed. As a result of this the form and the system has been considerably simplified. Around 80 to 85 per cent of the forms are received within six weeks after the target date which is an acceptable level considering the time required for counselling.

The forms are analysed and data submitted to the Vice-Presidents and General Managers. The data give the rating of 'high performers' and persons rated low. Another set of data give the facilitating and hindering factors groupwise. These are used for finalising development and other action plans.

### Difficulties Faced or Expressed

Some of the difficulties faced or expressed by people at various stages while implementing the system were:

1) Complicated rating system
2) Time consuming
3) Too many routings
4) Delays due to number of persons reporting being too many
5) Becoming a number game
6) Becoming ritualistic
7) Low leadership commitments.

To counter the above, the rating system and the forms were simplified and the routings were restricted to the immediate and Next Superior. The numerical ratings were replaced by qualitative ratings like 'Excellent', 'Very Good', 'Good', etc. An open ended self appraisal was introduced and it was made mandatory to send the appraisal forms before sending the recommendations for rewards.

### Mileage We Derive from the Performance Appraisal System

The guts of our appraisal are :

1) Clarifications of job expectations
2) Review of accomplishments
3) Planning for future performance and development efforts.

All of which are central to effective management.
Some other benefits we derive are:

i) It documents and provides a base for discussion which is expected to lead to a recognition of subordinate's performance or lack of performance.

ii) It allows subordinate to express his feelings about supervision, definition of work, problems encountered, support required, etc.

iii) It provides the subordinate with developmental information and support for it.

iv) It helps both—the superior and the subordinate in planning of future work goals.

v) It gives an input for salary administration and explains and communicates some rationale for recommendations.

### Training

One of the most important HRD activities in L&T is its Training Programmes. Even the top executives attend the programmes, especially designed for them. The main purpose of Training is to provide learning opportunities and resources for :

1) Improving performance on the present job
2) Developing Behavioural and Managerial skills
3) Functioning effectively as an individual.

These are provided through :

a) Suitably designed In Company Training Programmes, and
b) Deputations to External Programmes.

We decide the In Company Training Programmes based on the following :

i) Training Needs specified by the Immediate Superiors and Senior Managers

ii) Desirability of disseminating recent developments in management concepts and practices, and

iii) Availability of new programmes conducted by foreign experts visiting India.

During the last three years on an average 86 training programmes were conducted and about 2400 persons attend every year.

The External Programmes are made use of to supplement of In Company Training Programmes. About 650 persons were deputed every year to outside programmes during the last three years.

L&T has excellent in-house training facilities including well-equipped classrooms, library, films and other audio-visual aids. The training programmes aim at developing technical, managerial, human and conceptual competencies. A variety of training methods like role plays, case discussions, instrumented feedback and simulation exercises are used in these programmes. Both line managers and outside experts are invited to teach. Post training follow-up activities are also conducted by the HRD Department.

## Critical Attributes

The Critical Attributes for any job position are related to:

1) Technical/Professional Competence

2) Behavioural Skills

3) Managerial Skills

They provide data for :

i) Manpower selection and assessing Promotability (Potential Appraisal)

ii) Identifying training needs for overcoming specific deficiencies

iii) Drafting advertisements for recruitments

iv) Appraising interview panel members in advance regarding what to look for in the candidates.

As a first step it was felt necessary to work out detailed job descriptions. From this data, Critical Attributes were worked out. Three taskforces were formed and they interviewed members in four functions—Production, Marketing, Services and Industrial Engineering. Typical job descriptions were written and a master list of Critical Attributes with definitions was prepared.

Subsequently 3 to 6 persons from each functional area were taken away from the work place and were required to select attributes with regard to :

a) Technical/Professional Knowledge

b) Managerial and Behavioural Skills.

They interacted with peer groups and finally selected the 10 most Critical Attributes for each position. Each Attribute was further rated on a 9 point scale (9 would be regarded as most Critical).

The nominal group technique was then used to avoid the drawbacks of group pressures and need for conformity. The steps involved in nominal group technique are :

1) Selected ten most important Attributes

2) Record Criticality

3) Round Robin Presentation

4) Sharing basis for arranging Critically

5) Repeat steps 1 and 2

6) Rank Attributes

7) Select the top ten Attributes.

The Critical Attributes for 160 positions have been worked out so far and have been given to various departments for use.

## Personal Skills Inventory

Personal Skills Inventory system is a data system which records the skills and

competencies acquired by a person before or during the employment. This is updated continuously. Basically it records the following :

1) Basic Personal Data

2) Languages Skills

3) Membership of Professional Bodies

4) Education

5) Areas of Work Experience/Skills/Knowledge

6) Training Programmes Attended

7) Interests and Significant Achievements.

The basic purpose of the inventory is to help an internal search for candidates. The Critical Attributes and Skills can be matched and likely candidates shortlisted for a vacancy.

The system has been tried out on two of the Units of L&T and will be implemented soon.

## Potential Appraisal

L&T is still in the process of developing the potential appraisal system. The basic ground work for an Assessment Centre Approach has been done. After the pilot run, we will be ready to implement it on a wider scale.

## Career Development

Attempts were made to draw career paths for some positions by collecting actual data regarding the career progression of some of the managers. Likewise alternative paths were also drawn based on the opinions of these managers. But these paths were generally based on the existing job descriptions and were not likely to include future potentials.

For this reason an alternative approach known as Self Assessment and Feedback Approach (SAFE) is sought to be tried out.

The objectives of this programme were :

● A systematic approach towards self-assessment

● Greater understanding of the pattern and themes of life

● Appropriate data to negotiate and constructively confront superiors, peers and subordinates

● Setting short-term and long-term objectives for personal growth and executive effectiveness.

● Preparing for next major career decision.

The participants can thus seek their careers themselves instead of following the fixed paths by knowing their strengths and weaknesses and the opportunities available in the Company.

## Organization Development (OD)

OD activities were being undertaken by L&T on a selective basis, even before the integrated HRD system was introduced. However, OD interventions were mostly limited to instrumented feedback and laboratory method of training. In the late sixties and early seventies Grid Programmes were conducted. In the subsequent year a number of other OD exercises were undertaken to develop teams, inter-team collaboration, openness and such other process competencies. L&T uses both internal teams and external consultants in their OD work.

## Conclusion
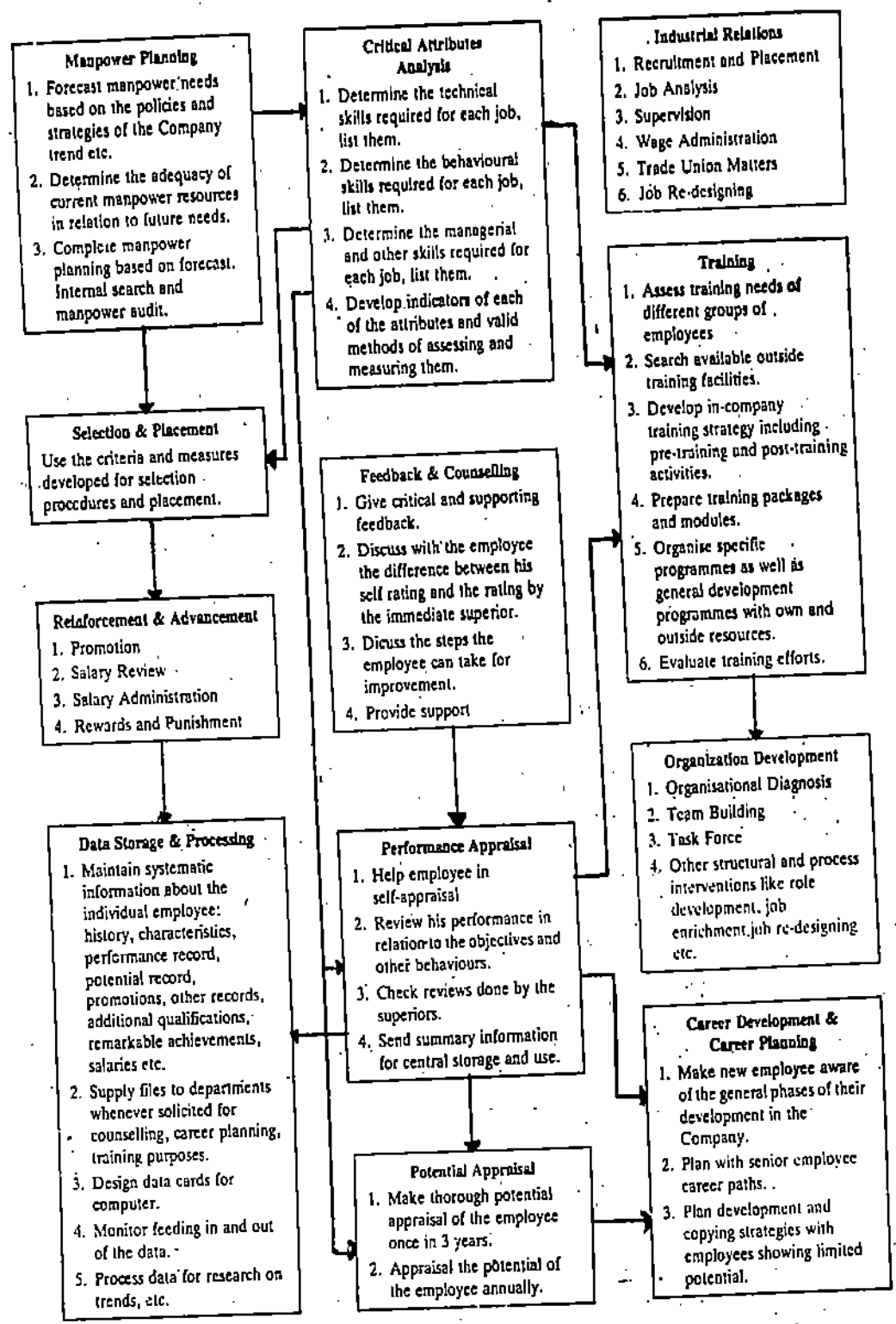
Though some work is still remaining to be done as can be expected from any live and changing system, the HRD efforts have succeeded in achieving our goals. This is borne out in a recent independent study by Xavier Labour Relations Institute on the HRD Climate in L&T and 20 other companies. The following five attributes out of 38 attributes, received the highest score on a five-point scale :

| Item | Mean Score |
|---|---|
| Human Resources considered Extremely important | 3.97 |
| Use of delegated authority for development | 3.92 |
| Encouraged to take initiative | 3.87 |
| Performance Appraisal based on objective assessment | 3.81 |
| Team spirit of higher order | 3.81 |

In other words, L&T managers seemed to have expressed these five characteristics as predominant aspects of L&T's Human Resource Climate.

## Annexure

**A Schematic Representation of Human Resources Development System in Larsen & Toubro Limited**

**Manpower Planning**
1. Forecast manpower needs based on the policies and strategies of the Company trend etc.
2. Determine the adequacy of current manpower resources in relation to future needs.
3. Complete manpower planning based on forecast. Internal search and manpower audit.

**Critical Attributes Analysis**
1. Determine the technical skills required for each job, list them.
2. Determine the behavioural skills required for each job, list them.
3. Determine the managerial and other skills required for each job, list them.
4. Develop indicators of each of the attributes and valid methods of assessing and measuring them.

**Industrial Relations**
1. Recruitment and Placement
2. Job Analysis
3. Supervision
4. Wage Administration
5. Trade Union Matters
6. Job Re-designing

**Training**
1. Assess training needs of different groups of employees
2. Search available outside training facilities.
3. Develop in-company training strategy including pre-training and post-training activities.
4. Prepare training packages and modules.
5. Organise specific programmes as well as general development programmes with own and outside resources.
6. Evaluate training efforts.

**Selection & Placement**
Use the criteria and measures developed for selection procedures and placement.

**Feedback & Counselling**
1. Give critical and supporting feedback.
2. Discuss with the employee the difference between his self rating and the rating by the immediate superior.
3. Discuss the steps the employee can take for improvement.
4. Provide support

**Reinforcement & Advancement**
1. Promotion
2. Salary Review
3. Salary Administration
4. Rewards and Punishment

**Organization Development**
1. Organisational Diagnosis
2. Team Building
3. Task Force
4. Other structural and process interventions like role development, job enrichment, job re-designing etc.

**Data Storage & Processing**
1. Maintain systematic information about the individual employee: history, characteristics, performance record, potential record, promotions, other records, additional qualifications, remarkable achievements, salaries etc.
2. Supply files to departments whenever solicited for counselling, career planning, training purposes.
3. Design data cards for computer.
4. Monitor feeding in and out of the data.
5. Process data for research on trends, etc.

**Performance Appraisal**
1. Help employee in self-appraisal
2. Review his performance in relation to the objectives and other behaviours.
3. Check reviews done by the superiors.
4. Send summary information for central storage and use.

**Career Development & Career Planning**
1. Make new employee aware of the general phases of their development in the Company.
2. Plan with senior employee career paths.
3. Plan development and copying strategies with employees showing limited potential.

**Potential Appraisal**
1. Make thorough potential appraisal of the employee once in 3 years.
2. Appraisal the potential of the employee annually.

## 3.3    MAJOR HRD INITIATIVES IN SAIL— BY M.R.R. NAIR

The previous decade has seen a tremendous change in the Iron and Steel Industries all over the world. The global scene has been characterised by declining demand as part of the general slowdown of economic activity in the conventional group of industries, and fierce competition within Industries and across continents. Companies have evolved different strategies to meet this situation.

1) Reduction in capacity.

2) Reduction in manpower and control over manpower costs.

3) Diversification.

4) Investment in modernisation.

5) Strict Quality and Cost Control.

6) Protection of domestic industry and relatively more active role of governments to help their own industries and save jobs.

In this melee, Industries, such as the US Steel Industry, found that the capital needed to catch up with the rest of the world was much more than what the market was willing to put up, or what they could generate from their own internal resources.

In India, the situation is slightly different. The market is growing, and in fact, it is expected that demand will double by the turn of the century. The essential strategy was to remove constraints and increase production to meet the growing demand as well as to improve quality and cost performance. To do this, the Company must improve utilisation from existing assets and also invest in modernisation of its equipment. Here again the Organisation must stabilise its performance and structure to receive the sophisticated technology as well as to generate the internal resources for funding the modernisation effort. This business strategy for SAIL has been summed up in Annexure-1. In this strategy, the HRD initiatives have a significant role to play in terms of:

1) Improvement in work culture as a prerequisite for improvements in other areas and to tune up the Organisation for modernisation.

2) Rationalisation of organisation and of manpower along with increase in production, capacity, and investment in new technology.

3) Training and Development effort attendant upon technological changes to upgrade skill and managerial ability.

### The Approach

How did we go about it? The turnaround strategy was initiated about two years ago. In the first phase an organised attempt was made to collect feedback from the various sections of industry spread out in every part of the country. Meetings were organised in all sectors of the industry with the top management, with the unit managements, with a cross-section of the middle management, front line supervisors, workmen on the shop floor, unions and associations. The process took almost five months. In all the discussions the agenda was to identify the problems in the Company, opinions and perceptions of people, how they felt that the Company was doing and what could be done internally to further improve its operations.

Out of this tremendous amount of feedback, which was all carefully documented, a certain message began to filter out. And this was the message which the Company used to its advantage to design its strategy.

### The Message

1) There was an insufficient appreciation of the crises facing the steel industry.

2) At various levels Managers felt that they lacked support.

3) At all levels there was lack of goal and role clarity. People were not sure what was expected from the organisation or from their respective jobs.

4) There was far too much attention on day to day problems and less on quality, cost and strategic planning.

## Priorities for Action

On the basis of the discussions and the feedback collected, a document was drafted which was called "Priorities for Action". This document set forth the thrust areas in which the industry needed to devote itself to improve its operations and prepare itself for the challenges of the future. These areas were:

1) Improve work culture.

2) Optimise use of installed facilities.

3) Increase productivity.

4) Generate profits through control of costs, and

5) Customer satisfaction.

As stated, the "Priorities for Action" were structured to meet specific problem areas within the organization and at the same time to highlight the possible solutions.

## Improve Work Culture

The focus here was on team work, communication, discipline and operating consistency. It was established that unless we improved the work culture in the organisation in terms of the commitment and motivation of people and their capacity/willingness to work together, we would never be able to fully exploit the strengths of the organization in terms of technology and trained manpower. Even where there were technological problems on the surface, a deeper analysis showed that better performances were possible through a more effective man management. It emphasised the crucial role of effective two way communication with the need to explain to people the changes and their role in it. The document also spoke about the importance of team work in a continuous process multi-functional organization, and how the lack of it can effect the productivity of the organization. The "Priorities for Action" spoke of better organizational discipline in terms of absenteeism, overtime and shift changeover delays. It was demonstrated that OT had little relationship with production and that this, along with high absenteeism was an impediment to organisational discipline. Similarly, delays in shift changeover resulted in loss of production and wastage of energy.

Apart from seeking a basic change in the attitudes of employees, improvement in work culture also meant building an organization which had the flexibility and the resilience to accept changes. This meant cutting down the hierarchy, reduction of the responsibility levels, and debureaucratization. Less of formal procedure and rules and more accent on results. This also meant support of merit and innovation and creation of a culture for excellence. This led to the conclusion that individual growth and promotions must result from good performance and contribution to the organisation.

## Making Optimum use of Installed Facilities

The "Priorities for Action" took note of this endemic problem. Where facilities had been created, they were not fully utilised. To meet market requirements, it was essential to achieve optimum utilisation of capacity. This involved better maintenance planning and upkeep of equipment and better use of captive resources such as the Mines and the Mechanical Shops. Higher capacity utilization was essential not only to reduce per unit costs but also to meet the challenges of a growing market.

## Increasing Productivity

Higher volume of production must be supported by higher standards in terms of cost and quality, and increasing the returns on capital, material and manpower. Techno-economic performances needed to be upgraded to international levels. In this direction, areas which needed attention were (1) Quality of raw material, most of which, except coal is from captive sources. Modernization of mines for benefication of ore and better blending were highlighted. (2) Adherence to technological discipline not only for cost saving in areas of energy utilization and yield but also to prevent damage to equipment. (3) Process control for quality enhancement. (4) Integration of R & D efforts for technology enhancement, and (5) Improvement in productivity through improved performance of the employees.

## Generating Profits through Control of Cost

The focus here was on the urgent need to enhance internal resource generation by

better management. The organisation needed funds for the modernization of its technology and for this we needed better control over energy and inventory. There was stress on value engineering for cost control and better implementation of projects. The document discussed the effect of project overruns on the profitability of the company and the need to develop cost consciousness as a culture in the organisation.

## Providing Better Customer Service

The "Priorities for Action" rejected the complacency created by a sellers market and looked for a greater market orientation in the operations of the company. It spoke of our responsibility for generating steel demand, providing committed delivery schedules to enable the customer to plan his own operations. This needed better product quality and considerable development effort into the stockyards to enable a high level of efficiency in production through distribution.

The "Priorities for Action" sought to give a direction to the immense energy generated within the organisation.

As a first step this document was discussed with key officials and with trade unions. There was agreement that this was the right direction. Copies of the document were then printed in English, Hindi, Bengali, Oriya and Tamil and distributed to all the 2,50,000 employees across the length and breadth of the country.

What followed as a next step was one of the largest programmes of management education ever undertaken in the corporate sector. The "Priorities for Action" was discussed with the entire top management, about 500, comprising the Corporate Cadre in the Company. They were organised in groups of 80-85 in two-day workshops at Ranchi. In these workshops, the document was first presented to them and then each area was discussed in syndicates and come up with concrete action plans. Six such workshops were held. In each of the workshops, Chairman, and virtually the entire Board of Directors were present to interact with the Officers.

This was an exciting opportunity. For many, it was the first time that they had an opportunity to hold such interactions. For most, it was the first opportunity to meet their colleagues from other Units and discuss common problems. The enthusiasm ran high. In all workshops syndicate discussions went on till the early hours of the morning.

The Corporate Cadre Officers covered in the Ranchi Workshops went back, and from April 1986 onwards organised similar workshops in their respective Units to cover large groups of employees. Thousands of employees were covered and the message spread.

The "Priorities for Action" workshops had a tremendous effect in the organisation.

1) The goals of the organisation were clarified and made known to all. It gave a sense of direction.

2) The crises facing the industry was understood and the need for changes appreciated.

3) There was a sense of oneness and participation.

4) A large number of concrete action plans were drawn up in each priority area. In each Unit, a committee was appointed to oversee the action plans drawn up and coordinate the various activities involved.

5) The workshops created a sense of euphoria which made possible implementation in the units.

6) They generated a debate in the organisation, and it was here that the basic turnaround strategy was evolved.

## Priorities for Action and the Turnaround Strategy

The "Priorities for Action" helped to drive home certain essential points:

1) The steel industry urgently needed to modernize its technology to face the challenges of the future.

2) Modernization meant generating internal resources to buy technology.

3) This meant that the internal operations of the company must be upgraded to international levels of cost and quality.

4) This level of operations would primarily come from building· a productive corporate culture.

5) Improvements would essentially come from better managment of Human Resources, their skill, motivation and commitment.

Therefore the current strategy is to tune up the organization and prepare it for playing a qualitatively different role in future, to improve the productivity and motivation of employees, to remove imbalances, to improve the structure and culture of the organization and its capacity to respond to the requirements of the market.

In essence, this is the process in which the company has been engaged over the last few years. A lot has been done, a lot remains to be done and there are some successes to encourage us along the way.

Manpower was first curtailed and is now being gradually reduced despite the fact new assets have got commissioned during the period. Taking into account the manning requirements for new assets there has been a substantial net saving in manpower since 31.3.85. A new Voluntary Retirement Scheme has been introduced and has attracted 3000 employees in the first nine months of its operation. Rationalization in manpower has resulted in a greater flexibility of deployment. During 1985-86, over 4000 employees were redeployed and in 1986-87 another 2700 have been redeployed. This has been supported by multi-skill, multi-equipment training. The Alloy Steels Plants enhanced its capacity by 260 per cent and met the entire manning requirement through redeployment.

Modernisation of DSP and IISCO is on the anvil. New and sophisticated technologies are being inducted. These will need to be manned with people having the requisite skills. At the same time there is manpower control and bulk turnover on account of superannuation (approximately 50,000 employees will be retiring over the next 8 years). To coordinate all these activities, a *Manpower Planning System* has been adopted by the Company. The system is expected to make SAIL's manpower internationally competitive through initiating a number of actions :

1) Elimination of work considered unnecessary.

2) Making full use of mechanization, instrumentation and computerization.·

3) Taking full advantage of new technologies such as LD-concast route.

4) Eliminating wasteful practices.

5) Reducing hierarchical levels.

6) Redesigning jobs. Multi-skill flexibility in deployment.

With all the steps being taken to rationalise the manpower and improve utilisation, the productivity is expected to increase in future years. In 1986-87 there has been a marginal reduction in the per tonne employment cost. In future years manpower policies will be strengthened to sustain these improvements and to make SAIL's position competitive.

### Recruitment

In recruitment, the focus has been to cut down the lead time and improve the quality of the intake. A number of decisions have been taken to strengthen recruitment and improve the quality of Management Trainees. The bond has been removed and the training period ravamped. With these steps the quality of graduates selected in the Company has improved. The response from Campus has been good.

### Training and Development

In the effort to improve the internal efficiency of the Company Training and Development has a very crucial role to play and the Training and Development Organisation is being geared to playing this role effectively. The 1986-87 training plan envisaged a coverage of 10485 Executives and 19140 Non-executives in various development, skill enhancement and technological upgradation programmes. The extent as fulfilment of the plan has been near total. In the technological upgradation and redeployment training, the plans have been linked to the commissioning schedules of new assets.

A reassessment has been made of the effectiveness of training in the light of the challenges for the future. A Training and Development Approach Plan has been

drawn up. The Approach Plan basically talks in terms of the needs of the Organisation in terms of its programmes and policies as well as the Organisation and Structure of Training Activity in the Company.

The needs of the Organisation where training support is needed are (a) Attitudinal changes, (b) Utilisation of manpower, (c) Modernisation and expansion, (d). Efficiency enhancement and (e) Orientation of new entrants. All this is relevant keeping in view the production plans of the Company, the new technologies being inducted and the need to maximise utilisation of existing assets. The Training Plan for 1987-88 has been made on the above principles.

The Organisation of Training is being strengthened to perform the above tasks. There is a new campus set up at Ranchi which will look after the training and management development requirements of the Senior Managers in the Company. There already exists a network of Training Institutes in the major Plants to meet the requirements of technology training and the training of the Skilled, Supervisory and Middle Management levels. In addition, faculty development, training methodology and physical facilities have received attention. An Executive Director has been appointed to oversee training activities throughout the Company. Training Advisory Board at the Corporate level, headed by Chairman, has been appointed to provide direction and support.

In 1987-88, we are proposing to cover approximately 13800 Executives and 37000 Non-executives through various training programmes. Almost 1000 senior executives will be exposed to various programmes coordinated by Management Training Institute, Ranchi. This includes two programmes for functional heads of departments (DGMs/GMs) on Managerial Effectiveness. In the training programmes cover the various identified thrust areas (attitudinal changes, redeployment training, modernisation etc.). Induction training is receiving considerable attention. Approximately 480 Management Trainees are being covered in two induction programmes at Bhilai and Bokaro.

## Communication

Communication systems, both formal and informal have been strengthened. In many areas Briefing Groups have been set up to brief employees about major policy issues. Shift meetings are being encouraged. The accent is on two-way communication. In fact, in a large and complex Organisation like SAIL the effectiveness of the communication system has been a singular success. Employees understand the changes, the reasons, what the Company is trying to do, and on account of this understanding have participated in the process. In fact, opening up the organisation and a sound communication system was found to be a prerequisite to the process of planned change.

Incentive schemes have been revised to increase their motivational value. Suggestion schemes are being revamped and there is a move to study specific problems of employees on the workspot with the intention of finding micro-level solutions.

## Organisation

The organization is being restructured and the number of hierarchical levels reduced. Earlier, a study was conducted by the Industrial Engg. Departments which showed that below the GM level, only five levels were required in an operating steel plant as against the existing eight. Accordingly, we are in the process of reducing the levels. The implementation is currently on and will be completed shortly.

| Old Structure | New Structure |
|---|---|
| E-7 Dy. Gen. Manager | E-7 Dy. Gen. Manager (Zonal Head) |
| E-6(b) Asstt. Gen. Manager | E-6(b) Asstt. Gen. Manager (Zonal/Departmental Head) |
| E-6(a) Chief. Supdt. | E-6(a) E-5 Chief Supdt./Supdt. |
| E-5 Superintendent | (Departmental Head) |
| E-4 Asstt. Supdt. | E-4/E-3 Manager/Dy. Manager |
| E-3 Dy. Manager | (Shift Incharge) |

E-2 Asstt. Manager

E-2/E-1 Asstt. Manager/Jr. Manager

E-1 Jr. Manager

(Front Line Supervisor)

As part of the restructuring, officers are being given specific responsibilities and a clearer job description.

## Organisational Discipline

There have been significant improvements in absenteeism in all Units and in all Major Departments. Shift changeover delays have been reduced from key departments and time offices relocated. Grievance and welfare systems have received attention and there are improvements in all these areas. Bipartite systems have been strengthened and the full participation of all sections of employees/unions and associations obtained to the changes being made. There has been a drastic reduction in overtime. In 1984-85 the company was paying Rs. 44.38 crores as OT, in 1985-86 this came down to Rs. 40.00 crores and in 1986-87, it has fallen to Rs. 2.49 crores. In Bhilai, IISCO, Salem, R & D, CMO and Corporate Office, overtime in 1986-87 was nil.

The focus has shifted from apparent industrial peace at the cost of productivity (through avoidance of conflict) to a positive management of conflict. Many of the successes have been possible on account of the involvement of people at all levels. An effective change strategy consistently adopted by the Company in all its programmes has been to talk to people, obtain their participations and their move ahead. SAIL has a strong bipartite base and an extensive network of bipartite forums. This has helped in the management of employee relations.

In this process, the officers too have fully participated and led through example. At a time when the Government was moving towards a five-days week, the officers accepted increase in their work day in the interest of parity with factory employees. When the entire public sector had paid the *ad-hoc* salary increase, the officers strengthened the hands of the management by agreeing to the withholding of payment. This kind of participation and support has been the result of faith, good communication and an understanding of the need for change.

## Appraisal System

One of the first HRD initiatives in the Company was the amendment of the Appraisal System for Executives. Initially, the exercise began as a move to amend the promotion policy to make it totally performance oriented. Gradually, it was realised that the Promotion Policy would not be so changed without having an adequate/acceptable instrument for measurement of performance. This was an important step in the attempt to improve the work culture by convincing employees that their career growth was linked with the performance of the Company.

So the Company reviewed its appraisal system and found that it needed drastic amendments.

From the Management's points of view, it was found—

1) The appraisal system was not adequately distinguishing between different levels of performance. Analysis showed that ratings were skewed: 68% of the executives were being assessed in the top two ranks and no one in the bottom rank. With a large percentage of officers bunching at one level it became difficult to take administrative decisions on the basis of performance. It also raised doubts about the validity of a system which produces outstanding performers but not outstanding performance.

2) The system was not sufficiently grounded in the requirements of the Company. It did not reflect the Value System of the Organisation. In fact an Appraisal System functions as a definition of performance. It tells the employee what set of activities or what qualities are considered desirable by the Organisation. What is considered desirable by the Organisation will change from business to business. The system of assessment must have a linkage to the job description and the requirement of the Industry.

3) Officers were not participating fully in the System. Basically Officers did not see any value, because they did not see the output of the System being linked to any tangible decision-making.

The employees too had their own views. A survey conducted on the appraisal system brought out the following major concerns.

1) Jr. Officers felt that there was no focus on what was expected from them. They did not know the areas in which they were expected to contribute so that their assessment could improve.

2) They felt that the system was not participative enough. They did not have a sufficient opportunity to be heard.

3) There were three assessment levels—Reporting Officer, Reviewing Officer and Higher Authority. Since each level could countermand the previous one, the Reporting Officer as the immediate supervisor felt that they had little role to play.

In response to these opinions, an exercise was initiated to revise the system. An initial draft was prepared and thrown open for discussions. Discussions were held at various levels with the Heads of Personnel, the Steel Executive Federation of India, the Chief Executives and in groups of executives. At each level there were suggestions and modifications made. They wanted very frequent performance review. In addition to the structured responses, indepth interviews were held with a cross-section of officers.

On the basis of all their feedback and the discussions, the system was finally implemented for the year 1986-87. The salient features of the systems are discussed below :

## Objective

1) To integrate company and individual goals through a process of performance assessment linked to achievements or organisation objectives.

2) To increase awareness of targets/tasks and the responsibility of officers at all levels to ensure fulfilment of company objectives.

3) To ensure a more objective assessment of performance and potential.

4) To distinguish between differing levels of performance or relative basis and to identify officers with potential to grow in the Organisation.

5) To identify the developmental actions to be taken to enhance the performance of the officers.

It will be seen that the focus of the Appraisal System is sought to be changed. An appraisal would invariably have two aspects.

1) It provides data for administrative decision-making, promotions increments etc. This is the aspect which creates most problems. Employees don't accept the decisions as "Objective" and reject the system as a whole.

2) It provides support for the development aspects such as identification of strengths and weaknesses, training and development, job rotation and enrichment and performance planning and review. These aspects invariably get overshadowed by the promotion etc. and receive little attention.

In SAIL, the Appraisal System is an instrument for improving the work culture. The focus is on the development aspects and the Company is utilising the appraisal system as an instrument for :

1) Performance planning and review:

2) Starting a healthy and problem solving dialogue between the Reporting Officer and the Appraisee about work related problems.

3) For improving communication.

4) For improving levels of motivation through goal clarity.

To do all this the system was divided into four parts.

In performance planning and review, the Reporting Officer is expected to set targets/tasks for the appraisee in the beginning of the year. In the middle of the year, the appraisee fills in the self-appraisal form, indicating the extent to which the targets/tasks have been completed, the difficulties faced and the suggestions for improvement. At the end of the year there is the annual review and targets/tasks set for the next year. Both in the mid year review and the annual review, the self appraisal is supplemented by a performance review discussion. During the performance review discussion the problems are discussed and the appraisee given feedback on how he is doing.

This aspect of the appraisal system came in for considerable discussion. Many officers tended to feel that in steel industry, particularly at the junior level the focus is on Group/team working and not on individual working. So target setting would be difficult. It was also pointed out that there were many "Soft Areas" in which target setting would be difficult. The Company fully accepted the objections and decided that initially target setting would be done only for Superintendent and above who were in a position to be designated as departmental heads. For the others, the Company would investigate the feasibility of target setting before taking a decision. The feasibility of target setting was studied with the help of a Consultant. Exercises were held in all the units where a cross-section of junior officers were exposed to target setting experiments. The result showed that whereas theoretically, target setting should be possible for each and every position, there were difficulties expressed by officers particularly Jr. Manager/Asstt. Managers. It was accepted that most of these difficulties were arising from a lack of appreciation of how it could be done. There are apprehensions too. Apprehensions about what will happen if targets were not met because of genuine difficulties. What if the boss gave very difficult jobs which were impossible. How to account for odd jobs which are done during the course of the year. What weightage will be given for jobs which are urgent and those which are important. Would all be able to participate in target setting or would it be unilateral. All these questions were discussed and logical answers found. But you cannot drive away fears and apprehensions very easily.

Target setting helped many Departmental Heads to rediscover their jobs. They found that they were expected to contribute not only in production and more production, but also in areas such as safety, quality, cost, training and development of human resources. These were also key areas where a contribution was expected.

There are many more apprehensions about the performance review discussions. Basically, people are shy of coming together to discuss performance. What if he does not agree with me? What if he refuses to sign the form? In fact there were more apprehensions from among seniors, where, in fact, junior officers were in some cases eager to participate.

The second part of the system was the reporting of performance. The reporting is done on the basis of 14 assessment factors. Each factor has been weighted to indicate its relative importance in the overall assessment.

### A) Performance Factors

| | Weightages | |
|---|---|---|
| | E-1-E-4 | E-5-E-8 |
| 1) Quality of output | 5 | 4 |
| 2) Quantity of output | 5 | 4 |
| 3) Cost-control | 5 | 4 |
| 4) Job knowledge & skill | 5 | 3 |
| | 20 | 15 |

### B) Managerial Ability Factors

| | Weightages | |
|---|---|---|
| | E-1-E-4 | E-5-E-6 |
| 1) Planning and organising | 1 | 1 |
| 2) Initiative | 1 | 1 |
| 3) Team spirit | 1 | – |
| 4) Commitment and sense of responsibility | 1 | 1 |
| 5) Communication | 1 | 2 |
| 6) Training & Development of subordinates | 1 | 2 |
| 7) Problem analysis & decision-making | 1 | 2 |
| 8) Management of human resources | 1 | 3 |
| 9) Lateral coordination | 1 | 2 |

| 10) Discipline | 1 | 1 |
|---|---|---|
|  | 10 | 15 |
| Total (A+B) | 30 | 30 |

The finalisation of the assessment factors was a time consuming affair. In a large multi-functional organisation to short list factors applicable to a large body of 18,000 officers and at the same time relevant for the company was a difficult job. There is of course no scientific method for doing this. The 14 factors and their respective weightages represent a consensus across the organisation about what is considered important.

For example, in an industry with 2,50,000 direct employees, "Management of Human Resources" was given importance particularly since this was a problem area and the management wished to define to the officer that contribution in this area would be welcome and would improve his assessment. Similarly, in a large continuous process industry, "Communication" and "Coordination" were considered important characteristics and were included.

The third part consists of the development plan. Here an opinion is taken about the development needs of the appraisee, the training necessary and the job rotation required.

The fourth part of the system consists of the final evaluation. On the basis of Part II, the appraisee is awarded a certain score. The final evaluation is done by a Committee. Officers are divided into a number of groups. Officers in each group are evaluated relative to each other by the Performance Review Committee and distributed into various performance levels as per the following normal distribution : .

| Outstanding | 5% |
|---|---|
| Above Average | 20% |
| Average | 25% |
| Below Average | 20% |
| Unsatisfactory | 5% |

The Appraisal System was unique in the steel industry and so was the implementation strategy. The system was totally indigenously designed through a process of extensive discussions. For implementation we took the help of IIM, Ahmedabad.

As a first step, the new system was presented to groups of officers in each Unit and the details explained. In the second step, 70 Internal Resource Persons were identified. These Internal Resource Persons were put through two "Training for Trainers" programmes conducted by IIM, Ahmedabad. Subsequently, the Resource Persons trained 7000 officers in the essential aspects of the system. In each Unit an Implementation Task Force was appointed to review the implementation of the system and provide guidance. At the Corporate level, an Inter-Plant Steering Committee was set up to oversee the process. The implementation strategy was designed keeping in view the following:

1) The large number of officers to be covered in various Units.

2) The need to explain the various aspects of the system particularly target setting and performance review discussions, and convince officers of the need and rationale.

The new appraisal system has now been in operation for two years. Last year, some minor modifications were made on the basis of the feedback received. These two years of operation has thrown up a number of issues :

1) The system has been successful in correcting imbalances in the assessments which existed earlier.

2) Officers are actively participating in the system since they are now aware of its importance in the overall context.

3) Development aspects of the system such as performance planning and review discussion have not been fully implemented and needs much greater training effort.

4) The system throws up an immense amount of data about the problems faced by employees, their suggestions/views and their specific development needs. These can be utilised to design specific interventions.

## The HRD Department

In the light of the initiatives being taken by the Company, there is a qualitative change in the expectation from the Human Resource Group. Not only are they expected to improve their own contribution in the existing areas, but also to come forward and function as catalysts of change in building team work, motivation and productive work culture. So within the Department itself, there was need to clarify issues and ensure that everyone was on the same wave length in terms of the expectations from the Company. There are over 800 Officers in the Personnel and Training Departments in the various Plants/Units. It was from this Group that the Company expected a leadership role in better man management. All these officers were collected in eight one day workshops at Ranchi where the "Perspectives for Human Resource Management" in SAIL were discussed. For convenience, the group felt that the contribution expected from them could be bifurcated into the following areas:

1) Motivation, communication and team building.

2) Manpower planning and recruitment.

3) Employee services and employee relation.

4) Training and Development.

In each of these areas key result areas have been highlighted and, in the Units, responsibilities fixed. In these workshops, the organization of the HRD Department itself was reviewed. It was agreed that the organization needed strengthening in areas. Based on these discussions, a revised organizational structure for the Human Resource Department has been drawn up.

The revised organization seeks to establish the following:

1) Strengthening of the shop floor Personnel Officers since it is here that the initiatives will get implemented.

2) Bifurcation of the day to day activities from the Planning and Development areas.

3) Integration of training and development.

The HRD workshops have had a good effect. In some Units feedback has been taken from Line Managers who have appreciated the qualitatively changed role which the Department is playing.

## Qualitative Changes

Over the past few years the Company has implemented number of initiatives in the area of HRD. The "Priorities of Action" and the Appraisal System are two successful examples. There have been many more which have been briefly mentioned. Today, the Company is still in the middle of the process of change. However, in such a large company, changes have not been uniform in all sectors. Each Unit has its own specific culture and response pattern. The effort has been to retain the valuable components of the local culture and build upon it the realization that this is one company. Over the past few years there have been encouraging qualitative changes in the attitudes of employees:

1) There is a greater awareness among officers, workers and associations.

2) Communication process is more effective.

3) There is considerable clarity about goals and objectives.

4) Employees have begun to think positively about the Company.

5) There is higher appreciation that this is one company.

There is a good ground swell developing and some ground for confidence about the future.

# 3.4 HRD AT C-DOT

## Introduction

C-DOT was conceived at a time when India was planning for 21st Century. Management at C-DOT was aimed towards setting a trend in India for R&D management with focus on Human Resources for achievement of time bound missions. With an orientation towards mission oriented projects and creation of a unique work environment, C-DOT has been more of a Human Resource Management challenge than a technical challenge. HRD at C-DOT, therefore, had to act as catalytic agents towards greater synergetic effect so that staff members (we prefer to call ourselves "staff members" of C-DOT family) with individual brilliance and limitations could be brought together to complement each other to yield the best result.

The focus of Human Resource Management at C-DOT is to create a work environment and culture conducive to achievement of excellence. The main emphasis of the Human Resource Management philosophy is on developing the organisation, its people and their competencies. Hence the policies focus on:

- Commitment to society—application of research and development to national/ social priorities.

- Commitment to the mission—sense of purpose and direction; setting of targets and objectives, monitoring and evaluation of project schedules.

- Commitment to the staff members—liberal, positive and people sensitive personnel policies, training and management development with special reference to advance technology and equipments, career development in its true sense.

- Commitment to excellence and professional competence—encouragement of creativity and innovation, initiative and self development.

## An Environment for Excellence

Besides a good technical team, the time bound project at C-DOT, to deliver a family of Digital Switching System in 36 months, at an estimated expenditure of Rs. 35 crores, required administrative procedures and programmes to mobilise and motivate young talent.

It requires considerable planning to induct a large group of young Engineers (around 300—average age 26 years) in a very short span of time (less than 1 year). To begin with, new personnel policies were formulated, jobs were advertised for and interviews conducted. Based on an objective selection criteria, key candidates were selected for challenging assignments. Once they were taken at C-DOT, the HRD group was responsible for their orientation, training, facilities, work environment and well being.

Simultaneously, new policies were to be formulated and introduced in almost all areas. Needless to say that the work load during this time bound programme was such that staff productivity got ultimate priority. Rules had to be framed to encourage efficiency, creativity, innovation and initiative. Some of these areas—people sensitivity, time and target sensitivity, flexibility and procedures, effective communication, office automation, delegation and monitoring are outlined in the following sections. It is hoped that an overview of these guidelines will provide further understanding of C-DOT work culture and environment that it has created to develop indigenous high technology base.

## People Sensitivity

- Egalitarian work culture
- Designations by functions and not by level or grade
- Open door policy
- Papers marked by name and individuals addressed to by first name
- Warm welcome and systematic induction of new members of staff
- Personalised services round-the-clock
- Emphasis on welfare of members of staff and members of their families both at work and at home

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- Emphasis on team building and achievement of targets through group efforts
- Fostering of young talent through opportunities for expression
- Highly subsidised transport facility including after office hours and on holidays
- Subsidised round-the-clock canteen facilities
- Submission of personal bills for electricity, water, telephone, arrangement of rail/air tickets through C-DOT besides other personal services
- In-house counselling services
- Membership of professional bodies encouraged
- Cosy, hygienic, congenial, sophisticated, informal, quiet and peaceful work environment
- Ergonomic and aesthetic furniture
- Open layout of furniture in office (wherever possible) with no cabins and barriers of designation or levels. Arranged to provide privacy, better communication and openness. Effective use of floor area utilising much less space per head compared to normal standards
- Committees from among members of staff for cultural, sports, literary activities
- Staff participation through Quality Control Circles
- Encouragement to creativity, innovation, initiative and self development
- Management concern for commitment, dedication, loyalty and faith

## Time and Target Sensitivity

- Project Administration document delineating details of the project given to all members of staff
- Document on yearly plans—project/function/groupwise—given to all members of staff
- PERTs for each major and minor activity

    Periodic review of targeted activities at
    - Project level
    - Inter/intra-function level
    - Inter/Intra-group level

- Assignment sheets for each member of staff
- Planned procurement of equipment/components/office requirements to facilitate infrastructure

## Flexibility in Procedures

- Flexibility of working hours
- No attendance record for people
- Work round-the-clock
- Forms and proformas — simplified and limited — same form for multiple applications
- All staff payments credited to individual Bank accounts. Bank counters in office.

- Multifunctional responsibilities — e.g. Secretary takes care of reception, security, travel, transport etc.
- Simplified purchase procedures — negotiations and finalisation across the table.
- Need based air travel irrespective of job titles or levels
- House keeping, travel and transport, maintenance, canteen services etc. on contract basis

## Effective Communication

- Formal Communication through
    - Suggestion box, newsletter, house journal, news bulletin, circulars, notice board, internal directory, external directory, press clippings, health surveys and periodic meetings with all C-DOT people

- Informal Communication
  - Discussions during various get togethers, on lunch table in conference rooms, in review meetings. Individual efforts provide consistent flow of information

## Office Automation

- Extensive office automation in personnel, administration, finance, purchase and other vital functions
- Personal computers, electronic typewriters, electronic telex, photocopiers, auto diallers, dictaphones in use
- Electronic mail for inter or intra office communication
- Computerised Library Functions—issue, return, cataloguing, location, status and information retrieval.
- Microfiche reader printer for documentation and record keeping
- Networking for information retrieval and Management Information System
- Paging system with access through C-DOT EPABX
- Individual computer terminal for all Engineers
- Personal Computers for all Secretaries and those in Support

## Delegation and Monitoring

- Delegation of financial and administration authority with added accountability at appropriate functional levels
- Decentralisation of budget -- function/groupwise
- Review of delegation — management information systems
- Sup-contracting technical activities wherever in-house resources cannot be utilised in view of time constraint

## A Passion for Excellence

It is an easier task to create a new work environment for a new organisation like C-DOT. But the most difficult challenge is to sustain the culture and motivation level when the organisation grows beyond its informal span of control. The role of HRD is perceived as most critical in such circumstances. Introspection and review form the major instrument to formulate future plan and course of action where the existing work environment and culture still remains as the main driving force. This is done with all staff members contributing towards the planning and decision-making process.

To study, review and suggest modification of existing policy/new policy formulation the working groups were set up.

## Working Groups

Working groups consisting of representatives from Managers, Group Leaders, Engineers, Secretarial & Support staff were formed to deliberate on the effectiveness of the different systems at C-DOT.

- Project Monitoring
- HRD
- Performance Appraisal & Promotions
- Staff Compensation
- Facilities
- Communication

The representatives discussed the above issues at length with the staff members and submitted their report with recommendations. The recommendations of the Working Group were debated upon by the top management and accordingly the policies were renewed.

While the working group on HRD defines the major concept, philosophies and activities of HRD at C-DOT, the most important role for HRD effectiveness is played by the Group Leaders who are the main implementors.

## Implementors

Group leaders of different functional groups are the key people in implementing any HRD policy. As per the C-DOT philosophy of HRD, the group leader is the immediate Manager who monitors the activities and is responsible for the well being of the staff members in their group. They identify the development input requirement and recommend job rotation/new exposure in respect of the staff members. Group leaders can also sponsor members of the group for external training programmes/conferences within allotted group budget.

## The HRD Group

The HRD Group is the nerve centre that develops policies and carries out activities related to:

- Development Inputs
- Performance Appraisal
- Career Development
- Personnel Research
- Welfare

It prepares the HRD plan on an annual basis on the recommendations of the working group and monitors implementation of policies in the defferent groups.

## Development Inputs

Development input is considered an important activity at C-DOT. It is felt that development intensity is highly related to organisational excellence. At C-DOT it is used as a tool to increase efficiency and as a means of instilling organisation values and information to all staff members. So it starts from the very beginning. The staff members on joining C-DOT undergoes an induction training and orientation so that he/she should be introduced into the organisation and feels comfortable about the job and the individuals with whom he/she will be interacting. The orientation breaks in the staff member to the unique norms and culture of C-DOT. The orientation is followed by an exhaustive two-week technical training programme for the technical staff. Beyond the formal induction training again the Group Leaders take care of complete induction to C-DOT of a new staff in their respective groups.

Every Friday a weekly training/presentation is organised for the staff members. Topics covered vary from management, technical, culture, sports, literature to personal interests. Staff members are also encouraged to use this as a forum to share their thoughts/work on any area of interest.

Management Development Programmes are organised In-house and staff members are also sent on external programmes. It is required that periodically the management development inputs be given to staff to ensure that the cohesive team can achieve results. Staff members are also sent on external technical programmes to update their knowledge on the state-of-the-art in the field of electronics telecom and management. Some unique in-house training programmes like PC training for spouse and children are also organised.

Staff members are given the opportunity to go on foreign deputation to get an exposure in advanced technologies and new areas of interest. Also as part of the development input good articles on technical/management areas are circulated to everybody.

## Performance Appraisal

The underlying philosophy of the Performance Appraisal Scheme is objective assessment of performance on a continuous basis which can be openly shared with the concerned staff member. The basic objectives of the system are:

- Assessment of Performance
- Assignment Review
- Individual development need identification
- Feedback and follow-up of Development
- Determine career growth

- Influence job rotation
- Extension or termination of contract
- Granting rewards — Appreciation/Foreign deputation
- Determining organisation structure

The scheme is part of the overall Project Review System that periodically reviews group/productwise performance and achievement of targets against what is outlined in the Annual Business Plan.

Before finalisation of C-DOT Annual Business Plan, all Group Leaders have discussions with various group members about the role of the group, assignments to be completed during the next year and major milestones with completion dates. Each staff member is given assignments which form the basis of the Annual Business Plan. Before the start of the appraisal period the responsibilities are clearly assigned along with the time frame. On a weekly basis, the assignments are reviewed and recorded in the weekly review sheets. Periodic reviews and timely feedback are the key issues in the appraisal scheme.

At the end of the six months the staff member completes the self appraisal form highlighting his/her achievements/contributions during the period and external factors affecting performance. Parallely, the immediate appraiser completes the appraisal form filling in the strengths and weaknesses and tentative rating on the ten attributes defined. Next the immediate appraiser calls the staff member for mutual discussion. This discussion has to be guided towards a feedback and counselling session. After this the form is sent to the second level appraiser for his rating. The second level appraiser can add any broader dimension to the overall appraisal through comparison across the smaller groups or by eliminating any perceived bias. If this rating differs from first level rating then the reason for the difference of opinion should be documented and the changed rating communicated to the staff member. Then it is sent to HRD for the processing. At each level the staff members are consulted and kept informed to try and ensure fairness and elimination of bias.

Appraisals at C-DOT are not only means of evaluation but the process has a very important role to contribute towards organisational effectiveness. Instead of using the appraisal process merely as a control or monitoring measure the focus is more on its developmental dimensions.

## Career Development

Ultimately it is management's responsibility to develop and implement a cost effective career planning programme. It is essential to create a basic structure and process for integrating individual needs with organisational requirements. The basic philosophy of the career development plan is that growth opportunities are to be given to all staff members whether they be engineers, secretaries or admn.support. To formulate a policy on Career Development, firstly a Career Plan survey covering all levels was conducted. The survey covered issues like avenues for growth and career path at C-DOT in specific functions, comprehensive career development plan, new activities/opportunities for career development etc.

The promotion policy outlines the growth prospects of staff members of various categories and the minimum period to be spent in the scale and eligibility points required. Career paths and growth opportunities are totally linked with the performance appraisal. High potential employees are identified early in their careers and placed in an accelerated development programme. Since the organisation has a flat structure, options in terms of levels are not many and hence other alternative avenues for growth are given importance e.g., Engineers could grow to Group Leaders (managerial potential) or alternatively to Technical Experts (professional excellence).

Group Leaders ◄———┬———► Technical Expert
Engineers
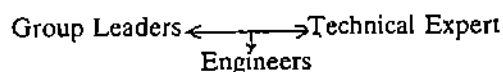
Besides vertical movement in the organisation, the option of horizontal movement inter/intra-group is also available. Job rotation to other groups to gain new exposure and insight in areas of interest is also encouraged. However, the perceived ability of the individual to handle new assignments forms an input in the decision-making process.

New projects that C-DOT is getting involved in, are opening up opportunities of staff members to new areas of learning and experience. Also C-DOT encourages its staff members to proceed on full time study leave, work for C-DOT licensees and other public/private sector organisation or became entrepreneurs but continue to retain links with C-DOT having option to join back at their discretion. Career development, thus at C-DOT, is observed in a broader outlook apart from mere financial growth.

### Personnel Research

Audit and Research form important instruments for closer feel of what is happening around and what needs to be done. Opinion surveys, attitude surveys, case studies and task force deliberations present very useful data for analysis and basis for management decision. A number of such surveys have been conducted and actions taken thereof, but lot more needs to be done on this HRD activity at C-DOT. We would like to prepare cases for industry and academic institutes on specific areas like project monitoring, manpower planning, office automation, organisation structure—systems and strategies at C-DOT which could help the experts to conceptualise and model on C-DOT's experience.

### Welfare

To promote the feeling of oneness and togetherness in the C-DOT family, the welfare activity is given a lot of weightage by the C-DOT management. Frequent get-togethers, sports tournaments, picnics and cultural events etc. are organised for staff members and their families.

Also to encourage the spirit of adventure in staff members, events, like trekking, outings are periodically organised. Wider groups involvement in availing "Weekend Relaxation" or "Holiday Home" facility are encouraged. Every year on Annual Day (the day C-DOT was formed) is celebrated with the whole C-DOT family (from Delhi and Bangalore) joining together to commemorate the day with a lot of enthusiasm and vigour. All these functions reinforce the HRD commitment to promoting participation and team work.

### Conclusion

All this basically highlight the important role of the work environment and HRD System in organisational work and effectiveness. It was recognised that a time bound, mission oriented organisation will require new work environment, new work culture, new tools, new training and new management methods. However, the key to the implementation lays in our ability to mobilise and motivate dedicated young engineers and other staff members with fresh outlook and ambition necessary for playing the most critical role in modernising Indian Telecom Service.

## 3.5   HRD FOR WORKMEN AT EICHER MOTORS — AN EXPERIENCE : — BY P.K. KAPSE & A.K. ARORA

### Eicher Group — Background

Eicher Goodearth Limited was formed on 3rd Sept., 1960 with a small capital investment of Rs. 19 lacs and rolled out its first tractor at Faridabad in the same year. This was the first tractor to be manufactured in India. Today Eicher is a multi unit group employing more than 3,400 people and having 5 plants situated at Alwar, Faridabad, Parwanoo and Pithampur across 4 states. The latest addition to the group is Eicher Motors Limited (EML) which has its manufacturing base at Pithampur near Indore where Light Commercial Vehicles (LCVs) are manufactured in technical and financial collaboration with Mitsubishi Motors Corporation (MMC), the largest commercial vehicle manufacturer of Japan.

### Eicher Motors Limited

Eicher Motors Limited is a Public Limited company with a total envisaged project of Rs. 41.5 crores (present outlay of over Rs. 16 crores) and licensed to manufacture 12,000 vehicles per annum. The plant commenced operations in June 1986. Ever since, the employee strength has grown from 185 to 480 till date and at present it is geared to manufacture 500 "Canters" per month.

## Background to HRD for Workmen at Eicher

Our philosophy has always been to continuously and openly examine issues related to our Human Resources. This has resulted in generally harmonious Industrial Relations which draw strength from the following principles:

1) Fair and firm approach to all human related issues without compromising on basic principles or the long term interests of the company. This means being fair to the management, the union and the employees.

2) Recognising and Rewarding merit/contribution.

3) Payment of fair wages to all employees and arriving at compensation packages for workers by the process of collective bargaining.

4) Participative approach to resolution of all worker related issues.

5) An open door policy where workers are allowed to air grievances/views/concerns on all matters relating to them or the Company.

6) Non-interference in the internal functioning of the workers' union.

7) To resolve all worker related issues bilaterally without interference of outsiders. Workers are encouraged to have a strong and internal union.

Given these basic principles, let us now take a look at some of the lessons learnt by us in the decade immediately preceding the setting up of the LCV Plant.

## Learnings from Tractor Operations

Our tractor operations witnessed phenomenal growth during the period 1974-81. From an annual turnover of Rs.3 crores, volumes increased to Rs.80 crores and we became a leader in the Industry. Two new plants were set up and employee strength increased from 400 to 3000. There was a feeling of well being and morale was at its peak.

All of a sudden, in 1982, we got a rude shock. Due to credit squeeze announced by RBI, tractor financing was abruptly reduced. The market crashed from 81000 tractors in 1981 to 63000 tractors! At a time when we were gearing up for providing 2500 tractors per month (from 1250 per month), we were forced to cut production. For the first time in a decade, we experienced negative growth and a marginal loss in 1982-83. The market continued to remain sluggish for the next few years and in spite of RBI relaxing its norms, the recessionary trends could not be reversed.

The events of 1982-84 naturally had negative impact on employees. The high morale of 1981 was replaced by a feeling of anxiety. In order to take stock of the situation, a detailed diagnostic exercise was conducted (using an attitude "survey and workshop" involving all line managers) which helped us in learning a number of important lessons. Some of these are given below:

a) Due to the increasing demand of tractors in the market-place during the period 1974-1981, the management focus had been more on "growth" rather than "development".

b) In order to support this growth the tractor operations had various incentive schemes in operation to provide for more numbers demanded by the market boom. During this period the workers had upgraded their skills and learnt their jobs well enough to complete their daily targets in 5 to 5½ hours. This level of productivity provided them a reasonably good earning level leaving not enough motivation for them to put in more efforts.

c) The diagnosis also revealed that there was over-emphasis on behaviour correction through counselling and during this hardly any charge sheet/caution letter was issued for acts of misconduct. As a result of this, a few negative elements had started taking advantage of this approach since they misunderstood the management to be 'soft'.

d) On the quality control front, the emphasis was on reducing rejections, rework etc. and therefore the inspection function had become critical with not enough emphasis on self-directed efforts towards producing better quality.

e) The oldest and the biggest of the tractor units was located in a small 8-acre plot at Faridabad and with the increased numbers demanded by the market there was mushroom growth of facilities in the plant resulting into sub-optimum utilisation of layouts, material handling and equipment. The environment was not all that

conducive to support the management efforts of ensuring higher productivity and better quality. The management therefore realised that before insisting on attitudinal change on behalf of workmen, it was necessary to put its own house in order by providing "state-of-the-art" infrastructure and facilities.

These lessons were a great help in reviewing and providing direction to the company's IR and HR practices at the new plant at Pithampur (EMP).

## EML Objectives

It was our aim that our new plant should be a model one which could give inspiration to our existing plants to strive for excellence. We therefore wanted to set new standards in:

- Productivity,
- Quality,
- Discipline, and ,
- Development of people·

In order to achieve these, an indepth analysis was done and it was decided to focus on the following factors (not mentioned in the order of merit) which were expected to create the desired 'work culture'.

a) To bring about general discipline in matters relating to punctuality, timeliness, system adherence, and obedience to rightful instructions etc.by inculcating certain habits from day one.

b) To bring about a sense of achievement and pride in work.

c) Commitment to excellence in work.

d) Participation — in improvement of productivity, quality, work process and matters relating to the·work environment.

e) To establish effective and structured means of communication links with the workforce.

f) Sharper focus on appraisal system with a view to rewarding merit/contribution and continuously developing potential.

g) Providing avenues of growth for workers by creating opportunities in a planned manner. ·

h) Emphasis on team work and team achievement.

## A New Dimension

At the time of setting these objectives it was felt that in a new plant, establishing a new work culture would be comparatively easy.

However, the situation dramatically changed when the tractor operations were rationalized and surplus manpower was made available which had to be accommodated. The LCV operations at Pithampur offered an excellent opportunity to absorb this surplus. The task became more challenging when about 60 workers · were actually transferred and at one time constituted more than 50% of the workforce.

To the above objectives was added another objective to "Absorb and integrate the transferred employees into the new work culture"

This was a very major challenge because the workers were accustomed to working in · an environment where production volumes and higher productivity were linked to incentive earnings. The LCV operations did not have any incentive scheme and yet the productivity targets were comparatively much higher and hence the challenge.

## HRD Interventions

In order to achieve the results defined above, EML has used a combination of various HRD techniques and some of the Japanese concepts in the production systems.

We would here like to share our experiences in using these tools. The attempt below is to share the techniques and concepts used without evaluating their contribution individually to the overall IR climate.

## Training

"GIVE A MAN FISH, HE WILL EAT IT.
TRAIN A MAN TO FISH, HE WILL FEED HIS FAMILY"

The technique of training has been a key factor and a major tool used to achieve the objectives of HRD. Right from the day of project planning, our collaborators had emphasized on formal training for all personnel involved in the operations of the plant. Thus training was top most on the agenda.

Therefore even before commencing the manufacturing operations a training school was set with comprehensive facilities to train all categories of personnel including dealers, staff and technicians.

Given below are some of the efforts made towards training of personnel:

### a) Japanese Exposure

As already stated EML is a company set up in technical and financial collaboration with Mitsubishi Motors Corporation of Japan. The agreement between the two companies envisaged training of EML personnel at MMC.

The Company decided to send a team of shopfloor executives to be trained in production and training systems and communication system at MMC.

The purpose of sending only executive level personnel was to provide an indepth exposure to Japanese methods so that they could design their own training and production systems suiting Indian conditions.

Based on the feedback from our trainees (which included the head of manufacturing and Q.C. functions) we took stock of the lessons learnt and the direction that we needed to take in building a new work culture. We clearly understood that there was nothing unique about Japanese Management. Basically, good management anywhere (whether in U.S., Europe or our own country) adopts certain sound principles and values which give it strength. We found fair amount of similarity in Japanese practices and our own symbols of the 28 year old employee relations culture in tractor operations e.g. common canteen, annual day (all employees participate in sports and dine together), open door policy etc. and yet there were quite a few differences e.g. cabinless offices and group exercises in Japan. We therefore realised that we could adopt only those practices that suited our conditions and refrain from blindly copying our collaborators. At the same time, effective techniques such as "Kaizen", "Kanban" etc. (mentioned elsewhere in this paper) could easily be adopted and used in our conditions and hence we decided to implement these.

### b) Induction Training

Every employee who joined EMP shopfloor had to undergo an induction programme for a duration of 3 weeks.

This training was extremely necessary because at EML line production concept is practiced wherein various lines are interconnected with each other. One line feeds another line which in turn feeds a subsequent line. Moreover, since there is no plant inventory maintained between various lines, therefore, the feeding line has to feed the materials to the subsequent line in the required quantity and quality and on time.

This is nothing but a 'customer concept' between the lines and each line takes pride in doing its job to the best of its ability. The feeding lines ensure that the customer is fully satisfied in terms of delivery schedule, quantity and quality. This provides motivation to the employees and problems of any nature in the chain get highlighted immediately — thus leading to their quick resolution.

The 'customer concept' is practiced successfully in association with another concept. **"DO IT RIGHT FIRST TIME"**. The underlying meaning is that each job should be completed with perfection at the first attempt itself thus eliminating wastages like rework, rejections, inspection cost, etc. To do things "right first time", it is essential that proper training is given to every person before he is put on to a job. In line with this thinking EML has given top priority to training right from inception of the plant.

In the initial stages in 1986 before the commencement of operations, our executives designed a detailed induction training package and trained their supervisors who in turn trained their workers/operators. This process was intended to improve teamwork amongst various levels and the package consisted of:

1) Introduction to group, company and the collaborators.

2) Product familiarisation.

3) Indepth knowledge of production system.

4) Work culture at EMP.

5) Indepth knowledge of line process, operation standards and fundamentals of line balancing.

6) Hand-on experience in the assembly and disassembly of the aggregates and the product.

Till date induction training is of prime importance and no employee is posted to his workplace without this training. It has proven very useful in achieving discipline, understanding and appreciating the importance of quality and team spirit amongst executives, supervisors and workers (since they were all learning together).

c) Development Training

The organisation believes that workers can be developed to realize their full potentialities by building upon their strengths and by overcoming their weaknesses. This job is taken very seriously and forms a part of the KRA for the supervisor and the line executives. Major production and quality systems are oriented towards developing the individual as a whole and thus providing him an opportunity to use all his skills and faculties on the job. Efforts in this direction have been discussed below.

d) Making People "feel" responsible

At EMP it is believed that every person knows his job best and total responsibility of doing a job perfectly lies with the individual himself. Reflection of this belief is clear in the concept of 'self check'. This means the worker who does a particular job regularly is capable of checking the quality of his work and should also be responsible for it. Time is made available to the worker for doing this because inspection is also listed as an activity in the operation standards.

Complementary to this system is the concept of "TQC" which means creating an atmosphere where every member of the team whether he is working directly or indirectly on the product, contributes in his own small or big way towards making a quality product. Total quality of the product will be high only when the quality of all related activities is high. In an environment which is not conducive for working, expecting quality is next to impossible. Bearing this in mind a lot of emphasis is paid to working environment, training, discipline, worker relations, safety, house keeping etc., the line personnel are supported by the training cell which continuously organises talks, sessions and programmes meant to give exposure to the workers in areas of self development.

e) Versatility Building & OJT

With the passage of time, the workers began to get adapt in their function and a need was felt to remove the monotony and therefore plans were made to retrain these workers in other functions and lines. This versatility training on one hand helped in removing monotony and on the other hand, in having available a much more flexible and versatile work force. The responsibility for this was taken by the concerned line supervisors and executives.

This training is the direct responsibility of the line supervisor and executives.

Participation

Towards the objective of developing a satisfied high potential workforce, it is essential to involve workers in activities which will provide them opportunities to use and polish all their skills, knowledge, imagination and intelligence in translating his ideas into reality. EML systems provide them an uninhibited environment where the individual talent can blossom. This has brought about a sense of pride, achievement and determination amongst the workforce to be highly productive both in terms of company objectives like productivity, quality etc., and individuals' aspirations of self-development and growth. Let us look at some of such systems effectively implemented at EML.

a) Productivity Improvement

At EML all preparations in terms of establishing production lines are done with close

involvement of workers. Sequence of operations called 'operation standards' are drawn up and improved by workers in consultation with supervisors. The work study time standards are laid down by total participation of workers through a unique system called "Fundoshi Analysis". In this process workers write down exactly what they do on production lines (called Fundoshi). Time is clocked by supervisor for each activity. Subsequently, the Fundoshi is analysed to cut down the unnecessary activities in group of line workers and supervisors. This is an ongoing process on all production lines resulting in improved productivity and high workforce morale as the task is completed voluntarily without imposition from a third party.

### b) Quality Improvement

The Quality of the product is ensured by total involvement of workers. Periodically meetings are organised where line supervisors, workers & QC inspectors all sit down together to discuss quality related problems and their possible solutions. The solutions are found and action plans are worked out for implementation by workers themselves. This collective approach to quality gives excellent help in reviewing the problems from all angles and enhances team spirit.

On similar lines meetings are held to discuss matters relating to safety, house keeping etc. ·

### c) Kaizen

This concept has been borrowed from the Japanese, and implemented at EML because it believes in the theory that all workers have creative potential which can be tapped and also this would satisfy the creative instinct of the workers. In other words it means that the workers' job should give them scope to use all their knowledge, imagination and intelligence in transforming their ideas into realities.

A guideline to this is provided by the following:

Muri, Mura and Muda are the biggest enemies on any production shopfloor and they keep appearing in the day to day routine in various forms and disguises.

Muri means overstrain which can come from physical or mental strain.

Mura means inconsistency or fluctuations of any nature. It can be fluctuations in work content, time, type, production volume or quality, in behaviour or discipline etc. Though extremely difficult to notice, 'Mura' perhaps affects a company's performance the most adversely.

Muda means waste of any kind in terms of material, time money, effort etc.

The above three bugs, if present, contribute to inefficiency and increased costs of operations and wherever these are present there is scope for Kaizen.

Members of a Kaizen group, while working on any line, are on a constant look out for MURI, MURA, & MUDA. Once any problem is identified, a Kaizen meeting of the concerned line is organised at the end of the day's work. In this forum, the problem is analysed, opinions of all group members are sought and discussed, a solution for the problem is evolved through consensus and action plan for implementation is drawn up. Thereafter the Kaizen group takes necessary action to implement the solution.

## Appraisal & Reward System

The Company believes that its employees, irrespective of staff or workmen must be rewarded only on the basis of merit. To ensure this, the Company follows an annual appraisal system for all its employees. The appraisal system is designed to encourage staff and workers to achieve outstanding results and higher targets. The basic objectives of the appraisal system are as follows:

a) Performance review — in order to reward work done and also to focus on areas requiring improvement so that appropriate feedback could be given to the individuals.

b) Potential review — in order to discuss with the individual the ways and means through which he could realise his full potential and continue to grow in the organisation. This also provides data for manpower planning.

c) Preparing an action plan for development.

## Performance Rating

The exercise begins with the setting up of departmental performance targets for a period of six months. Primarily these targets are set after mutual discussions between a departmental head and the sectional head. The sectional head further discusses these targets with his team of staff and workers and finally action plans are chalked out detailing the role of each individual in the achievement of overall targets.

Based on achievement against the target each individual's job performance is reviewed once every three months and discussed with the individual.

Once in a year the immediate superior (i.e. the first line supervisor) fills up the formal appraisal form and hands it over to his superior. This appraisal is reviewed by a group consisting of line executive, the industrial relations executive and the line manager with the concerned supervisor.

The following parameters form the yardsticks for reviewing worker performance:

a) Productivity

b) Quality

c) Skill

d) Versatility

e) Rejection control

f) Attendance

g) House keeping

The performance against each of these parameters is rated on a five-point scale which is converted into points.

The overall performance rating is arrived at by an addition of the points scored against factor. The overall rating is also on a five-point scale and the annual increments are also given according to this.

## Potential Rating

Next comes a review of the individual's potential which is based on the following parameters:

a) Job knowledge

b) Discipline

c) Behaviour

d) Attitude

e) Leadership

The above parameters are admittedly less objective than the performance parameters as they cannot be quantified. This exercise assists in concluding a development and career plan for each individual.

This group spends a considerable amount of time in discussing the individual's training needs and finalising action plans based on recommendations by this group. Feedback on performance is given quarterly by the line supervisor to his workmen while the feedback on potential and development is formally communicated by the line executive once in a year in a feedback session where the worker is helped to devise his own action plan.

Based on the above discussions, the worker and the supervisor identify areas for development and a plan of action is drawn up and discussed with the section head. The departmental head, section executive and the representative of the personnel department then spend considerable time in arriving at the individual's training needs.

## Communication

The organisation strongly believes that communication is an important tool of HRD. Hence detailed communication systems and strategies have been designed to achieve the following:

1) To communicate management objectives/policies/decisions and to share logic the rationale behind such policies/decisions and to remove any doubts or

apprehensions regarding them. It also helps in clarifying the worker's role in achieving such objectives.

2) To provide forum for ventilation of grievances and also to explain resultant actions.

3) To discuss/involve in setting of and achieving departmental targets/issues and if necessary to involve them in problem solving.

4) To inculcate a sense of participation and bring about commitment.

5) To provide forum to the workers union to discuss all worker related issues.

## Daily Meeting

Before the start of the day's work and during tea breaks, the members in sections get together for a 'morning meeting'. The duration of the meeting is generally between five to ten minutes. The supervisor first addresses the group. He then discusses the day's tasks and job distribution and makes notings, if any, of the resources required for the completion of the above task. Also within the purview of the supervisor's address are design changes and any company policy related matter that need to be shared with workmen. After the supervisor's address, a senior workmen addresses the group. He informs the group of any quality related problems of the previous day's output and counter measures for avoiding the same. The workers in the group (during these meetings) are encouraged to give suggestions/opinions.

During these meetings the workers are also allowed to raise any group grievances, or do mutual leave planning with the help of the supervisor.

These meetings ensure total involvement and commitment to the day's tasks whether they be related to quality, productivity or improvement. Once the plans are finalised by the group the supervisor ensures their implementation.

## "Kanban"

At EML we extensively practice "Kanban" as a means of effective communication and visual control. Many improvements in day to day working on the line can be done by this simple technique called 'Kanban' which in plain terms means 'display'. Display of information etc., in the line is done through sign boards, charts, graphs etc.

## Role of Union

The organisation firmly believes in the concept of 'Collective Bargaining' and has welcomed the formation of Union amongst the workers.

All group grievances of workers, introduction of rules, regulations, systems, welfare measures are discussed with the workers union before they are implemented.

The organisation believes that the union is able to represent the feelings, aspirations of the workforce which is helping the management in arriving at suitable decisions and hence the above issues are discussed with the union representatives in regular Monthly Meetings and decisions taken.

These meetings are also extensively used to share information on company performance competitor performance etc.

The role of the union has been discussed with the workers representatives and defined as under:

1) To gather data regarding the feelings, aspirations, problems of the workers and to make representation to the management in the right perspective and arrive at solutions jointly with the management.

2) To provide direction to the workmen in terms of collective bargaining.

3) To educate, create awareness among workers regarding productivity, safety, quality, discipline.

## Collective Bargaining

We have already had one compensation review in consultation with the union. This was done in August 1988.

## Compensation Policy

We have implemented and arrived at a compensation policy for our workers which would:

a) Motivate our workers to give out the best performance. This is done through differentials in the increment rates and by substantial increases on promotion.

b) Make them proud of their organisation and identify with it.

c) To be able to appreciate the financial health of the company and bargain with the management based on that.

We are in the process of achieving the above by sharing with the workers representatives data on company's financial performance as also the company's performance in comparison with the competitors' not only at the time of wage revision but on a continuous basis.

Further, our approach has been to pay our workers well and to be amongst the highest pay masters in the region.

## Monitoring and Review

As mentioned above, we are constantly monitoring the IR climate in the group in order to review our IR policies and their implementation. This is done through an "Attitude Survey" of IR policies and practices in the whole group. The latest survey has been carried out in November 1988 followed by a 2-day workshop in December 1988. (Though this exercise is done for the whole group we would limit ourselves to EML data).

The survey was designed to collect data on employee satisfaction in relation to the following parameters:

1) Leadership
2) Job security
3) Grievance handling
4) Promotion policy
5) Relationship
6) Communication
7) Participation
8) Discipline
9) Welfare
10) Recognition
11) Appraisals — fairness and objectivity
12) Fairness
13) Development
14) Compensation
15) Working conditions
16) Team work
17) Political interference

## Collection of Data

The questionnaire (see Annexure I) used by us had 25 questions. Respondents were drawn using random tables and the following was the sample size:

a) Executives handling IR — 100%

b) Staff handling IR — 100%

c) Workers — 50%

The questionnaire to workers was drafted in Hindi to facilitate better understanding.

## Data Consolidation and Analysis

The data was consolidated and discussed at a 2-tier workshop. The first tier consisted of IR executives from all locations, Line Managers (the Deputy Managers and above

handling IR) and Personnel Managers. The second tier consisted of Production Managers, Personnel Managers and all Management Committee members including Managing Director and the Chief Executive.

This survey data along with the IR history (since the last workshop in January 1987), SWOT analysis of units, formed the database for discussions at the workshop.

The 1st tier reviewed the data and made recommendations for consideration in the 2nd tier where all decisions were taken.

Detailing out the IR workshop findings and recommendations is not in the purview of this presentation and it would suffice to say that in comparison to the satisfaction level in the tractor operations the satisfaction level in EML is higher.

At the time of writing this paper detailed action plans based on the findings of the workshop had been completed and the directions worked out.

## The Future Challenges

Though a lot of effort has been made and some targets achieved there is no room for complacency in the field of HRD. This realization is strong amongst the management team of EML and we feel that we need to work even harder. To our mind the future challenges lie in the following areas:

1) The workers have apparently accepted the appraisal and reward system based on merit but our attitude survey has revealed that there is still scope for improvement in its implementation by making it more data-based.

   The perception gaps between workers and executives on this matter need to be bridged.

2) The promotion policy, though tentatively formulated has not been tested out thoroughly yet (the plant being only 2½ years old). Therefore, it needs to be discussed with various levels in depth and improved.

3) To develop mature trade union leadership, we need to organise special training programmes for this purpose as is done by other Eicher units.

4) Absorb and integrate the transferred employees into the new work culture. This to our mind is an ongoing exercise as newer and newer workers get transferred to Pithampur, Our experience at Pithampur with transferred employees has been highly successful and most of them have performed extremely well under the new working conditions. In fact the same workers who for years were working less than 6 hours a day are willingly (without any incentive scheme) working 7½ hours a day in the new location!

   (Here one could cite the example of Calcutta Metro where the citizens of Calcutta have proved that given the right environment, people would respond with responsibility).

5) To continuously provide avenues of growth to our workers by developing them to take on higher responsibilities.

6) To futher strengthen first line supervisors in areas of appraising subordinates, counselling OJT etc.

7) To sustain the work culture and the high standards that we have set for ourselves in the area of HRD.

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## 3,6 POTENTIAL DEVELOPMENT THROUGH IN-BASKET EXERCISES : CROMPTON GREAVES EXPERIENCE—BY SUSAN VARUGHESE

Identifying its mission as Electrical Energy, Crompton Greaves has been in the business of transmission and distribution of power for the last 5 decades. Since 1984 this mission has been redefined to include Electronics. The Company has decentralised set up with 5 major groups of profit centres, with 14 profit centres and several new projects in Telecommunication and Electronics; in the process of divisionalisation. It is supported by a large Sales network, Regional and

International. The Company's manufacturing operations are in Bombay, Nasik and Ahmednagar. Company's turnover for the year ended 30th June 1987 is Rs. 280 crores. It has a manpower strength of 8,800 persons. Its major products include Transformers and Reactors upto 400 KV, Switchgear, Motor Control Gear, Electric Motors upto 6,000 KW, Fans, Lamps and Luminaries, Colour and Black and White TVs.

## HRD System

Introduction of the formal HRD System in the Company began in the year 1983 with the assistance of Dr Udai Pareek and Dr T.V Rao of the Indian Institute of Management, Ahemedabad. The thrust was initiated by creation of a formal Taskforce, headed by the then Executive Vice President and today's Managing Director. The Taskforce, in its inaugural meeting identified 3 concerns—Role Analysis, Performance Appraisal System and Counselling as areas needing immediate attention in the Company.

## Role Analysis

Role Analysis was identified as an intervention for purposes of role clarity and performance appraisal. Using the Role Analysis technique with the role set of boss, subordinate, peer and role incumbent, a beginning was made with the Divisional and Regional General Manager roles and that of their teams on a specimen basis. These roles were discussed by role incumbents and their bosses and finalised by HRD Taskforce. Thereafter, the MD met each of the functional groups for a day each to complete the finalisation and begin the process of implementation.

Effort is now on to extend this further to the next level i.e. the Executive Cadre. Their roles are in the process of finalisation. Our analysis so far has covered 500 Executive. Efforts are also under way to analyse the Junior Officer Roles covering a population of 600 persons. Our intention is to percolate it even further to Supervisory levels.

## Performance Appraisal System

Performance Appraisal System in the Company emphasised reward administration as its primary objective with no linkages to goals or review and feedback.
With the intention of re-designing the Performance Appraisal System, an internal sub-committee was constituted for an internal survey. Based on the recommendations for the Internal Sub-Committee, the HRD Task Force approved a development oriented Performance Appraisal System that is linked to Role Analysis.

The System begins with goal-setting between the boss and subordinates, at the start of the year, against the Key Performance Areas evolved through sale analysis, self appraisal at the end of appraisal term, performance analysis in terms of factors which have helped or hindered performance, and appraisal interview with the boss followed by counselling. The dimensions included for assessment are performance against agreed objectives, leadership and team building at Departmental Head levels, contribution to team spirit at all levels, risk taking and creative contribution or risk taking and venturism. Critical Attributes are assessed for purposes of training needs.

In preparation for the development oriented system, Counselling programmes are being held to impart skills for counselling. The new performance Appraisal System has been introduced at the level of the Departmental Heads and is being reviewed this year for possible changes. Introduction at other levels is subject to completion of Role Analysis.

## IN-Basket

Top Management selections and appointments have been a matter of concern with us. Our decisions are based largely on Performance Appraisal. Our MD wondered if there are approaches we can use to improve the predictability of our selection. We, at Human Resources, felt the present system put too high an emphasis on performance appraisal. We tried to collect the potential assessment in addition to performance appraisal but they were essentially extrapolations of performance appraisal ratings. MD concerned with performance building in the organisation was also concerned about the quality of people who were to manage the profit centres and regions. He suggested that we develop recommend approaches for selection to this cadre. We decided to develop an In-Basket Exercise on the advice of Dr T V

Rao. In-Basket, is a simulation exercise which enables assessment of capabilities of potential candidates to discharge the responsibility of concerned position as shown on a set of pending mail related to that position. We decided to experiment with one such exercise. The level we identified was General Manager, Division and General Manager, Region.

## Methodology

We used the critical incidental technique to elicit the basic data. Five of our General Managers and three Vice-Presidents were included in the exercise. The data we asked for were 5 situations where the criticality of their decision resulted in a favourable outcome and 5 situations of unfavourable outcome. It was easier to collect favourable situations rather than unfavourable situations. Additionally, I spent 2 days in observing General Managers in action. We also collected some of their typical memos to capture the tone and spirit of the Office of a GM in our organisation. I found this process exciting and a journey into the world of General Manager/Chief Executive. It afforded a very big learning opportunity to come to terms with what this position entails. Happily, my sample enjoyed the recapitulation of their decisions as much.

The situations which I collected referred to instances where a GM intervention was called for either because implications of a decision went beyond one functional ramification, varying peer perception on an issue or where a DH sought an additional insight. Each represented a dilemma where a GM intervention was vital. The task now was to convert these decisions into problems. While the decisions I collected conveyed a GM perspective, I had to present a DH anxiety, a peer level enquiry or a boss enquiry. The Scenario had to be constructed. I decided that this exercise had to retain the character and culture of our Company largely, though named Hindustan Engineering. Therefore, I decided to centre the action in one profit centre, representing both our consumer and industry business. The book, 'Dynamic Management Education' by Allen Zoll proved extremely useful in the construction of the exercise.

After a preliminary draft of the exercise I began to seriously evaluate the content of the memos vis-a-vis the total responsibilities of a General Manager. The analysed role of General Manager, Critical Attributes identified for the role proved helpful in identifying issues of concern that I wished to include in the exercise. Another dimension I considered important in measurement of potential was areas of strategic importance in an organisation. I identified certain unresolved issues at Corporate and Divisional levels and presented them in the exercise. There had to be a fair mix of day to day operating issues with issues of strategic concern, so mundane problems also needed to be focused. Finally, the issues that were considered by top management as issues of concern at this stage of our organisational life were issues on quality, customer service, new product introduction, industrial relations, market share, profitability and cost-effectiveness. One of our concerns was if the decisions were known would it work to the advantage of those who knew vis-a-vis others. This we resolved at the design stage by saying there could be more than one right decision. Contexts and perspectives would have also changed. At the validation we were proved right. It was exciting to just let one's imagination run wild even for my colleagues, to create a position, consider new applications of our products, kill some products, promote others and extend the Company. The excitement was in creating a Company that had vitality and credibility. Hindustan Engineering came to stay in our minds as a real entity though a surrogate of Crompton Greaves Limited. To give you an idea of a situation here is an example. The instructions to the exercise read as follows :

## Your Situation

Assume you are Natwar Singh, General Manager of Machine Division of a large multi-national, Hindustan Engineering Limited, manufacturing a range of electrical equipment in the transmission and distribution of power. Your company has now made an entry into Electronics. Your division manufactures products which have domestic and industrial applications. Your products are marketed through a common regional sales set-up for the whole company segmented on a customer basis, Industry, EB and Dealer. An organisation chart is attached for details of people who interact with you in this exercise. You have been with a delegation from abroad, who are your collaborators on your new project, for the last few days.

## The Constraint

Today is 11th September. It is 11.00 a.m. now. You will be leaving for Ahmedabad in two hours, to attend a week's programme on Strategic Planning, 12th to 19th September, 1986, organised by the Indian Institute of Management, Ahmedabad. You will return on Friday next, eight days from today. Your secretary has placed your mail folder on your desk. You are to run through the entire folder and write out whatever appropriate action you may like to take on each of these issues. Each of these is a decision exercise obtained from actual situations encountered in organisations. These are issues over which your decision 'action' intervention is vital.

Remember you are expected to assume the role of a General Manager. You are going to be assessed on the quality of the decision you have taken. You are free to generate more than one workable option.

Any action you take must be in writing. You cannot phone or speak to anybody. You may like to write memos to yourself for action after your return. Also make an agenda of meetings you will call if necessary. Remember that you cannot carry any of the memos on your trip.

<div align="center">

HINDUSTAN ENGINEERING LTD
MACHINE DIVISION

</div>

From : Mr N Kapoor  
       Chief Engineer  
Sub : *Hair Dryer*

To : Mr N Singh  
    General Manager  
Date : 10.1.86

As you are aware, working on possible application of our technology for more consumer products, my team has been excitedly pursuing development of a hair dryer which we feel is superior to other brands in the market. I am happy to inform you now that our prototype is ready. However, I am faced with two issues of concern. Our preliminary costing indicates that our product is likely to be more expensive than other brands. The price differential is as high as Rs. 100 compared to domestic brands and Rs. 150 when compared to imported brands. As this is a consumer product, I would not like to compromise on packaging. It is needless to add that our overheads are much higher than other manufacturers.

I am now faced with the dilemma of having developed a quality product ready to be launched but at an exorbitant price. The development cost of this product was around Rs. 2 lacs. Publicity has been sounded for a suitable promotional campaign.

May I have your views please.

## Validation

The next phase was validating the exercise. Dr. T.V. Rao suggested that we validate this exercise by administering it to our present General Managers and Vice-Presidents.

The exercise was scheduled for half a day. Dr. T.V. Rao would administer the exercise and MD would be present. We picked 8 cases from Division for Divisional General Managers and 10 cases from Regions for the Regional General Managers separately as both exercises needed to be revalidated. General Managers were given 45 minutes to persue and indicate the decision they would take on each of these issues. I sat there tentative and wondering if this Company, Hindustan Engineering would come alive to each General Manager. To my immense delight and surprise they were hard at work, furiously scribbling their decisions. At the close of 45 minutes Dr. T.V. Rao initiated the discussions on issues. Each General Manager shared his response/decision to a specific situation. After each General Manager had responded, Vice-Presidents offered their decisions. It was interesting to see similarities and dissimilarities in approach and perspectives. MD concluded discussion on each issue by commenting first on the quality of decisions taken and then his personal views. His participation in the exercise was the high point. His approach was so very insightful in diagnosis, rich in analysis of implications and consequence of various options. We spent approximately 30-40 minutes per situation. The atmosphere vibrated with the excitement of reality of the situation and challenges. MD's contribution provided a strong learning input for the General Managers and Vice-Presidents. It was also one of the finest spectacle of leadership in action.

As this entire exercise had a time constraint, seeing this exercise assume such rich

tones in discussion was gratifying. It was clear that these exercises were eliciting typical behaviours of individuals.

Of course, we could not take up all the issues on account of constraint of time but at the end of 4 hours of the exercise the group was asked for their comments. The group found the exercise interesting. However, on account of strong learning that emerged in the course of discussions they tended to see the exercise more as a tool for development than as potential assessment tool. They did not feel that it would be fair to assess people through this exercise. There was no doubt at all that the exercise had withstood reality testing. The General Managers felt that the other issues also needed to be discussed and that the forthcoming meetings of Vice-Presidents and General Managers should be used for discussions of at least 2 issues each time.

Based on General Managers' responses we decided to use it for developmental purpose. It was decided that we would administer this exercise to a group of our Managers. We administered it to a group of 15 Managers. Dr. T V Rao administered this exercise. A panel of Vice-Presidents was formed to evaluate the responses, based on their collective view of right decision. MD participated in the discussion as in the Validation process. This time we combined Regional and Divisional situations — ten in all to be completed in the space of an hour and a half with the same constraints.

Before the issues were taken up for discussions, the Group was asked to comment on how they felt they had performed. Most of these stated the assumptions on which they had based their responses. This tended to vary depending on each participant's idea of a General Manager's role in a unit. Facilitator, problem solver, decision maker, visionary, guide, etc. Responses also varied depending on each Manager's characteristic way of handling mail. Prioritisation in terms of urgency selective allocation of time vis-a-vis attention to all issues as quickly as possible. Participants got an opportunity to reconsider their norms of prioritisation.

The discussion began with the Vice-Presidents regarding out the best responses of the Group, issue by issue, followed by their collective view of the situations. Participants were invited to offer additional comments. Finally MD responded. He, as in the General Managers' meeting demonstrated the value and strength in problem diagnosis and repercussions of decision options. As a designer it was gratifying to see the manner in which he always focused on the heart of the issues. The fact that he always had many additional views made the learning experience a very rich one. Here was a role model they could identify with.

Participants did not receive individual feedback, however, in addition to the group feedback. The group sharing of responses would have enabled them to analyse where their responses stood vis-a-vis Vice-President's responses, best responses of the group and MD's responses.

Possible learnings for the participants through this exercise were as follows :

1) Transcending their functional bias in response and in assuming a General Manager perspective.

2) Management of time both in terms of productivity as well as allocation on the basis of exigencies of managerial situations. For instance, one of the decisions on IR issue was not to proceed to IIM, Ahmedabad, for the programme but stay on as the situation called for it.

3) Buck stops here. It was possible to assess how many would view this part of the General Manager responsibility. Some would not confront the issues but allow the memos to travel up and down.

4) Problem Diagnosis for decisions making—correct responses depended on correct identification. For instance a case on quality was read as an issue on pricing keeping aside the long-term impact on Company image and customer service. Similarly repercussions of decision on other elements in the organisation.

5) Bias for action—Decisiveness for action vis-a-vis a tendency to postpone or ask for more data.

6) Data based decisions vs intuitive decision-making.

7) Decision-making by precedent vis-a-vis creative responses.

8) Reality orientation of the respondents. Some responses reflected only the suggested facts. Some others would proceed on assumptions not implicit in the memo.

9) Conceptual capability—ability to apply concepts or evolve new framework of ideas—a role that subordinates often seek if only for affirmation of their own ideas.

10) Long-term vs short-term acumen while taking decisions.

11) Confrontation and risk taking in decisions vs a continuous precedent based decision.

12) Entrepreneur flair vis-a-vis bureaucratic responses.

13) Optimisation orientation, a role which is becoming very important in organisations today.

14) Commercial acumen.

## Using In-Basket for Potential Appraisal and Development

1) In-Basket exercise has potential to make manifest what is latent quite remarkably. As a simulation exercise it is a powerful tool, to simulate reality.

2) It excites an individual to test his capability to meet simulated challenge—like a brain teaser as was demonstrated in our Organisation. People identify with the exercise quite easily. I have yet to encounter an ambivalent or critical remark about the exercise.

3) It offers scope for focusing on entirety of a role in terms of its various dimensions. It is possible to cover many situations calling for a variety of critical attributes. I would like to consider it superior to other simulation exercises in this respect.

4) It tests an individual's application orientation as it calls for decisions to real situations. It, therefore, offers an organisation opportunity to test a capability rather than knowledge alone.

5) As a developmental tool the learning is immense. One has the opportunity of feedback on the decisions he has taken directly or indirectly as in our case. Apart from the feedback on his responses the learning is also from the responses of the superiors to the same situation. Of course the possibility extending this further by personal interview of participants on the process of decision-making or the why of decision taken exists.

6) It is an opportunity for peer appraisal especially if one is viewing a General Manager's role. Performance assessment does not give one a relative ranking of candidates, especially when they occupy different functional roles.

7) In-Basket can be made very specific indeed. In our case we identified various critical attributes and looked for responses to this. It is also amenable to being organisation specific or culture specific. It, therefore, offers possibilities for a great deal of adaptation to situational needs.

8) Techniques like In-Basket, however, depend entirely on the commitment of top management to such a system to make it succeed. Experimentation with a new approach involves an element of risk taking and visibility of such commitment usually builds conviction as well as a shared commitment.

## 3.7 HRD EXPERIENCES IN THE STATE BANK OF INDIA—BY T.P. RAMAN

### Pre-HRD Scene

The State Bank of India, which was nationalised in 1955, had 400 branches and around 10,000 employees at that point of time. Structurally, the 3 Local Head Offices that were then there, were found to be adequate from administration and management points of view. The nationalisation of the SBI in 1955 was the "first wave". The "second wave" was in 1972 when the Bank underwent a major structural change—more Local Head Offices were opened between 1955-1972, to take care of

the rapid expansion, Regional Managers were appointed to look after specific areas and Regions, concept of business/market segmentation was introduced and finally—probably the most important one, was regarding the introduction of a system for Business and Peformance Planning. It can, therefore, be seen that the "second wave" in its wake ushered in significant changes in structure and approaches.

The "third wave" came in 1979-80 when the Bank introduced further structural changes. The concept of a "Modular" structure emerged and the controlling points were shifted to the business centres and there was geographic dispersal of administrative units. There were quite a few systemic changes as well.

At that point of time, the SBI had a network of over 5,500 branches and 11 Local Head Offices, and the manpower strength was around 1,50,000.

A few questions were raised (within the organisation) in the context of the structure that emerged. They were:

i) While the Bank could find structural and systemic solutions to its growth problems, what had it done to take care of the People's problems ?

ii) As an organisation, we had done well in business and other areas—but had we done as well as we could ? Is people's Performance Optimal-Sub-optimal?

iii) Are there mechanisms to promote People's competencies in a systematic manner?

iv) Do we need effective individuals or effective teams? Are there mechanisms which promote collaboration?

v) Do People feel wanted and valued in the organisation ? Is the organisation heading for dehumanisation?

vi) Do the existing man-management systems help in integrating the individual and organisational-goals?

vii) Do we have the necessary "enabling mechanisms" for People to activate and realise their full potential?

viii) Finally what are the values in respect of the People's area?

There was serious introspection and answers had to be found. In attempting to find answers for these questions certain factors had to be borne in mind. They were:

a) Whatever man-management model we might come out with, there is need, in view of the fast changing scenario, to be absolutely futuristic in our approaches to man-management issues.

b) We should not be falling into the trap of finding structural solutions to behavioural problems.

c) People's expectations and legitimate aspirations must find expression within the organisational sphere.

Time was ripe for a "fourth wave" and there was one. The entire Personnel function was studied and diagnosed and a formal HRD structure emerged.

## Enter HRD

The man-management structure was re-defined and a special HRD structure was created. Before a system could be designed, there was a need felt to (a) state our value in respect of the People's area, (b) describe the aims and objectives of a having a HRD system. The stated values are (i) that Bank has respect for all individuals — all individuals should feel wanted and valued in this organisation, (ii) that the Bank believes in the creation of an "Enabling" culture whereby individuals have opportunities to grow to their full potential.

The HRD Philosophy for the Bank is—

"HRD in State Bank is a continuous process, movement and direction to enable every individual, as a member of an effective team and the State Bank Community, to realise and activate his potential so as to contribute to the achievement of the Bank's goals and derive satisfaction therefrom."

The main HRD aims and objectives are:

i) To create a climate of openness, trust.

ii) To build a collaborative culture—whereby everyone is an important member of an effective team.

iii) To promote human capabilities and competencies in the organisation.

iv) To bring about integration of the individual and organisational goals.

v) To improve quality of life.

A HRD system was then designed to fulfil the basic philosophies and aims. In brief, the main components of the Bank's HRD system are:

i) A Manpower Planning System incorporating the quantitative and qualitative models—data based techniques etc.

ii) A Performance Appraisal System—essentially focusing on the individual and his growth.

iii) A well defined Career Path Plan.

iv) A vibrant and effective Training System.

v) Organisation Development—aimed at promoting People's problem solving and coping capabilities and more importantly in enabling them to anticipate and manage change.

The Bank, therefore, was contemplating of ushering in a new era—a new culture and at this point it would be interesting to look at the human dynamics. How did the People welcome HRD? What were their perceptions?

The following data is extremely significant.

i) Now that we have introduced HRD in the Bank we can expect all good things to happen.

ii) There will not be reprimands and punishments and all of us will be tended with care and perhaps fondled.

iii) Bosses will not be behaving as bosses—there will be absolute bonhomie and camaraderie.

iv) All of us will receive all types of training since HRD is synonymous with training.

v) It is the job of the HRD departments to make us feel happy.

These then were the People's perceptions/expectations and it seemed to us that we had an uphill task in communicating clearly the HRD intent.

## What did we do?

● We designed appropriate communication interventions in the form of booklets, and lecture sessions at our Staff Colleges and Staff Training Centres.

● We organised a series of seminars to spell out the HRD aims, objectives and processes and at these seminars several of People's doubts were clarified.

● We trained HRD Managers intensively, since these persons formed the critical group to facilitate the change.

● We organised Central Office level, Head Office level, Regional Office level and also Branch level meetings to expand People's awareness and more importantly to help them in re-organising their perceptions.

Thus began a process of education and information and though it was a laborious task covering the Local Head Offices, Regional Offices and Branches, there was at the end of it all a tremendous satisfaction that we made an attempt to get across most of the People.

## The HRD Era

So we ushered in a formal HRD system with very pious and sincere intentions. It is well known that, in the context of introducing such human systems in a large organisation, (a) People need to be enabled to work through structures and systems for total effectiveness, (b) systems are necessary for proper implementation of HRD plans and also to deliberately order the HRD processes, (c) there is need to develop a breed of HRD professionals within the Bank to carry the HRD tasks further.

## The First Step.

As in the case of beginners the "first step" is always unstable—there is need for guidance and support—steps to be cautiously taken and also measured. But we had, inevitably, to take the first step forward and we did. We identified a group of persons who would be the first group of HRD Managers and whose task would be to understand and implement the HRD policies.

We designed a very intensive orientation programme for the team with a view to build the following perspectives:

- to understand the human dynamics in the organisation.
- to be futuristic in their approach.
- accepting People as human beings—as resources.
- being alive to changes in society and changes in value system.
- developing People in an organisation.
- have a thorough understanding of the organisational culture.
- enhancing organisational image through its People.
- to learn to appreciate that it is a service wing—an enabling function rather than a poor function.

Outside experts were involved to help us in this effort and thus the first group of HRD professionals was formed.

After initiating these people and also exposing them to the various behavioural interventions, the HRD Managers were given the task of (a) spreading the HRD message, (b) expand People's awareness about HRD in the Bank, (c) organising and implementing the HRD plans that were initially drawn up, (d) informing Central Office of the progress and provide feedback from time to time.

Charged, as they were, with the initial zeal and enthusiasm, they ventured forth in right earnest. They organised meetings, seminars at various points to educate People and they also brought out booklets and news letters. Every training programme at the Training Centres had necessarily an input on HRD. They went round meeting several groups explainings the rationale and the mechanisms associated with the different HRD systems like Manpower Planning, Performance Appraisal, Job Rotation etc. Thus began a process of sharing, of exploring, and a percolation to the grassroot levels.

After a gap of time, it was felt that a review was required to be made. HRD Managers, Central Office representatives and the consultants were all present at a review meeting. The data that was generated in this meeting was as follows:

- All these are nice "theories"—can they happen in practice?·
- It is impossible to change the culture of this organisation given our history and colonial background.
- the cultural and social context is not conducive to change.
- People at the "Top" should change first.
- I am OK—the rest of the persons in the organisation are not OK.

There was thus a feeling of helplessness and a feeling of doubt but at the same time feelings were also expressed indicating that:

- it is high time we have HRD in the Bank.
- HRD is good—its aims are laudable.
- in the long run the organisational culture will change.
- there are no doubts about the Management's intentions and also about the efficiency of HRD interventions.
- if what is intended happens—our organisation will be the best in the country.

The blowings were at once hot and cold. ·

The HRD Managers had some further feelings—

- they felt uncomfortable to deal in an area where things were not structured.
- they had problems in dealing with ambiguity.

- used, as they are, to working in structured situations, they expressed some difficulties in working out an approach to the initiation and introduction of a new system.

We then started organising specific HRD programmes to cover this group and in addition there was a Head Office to Head Office campaign by Central Office functionaries. This process helped in bringing about greater clarity about the HRD function and processes. Thus began a process of re-education and re-training—through this process we were focusing on setting right their Perspectives and more importantly on enabling them to understand the implications of introducing change in the organisation. The idea was to help them to take a proactive stance whereby they are able to anticipate People's problems and anxieties.

With renewed knowledge and skills, these persons again went about their tasks and thus began a process of re-educating the whole lot.

At this stage it occurred to us that there was perhaps a need to review, (a) the activities in the HRD area, (b) to analyse the feedback received through workshops and seminars and also to reorganise our strategies and approaches in view of the emerging data. A high level Conference was convened in which the Dy. Managing Director, Chief General Manager (Personnel and HRD), General Managers (Planning) from Head Offices and all HRD Managers participated. A totally open atmosphere was created and for 3 days, the participants shared and examined a lot of data and at the end of the Conference the following approaches were defined:

1) We should state our HRD philosophy.

2) We should come out with a comprehensive document which defines our mission, approaches, strategies and the critical components of HRD.

3) A Strategic HRD Plan has to be evolved

This Conference helped us in several ways—it enabled us to:

a) develop a greater understanding of the HRD function itself,

b) re-organise our Perceptions about People, events and things,

c) evolve a basic HRD framework for the organisation,

d) comprehensively document our strategies, approaches and plans.

The next few days were spent in writing out the HRD document after which a presentation was made to the Top Management. The Top Management team, which comprised the Chairman, Managing Director and the Dy. Managing Directors, totally endorsed the philosophy, mission approaches and strategies which were spelt out in the document.

The Top Management also decided to form a small team of officers, who were in the HRD area, to go round all the 13 Local Head Offices to make a similar presentation to the Management teams of those offices. The impact was tremendous and the results were extremely satisfying. Due to these efforts/strategies several things happened—

- there was greater appreciation of HRD objectives at top, senior and middle levels.
- a clear picture of the HRD framework emerged.
- People in the organisation were able to see and appreciate that this was a systematic approach to development of human resources.
- there was perceptible rise in People's expectations from the organisation.
- Clear-out priorities in the human area emerged. So, whatever barriers, existed, seemed to have been broken and our efforts enabled us to get in real touch with the People.

## Towards a Planned Approach

So far the attempt was to develop an understanding of HRD processes and also of the kinds of implications it had. We had to be very clear as to what it meant to us, and also about the kinds of changes we wanted to bring about in the organisation. We also had to be clear about the kinds of impact that these systems/processes would have on the organisation and on its People.

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The next step was to evolve a comprehensive HRD plan for the organisation.

I have mentioned about the various mechanisms for an effective data based man-management. Ours is a large bank—it is impossible for People at significant levels to take prudent personnel decisions without a proper data base. Well, there was a need identified and we designed relevant systems. Let's now look at the implementation process. Persons at all levels appreciated the need for having such data based mechanisms — so there was now mental inhibition to move towards a culture of data based personnel management. But there were a few problems at the implementation level. They were—(i) A feeling of discomfort in understanding and implementing data based systems, (ii) Too many hassles involved in collecting and updating manpower data, (iii) Having been used to a culture of going by personal knowledge of People, a majority of our managers had problems in getting used to a new culture.

However, we persisted in our efforts and started educating our HRD and Personnel Managers and training was provided to them in the use of data base packages. They were asked to acquire Personal Computers so that they could have uptodate profiles of all personnel.

There is now a better understanding and also appreciation of data based systems and we expect the process to stabilise soon.

The focus was, therefore, on knowing for ourselves as to where we were, where we are and where we would like to be.

It was very clear to us that before we really thought it terms of evolving any plan, it would be necessary to look at the sheet anchor of all HRD efforts viz., the manpower planning function. This to our mind was a very critical component of the entire HRD framework. Not that we did not have any scientific manpower system-earlier but the focus was more on trying to evolve a plan both quantitative and qualitative which will be in tune with the total HRD efforts. In fact, we wanted an integrated manpower plan. The system in the SBI in regard to the determination of manpower needs was a useful tool to determine manpower requirements on a quantitative basis. However, a proper model was yet to be developed. We took a view that there are basically three components which contribute to the development of a manpower plan. They are business expansion, branch expansion and replacement on account of promotions and retirements. Fortunately, for us we had already adopted a system of having a long range planning and this to a very large extent helped us in making reasonably accurate forecasts but there was a major question of trying to determine acceptable productivity levels in an organisation which is essentially people oriented. We had, therefore, to evolve a mechanism by which a linkage was drawn, to the business growth of the Bank and the number of employees that are there at any given point of time. This formula would throw out the business per employee at any given point of time and by assessing the trend of growth over the years, a decision can to be taken to step this up by a predetermined percentage so as to reach desirable levels of productivity. This of course took into account factors like inflation and more importantly the stretch factor by the existing employees. While this was alright for making macro level projections, we had to find a suitable mechanism to link it with a micro level projection. A mammoth exercise of classifying our branches into various population groups was carried out. Matrices were worked out indicating linkages of manpower with business levels and also to determine acceptable manpower levels. This to a large extent took care of the regional disparities and also the special characteristics of branches in the semi-urban and rural areas. While there was acceptance of this mechanism at all levels there was an ambivalent response to the application of such scientific tools. Questions were raised about the peculiar nature of the different branches, the responsibilities which these branches had and so on. We, therefore, commenced the task of educating our Managers in this regard in an effort to convince them of the logic of having scientific parameters for determining manpower requirements and more importantly to get over the inhibition that all problems at branches were due to staff shortages. It took us a couple of years by the time we were able to convince them of the realism of the matter. As regards their fears about the problems at branches arising due to staff inadequacies, we had to think in terms of other diagnostic interventions in order to completely erase from their minds these kinds of inhibitions. In these sorts of exercises there were a few things which were very important.

1) Whatever methods we develop for arriving at manpower needs they should carry absolute conviction down to the last level.

2) There should be indisputable parameters.

3) They should, of course, reflect the Top Management concerns about having a more productive organisation. It would still have been possible for us to normatively prescribe manpower needs but we chose a very democratic process.

We started interfacing with the Circle Chiefs and with the Personnel and HRD Managers. Each case was analysed and based on hard data projections were worked out. This effort took us more than 2 years but it was an effort worth its while and today it carries a lot more conviction.

Having worked out a 2 way model for determining the manpower needs the next important step was to determine the qualitative manpower requirements for the Bank. This was in itself a mammoth exercise. We took the following steps:

1) We inventorised the various job positions in the Bank.

2) We did role analysis and determined the skills needed for the various jobs.

3) An exercise was also done to detennine the future skills needs in terms of the emerging scenario and the new skills or the changes in the existing skills pattern needed to be worked out.

We had to organise several workshops covering various groups of people and what finally emerged was a skills profile of the various jobs. Simultaneously, we took up the task of updating the skills record of our employees. The whole idea was to evolve a mechanism by which people in this organisation could be placed in assignments in terms of their career plans and skill orientations. At the Circle level, a scientific job rotation plan was drawn up with a view to imparting basic skills. Each branch, in this kind of an exercise, is required to maintain data about the types of jobs which each employee has already performed is required to perform considering the length of the clerical service. We thus worked out a model which should enable a clerk to cover all areas in a seven year span so that when he is promoted to the officers cadre he has the basic skills. While the unions were fairly supportive in this matter there was the basic problem of implementation. Branch Managers due to their other preoccupations were unable to stick to a job rotation plan. However, we were persuasive and were able to convince the Branch Managers of the need to have scientific job rotation plans. It is now being implemented with a few abberations. Coming back to the skills, I have already stated that we were more keen of trying to project a futuristic skills model. The Banking scenario 10 years hence had to be visualised and all the developments in the international sphere had to be carefully studied. The changes in the banking system within the country had to be keenly observed and finally the future technological scene had also to be visualised. This was in itself a very great task and we can now say that with a reasonable degree of accuracy we have been able to arrive at the changes in existing skills patterns and also about the new types of skills needed for the future.

## Performance Appraisal

Now let me focus on a very critical HRD Component—the Performance Appraisal System. As was the case in most of the organisations, SBI, too, had a system of Confidential Reporting. Such a reporting system despite its non-relevance in the present context, did stand the tests of time. It was possible for the Management, when the organisation was comparatively small, to use some impressionistic parameters in assessing People's performance. No doubt, that data, in respect of certain specific areas of performance, was used in writing reports on individuals. The essential features of a Confidential Reporting System are : (i) It reflects the views and perceptions of the appraisor, (ii) There is no process of discussion between appraisor and appraisee, (iii) This is an instrument more used for taking promotion decisions, (iv) There is no scope for providing feedback to the appraisee on his performance, (v) Growth needs/training needs do not get reflected in this system, (vi) There is minimal use of data about a person's performance.

In introducing a HRD system in the Bank, we had to think in terms of having (a) a data based appraisal system—reducing subjectivity to the minimum, (b) a system whereby a person can develop some clarity about his role, (c) a system which involves the appraisee in the goal setting process; (d) a mechanism whereby it

is possible for the Boss and subordinate to share each other's expectations, (e) a system of providing feedback on Performance, (f) a system which facilitates the process of identification of growth needs of employees. In deciding to have a totally new performance appraisal system, we were aware of its implications We were aware that:

- moving from a totally closed system to a more open system had its problems.

- we had to usher in a process of better understanding, openness and trust.

- the barriers to communication had to be broken.

- even people at siginificant levels would have reservations and also feel uncomfortable in discussing appraisal data with the subordinates. This kind of a picture would normally be strong deterrent to even think of designing a new appraisal system because it could mean.

a) destabilisation of the existing processes.

b) upsetting the equilibrium.

c) changing the cultural orientation of our managers.

d) disturbing the other organisational system, and processes. But a decision had to be taken and we took the decision to change our appraisal system—our aims were to (a) have a data based appraisal system, (b) involve people in the goal identification process, (c) improve communication between boss and subordinates—to build better relationships, (d) bring about growth and development of persons in the organisation, (e) have an appraisal system which can facilitate the entire HRD process in the organisation.

An appraisal system was then designed which has the following components:

i) Identification of Key Performance Areas by appraisees and also the specific tasks in respect of each KPA.

ii) Description of the parameters by which we could measure performance and supports needed.

iii) A process of joint discussions between appraisor and appraisee and joint settlement of KPAs.

iv) Joint review of performance.

v) Performance analysis—describing the facilitating/hindering factors.

vi) Joint rating of performance.

vii) Identification of growth needs of individuals.

viii) Arriving at development plans.

ix) Counselling.

The next question—a very critical one at that was to find ways and approaches of going about the implementation process. How are we going to implement?—Where do we make a beginning? Which are the levels that are going to be covered? Do we cover the whole organisation or do we restrict coverage?—Which is the ideal setting for a good start? These were some of the questions that were raised.

Answers to these questions were found and the following implementation plan was evolved:

i) The PAS would be introduced on a experimental basis in the organisation.

ii) PAS should be introduced in one centre—so that intensive and close monitoring is possible.

iii) The dyadic relationship to be covered for the experiment should be restricted to one relationship which is very crucial from the change point of view.

Ahmedabad was consequently chosen for the experiment process and one Region in Ahmedabad Circle was identified. The Regional Manager-Branch Manager relationship was identified for PAS coverage.

So, in 1981 we decided to launch the PAS experiment in Ahmedabad and a lot of preparatory work needed to be done. The Circle Management members, the other executives at the Circle level had to be educated and the nuances of the PAS needed to be explained. The next task was to thoroughly brief the HRD Managers about the

ways of going about the experiment. A few trainers, had to be identified who could help the HRD Managers in the experimentation process. Finally, the Regional Managers and Branch Managers, who were to be covered by the first experiment, were thoroughly educated. The system and its processes were explained in detail to them and several of their doubts were clarified. After setting the scene and after several workshops, the Branch Managers were asked to identify their KPAs and settle them with their Regional Managers. The processes were gone through and it was decided to have a view of the indivdual experiences of the persons who participated in the experiment.

There was Central Office participation in the review meeting and there was an independent survey conducted by a doctoral student of the Indian Institute of Management, Ahmedabad. The review revealed the following data:

1) The system helped in improving individual performance.

2) It contributed to a greater involvement and commitment.

3) Some Branch Managers could settle easily achievable goals.

4) There was good improvement in the dyadic relationships and there was greater communication.

5) The Regional Managers has a critical role in the appraisal process.

6) The discussions were quite free and open.

7) It helped the Branch Managers to identify their strengths and weaknesses.

8) The exercise takes a lot of time.

9) The Confidential Reporting system must be done away with.

This data is the result of review workshops, studies and responses to questionnaires.

Encouraged by this experiment, a decision was taken to cover more persons in the next experiment. Ahmedabad continued to be the venue for the second experiment and more Regional Managers and Branch Managers were covered this time. Again the whole process, of educating, persons to be covered by the experiment, was gone through. KPAs were settled and at the end of the year there was a review of the whole process. When compared with the first experiment where the group was small, we this time had a slightly bigger group. The review data indicated that:

● the PAS process led to greater understanding between Boss-Subordinate.

● no games were being played by either of them.

● greater clarity, in the understanding of the roles was encouraging.

● an opportunity existed for sharing expectations.

● the discussion time was slightly less in comparison with the earlier discussion.

● persons could see things happening—results of their efforts were becoming visible.

There were a few who felt that because the group were small, there were positive feelings and such things would not be possible where more dyadic groups are involved.

The Ahmedabad experiments were very satisfying experiences and we were thus encouraged to extend the canvas of the PAS experiment. Even at this stage there were no ideas about the offical introduction of the system since we wanted to gain more experience and were also keen on watching the results when the entire managerial positions are covered. We consulted the HRD Managers—we organised a seminar to share the Ahmedabad experiences and wanted their willingness to carry out the experiments in their Head Offices. They were keen and eager—however, a decision was taken to extend the coverage of the experiment to 5 Head Offices covering the Regional Manager—Branch Manager roles. Madras, Bombay, Bhopal. Ahmedabad and Hyderabad Circles were chosen. Dyadic groups to be covered by the experiment were identified and we again began the education process. There were any number of seminars/workshops with Central Office participation. Regional Managers and Branch Managers in these five Circles settled their KPAs after due discussions and we again reviewed the whole process Circle by Circle.

The data that emerged was very interesting.

● The persons felt that the processes were cumbersome.

- There was a feeling that since the Regional Manager is the boss things tended to go his way—possibly implying that there were no discussions.
- There are possibilities of improving relationships and also communication.
- System could bring about better clarity.
- It is decidedly better than the Confidential Reporting System.
- It is high time we have a data based Reporting System.

And so it went on. The HRD Managers were, however, confident of carrying the experiment further undeterred by the slightly uncomfortable feedback. We then decided to have a quick meeting of all HRD Managers and the General Managers (Planning). At this meeting the earlier feedback was shared and the future plans were laid before them. They all felt that any change in human appraisal systems would result in mixed reactions—People will tend to blow hot and cold. Since we should change the appraisal mechanism, they voted in favour of the experiment and agreed to lend full support. this time, we added Delhi and Chandigarh circles to our experiment list. We also went a step further—in the 5 circles which already had some earlier experience, we added a few more dyads. The Chief Regional Manager-Regional Manager and the Branch Manager-Managers of Divisions relationship were also covered. Workshops at the Circle level were quickly organised and the Chief Regional Managers and Managers of Divisions were educated. At the end of the year, there was a detailed review—we were in the third year of experimentation. In the review the following feedback emerged.

- PAS is desirable and a better system.
- It is possible to improve dyadic relationships.
- It provides scope for persons to think about their roles and identifying distinct goals.
- It brought about involvement.
- It provides opportunity for reviewing and analysing performance.
- It takes too much time—do we have that much time.
- The present organisation culture would not be supportive for introducing such system.
- Regardless of the intent of the PAS—bosses will have their final say.
- KPAs are in the nature of certain "shoulds" and "musts" not essentially reflecting the individual's performance areas. There was a tendency to include organisational goals/targets as KPAs, which is not the intent of the system.

KPAs are dictated by appraisors.

Well, in terms of review feedback, there was nothing surprising. But what was disturbing was the people's ambivalance. It seemed that they wanted a change in the appraisal system and at the same time were finding it difficult to shake off the old system. Another disturbing feature was about the refusal on the part of the appraisors to look at the "individual" as a Performer—they were totally concerned about the Performance of a Branch Manager. We went a little deep into this phenomenon just to see whether people have ceased to value the existence of persons as individuals. We then discovered that all the systems in the past were focusing around the role which was why the "individual" got absorbed into the "Role." Persons were referred to as Poona Branch Manager, or R.M.-I., General Manager (Operations) and so on, where as they could also have used their actual names. The need, therefore, was to move towards greater humanisation.

Again Seminars and Workshops were organised to re-educate People about the PAS and in these workshops special care was taken to focus on the processes rather than on the mechanics connected with the system.

By this time we had briefed the other Circles about the need to implement the PAS—HRD Managers and General Managers of the remaining 6 Circles were specially invited and after discussions it was agreed that they too would experiment the system. The system was now poised for experimentation on an all-India basis. After the processes were gone through, we decided to have a detailed review. All the HRD Managers and General Managers were invited to a Conference to review the PAS experiment. The following feedback emerged :

- There are still doubts in the minds of People about the processes connected with the system.
- People are not too sure whether the right cultural scenario would emerge.
- Ritualisation of the process was continuing.
- A few Circles had standardised KPAs for different roles and even made copies for extensive circulation and quick settlement.
- The 2 Prominent KPAs or I would even say the 2 Universal KPAs were "Business Budget" and "House Keeping"—the goals under which are to be determined in a different way.
- The PAS would not stabilise as long we are experimenting—we need to quickly take a decision to officially introduce the system. Persons were not taking the experiment seriously.
- The system is good—everyone likes it and also want it and if Management is serious about the whole thing, they should introduce it forthwith.

In view of the feedback, we suggested in that Conference that the experiment needed to be carried on further, but this time it would be a total experiment. All agreed to this and we decided that we would launch the final experiment with all vigour and by taking into account the lessons learnt from the previous experiments. This time we were careful in the Seminars and Workshops. We concentrated fully on the Processes. Persons were allowed to raise doubts and we were there to clarify those doubts. Someone said that the system is a very nice one—"it enables me to determine goals, review my performance, arrive at my strengths and weaknesses etc...." It seems to be a nice way of inducing me to put my head into a pre-set noose. A lot of clarifications were given and all their anxieties were handled and we felt that we needed to concentrate on this process i.e. allaying their fears— handling all their questions etc. If we had not done this, their attitudes would have hardened and perhaps rigidified and it would have been very difficult for us to resurrect the situation. People were covered over again through Seminars/Workshops and each issue was handled very carefully and emphatically. The process continued—KPAs were again settled and we were carefully following up the progress. At this stage we had in-house meeting to decide upon our future approaches. We raised several questions among ourselves—Should we extend the experiment or should we introduce it on an official basis the next year? Should we talk to the Unions? What happens if this year's experiment is not very successful? Why should we take the risk of bringing about change?—Why not allow things to continue as they were? When we do serious introspection such questions do arise. Whereas our countenances never betrayed our fears. We had to be bold—we had to be optimistic, because we had hope. A Hope that this organisation has always responded to change—has always been adaptive—and the People, once they accept change, will internalise change in no time.

## The Final Launch

We had carried on the PAS experiment for 4 years now—People's understandings about the system were sought to be bettered, their apprehension, fears and anxieties were analysed and answers were found—we developed clarity about the group which favoured the early introduction of the system and also about the group which were ambivalent and the groups which were not in favour. We also generated voluminous data from our experiment, which were analysed and fed to the Top Management. They had time to crystallise their views.

We finally took a great step forward—of introducing the PAS covering the entire organisation and also of discarding the Confidential Reporting-System from 1986 onwards. But this leap forward needed to be done carefully. We then adopted the following strategy :

i) As stated earlier we had all the data—they were analysed into positive and negative.

ii) The group in favour, those not in favour and those who were ambivalent, were identified.

iii) The forces, which were supporting the process and which were not facilitating the process, were clearly identified.

iv) Top Management was briefed and their total support and commitment were sought.

v) Critical group of persons were formed in different Circles and they were intensively trained. These groups were to act as the change agents.

vi) A massive re-education programme was started. This time we changed our approach in the various Seminars/Workshops. On earlier occasions we used to discuss the merits/demerits of the old reporting system and of the new PAS. This time we discussed in detail the Confidential Reporting System and asked the participants to identify the merits/demerits and more importantly the kinds of problems faced by them. These were listed out and discussed in the community sessions. The same persons were then asked to identify the features of a "desirable" approach system—a system which they would like to recommend to the Top Management. These were then listed. We then would describe the features of the new PAS and the participants then found that the new system satisfied all their expectations. The kinds of things they would like—open discussions, providing performance, feedback, joint appraisal, goal identification, joint review and joint rating, were all there. Thus, there was better appreciation, and greater credibility. It was clear to most of them that it was not typical of a one sided system. They were convinced that there was greater demonstration and that the Top Management truly believed in the development of People.

vii) A Top Management Conference was organised, involving the Chief General Managers of Circles and the proposal to officially introduce the system was put forward. They all decided in favour.

viii) Conferences of Chief Regional Managers and Regional Managers were organised, since these persons are the critical links in the whole chain. Their views were sought and they also decided that we should introduce the system officially. We then spelt out the kind of a role that they would need to play till the system stabilised.

ix) We then prepared Performance Appraisal System Manual which described in simple terms the operation of the system, the processes, the roles of the appraisors and appraisees, and the formats.

With these preparatory efforts we finally launched the new system in April 1986 and the Confidential Reporting System was soon to become history.

Having taken a decision to launch the system on a fully scale, we were aware that this was not the end of the story. We knew that we couldn't rest on our oars—there was more to be done. The process of settlement of KPAs started in right earnest and no efforts were spared by the People who were incharge of implementation of the system. After the completion of the settlement process, from Central Office we visited each Local Head Office and convened a meeting of the Chief Regional Managers and Regional Managers. In this meeting the settled appraisal forms were examined in detail. There were quite a few aberrations—these were corrected. Wherever the settlements were not to our expectation, we requested for a quick resettlement. It must be said to the credit of all concerned that without demur some of them went through the process again. We took a view that it was better to correct the processes at the initial stages. This process continued for about 3 months but the effort was worthwhile. A question may be asked at this stage as to why corrective processes had to be carried on despite four years of experimentation. Well, there was surely a conceptual understanding of the system by most of them. But while operationalising these concepts and understandings, persons still had some problems. It is bound to be there. Our effort was, therefore, to allow everyone to actually go through the settlements and this data was used to reorganise their perceptions.

Let me now touch upon one of the very critical components of HRD viz. Training. The training function in the SBI has a long history. The Training System is now recognised as one of the best in the country. While there is no doubt that we have been able to achieve a high degree of effectiveness in this area, it is to be reckoned that this has been possible due to our self-renewing efforts from time to time. Dating back to 1954 when we had 2 training centres, we now have 2 Staff Colleges, an Institute of Rural Development, an Institute of Information and Communication Management and 52 Training Centres. Around 60,000 persons pass through our training system annually. It will be too much of a detail if I describe the progress in

the last 3 decades—I, therefore, wish to discuss the experiences in the training area after the introduction of the HRD system in the Bank.

In order to optimise the efforts of training and also to give a new sense of direction, we had a Top Management Conference on Training in 1983 to

1) evolve the training philosophy and objectives.

2) describe the approach to training.

3) evolve strategies for training.

4) evolve a training plan linked to career plan.

5) constitute a high level board to monitor training.

6) evolve a proper training structure.

A comprehensive document was prepared, which today is our Training Bible.

The main features of our Training System are :

1) The existence of a proper training structure.

2) Division of training areas between the Staff Colleges and the Training Centres —the Staff Colleges conduct Management Development Programmes and are in the nature of the Institutes of higher learning. The Staff Training Centres conduct programmes in the basic functional areas.

3) Specialised Institutions have been created—one for Rural Development and the other for Information and Communication Management.

4) Existence of systems for assessing training needs and training evaluation.

5) Linkage of training to the corporate plans.

6) Linkage of training to career plans.

7) Focus on programmes in specialised areas, and conduct of special programmes like Stress Management—Special Role Transition Programmes etc.

8) Existence of systems of overviewing the training function.

Our training philosophy runs as follows :

> "Training in the State Bank is a Proactive, Planned and Continuous Process as an integral part of Organisation Development. It seeks to impart knowledge, improve skills and reorient attitudes for individual growth and Organisational effectiveness."

As I have stated earlier, there is a constant review of the training function and based on the emerging data, the task of redesigning/evolving new designs, is taken up. It has been our experience that a lot of proaction is necessary in an area like training. Let me give a few examples. A few years ago we visualised that our Institutional Training Structure would not be in a position to cope with the training needs in the basic banking areas. We, therefore, introduced the Visiting Faculty Scheme, whereby training packages are delivered at branches. We also visualised the emerging banking scenario—the kinds of changes that are taking place in banking methods, systems of finance and on the technology front. We therefore, designed special programmes in areas like International Banking, Merchant Banking, Planning, HRM, Computer Systems Management etc. We even created the Institute of Information and Communication of Management. Role Transition Programmes have been designed to enable persons to smoothly transit from one role to another. Special Programmes have also been designed for the Top Management Groups.

In today's context, it is difficult for executives to be uptodate in respect of the developments in the economic, financial and technological fronts. There is information explosion—but there is also a need to be informed. We, therefore, have started a system of supplying our executives with Education Briefs and Transcription Services.

For us training has been a highly dynamic area and the training system has played a critical role in facilitating the following things (apart from its designated role):

1) Ushering in change.

2) handling People's issues, anxieties and fears.

3) providing valuable feedback on organisational climate.

4) in improving People's problem-solving and coping-capabilities.

5) in building the right Perspectives.

6) in promoting and building human competencies.

7) in generating a lot of experiential data.

8) in enabling People to be creative.

While our training efforts were basically focused on building the right type of technical and managerial competencies among our people, we found by experience that there was another critical dimension which needed a lot of attention, the acquisition of problem-solving and coping skills. This is a phenomenon which is emerging on the banking scene in a very big way and however much banking organisations try to build up the other skills among their people there is always a problem among the managers of managing the environment in which they are functioning. Our training efforts, were, therefore, immediately geared to meet this kind of an exigency and we started designing special programmes aimed at building their problem-solving capabilities. We designed special programmes and we also introduced special inputs in the existing programmes to fulfil this need. It is our experience today that our managers are better equipped to deal with the emerging situations than they were a few years ago. It was perhaps the practice among various organisations to allow their managers to develop such capabilities on their own and there was very little focus on building these capabilities in a systematic manner. It is therefore clear to me that this dimension needs particular attention and unless all managers are equipped along these lines it may be very difficult to manage situations and the emerging environment. This process has also helped us in making our managers self-dependent and thus be in at position to take more risks and finally to enhance their decision-making skills. At the apex level, Organisation Development (OD) was already coming to be recognised as a very important intervention. Firstly the organisation itself needs to develop its own problem-solving capabilities and more importantly to improve is self-renewing capabilities. OD, therefore, became a very important point of HRD work and towards this objective we had to design mechanisms whereby we sharpen their diagnostic and other skills. Systems of carrying out periodical climate surveys, were designed and these were used to bring about change in our existing systems. The training system as such is a wonderful forum to provide periodical feedback on organisational climate, and we have been using this to our advantage. The next task that was taken by us was to build a group of OD specialists in the Bank whose main job would be to carry out the diagnostic studies, analyse the feedback and suggest interventions for better effectiveness of the organisation. Special programmes were designed and we today have a lot of people who are trained in this area. We also used these groups often times to bring about change in the organisation. The job of the OD facilitators is mainly to study situations from time to time diagnostically, and suggest suitable interventions. These people also undertake periodic studies of problem situations in branches and come out with specific suggestions and interventions for better functioning of the branches. Our experience is that tremendous work has been done by these facilitators in trying to identify specific problems. In such an exercise the approach has been to gather as much data as is possible about the situation or the problems, followed by interviews and discussions with the persons connected with the situations and based upon these, a final diagnosis is made about the type of the problem or the issue. Once this process is completed, the interventions become very clear. Let me give you an example : We have cases of branches where there is unrest among the staff and there are also indications of the books not being balanced and unsatisfactory customer service. While in normal situation a view would have been taken that it is the situation that needed to be tackled or probably the staff is not motivated to keep the branch in good shape but when we put our OD facilitators on the job they are able to go deep into the problem and are able to discover the root cause of the problem—it could be inadequate staff or untrained staff or even a change in leadership style. We have several instances of this sort where periodical data had been made available as a result of which viable decisions could be taken. Our next effort was to now build these capabilities among our Branch Managers and Regional Managers because they are the people who are directly in charge of situations. A comprehensive plan was evolved and many Branch Managers and Regional Managers were put through these programmes so as to enable them to periodically conduct such diagnostic studies and think of possible interventions for better effectiveness. Thus we were able to improve

the diagnostic and problem-solving abilities of our managers. OD as an intervention is also used by us very often when certain changes are organisationally considered necessary. For example, when we launched our computerisation plan or when we introduced the new Performance Appraisal System we were ushering in a major change in the organisation and these were planned changes. Before introducing such changes we had to have a thorough analysis of the possibilities and problems and the task of these specialists or change agents was to facilitate the change process. In our experience, we have been very well benefited by such strategies and we were able to anticipate issues and anxieties which are normally associated with the change. Our present efforts in respect of our managers are in enabling them to managers change in a proactive fashion rather than in a reactive way. In order to bring about involvement of the rank and file for greater effectiveness, we had started the Manager to Messenger meetings. These meetings are very informal wherein everyone could participate and air his views and problems. In short, this method leads to generation of ideas on a massive scale and our experience has been that we could use this reservoir of ideas for shaping our strategies and approaches towards better customer service, better house-keeping and more importantly better staff relations.

Let me now talk about the concept of Quality Circles as it is applicable in our Bank today. We started in a very small way in one Circle by taking a few branches and training the staff there. Today there are quite a few Quality Circles doing very good work. These Quality Circles comprised people working at branches—both clerks and officers—and they have regular meetings to generate ideas about the kinds of problems and issues confronting them. Their efforts are usually focused on dimensions like customer service and internal house-keeping. The results have been very rewarding. Our major gain has been the setting in of a process of better involvement by the rank and file in the institution building effort. We are confident that this movement will catch on and prove to be a very useful intervention for total organisational effectiveness.

Finally, I would like to share some of the experiences relating to the career plan dimension. The SBI has all along been having very well formulated placement, transfer, and promotion policies which have stood the test of time. We found that there was a need to integrate this into a comprehensive career plan which could indicate the movements of an individual over a period of time, covering certain critical assignments in order to build multi-dimensional capabilities in him. We designed a career plan model which described the structured sequences of an individual's movements in the organisation. Through this process we aim at enabling him to acquire the different types of capabilities that he needs to have not only in respect of his present assignment but more importantly in respect of the assignments that he needs to hold in future. The exercise involved the identification of the skills and attributes required at different levels and working of a plan for individuals to acquire the technical competencies at the lower levels, managerial competencies at the middle and higher levels and conceptual abilities at the top levels. A comprehensive framework has been evolved indicating the on-the-job exposure and the institutional training exposure which persons need at different points of time. We are very sure that this will help us in building the type of people we want in this organisation looking at this in a futuristic way.

I have attempted to present the HRD experiences in a conceptual form—the process of experiencing goes on. HRD is truly a continuous process—the area is really very vast, and has cosmic dimensions. There is a great deal of challenge—we have our agonising and ecstatic moments and the hope, of building a better organisation through People, is the biggest motivator.

In this mammoth effort of carrying the HRD tasks further, we have learnt a few lessons.

We have learnt that :

- Changes in organisational climate and culture could be brought about through carefully designed systems and mechanisms.

- Changes concerning People would have to be properly planned and executed and more importantly with the involvement of the People.

- People's anxieties, fears and doubts need to be handled properly at each step lest their attitudes harden thus making change impossible.

- Lot of experimentation and testing are necessary in respect of major systemic changes.

- Change agents and critical masses need to be built up if change has to be facilitated.

- Top commitment and support are absolutely vital for all HRD efforts.

- Implantation of "ready-made" systems is infeasible—these would need to be adapted or modified after due consideration of the cultural patterns and the value systems prevailing in the organisation.

- Changes are often times resisted at the middle and senior levels.

- Effective communication is a pre-requisite for all HRD activities.

- Cultural backgrounds of People have a strong bearing on their belief in and support of HRD efforts.

- The size of an organisation and its geographical spread are no hindrance for promoting HRD work.

- Interventions and mechanisms in the HRD area, which have a 'nurturant' or 'mothering' orientation, can often be counter productive.

The learning process is continuous— we need to take the lessons learnt seriously and think of new approaches.

For those of us in the HRD area these experiences are very significant—for these give us new insights--ideas about new approaches. Unlike technical and systemic interventions where results are visible or can even be forecast with a certain degree of precision, HRD happens to be an area where it is difficult to think of arithmetical parameters for measurement of results. People, who matter and who are keenly observing the progress in the HRD area, will judge us by how we have impacted on people, on organisations and on society.

NOTES

Utter Pradesh
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# Human Resource Development

**Block**

# 2

## HRD AND THE SUPERVISOR

# BLOCK 2 HRD AND THE SUPERVISOR

This Block has five units dealing with the line managers' role in the development of individual employees in dyadic relationship through analysing their key tasks, motivating the roles, providing supportive and developmental supervision, performance counselling, and nurturance.

Unit 4 sets the framework by presenting an HRD matrix, the two axes formed by the targets or foci of HRD, and HRD systems, then it focuses on line managers role in HRD, especially in the six systems (appraisal systems, career systems, training systems, work systems, cultural systems, and self-renewal systems).

Unit 5 deals with a potential HRD tool which deserves more attention than it has received, viz. Task Analysis. Task Analysis can be used by a supervisor to understand, and help an employee appreciate, the key contribution of a job or role to the organisational goals, and lay foundation for performance monitoring and development of individual employees and teams.

Unit 6 spells out the conditions of employee motivation. It discusses a new approach to motivating organisational roles rather than individual employees, and the part played by the supervisor. It also discusses a motivational framework of functional and dysfunctional managerial behaviour.

Unit 7 focuses on the nurturing role of the supervisor of empowering individual employees and teams for organisational effectiveness. It discusses the nature of supervision to develop effective teams and committed employees. The supervisor's role in managing dissatisfaction and frustration is also discussed.

Unit 8 deals with the difficult area of nurturing and helping the employees. The supervisor both listens to the employees and raises questions for the employees to search alternatives and take action. Performance counselling is discussed as an important way to achieve this. The process of mentoring to help young and competent employees to grow in the organisation, and the need to develop effective mentors are also discussed.

In this Block hierarchical terms for the dyadic group, line superior-subordinate, senior-junior, boss-subordinate, have been avoided; functional terms supervisor-employee have been used.
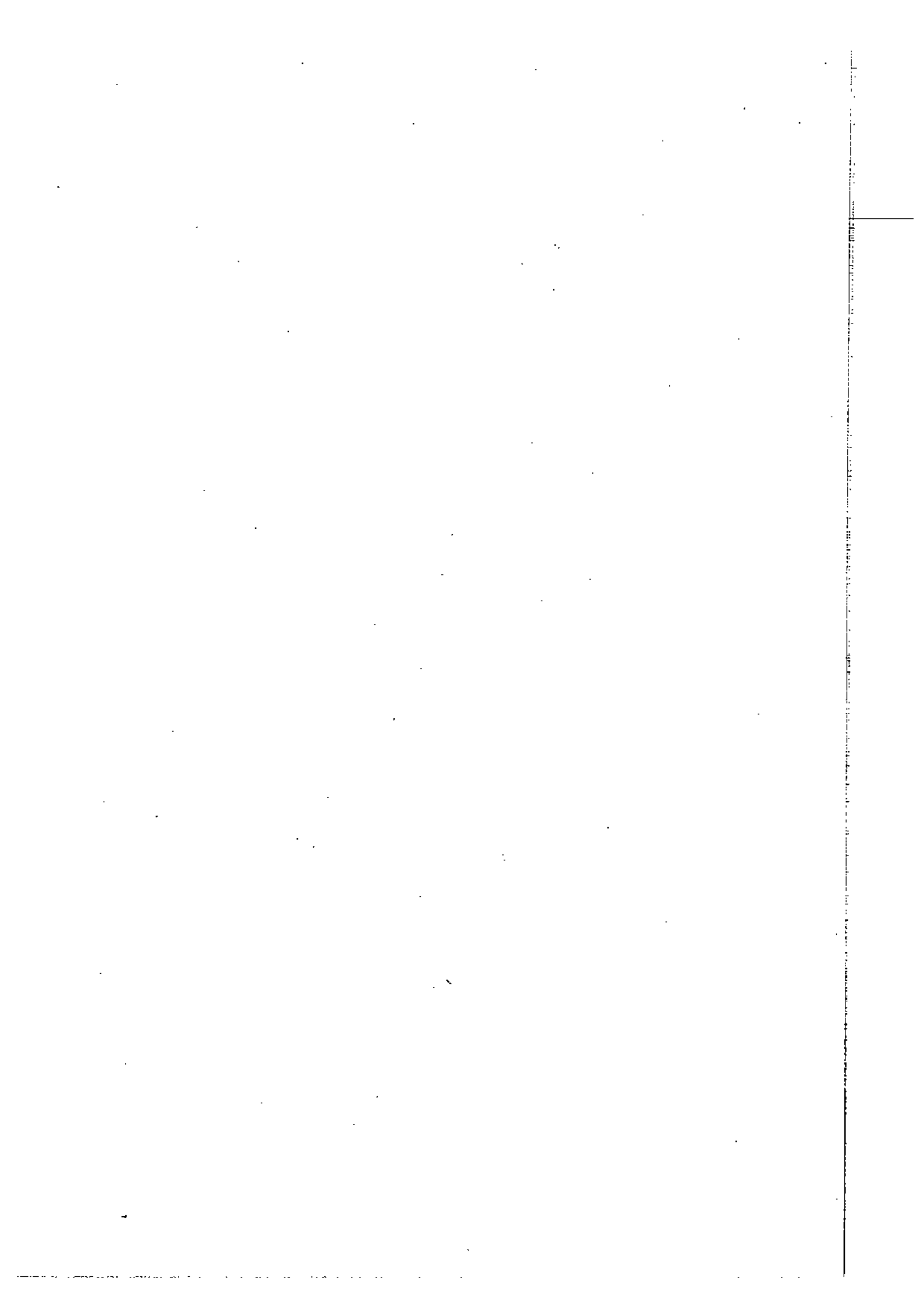
# UNIT 4   LINE MANAGERS AND HRD

## Objectives

After going through the unit you should be able to:
- appreciate the need of collaboration between HRD personnel and line managers for effective implementation of HRD
- delineate the specific responsibility of line managers in implementing HRD.

## Structure

## 4.1 AN OVERVIEW OF HRD

The concept of HRD has been discussed in details in Unit 1 of the Course MS-2 (Managing Men). To recapitulate, human resource development in the organisation context is a process by which the employees of an organisation are helped, in a continuous and planned way, to:

1) Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles.

2) Develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and/or organisational development purposes.

3) Develop an organisational culture in which supervisor-subordinate relationships, teamwork, and collaboration among sub-units are strong and contribute to the professional well being, motivation, and pride of employees.

This definition of HRD is limited to the organisational context. In the context of a state or nation it would differ.

HRD is a process, not merely a set of mechanisms and techniques. The mechanisms and techniques such as performance appraisal, counselling, training, and organisation development interventions are used to initiate, facilitate, and promote this process in a continuous way. Because the process has no limit, the mechanisms may need to be examined periodically to see whether they are promoting or hindering the process. Organisations can facilitate this process of development by planning for it, by allocating organisational resources for the purpose, and by exemplifying an HRD philosophy that values human beings and promotes their development.

Three emphases are involved in the concept of HRD. In the first place, persons working in organisations are regarded as valuable resource: implying that there is a need to invest time and effort in their development. Secondly, they are human resource which means that they have their own special characteristics and therefore cannot be treated like material resources. This focuses on the need to humanize organisational life, and introduce human values in the organisation. And thirdly, human resource does not merely focus on employees as individuals, but also on other human units and processes in the organisation. These include the role or the job a person has in the organisation, the dyadic unit (consisting of the person and his boss), the various teams in which people work, interteams, and the total organisation. Thus we have six units which are included in human resources: persons, jobs or roles, dyads, teams, interteams, and the organisation. The concepts of the development of these units are briefly explained below.

## The Individual Employee

The individual employee is the key unit in an organisation. HRD is primarily concerned with the development of persons working in the organisation, so that they may be able to have their own fulfilment and contribute to the goals of the organisation. Development of persons or individuals has three different aspects as suggested below:

1) **Self Management:** The person working in his organisation should develop competencies to manage his/her work effectively. This would involve learning how to set realistic goals. The goals must be challenging, but not too high for the individual to achieve. The individual should also learn to analyse the performance results in terms of factors responsible for the success or failure in achieving performance results. Some of the factors are related to the employee while others may be concerned with external conditions. Finally, self management would involve using such information and competency to improve one's performance in future.

2) **Competence Building:** The main contributions of HRD to the individual's development is in terms of building competencies required for better performance on the job. The individual employee comes with his/her educational background, and personal strengths and weaknesses. While working in the organisation she learns new skills which help her to work effectively on organisational goals.

3) **Advancement:** Every employee wants to advance her/his career in the organisation. HRD should help in the process of such advancement. We shall later see that advancement of employees involves identifying their potential for use in higher responsibilities in the organisation, and helping them to develop further potential to take up new challenges.

## The Role

Although the individual employees perform various roles in the organisation, it is necessary to pay attention to roles independently. Role is not synonymous with job, although both are very similar. Nor is role synonymous with status or position in the organisation. Role is the position a person occupies as defined by expectations of different significant persons (who have face-to-face relationship with the role occupant) have from him/her.

There are three main aspects of the development of role with which HRD must be concerned.

1) **Optimum Stress:** Each role must have enough challenges which may help the role occupant to stretch herself/himself to meet the challenge. The role in which the scope is limited to routine work and in which role occupants do not see any challenges, is not likely to inspire the role occupants to do their best. They will feel underworked. While every role has routine elements, challenge must also be developed in every role. However, the challenge should not exceed a limit, otherwise it may produce dysfunctional stress, resulting in poorer performance and damage to the health of the employee. Building optimum stress in the role is like setting the strings of a musical instruments at a level where the strings are stretched enough to produce music, but not too much stretched to break.

2) **Linkages:** While roles in organisations are occupied by individual employees, it is necessary to build linkages amongst the roles, as well as linkages of different organisational roles with challenging goals. If the roles get isolated and produce a feeling in the role occupants that their work is very narrow (and not much use for wider groups) it will have damaging effects on the individuals as well as the organisation.

3) **Autonomy:** If individuals who occupy the various roles feel that they have enough scope of taking initiative or solving problems or doing creative work, the role occupants as well as the organisation benefit a great deal, HRD must attempt to develop the autonomy of this kind in every role, even at the lowest level in the organisation.

## The Dyad

The dyadic groups (an employee and his supervisor) are the basic building blocks in an organisational structure. The stronger the dyads are, the stronger the organisation will be. The focus of development of dyads in an organisation would involve developing the following three aspects.

1) **Trust:** Effective work cannot be done in an organisation unless trusting relationship is established between an employee and his supervisor. Trust does not develop easily: efforts should be made to develop such relationship.

2) **Mutuality:** Effective dyads will require free exchange of help between the employee and the supervisor. Helping relationship is not a one-way relationship. The supervisor should take help from his employees, as much as he would give them the needed help. Mutuality in relationships will also involve support to each other.

3) **Communication:** Developing effective dyads will also involve improving communication between the members (the employee and the supervisor). Both should be able to give feedback to each other. The employee should improve his ability to receive feedback, as the supervisor should improve his competence to coach the employee.

## The Team

Effective teams are quite important for the strength of the organisation. Primarily two aspects should be the focus of HRD, as far as team development is concerned.

1) **Cohesion:** The teams should be cohesive. Well-knit teams produce synergy, and are able to utilise individual competencies.

2) **Resource Utilisation:** Effective teams maximise the use of resource available amongst members of the team. This would both satisfy the members, because each will contribute whatever resources one has, and help the team to produce effective results. Poor teams rely on and use resources only of a few members, resulting in limited opportunities for other members.

## The Interteam

The main emphasis of interteams is to develop cooperation amongst various groups in the organisation (e.g. departments, divisions, functions) so that they are able to work effectively towards common objectives. The main focus of such cooperation is to develop corporate identity. When the teams are strong and work on their own goals only, there is a possibility of the organisation to become weak. While teams should work on their own goals, their linkages with the organisation and their identity with it should be achieved through various measures.

## The Organisation

As far as the organisation is concerned the following three aspects should deserve the attention of the HRD effort.

1) **Growth:** Obviously the development of the organisation would involve increase in its size, activities and operations. Every organisation looks forward to its growth. Even if growth is not in terms of its size the organisation may be concerned with providing qualitative services or maintaining leadership position in its field of operations.

2) **Impact:** Each organisation would like to have some impact on the outside organisations or customers etc. Impact may be in terms of developing new markets, developing services or products, introducing new technology which others can follow etc.

3) **Self-renewal:** The organisation must examine its working from time to time and take steps to update its technology. It should also analyse the present and potential problems imminent on its growth, and take steps to prepare itself to meet these challenges. Self-renewal competency is necessary for organisational effectiveness.

To sum up, HRD is concerned with development of the following six human units of an organisation on the aspects shown against them.

**The individual employee:** Self-management, competence building, advancement.

**The role:** optimum stress, linkage, autonomy
**The dyad:** trust, mutuality, communication
**The team:** cohesion, resource utilisation
**The interteam:** identity, collaboration
**The organisation:** growth, impact, self-renewal

# 4.2 THE HRD MATRIX

As discussed above there are six foci or targets of HRD (the person, the role, the dyad, the team, the interteam, the organisation). In other words, the scope of HRD is to develop (i.e. increase effectiveness and potential of) these human units. These foci or targets of HRD form one axis. The other axis is formed by HRD systems and activities discussed in this section. These two axes make what can be called the HRD Matrix. Over time in India several HRD practices have emerged. There is no single way to classify HRD activities and efforts. The classification system suggested here is based on both the new emerging trends in the HRD work in India, as well as a conceptual understanding of the main focus of HRD. HRD activities should be concerned with developing systems to make individuals (and the roles), and the organisation (and the teams) more effective. The systems primarily concerned with individual employees (and their role) relate to their appraisal, their advancement and their training. The systems concerned with development of the organisation (and its team) would relate to management of work, management of culture, and renewal of the organisation. We suggest the following six HRD systems.

## Appraisal Systems

Appraisal systems have attracted the most attention in recent years in India. There are three main appraisal systems. Performance appraisal, potential appraisal, and performance coaching. Out of these, much more attention has been given to performance appraisal. In many cases in the absence of attention to performance coaching, performance appraisal has become a mechanical exercise. Very little attention has been given to potential appraisal.

Increasingly more and more attention is needed to performance review and coaching.

## Career Systems

Career systems are concerned with the advancement of the individual employees in their careers in the organisation. The first step is taken in introducing career development plans so that employees joining at an entry point are helped to go through various experience which may help them to move up in the organisation, and may give them opportunities to prove themselves for higher responsibilities. Career planning, on the other hand, is concerned with charting specific career paths for the individual employees who have spent enough time in the organisation, and have proved their competence. The third element, which has been used only in a few organisations in India is mentoring which we have discussed in more details in Unit 8 of this block. Mentoring ensures individual attention to young potential employees for their possible fast growth in the organisation.

## Training Systems

Training system is the oldest element of HRD and does not require much discussion. However, it is being very inadequately treated in most organisations. Attention to identification of training needs, preparation of training strategy, development of training system, curriculum designing, to meet specific needs; follow-up and evaluation, and post-training support would be needed.

## 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 organisational 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 work place 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.

Table 1 summarises the different elements of the six HRD systems in the form of a matrix, one axis being HRD systems, and the other being the targets or foci of HRD.

Table 1
A Matrix View of HRD Systems

| | Appraisal Systems | Career Systems | Training Systems | Work Systems | Cultural Systems | Self-renewal Systems |
|---|---|---|---|---|---|---|
| Person | * Performance Analysis<br>* Potential Appraisal | * Career Dev.<br>* Career Planning | * Identify Training Needs | * Role Efficacy | * Rewards<br>* Acculturation | * Involvement |
| Role | * Dev. of KPAs<br>* Developing Critical Attributes | * Job Rotation | * Task Analysis | * Job Enrichment | | * Stress Management |
| Dyad | * Performance Review and Coaching<br>* Feedback on HRD | * Mentoring | * Training in Performance | | * Communication | |
| Team | * Appraise Team Work<br>* Counsel Teams<br>* Team Appraisal<br>* Team Counselling | | * Identification of Training Needs<br>* Developing Curricula | * Autonomous Work Groups | | * Team Building |
| Inter-team | * Common Procedures of Appraisal<br>* Parity of Appraisal | | | * Productivity<br>* Quality of Work | * Communication | * Collaboration |
| Organisation | * Linkage of Appraisal with Goals and Values | * Succession Planning | | * Quality of Work Life | * Climate<br>* Rituals<br>* Celebrations | * HRD Research<br>* Organisational Learning |

**Activity A**

Using Table 1, prepare your own ranking of the six HRD systems in terms of their importance. Give reasons.

# 4.3 THE ROLE OF LINE MANAGERS IN HRD

Line managers have an important role to play in ensuring the realisation of HRD objectives. While the top management should make available the resources required for investment on human resources, and the HRD department should provide instruments and systems that can be used by the organisation to develop its human resources, it is ultimately the line managers who translate these into action. This involves first of all realisation on the part of the line managers that they have the responsibility to develop and utilize their employees.

To understand the role to be played by the line managers in developing human resources, it is necessary to understand the concept of development and the conditions under which development takes place.

Development can be defined as the acquiring of new competencies. Such competencies may help in performing the existing tasks better or faster, or in performing new tasks. These competencies include cognitive abilities (acquisition of new information, new concepts, ideas etc.) attitudes and orientations, values and skills. These may deal with managerial functions (co-ordination, planning, projecting etc.) or technical areas (designing a machine, servicing a product etc.) or behavioural aspects (leading a group, building a team, motivating someone etc.).

Development of employees would require certain conditions. These have been discussed in MS-2 Unit 1 and are summarised below:

1) The employee should perceive that his acquiring new competencies helps him in fulfilling his psychological needs.

2) The employee should perceive opportunities for acquiring such capabilities.

3) The employees should be aware of the capabilities he needs to develop.

4) The employees should have mechanisms of assessing his own rate of growth in relation to such capabilities.

5) The employees should enjoy the process of growth itself.

A line manager plays an important role in creating these conditions for his employees. Quite often managers are under the impression that HRD department should ensure that these conditions are met. HRD departments can only provide instruments or mechanisms for use by the line managers to create these conditions, but cannot create these conditions.

HRD department and line managers play complimentary roles. Each supplements (and supports) what the other does in relation to development of employees. The responsibilities of line management for HRD system are summarised below.

# 4.4 LINE MANAGERS AND APPRAISAL SYSTEMS

The responsibilities of line managers in relation to performance appraisal can be viewed under two roles: as appraisers and as appraisees.

As appraisers the line managers have the following responsibilities:

1) Identify and clarify key performance areas of each employee.

2) Help the employees set challenging goals.

3) Identify support needed by employees and make the same available.

4) Help the employees experience success.

5) Help the employees recognise their strengths and weaknesses through priodical feedback.

6) Have regular appraisal and performance counselling discussions.

7) Understand the difficulties experienced by each employee in performing his functions and providing necessary support.

8) Generate a climate of mutuality, openness and trust to encourage identification and use of competencies by the employees.

9) Conduct timely appraisals.

10) Invest time on performance appraisal and review discussions.

As appraisees they have the following responsibilities:

1) Set challenging goals for oneself.

2) Reflect periodically about one's own strengths, weaknesses and performance.

3) Identify problems hindering performance and communicating them to the supervisor.

4) Prepare for performance review sessions.

# 4.5 LINE MANAGERS AND CAREER SYSTEMS

Every employee would like to grow and build his own career in his organisation or profession. Such growth is likely to be faster if it is purposeful and guided. More experienced and senior managers are in a better position to guide their juniors due to the larger perspectives and better understanding they have about the organisation as well as the outside world. Therefore one important role managers can play is to help their employees develop right perspectives about their career opportunities, set realistic career goals and work for them. More specifically the following can be done:

1) Identify career opportunities in the organisation for each employee, and assess competencies required for them.

2) Help the employees assess their own capabilities in relation to the possible career paths available for them.

3) Give feedback to them about their potential.

4) Encourage them to develop their potential.

5) Provide opportunities for them to develop new competencies.

6) Help those who have reached a saturation level in the organisation and those who do not have any further career opportunities to become aware of their limitations and accept the reality without any sense of inferiority, and plan the future.

7) Motivate the employees by helping them to recognize that their own contributions and performance facilitate their growth.

Regarding mentoring the following are the responsibilities of line managers:

1) Analyse to understand whether manager can function as a mentor or not.

2) Get acquainted with the critical attributes of a mentor.

3) Spend enough time with the employees allotted for mentoring.

4) Give feedback and suggestions on functioning of the mentoring system to HRD department, so that they can review, and if necessary, redesign the mentoring system.

# 4.6 LINE MANAGERS AND TRAINING SYSTEMS

Training is the most direct way of helping an employee acquire new competencies. Here the responsibilities of the line managers include the following:

1) Analyse each role under him/her and list the detailed functions to be performed by the role occupants, outlining the managerial, technical and behavioural competencies required to perform the role.

2) Identify training needs of each employee working with him against these functions and communicate these to HRD department.

3) Encourage employees (and provide opportunities) to take responsibility and initiative, and try new things and learn on the job.

4) Provide continuous on-the-job coaching, and help each employee to develop problem-solving skills.

5) Sponsor the employees for training with the help of the HRD department.

6) Get feedback from subordinates returning from training about the competencies developed during training, and have discussions with them about opportunities for trying out what they have learnt, and provide opportunities for their application.

7) Institute mechanisms like group discussions, meetings etc. to help the employees learn to work as a team.

## 4.7 LINE MANAGERS AND WORK SYSTEMS

Regarding quality of work life, the main responsibility of line managers includes the following:

1) Invite HRD experts to design and introduce participatory systems like autonomous work groups in one's unit.

2) Provide necessary support by critically reviewing the importance and progress of experiments being conducted.

3) Redesign supervisory roles to become more supportive and facilitative.

4) Work on productivity and quality will be undertaken mainly by line managers; HRD personnel can only provide the process help by helping line managers to design quality circles, groups etc. and make them more effective. The main responsibility of the line managers will be to invite HRD help both in the designing of such groups and reviewing their programmes from time to time. The line managers should critically review and evaluate the functioning of such groups after about a year of learning from the past experience. HRD help can be sought at that stage also.

## 4.8 LINE MANAGERS AND CULTURAL SYSTEMS

Regarding culture and climate the following responsibilities can be taken by line managers:

1) Analyse with the help of HRD managers, implication for various practices in the department for culture and climate.

2) Request HRD department and respond to their efforts if they initiate.

3) Pay attention to transitional periods in an employee's career, e.g. induction in the organisation, change of job, promotion, retirement or leaving the organisation. Develop appropriate rituals for such transitional occasions.

4) Use results of surveys of culture and climate to work with employees on alternative ways of improving them.

Regarding communication, attention needs to be given to formal communication system (Management Information System), written communication, communication technology (like telex, telegram, fax), on communication process in various groups. The responsibilities of line managers are to be sensitive and pay attention to effectiveness of communication in various groups like committees, task forces, project groups etc.

Line managers may request HRD personnel whenever they think their help is needed for improving the working of small groups and organisational communication in various cases.

# 4.9 LINE MANAGERS AND SELF-RENEWAL SYSTEMS

Self-renewal systems are primarily concerned with Organisation Development and Organisational Learning. OD is planned effort, initiated by process specialist(s) to help an organisation develop its diagnosis skills, coping capabilities, linkage strategies in the form of temporary and semipermanent systems, and a culture of mutuality. OD helps in developing self-renewing capabilities in any organisation or its subsystems. Line managers have the following responsibilities in this regard:

1) Identify subsystems that need to be strengthened through OD efforts and bring them to the notice of the HRD department or the top management.

2) Respond to organisational diagnosis and surveys freely and frankly.

3) Participate actively in discussions arranged by process specialists.

4) Prepare realistic action if the same are required in some of the OD interventions and implement them.

Regarding organisational learning the following responsibilities can be shared by the line managers:

1) Use small groups appropriately to work on analysing problems and alternatives.

2) Have frank and critical discussion with the employees on progress and results of the projects.

3) Conduct quick evaluation or appraisal of projects in progress.

4) Provide necessary support needed for proper implementation.

5) Record the experiences and share them both in writing with the top managers as well in forums of discussion.

6) Invite outside experts or persons from other companies or departments to discuss their experiences in similar tasks.

Line managers' main responsibilities in relation to stress management are as follows:

1) Provide for the budget expenses for stress audit. Invite HRD department to survey role stress.

2) Discuss feedback of stress surveys with the employees for dealing with the relevant issues.

3) Institute formal programmes, wherever possible to deal with stress through physical exercises like yoga.

4) Request HRD help for helping stress management programmes.

Regarding HRD-related research line managers can help in the following ways:

1) Quickly respond to the questionnaires or surveys undertaken by HRD Departments.

2) Send feedback on HRD procedures and systems to the HRD Department.

3) Review in the departmental group, the working and problems of HRD programmes.

4) Invite HRD people to deal the problems the line manager is experiencing on HRD aspects.

Activity B

1) Prepare a check-list of the most important roles to be performed by line managers for (i) their own development and (ii) the development of their subordinates.

2) Identify the roles you are able to perform well vis-a-vis your employees and yourself.

**3) Prepare action plans for improvement.**

# UNIT 5  TASK ANALYSIS

## Objectives

After going through the unit you should be able to:
- understand the significance of Task Analysis as a potential HRD tool
- do Task Analysis of key jobs
- use Task Analysis for improving performance of individual employees and terms.

## Structure

5.1  What is Task Analysis?
5.2  Contextual Analysis
5.3  Activity Analysis
5.4  Task Delineation
5.5  Competency Analysis
5.6  Performance Analysis
5.7  Discrepancy Analysis
5.8  Analysis as a Supervisory Tool
5.9  Further Readings

## 5.1 WHAT IS TASK ANALYSIS?

The traditional approach to task analysis—formerly known as "job analysis"—is characterized by two models: the British model and the American model. The British model has emphasized analysis in terms of specific activities for which the job holder is held responsible whereas the American model has included an emphasis on the competencies needed for the job. With both models the analysis is usually carried out by management with the help of experts, and in other respects as well, the two models are quite similar. Both have been found to be useful in analyzing semi-skilled and skilled work.

It is becoming obvious, however, that the traditional approach to task analysis is not suitable for the increasingly complex reality of organisational work. In particular, this approach is inadequate when it is applied to:
- Managerial jobs that are more complex than those previously subjected to analysis;
- Jobs in public systems that are characterized by complex responsibilities; and
- Group or team tasks, which are increasingly emerging as a way of organising work in industries.

What is needed in order to address the more complex jobs that characterise today's organisations is a different approach to task analysis.

Task analysis can be defined as the process of identifying the tasks of a particular job in a particular organisational context by analysing activities, establishing performance criteria, determining required competencies, and analyzing any discrepancies uncovered by this process.

This definition, which is based on the concept of task suggested by the Tavistock School, indicates the following guidelines for successful task analysis:

1) Analysis should be undertaken only after developing an understanding of the particular organisational context involved. The rationale for this is that any job exists within a particular organisation, which has its own mission, philosophy, orientation, and goals. For the purposes of task analysis and this article, "job" means a module of work assigned to a person occupying a particular position (or role) in an organisation.

2) The job should be broken down into specific activities performed and expected to be performed by the job holder or incumbent. An "activity" is an observable action often bound by time.

3) The activities should be grouped into tasks. A "task" is a set of related activities—a function—that makes a distinct contribution to organisational goals.

4) Performance criteria and their indicators should be established.

5) The competencies required for effective performance of each task should be identified.

6) The discrepancies between perceived and actual performance and between importance attributed and importance reflected in time spent should be identified.

On the basis of the guidelines stated above, we can say that task analysis involves the following steps:

1) Contextual analysis;

2) Activity analysis;

3) Task delineation;

4) Competency analysis;

5) Performance analysis; and

6) Discrepancy analysis.

The type of Task Analysis suggested here may be useful to the organisation and the individual employees in several ways.

1) Selection and placement. Better recruitment and selection devices can be prepared on the basis of a task analysis (especially competency analysis). Competency analysis can also help an organisation to place people in jobs in which they can be more effective (matching the role/job with people).

2) Work planning, including the following:
   a) Setting individual tasks for a specific period
   b) Helping a job incumbent to decide priorities of task
   c) Minimising overlap between jobs
   d) Identifying neglected tasks in a work unit
   e) Planning delegation
   f) Job enrichment

3) Performance appraisal, including
   a) Negotiated tasks and activities to be performed
   b) Evaluation (by self and the supervisor) of the quality/quantity standards of task performance (both process and outcome effectiveness)
   c) Analysis of factors helping and hindering task performances

4) Potential appraisal, including preparation of a system on the basis of the competency analysis, and actual potential appraisal work.

5) Employee development, including
   a) Feedback on strengths and weaknesses
   b) Performance counselling
   c) Training

6) Team building, especially
   a) Better understanding of each other
   b) Locating areas of task conflicts and dealing with them
   c) Building linkages and mutuality between jobs

## 5.2 CONTEXTUAL ANALYSIS

It is esential to know the mission, orientation, and goals of the organisation of which the job is a part. An understanding of the organisational context also helps in clarifying the general orientation of the job. For example, the mission of a hospital

may be defined as providing effective medical care and related support to the patients wishing to use the hospital. The term "related support" may be an important dimension of the mission of the hospital it may imply that the jobs of the doctors and nurses also need to include "psychological support" as a task. If task analysis were undertaken in this situation without the development of this understanding, the observers may not "see" activities involving psychological support.

Those who undertake task analysis must first develop an understanding of the organisation's mission, which is the direction or combination of directions in which the organisation is moving. The mission includes such elements as a definition of the organisation's basic business how it markets its products or services and to whom; and its intentions with regard to profitability, growth, liquidity, values, treatment of employees and customers, and its stature in its field. Sometimes an organisation's mission exists in written and published form. Regardless of whether a formal mission statement exists, those responsible for task analysis should summarize the mission in a one-sentence statement and should keep this statement handy throughout the process of task analysis.

The organisation's broad goals or objectives also must be identified. These goals may or may not be a part of the mission statement. A sampling of employees may be asked to state these goals, and then these various statements may be compared with any goal statements that exist in formal documents. This exercise is also helpful in terms of testing whether the employees know the organisation's formally stated goals or whether the goals have changed since they were originally stated in documents.

The last phase of contextual analysis, an optional one, is to identify the main tasks of the organisation. Again, groups of employees may be asked to identify the tasks that pertain to each goal and to identify the jobs mainly responsible for these tasks. These employee statements then may be compiled and discussed. Such an exercise is also useful in clarifying goals and tasks and in increasing employee's commitment to them.

## 5.3 ACTIVITY ANALYSIS

The second step is activity analysis. The successful completion of this step is dependent on a clear understanding of the qualities of an activity. An activity has three characteristics:

1) It is observable. For example, planning is not regarded as an activity because it cannot be observed.

2) It is descriptive. The behaviour concerned must be capable of being stated specifically in terms that describe rather than evaluate or interpret. For example, if a behaviour on the part of a nurse is recorded as taking a patient's temperature, this behaviour qualifies as an activity; however, if the same behaviour were recorded as doing diagnosis, this phrase would be an interpretation of what had occurred and would not qualify as an activity.

3) It is objective. An activity, when observed by more than one person, should be capable of being recorded in written form in the same way by all observers. This is not to say that all observers will record all activities in the same way, but that anyone reading the written record of all observers' descriptions of an activity would interpret these descriptions to be of the same activity.

In addition, a distinction should be made between an activity and a subactivity. An activity is a behaviour undertaken to accomplish a task, while a subactivity is one of a set of behaviours undertaken to complete an activity. For example, when a bank employee makes an entry in a ledger, he or she is performing an activity whose subactivities might include taking the ledger from the shelf, opening the ledger, lifting a pen, and so forth.

Sources of information about activities

There are three main contributors of information for activity analysis: (1) the job incumbent, (2) those who interact with the job incumbent (called "role-set members"), and (3) outside experts. The role-set members include the incumbent's

supervisor, subordinates, colleagues, and in some cases others who interact with the incumbent (for example, patients and their relatives in the case of a nurse as job incumbent). The outside experts may be task analysts, educators, specialists in the field, or the organisation's top management.

These three sets of contributors can produce a great deal of usable information based on their observations, their reports of the activities that the job incumbent actually completes, and their assessments of activities that the job incumbent is or should be expected to complete. The role-set members or experts, for example, may be asked to observe the job incumbent and write their observations in some systematic way (every five or ten minutes for example). In addition, they may be asked to write their expectations regarding activities that the job incumbent probably performs or should perform, even though they may not have observed any of these activities. A doctor, for instance, might write that he or she expects or would expect a nurse to monitor patients and notify the doctor when any patient needs immediate attention. The job incumbent can also write a report of activities actually performed and any additional ones that he or she expects to perform in the job in the future.

### Collecting information on activities
Several methods can be used to prepare a comprehensive list of activities. The most commonly used methods are interviews, diaries, log books, and questionnaires.

1) **Interviews:** The interview is the most widely used and useful method of collecting information for activity analysis. Generally the respondent is simply asked to report observations and expectations. Sometimes, however, it may be useful to ask specifically what the job incumbent did on a particular day. Because respondents tend to give general answers, it is necessary to probe in an interview so that actual activities are revealed. For example, when interviewed about what a nurse does, a role-set member might say, "Well, she takes care of patients." It then becomes necessary to ask how the nurse takes care of patients—what she actually does. For this reason interviews require patience on the part of the interviewer. After thorough questioning the respondent becomes "educated" about the concept of an activity, and his or her answers become more pertinent and require less intervention from the interviewer.

2) **Diaries:** A diary is a set of detailed notes that a job incumbent keeps about the work-related activities that he or she performs during the work day. Before assigning the task of keeping such a diary, it is a good idea to meet with the job incumbent to discuss what an activity is and what should be noted in the diary. At this meeting it may be helpful to provide a combination of instructions and example such as that shown in Table 1.

3) **Log books:** A log book is a record that someone else keeps while observing a job incumbent. Again, it may be useful to discuss the potential contents of the log with the person keeping it. Providing a combination of instructions and example similar to that shown in Table 2 may be helpful.

4) **Questionnaires:** A questionnaire may be devised and administered to the job incumbent, the role-set members, and/or outside experts.

### The Product
After one or more of the suggested methods has been used for activity analysis the product will be a long list of activities. At this point the list is comprehensive and has not been subjected to any kind of sorting; it includes a number of essentially redundant items as well as both highly specific and less-specific items. Table 2 is an example of such a list for the position of district health officer in a province of Indonesia.

### Table-1

### Activity-analysis Diary (Instructions and Example)

The purpose of the activity-analysis diary is to help you keep notes about all of your work-related activities. Maintain the diary for four weeks: every work day for the first week, then every other work day for the second week, and then every third work day for the last two weeks.

Write a description of each work-related activity you perform during the day, and next to the description note the starting time. Be specific and use verbs. The following is an example.

Figure-1: Activity-analysis Diary (Instructions and Example)

Activity Analysis

Monday, January 16.

| Time | Activity Description |
|---|---|
| 8.00 | Read the mail that accumulated in my in-basket |
| 9.00 | Discussion with a subordinate who came to my office with a request to implement a new programme |
| 9.30 | Chaired a weekly meeting with my staff |
| 10.40 | Reviewed computer printouts of the company's financial status |
| 11.00 | Attended a budget meeting |
| 1.00 | Made a formal presentation of a proposal for a new staff position (requiring a new subordinate) |
| 2.15 | Studied project costs for the last six months |
| 4.00 | Projected project costs for the next six months |

Table-2

Activity List for the Position of District Health Officer

1) Elicits information on health status, resources, and priorities from various health clinics in the district.

2) Discusses with staff members individually and in groups the problems that they face.

3) Studies programme recommendations received from staff members.

4) Provides department heads with information during the monthly meeting of the district administration, briefing those attending about the progress and plans of health activities and the support needed from them.

5) Meets with the section heads weekly and discusses with them the outcome of the district meetings.

6) Attends meetings convened by the district leader to develop an understanding of the district health care needs.

7) Meets once a month with the managers of the district health clinics to review their progress.

8) Studies requests from the district leader and selects issues requiring attention.

9) Reviews work conditions of the staffs at the district and health clinic levels and improves conditions as necessary.

10) Obtains relevant data from concerned sections.

11) Meets with departmental heads to solicit their cooperation and help.

12) Visits health clinics periodically to review their work and to provide their staffs with guidance.

13) Meets with all sections and subsections once a month to develop an understanding of their accomplishments and problems.

14) Sends periodic information on projects to the province.

15) Reports to the district leader whenever large-scale help is needed from other departments and secures the leader's agreement to provide such help.

16) Consults with the district leader and the section heads about problems and prepares action plans for solving these problems (including specific activities, budget, personnel needs, schedule, etc.).

17) Guides staff members on matters relating to their jobs, families, and personal lives.

18) Studies information submitted by the section heads.

19) Writes action plans (covering budget, personnel, equipment, location, and time schedules) order to identify discrepancies.

20) Visits health clinics whenever there is a need and solves whatever problems exist.

21) Monitors the progress of action plans.

22) Counsels employees.

23) Studies reports received from health clinics in order to assess progress and identify problems.

24) Whenever necessary, visits field sites for evaluation of programme implementation.

25) Contacts other departments to solicit support needed for implementation.

26) Meets with the section heads to discuss and finalise priorities and budget allocation.

27) In collaboration with the section heads, prepares the monitoring system for programme implementation.

28) Meets with section heads to respond to their needs and to discuss and solve the problems of the health clinics.

29) Consults with health clinic managers and finalises priorities and budget allocations.

30) Meets periodically with staff members to provide information and to encourage them to share information.

31) Talks with the section heads about their programmes and factors that facilitate and hinder those programmes.

32) Communicates relevant information about implementation to the district leader.

33) When necessary, helps in solving problems that exist between or among the section heads.

34) Obtains detailed budget proposals from the health clinics and sections.

35) Rewards the staff members for good work and encourages their future work.

36) Prepares a guide on monitoring projects (for personal use).

37) Attends meetings of the Legislature when invited.

38) Organises staff training.

39) Collects data from communities and sections whenever they are needed to address issues raised in the Legislature.

40) Collects and reviews information on the progress of each project.

41) Reviews received budget plans and determines priorities.

42) Acts on or responds to the issues raised in the Legislature regarding health matters.

43) Discusses the budget with the provincial representatives.

44) Discusses with section heads the pace of programme implementation and any problems encountered.

45) Discusses the budget with the district leader.

## 5.4 TASK DELINEATION

After activity analysis has been completed, the next step is to group the activities into tasks and to name these tasks. This process, known as task delineation, involves subjective decision making and should be undertaken only by people who know and understand the job.

There is no set rule regarding the number of tasks to be delineated. However, there should not be so few that one cannot review them and form a clear picture of a job. Similarly, there should not be so many that the differences among activities is not readily apparent and that their numbers become cumbersome for performance appraisal and other purposes.

The tasks should be balanced in terms of the number of activities each comprises. If one task has too many activities, it needs to be divided into two or more tasks. For example, when delineating a nurse's tasks one should not call "patient care" a task because too many activities are covered by this term. Instead, patient care should be broken down into care requiring special skills, care requiring few skills (such as making the patient's bed), and socio-psychological care and support. After the tasks have been delineated, it is a good idea to rate the importance of each to the job and to assess the percentage of time spent by the job incumbent on each.

Exercise 1
Go through the list of activities presented in Table-2, and group them into specific tasks.

1) ..........................................................................................................................

2) ..........................................................................................................................

3) ..........................................................................................................................

4) ..........................................................................................................................

5) ..........................................................................................................................

6) ..........................................................................................................................

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8) ..........................................................................................................................

9) ..........................................................................................................................

Now compare your tasks with those given in Table-3.

**Table-3**
**Task List for the KPosition of District Health Officer**

Note: The following tasks were derived from the activities listed in 'Table-2. The numbers in parentheses following each task correspond to the item numbers in Table-2 and indicate the activities that the particular task comprises.

1) Health planning for the regency (1, 8, 27, 30, 35, 42, 44, 46)

2) Implementing and monitoring health programmes (3, 10, 14, 19, 26, 28, 37, 41, 45)

3) Responding to the requests, etc., of the district leader (2, 6, 8, 16, 22, 33, 38, 40, 43)

4) Coordinating with other agencies/departments (4, 11, 15, 26)

5) Supervising sections (5, 13, 20, 25, 32, 34)

6) Supervising health clinics (2, 7, 12, 21, 24, 29)

7) Performing human resource management and development (2, 9, 17, 23, 31, 36, 39).

# 5.5 COMPETENCY ANALYSIS

A job incumbent needs different types and levels of competencies in order to perform job tasks well. Competency analysis helps in identifying the competencies that are necessary for the tasks that have been delineated.

Competencies can be divided into five main types; knowledge, skills, abilities, orientation, and experience. Of these five types, orientation may require some explanation. Orientation is a general attitude reflecting the values of the job holder. For example, in the case of a nurse, respect for the patient may be deemed to be an important orientation. Following is an example of an orientation description.

**Orientation Description for the Position of District Health Officer**

With the increasing government emphasis on community participation and collaborative work in matters concerning health, the district health manager needs to see the community and its various health agencies as resources. He or she needs to respect and be willing to use community traditions and customs that promote good health. In addition, the district health manager should be proactive in identifying and seeking community resources that can be harnessed for promoting health programmes. He or she should be oriented toward innovation and experimentation in solving problems and should encourage the doctors and other staff members in the district health clinics and hospitals to be similarly oriented. He or she needs to be dedicated to providing strong, creative leadership for subordinates, including those on staff at the district health clinics and hospitals. Finally, the district health officer should be willing to learn and experiment in this position.

Another process that may be completed is the identification of the job incumbent's present level of each identified competency. A five-point scale is recommended for this purpose. The same group that establishes competencies—with the possible exclusion of the job incumbent, depending on his or her level of insight—may make this assessment.

# 5.6 PERFORMANCE ANALYSIS

The main purpose of performance analysis is to evaluate the impact of a job—how effectively it is being done or has been done. This step consists of assessing how well the job incumbent has performed the tasks for which he or she is responsible.

The effectiveness of a task can be measured in terms of its outcome, or the end result, as well as in terms of its process, or how it is performed. Hard data may be

gathered indicating both kinds of effectiveness. For example, one can evaluate the task of taking customer orders with regard to the number of orders taken (outcome) as well as with regard to the time spent on the task or the number of mistakes made (process).

For each task it is advisable to identify only a few indicators of effectiveness: one or two for outcome effectiveness and one or two for process effectiveness. It is important to keep in mind that indicators must be specific, concrete, and measurable. Developing them is a difficult and creative task and should be undertaken only by people who have extensive knowledge of and insight into the job. A group consisting of the job incumbent, the role-set members, and experts may brainstorm in order to identify a number of indicators and then select only the best alternatives.

# 5.7 DISCREPANCY ANALYSIS

Discrepancy analysis is the identification of any discrepancies that become obvious as a result of the previous five steps. For example, discrepancies may exist between activities reported by the job incumbent and those reported by the role-set members, between activities reported and those observed or expected, between the importance of a task and the time spent completing it, between needed competencies and existing competencies, and so on. These gaps may indicate a need for certain remedial measures, such as redefining the role, training, additional work planning, delegating, increased monitoring, or counselling.

It is a good idea to check periodically for discrepancies between the job definition as reflected in the delineated tasks and actual job performance. Information about performance can be obtained by any one or a combination of the following methods:

- The job incumbent may monitor the time spent on each activity;

- The role-set members may analyse the importance attributed to various tasks versus the time spent on them; and/or

- Trained observers may observe the job incumbent for a few days.

Discrepancies between desired activities or tasks and actual performance may then be noted and acted on accordingly.

# 5.8 TASK ANALYSIS AS A SUPERVISORY TOOL

Task analysis as briefly described in this unit can be used as supervisory tool, to improve functioning of a unit. Some uses of Task Analysis have already been suggested. A few are focused below:

1) **Designing training:** Discrepancy analysis of the required competencies and the present level of these competencies in the employees concerned will help in identifying training needs, and then designing a training strategy, or at least training programmes to upgrade the competencies which seem to be at a lower level.

   Information about the importance of the various tasks may also help in designing training programmes for high priority task. Similarly, the discrepancy between the importance of a task and the time spent on it may given some useful information. One reason for not spending enough time on a task may be lack of competency required to do the task. Such information may help in indicating the training needs.

2) **Performance monitoring:** A performance monitoring system can be developed based on the indicators of process and outcome effectiveness for the various tasks. Some of these indicators can be used in designing a format or a system of meetings for pourposes of performance monitoring.

3) **Work planning:** Analysis of·the discrepancy between expected and·reported activities, or importance of the tasks and time spent on them, may indicate the need of work planning, including delegation and redistribution of work among various jobs in work unit. The concerned employees may work in a group with the supervisor in redistribution of tasks, so that each employee can maximise his/her contribution to the organisational goals.

## Activity A

After going through this unit prepare a list of activities of your job, and then group them into tasks. If you can, check your activity analysis and task delineation with your supervisor to see how much he agrees with you.

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## Activity B

Identify the competency requirements for each of your tasks with the help of your supervisor. Using it as a basis identify your own developmental needs.

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## 5.9 FURTHER READINGS

Annet et al.'s *Task Analysis* (London: Her Majesty's stationery office, 1971) is a good example of the British model of task analysis, whereas the American model can be found in *Job Analysis: Key to Better Management* published by U.S. Civil Service Commission in 1973.

The present Unit has been adapted from Udai Pareek's "Task Analysis for Human Resource Development" published in the *1988 Annual: Developing Human Resources* (San Diego: University Associates, 1988).

# UNIT 6 MOTIVATIONAL ASPECTS OF HRD

## Objectives

After going through the unit, you should be able to:

- appreciate that employee motivation is determined both by the employee's orientation and the external factors in the organisational role and the organisational climate

- analyse your role to identify strong and weak motivational aspects of your role in your organisation

- develop ideas of improving weak aspects of your role, and ideas for helping those you currently supervise or may supervise in future

- analyse your own behaviour in the organisation in terms of functional and dysfunctional aspects, and develop ideas for improvement.

## Structure

6.1 PEG: The Framework of Work Motivation
6.2 Motivating Roles for PEG
6.3 Approach and Avoidance Aspects of Motivation
6.4 Effective Managerial Behaviour
6.5 Promoting Work Motivation
6.6 Further Readings

# 6.1 PEG: THE FRAMEWORK OF WORK MOTIVATION

In one unit of a plant, a supervisor, while reviewing his section gave the following inputs to the manager: He complimented the worker Joseph by saying—his motivation was a high; he took a great deal to interest in his work whenever any difficulty arose, he tried various ways of solving it, or he went to someone who could give him help; he was learning new techniques, and seemed to have improved his output; he was always occupied and seemed to enjoy his work. On the other hand, for Raju, another worker he said—his motivation was low; he seemed to be sluggish; did not learn, he complained more; went to the supervisor with his problems; did not seem to enjoy and neglected his work; and was seen socialising with other workers in the canteen.

When the same workers worked in another unit their supervisor had different reports to make. According to him, Raju's motivation was quite different from Joseph's. He had high affiliation motivation; he enjoyed making friends and working with friends. When he was put in a small group in which most of his friends were working, his output increased, and he seemed to enjoy his work. On the other hand, Joseph worked very well when he was given a challenging assignment. He did not, however, get along very well with others, and was basically a loner.

What can be said about motivation in these two examples? The first supervisor uses "motivation" as a general term meaning involvement of an individual in work. The second supervisor uses it with a specific sense, meaning a particular motivation. By examining these two meanings more carefully, it can be seen that the first concept of motivation is an explanation of the general term "work motivation". Motivation has been used with both meanings in management literature and that has created some confusion. We shall deal with both in this unit. Let us first take the concept of work motivation in a general way, that of involvement and commitment.

If people are engaged in work which they find challenging and worthwhile (being relevant to social needs and contributes to social development) they feel proud to be associated with such work. One function of management is to create such a sense of

challenge and worthwhileness in the work people are engaged in. Similarly, work should be regarded as a joy, and not drudgery. If people determine their own objectives, experience that what they do is seen as significant by concerned people, and have an opportunity to work in collaboration on difficult but significant tasks, they enjoy work. The feeling of growth comes when the work becomes increasingly more challenging and socially relevant, and people are required to stretch themselves to cope with such positive challenges. When people have opportunities to learn new techniques, acquire new skills, and revise their previous understanding, they may experience growth. If work ceases to give a sense of growth and development, the individual's commitment to work (motivation) goes down.

# 6.2 MOTIVATING ROLES FOR PEG

**Exercise 1:** Before reading further, answer the questionnaire given in this exercise.

### Role Efficacy Scale

Your name ........................................................     Your role ....................................................

In each of the following sets of three statements, check the one (a, b, or c) that most accurately describes your own experience in your organisational role. You must choose only one statement in each set.

1)  a)  My role is very important in this organisation; I feel central here.

    b)  I am doing useful and fairly important work.

    c)  Very little importance is given to my role in this organisation; I feel peripheral here.

2)  a)  My training and expertise are not fully utilised in my present role.

    b)  My training and knowledge are not used in my present role.

    c)  I am able to use my knowledge and training very well here.

3)  a)  I have little freedom in my role; I am only an errand boy.

    b)  I operate according to the directions given to me.

    c)  I can take initiative and act on my own in my role.

4)  a)  I am doing useul, routine work in my role.

    b)  In my role I am able to use my creativity and do something new.

    c)  I have no time for creative work in my role.

5)  a)  No one in the organisation responds to my ideas and suggestions.

    b)  I work in close collaboration with some other colleagues.

    c)  I am alone and have almost no one to consult in my role.

6)  a)  When I need some help none is available.

    b)  Whenever I have a problem, others help me.

    c)  I get very hostile responses when I ask for help.

7)  a)  I regret that I do not have the opportunity to contribute to society in my role.

    b)  What I am doing in my role is likely to help other organisations or society.

    c)  I have the opportunity to have some effect on the larger society in my role.

8)  a)  I contribute to some decisions

    b)  I have no power here.

    c)  My advice is accepted by my seniors.

9)  a)  Some of what I do contributes to my learning.

    b)  I am slowly forgetting all that I learned (my professional knowledge).

    c)  I have tremendous opportunities for professional growth in my role.

10)  a)  I dislike being bothered with problems.

    b)  When a subordinate brings a problem to me, I help to find a solution.

    c)  I refer the problem to my boss or to some other person.

11)  a)  I feel quite central in the organisation.

    b)  I think I am doing fairly important work.

    c)  I feel I am peripheral in this organisation.

12) a) I do not enjoy my role.

    b) I enjoy my role very much.

    c) I enjoy some parts of my role and not others.

13) a) I have little freedom in my role.

    b) I have a great deal of freedom in my role.

    c) I have enough freedom in my role.

14) a) I do a good job according to a schedule already decided.

    b) I am able to be innovative in my role.

    c) I have no opportunity to be innovative or do something creative.

15) a) Others in the organisation see my role as significant to their work

    b) I am a member of a task force or a committee.

    c) I do not work in any committees.

16) a) Hostility rather than cooperation is evident here.

    b) I experience enough mutual help here.

    c) People operate more in isolation here.

17) a) I am able to contribute to the company in my role.

    b) I am able to serve the larger parts of the society in my role.

    c) I wish I could do some useful work in my role.

18) a) I am able to influence relevant decisions.

    b) I am sometimes consulted on important matters.

    c) I cannot make any independent decisions.

19) a) I learn a great deal in my role.

    b) I learn a few new things in my role.

    c) I am involved in routine or unrelated activities and have learned nothing.

20) a) When people bring problems to me, I tend to ask them to work them out themselves.

    b) I dislike being bothered with interpersonal conflict.

    c) I enjoy solving problems related to my work.

Pride, joy, and a sense of growth, basic elements of work motivation, are related to the work an employee does. It has been found that an employee may have low motivation (PEG) in one organisation working on a job, and may develop high motivation on the same or similar job in another organisation. In other words, a role or a job in one organisation may be less motivating than in another organisation. This approach of shifting motivational attention from individual employees to organisational roles has a great advantage. The payoff may be very high because instead of attempting to motivate individuals, an attempt is made to motivate roles, and because larger number of employees can be affected in such a strategy.

The eventual objective of motivation is to make an employee effective. The effectiveness of an employee depends on his own potential effectiveness as a person, his technical competence and experience, etc., as well as on the role he occupies in the organisation is designed. It is the integration of the two (the person and the role) that ensures the person's effectiveness in the organisation. If the role does not allow him to use his competence, and if he constantly feels frustrated in the role, his effectiveness is likely to be low. The integration of the person and the role comes about when the role is able to fulfil the needs of the individual, and when the individual is able to contribute to the evolution of the role. The more we move from role, the more we move from role taking (responding to the expectations by various other persons) to role making (taking initiative in designing the role more creatively in a way that the various expectations from others as well as of the role occupant are integrated), the more the role is likely to be effective. Effectiveness of a person in an organisation, therefore, may depend on his own potential effectiveness, the potential effectiveness of the role and the organisational climate. The potential effectiveness is known as efficacy. Personal efficacy would mean potential effectiveness of a person in personal and inter-personal situations. Role efficacy would mean the potential effectiveness of an individual occupying a particular role in an organisation. Role

efficacy can be seen as the psychological factor underlying role effectiveness. In short, role efficacy is potential effectiveness of a role. Role efficacy is the key to motivating organisations roles.

### Aspects of Role Efficacy

Role efficacy has several aspects. The more these aspects are present in a role, the higher the efficacy of that role is likely to be. These aspects can be classified into three groups or dimensions. One dimension of role efficacy is called role making contrasted with role taking. The first is an active attitude toward the role (to define and make the role as one likes), whereas the second is a passive attitude (mainly responding to others expectations). The aspects in the second dimension are concerned with increasing the power of the role, making it more important. This can be called role centering which can be contrasted with role entering (accepting the role as given, and reconciling oneself to its present importance or unimportance). The third dimension is called role linking (extending the relationship of the role with other roles and groups), contrasted with role shrinking (making the role narrow, confined to work related expectations).

### Dimension 1: Role Making

1) **Self-role Integration:** Every person has his strength—his experience, his technical training, the special skills he may have, some unique contribution he may be able to make. The more the role a person-occupies provides an opportunity for the use of such special strenghts, the higher the efficacy is likely to be. This is called self-role integration. The self of the person and the role get integrated through the possibility of a person's use of his special strengths in the role. In one organisation, a person was promoted to a responsible position. This was seen as a covetable reward and the person was quite happy in getting such a well deserved promotion. However, he soon discovered that in the new position he occupied, he was not able to use his special skills of training, counselling and organisational diagnosis. In spite of his working very well in the new role, his efficacy was not as high as it was in the previous job. Later when the role was redesigned to enable him to use his rare skills, his efficacy went up. All of us want that our special strengths are used in the role so that it may be possible for us to demonstrate how effective we can be. As such, integration contributes to high role efficacy. On the other hand, if there is distance between the self and the role, role efficacy is likely to be low.

2) **Proactivity:** A person who occupies a role responds to various expectations people in the organisation have from that role. This certainly gives him satisfaction, and it also satisfies others in the organisation. However, if he is also to take initiative in starting some activity, his efficacy will be higher. The reactive behaviour (responding to the expectations of others) helps a person to be effective to some extent, but proactivity (taking initiative rather than only responding to the others expectations) contributes much more to efficacy. But if a person feels that he would like to take initiative but has no opportunity to do so in the role he occupies in the organisation, his efficacy will be low.

3) **Creativity:** It is not only initiative which is important for efficacy. An opportunity to try new and unconventional ways of solving problems or an opportunity to be creative is equally important. In one State Government department people performing some clerical roles met, as a part of reorganisation experiment, to discuss how each individual could experiment with a system of cutting delays in processing papers. The results were amazing. Not only did the satisfaction of people in that department go up, but delays were considerably reduced and some innovative systems emerged. Certainly these were further discussed and modified, but the opportunity people got in being creative in trying innovative ideas increased their role efficacy and their performance became markedly better than its previous level and better than performance of some other departments in the same secretariat. If a person perceives that he has to perform only routine tasks, it does not help him to have a high role efficacy. If he feels that his role does not allow any time or opportunity to be creative, his efficacy will be low.

4) **Confrontation:** In general, if people in an organisation avoid problems, or shift the problems to some other people to solve them, their role efficacy will be low.

The general tendency to confront the problems to find relevant solutions contributes to efficacy. When people facing interpersonal problems sit down, talk about these problems, and search solutions, their efficacy is likely to be higher compared with situations in which they either deny such problems or refer these to their higher officers.

## Dimension 2: Role Centering

5) **Centrality:** If a person occupying a particular role in the organisation generally feels that the role he/she occupies in central in the organisation, his/her role efficacy is likely to be high. Every one working in an organisation wants to feel that his/her role is important. If persons occupying the various roles feel that their roles are peripheral, i.e. they are not much important, their potential effectiveness will be low. This is true not only of persons at a higher level in the organisation, but about people even at the lowest level. In a large hospital, class IV employees like ward boys and attendants had very high motivation when they joined the hospital. And coming from nearby villages, they would bring their friends and relatives to proudly show the place. After few months, they neglected work, sat in groups gossiping and not caring about the cleanliness, etc. They were rated as very low in their effectiveness. An investigation of this problem showed that within a few months of their joining the hospital, their perception changed about the perceived importance of their role; they felt that their role was not important at all. In contrast with this, in another hospital, the gate-keeper was trained to screen the requests of visitors who wanted to have some exceptions to the rule of coming only during the visitors hours. He used his discretion in making or not making exceptions in such cases, and referred a case to the nurses or doctors only for clarification and guidance for himself. Interviews with class IV employees in this hospital showed that they perceived their roles as quite important. One obvious difference in low motivation of the former and higher motivation of the latter was their perceived importance of their roles.

6) **Influence:** A related concept is that of influence or power. The more influence a person is able to exercise in the role, the higher the role efficacy is likely to be. One factor which may make roles in the public sector or civil service more efficacious is the opportunity to influence a larger sector in the society. On the other hand, if a person feels that he has no power in the role he occupies in the organisation, he is likely to have low efficacy.

7) **Personal Growth:** One factor which contributes effectively to role efficacy is the perception that the role provides the individual an opportunity to grow and develop. There are several examples of people leaving one role and becoming very effective in another primarily because they feel that they have more opportunity to grow in the latter. One head of a training institute accepted the position by taking a big financial cut in his salary mainly because he felt that he had nothing more to learn in the previous position, and in the new position he had opportunities to grow further. Examples of executives of companies going for faculty roles in the institutes of management indicate the importance of the factor of self-development for role efficacy. If a person feels that he is stagnating in the role and does not get any opportunity to grow is likely to have low role efficacy. In many institutes of higher learning, the roles of the staff pose problems of low efficacy. The main factor contributing to this is the lack of opportunity for them to systematically grow in their roles. Institutes which are able to plan the growth of such people in the roles are able to have higher efficacy and a great deal of contribution from them.

## Dimension 3: Role Linking

8) Inter-role linkage of one's role with other roles in the organisation increases efficacy. If there is a joint effort in understanding problems, finding solutions, etc., the efficacy of the various roles involved is likely to be high. Of course, the presumption is that people know how to work effectively. Similarly, if a person is a member of a task group set up for a specific purpose, his efficacy, with other factors being common, is likely to be high. The feeling of isolation of a role (that a person works without any linkage with other roles) reduces role efficacy.

9) **Helping Relationship:** In addition to inter-role linkage, the opportunity for people to receive and give help also increases role efficacy. If persons

performing a particular role feel that they can get help from some source in the organisation whenever they have such a need, they are likely to have higher role efficacy. On the other hand, if there is a feeling that either no help is given when asked for, or that the respondents are hostile, role efficacy will be low. Helping relationship is of both kinds—feeling free to ask for help and expecting that help would be available when it is needed as well as willingness to give help and respond to the needs of others.

10) **Superordination:** A role may have linkages with systems, groups and entities beyond the organisation. When a person performing a particular role is likely to be of value to a larger group, his efficacy is likely to be high. The roles which give opportunities to role occupants to work for superordinate goals have highest role efficacy. Superordinate goals are goals of serving large groups, and those which can not be achieved without some collaborative efforts. One major motivation for people at the top to move to public sector undertaking is to have opportunity to work for larger goals which are likely to help larger sections of society. Many people have voluntarily accepted cuts in their salaries to move from the private sector to the public sector at the top level, mainly because the new role would give them an opportunity to serve a larger interest. Roles in which people feel that what they are doing is helpful to the organisation in which they work results in some role efficacy. But if a person feels that he does not get an opportunity to be of help to a larger group in his role, his role efficacy is likely to be low.

In summary, the following are the ten aspects of role efficacy under three dimensions.

**Dimension 1: Role Making** (Contrasted with role taking)
1) Self-role integration (vs. role distance): Integration between self-concept and role demands.
2) Proactivity (vs. reacting): Initiating action
3) Creativity (vs. routinity): Experimenting and trying new ideas/strategies.
4) Confrontation (vs. avoidance): Facing problem to attempt their solution.

**Dimension 2: Role Centering** (Contrasted with role entering).
5) Centrality (vs. peripherality): Feeling important or central in a system.
6) Influence (vs. powerlessness): Feeling that one occupying a role can make some impact in the system.
7) Growth (vs. stagnation): Feeling that one occupying a role grows and learns in the role.

**Dimension 3: Role Linking** (Contrasted with role shrinking)
8) Inter-role linkage (vs. isolation): Linkage of ones role with other roles.
9) Helping Relationship (vs. hostility): Giving and receiving help amongst roles.
10) Superordination (vs. deprivation): Linkage if one's role with larger entity/cause.

**Exercise 1**
Now using the following scoring key, score your responses on the questionnaire, and find out your total scores (adding scores on two items) for each aspect of role efficacy. See on which you are high or low. The range is from +4 to −2. A score of 1 or below will indicate low score, and that of 2 and above as high score.

**Scoring Key of Responses**

| Dimension | Item | a | b | c | Item | a | b | c |
|---|---|---|---|---|---|---|---|---|
| Centrality | 1 | +2 | +1 | −1 | 11 | +2 | +1 | −1 |
| Integration | 2 | +1 | −1 | +2 | 12 | −1 | +2 | +1 |
| Proactivity | 3 | −1 | +1 | +2 | 13 | −1 | +2 | +1 |
| Creativity | 4 | +1 | +2 | −1 | 14 | +1 | +2 | −1 |
| Inter-role | 5 | −1 | +2 | +1 | 15 | +2 | +1 | −1 |
| Linkage Helping Relationship | 6 | +1 | +2 | −1 | 16 | −1 | +2 | +1 |
| Superordination | 7 | −1 | +2 | +1 | 17 | +1 | +2 | −1 |
| Influence | 8 | +1 | −1 | +2 | 18 | +2 | +1 | −1 |
| Growth | 9 | +1 | −1 | +2 | 19 | +2 | +1 | −1 |
| Confrontation | 10 | −1 | +2 | +1 | 20 | −1 | −1 | +2 |

## Increasing Role Efficacy

One can plan to increase role efficacy of one's own role, as well as those of one's employees. Some practical suggestions, based on work in some organisations, are given for the supervisors to increase role efficacy of their employees.

### Self Role Integration

1) Work with the employees in redesigning their roles in which their strengths can be utilised.

2) Recommend replacement of a misfit in a job which can use his assets.

### Productivity

1) Minimise supervision of employees, and encourage them to ask for your help when they need such help.

2) Reward initiative of employees.

3) Listen to the employees, give respect to their views, and use these wherever possible.

4) Arrange for visits of the employees to other organisation.

### Creativity

1) Encourage your employees to give ideas to solve the problems.

2) Create a climate which encourage people to generate ideas without fear of being criticised.

3) Appreciate and use new ideas given by the employees.

4) Encourage and reward suggestions to solve problems.

### Confrontation

1) Take the employees into confidence while confronting a problem.

2) Support the action taken by the employee if it is within the rules and procedures.

3) Appoint a task group for a problem making a decision.

4) Use failure of an employee as an experience and help him to learn from it.

5) Encourage employees to bring problems.

6) Anticipate problems in collaboration with your employees.

7) Encourage subordinates to solve problems and report to you.

8) Follow the "buck stops here" dictum.

### Centrality

1) Communicate the importance of the roles to their incumbents (the critical contributions of the roles)

2) Communicate the importance of the role as perceived by others.

3) Give enough freedom to each employee to set his objectives and decide ways of achieving them.

4) Give increasingly difficult and challenging responsibilities.

### Influence

1) Delegate enough authority.

2) Give relevant details of decisions made.

3) Send good ideas of employees to higher management.

4) Give feedback to employees on their suggestions.

5) Be willing to accept mistake.

### Growth

1) Appreciate employee's work.

2) Do not snub the employees for their shortcomings but cooperate to improve them.

3) Delegate to them increasingly difficult and challenging tasks.

### Inter-role Linkage

1) Encourage employees to seek/render cooperation with departments.

2) Encourage employees to solve problems by working with their peer-level colleagues (and not refer the problems to you unless it needs your intervention).

### Helping

1) Encourage the employees to respond to requests by other departments.

2) Encourage them to seek help from peers from other departments.

3) Seek help of your employees in areas they can contribute.

4) Encourage your employees to come to you for help, and respond to them positively.

### Superordination

1) Help employees to understand and appreciate the contribution of their role to the society.

2) Help the employees link (and see the linkage) of objectives of their roles with organisational objectives.

3) Encourage them to include in their roles what may be useful for a larger section.

4) Ecourage team work.

5) Communicate accessibility to the employees.

# 6.3 APPROACH AND AVOIDANCE ASPECTS OF MANAGEMENT

Let us again take the examples of Joseph and Raju given in the opening para of this unit. The two basic questions are: Why does Joseph work harder than Raju? Why does Raju socialise more than Joseph? The answer to the first question is partly contained in the second question. Raju does not work as hard as Joseph perhaps because he has a higher psychological need (movitation) for socialisation. If the job can provide the opportunity to Raju to satisfy his need for socialisation, may be he would work harder (in fact, in the example cited, the second supervisor did report this about Raju). Joseph may work hard because he has high need for competition and meeting the challenge.

In order to understand behavioural orientation of employees, it may be useful to know which motive (need) dominates their behaviour.

Although a large number of needs (motivates) were suggested by some psychologists, three motives (needs) were popular in management literature: achievement, affiliation and power. The importance of achievement motive for entrepreneurship and marketing was amply demonstrated. Similarly, power motivation, among other things, has been found to be critical for effective managers and organisational leaders. While achievement and affiliation motives were shown to be "neat" variables, power motive was found to be a complex one; it contained both an urge to control others and urge to make impact. These were called personalized power and socialized power. There seems to be three different elements in the power motive: the need to control others (personalised power), the need to make an impact on others, and the need to use power for doing something for other persons and groups, like organisations (socialised power). It seems necessary to make clear distinction amongst these three. Management literature gives importance to the concept of "control", i.e. keeping track of developments according to a pre-agreed plan. This also seems to be one important need or motive. The so called socialised dimension of power (reflected in the use of power for the benefit of other persons and groups) seems to be a separate need motive, that is reflected in the concern to do something for others. This need has been seen as important for social development, and has been called extension motive.

One more motive or need, so far neglected, but quite relevant for organisational behaviour, is that of dependency. So far dependency was regarded as a negative force. However, recently interest has been aroused in the importance of dependency in the development of managers, and this need is reflected in the mentoring process, discussed in Unit 8 in this Block.

Thus we have six main needs or motives, relevant for understanding the dynamics of behaviour of persons working in organisations. These are briefly defined below:

1) Achievement motive is characterised by a concern for excellence, competition with standards of excellence set by others or by self, setting challenging goals for oneself, awareness of the hurdles in the way of achieving one's goal.

2) Affiliation or power motive is characterised by a concern for establishing and maintaining personal close relationships, value for friendship, a tendency to express emotions.

3) Influence motive is characterised by concern for making impact on others, a desire to make people do what one thinks is right, an urge to change matters and (develop) people.

4) Control motive is characterised by a concern for orderliness, a desire to keep informed, an urge to monitor and take corrective action when needed.

5) Extension motive is characterized by a concern for others interest in superordinate goal, being relevant and useful to larger groups including the society.

6) Dependency motive is characterised by a concern for self development with others' help, checking with significant others (more knowledgeable, higher status, experts, close associates) ideas, proposed action, etc.; for approval, expectations of such an "approval" relationship.

The above motives may be used in explaining the behaviour of an employee. However, one more aspect deserves attention. Each of these motives may have two dimensions: approach and avoidance. Approach aspects indicates that the person acts according to a need with "hope" of achieving something. The concept of avoidance is based on "fear", and therefore the motive is to avoid that fear. In achievement motive, "fear of failure" has been found as one of its important component distinct from "hope of success". A lot of research has been done on fear of failure, which (as an avoidance behaviour) has been found to be dysfunctional, although being a part of the achievement motive. For example, hope of success vs. fear of failure (approach vs. avoidance) was found to be the main intervening variable to explain who benefited from achievement motivation training programmes in terms of increase in the enterpreneurial activity. Persons high in achievement motivation, but with high component of fear of failure, failed to start new business, contrasted with those who had high component of hope of success. This concept (approach vs. avoidance) can be applied to other motives also.

Table 1 briefly suggests the approach and avoidance dimensions of each motive, based respectively on hope of or fear of something. The behaviour of an employee can thus be analysed not only in terms of the various motives, but also from the angle of positive aspect (approach) or negative aspect (avoidance), reflected by hope or fear. It is assumed that in organisations all the six motives have their legitimate place, and contribute to the effectiveness of an employee.

**Table 1**

**Approach and Avoidance Dimensions of Six Motives**

| Motives | Approach (Hope of) | Avoidance (Fear of) |
| --- | --- | --- |
| Achievement | Success | Failure |
| Affiliation | Inclusion | Exclusion |
| Extension | Relevance | Irrelevance |
| Influence | Impact | Impotence |
| Control | Order | Chaos |
| Dependency | Growth | Loneliness |

# 6.4 EFFECTIVE MANAGERIAL BEHAVIOUR

An employee's effectiveness from the point of view of motivation can be defined in two ways. We may see to what extent he has a particular motivation. As already mentioned all the six motives are relevant for an employee. If he is deficient in any one, his effectiveness may be less to that extent. Secondly, an employee's effectiveness will also depend on the extent of avoidance behaviour of a particular motivation. The motive, however strong it may be, made ineffective by high avoidance behaviour. His high score on the motive may indicate his potential for his effectiveness, but a larger share of avoidance items in the total score may reduce his actual effectiveness. Scores on an instrument (MAO-B) indicate this kind of effectiveness, MAO-B can be used for self analysis, individual counselling, training, and organisation development. The individuals can examine their scores and can prepare a plan to reduce the avoidance dimension of a motive (if they feel concerned) by examining the related items in the instrument, and taking steps to reduce that behaviour. It has been found useful in counselling. MAO(B) can be filled for the counselee, and then the former can help the later in planning improvement of behaviour.

In a training programme the participants can look at their profiles, can request feedback from other participants, and can discuss in triads ways of increasing effectiveness through reducing avoidance behaviour on the relevant motives.

This instrument has been used in several OD programmes. The typical use was to work on group profiles; to search organisational factors explaining the profiles; to develop strategies of organisational changes to change the profile; and to develop individual strategies to increase operating effectiveness for the various motives.

# 6.5 PROMOTING WORK MOTIVATION

There is no standard answer to the question as to how to increase work motivation of employees, especially how to motivate those who seem to lose interest and intitiative. Each situation in an organisation requires special treatment. However, our knowlege and understanding of motivation does provide some general guidelines for action programmes.

Motivation results from interaction of the individual with the organisation through his role. So all the three elements are important for planning the management of motivation—the organisation, the role (the job), and the individual.

HRD systems have great relevance to employee motivation. Based on research and experience, the following generalisations or propositions are made in relation to the six proposed HRD systems in this Block.

**Appraisal Systems ..**
1) Performance directly contributes to work satisfaction, and is direct result of effort, and not vice versa.

   In order to increase work motivation, stress should be given on increasing the effort of the employees for good performance. It is wrong to expect higher performance directly from general satisfaction. Unless rewards are related to efforts, the resulting satisfaction will not lead to high performance. Performance coaching can be of great help in this regard.

2) An individual's work motivation and capability to achieve increase with success experience with gradually challenging tasks.

   If an individual is helped to have success experience in achieving goals, which gradually become more challenging, his motivation and capability for higher achievement increases. It may useful to plan goals for an individual in a graduated series of challenges. Goal setting for different KPAs should keep this in mind.

**Career Systems**

3) Promotions based on merit and competence create a climate of high work motivation.

It is extremely important that the organisation pays attention to its promotion policies. If it is perceived that promotions are done on personal considerations and not on the basis of competence, potential for higher responsibility, and merit, the general climate in the organisation will reduce work motivation. In such a climate motivation to do good work is low, and people try to find the bases on which promotions are made, work towards those criteria (smart appearance, good personal relations, being good golf players, etc.).

4) Promotion motivates only when the new job to which a person is promoted provides higher challenge.

Some companies make a mistake in thinking that promotion per se may motivate people. If after promotion, the person continues to do what he was doing before, and does not have any new challenge, his motivation after some time will go down. In one public sector company several competent bright young people who had been given quick promotions felt highly satisfied for some time, but after the initial euphoria of getting promotion wore off, they felt dissatisfied because the new jobs were not more challenging than the previous ones New responsibilities and challenges should be built into the new jobs, if promotion is to be used as a motivator. Otherwise, people feel cheated that they have been given more salary and higher designation without the accompanying responsibility and challenge.

**Training Systems**

5) An individual's motivational pattern can be changed. Like the organisation, and individual also has motivational patterns. Some needs are stronger in him than others. Experiments and experience have shown that it is possible to raise the level of specific needs in the individuals. For example, if an individual has low achievement motivation, and if this concerns him, and he wants to raise his level of achievement, this can be done. It may be useful to provide opportunities to individuals to first get a picture of their motivational profile, and then, special programmes can be arranged to help them raise the level of a specific psychological need in which they may be interested. Some agencies are organising such motivation development laboratories.

**Work Systems**

6) Deficit needs (hygienes) if not attended to, are likely to affect work motivation.

Attention needs to be paid to hygiene factors like salary, security, company policy, working conditions and general atmosphere in the department/units. If these are unsatisfactory, the necessary work on raising the level of motivation cannot be done. These are like diseases. Nutrition is very important for good health of a person. However, unless the bacteria affecting his health are eliminated from the atmosphere, he is not likely to improve. These factors need to be analysed, and necessary improvements need to be made in them.

7) Work motivation is partly in proportion to the challenge the job provides to the individual.

Some of the factors Herzberg has suggested as motivators are very important for work motivation. Challenge in the job is one such factor. If a job does not provide enough challenge to the individual, his motivation will be low. If a feeling of lack of challenge seems to be prevailing, it may be useful to examine the job content, and do something to build more challenge in the job, may be by delegation of some important functions which the individual may perceive as valuable. Even a helper or a gardener feels motivated if he is given a specific responsibility, is given freedom to operate, and is held responsible for the results. Enough autonomy with adequate support and a demand for responsibility combine to increase motivation. Each job may be examined to see how such autonomy and responsibility can be increased.

8) Work motivation is directly related to perception of opportunities of development and growth in the job.

If people feel that what they do in the job helps them to learn new things, and contributes to their development, their motivation will be high. Each job should

be analysed from this point of view. When an individual reaches a stage where he may feel that he is only repeating himself, the possibilities of job rotation to help him learn a new job may be explored. Of course, this principle has some limitations, and every job cannot provide learning opportunity for every one for all times.

9) The perception that a person is contributing to a larger goal increases motivation.

The importance of his job may be communicated to the employee and he may be helped to see how his job is useful for the section/department, for the organisation, for a larger section of the community, the profession and the society or for the nation. An employee's perception of the context of his job in terms of its contribution to a larger goal contributes to his work motivation.

### Cultural Systems

10) A profile of the organisational climate can be prepared by indicating motivations that seem to dominate the climate, and therefore are being generated in the organisation.

It may be useful to have periodical diagnostic studies of the organisational climate. The profiles thus prepared can be used as an important intervention for several groups to discuss whether they are satisfied with that profile, and if not, what can be done to bring about change. This can be used as one of the initial interventions.

11) More open communication in an organisation tends to increase work motivation.

Open communication includes communication of policies from the top to the various levels concerned, and of difficulties and problems, and help required from below to the top. It also includes supportive feedback from the boss about performance. Such open communication is likely to increase general satisfaction of employees, contributing to their higher work motivation.

12) Norms of recognition of competence promotes a climate of work motivation.

In the organisation competence in the job and good work should be recognised. If people perceive such recognition, the level of motivation rises, various managers may like to examine whether contribution by the employees is recognised. Recognition should be genuine, and given only when an individual deserves it.

13) Generally, positive reinforcement builds approach dimensions of motivation, and negative reinforcement promotes avoidance aspect.

The role of reward and punishment is very crucial in work motivation. Reward could include recognition, appreciation, salary increase, non-financial rewards, promotion, etc. These are called positive reinforcers. Punishment in a wider sense includes criticism, admonishment etc. This is negative reinforcement. These reinforce the tendency to avoid some behaviours. Generally, positive reinforcement (rewards) helps in promoting approach dimension, and negative reinforcement (punishment), avoidance dimension. It is a better policy to use rewards than punishment. In employee feedback, for example, appreciation of good performance should precede criticism of poor performance. Those who get more positive reinforcement take more initiative and responsibility, and those who get more negative reinforcement tend to avoid opportunities with possibilities of failure and thus tend to avoid challenging tasks. Certainly competence should be rewarded, so that people may realise that competence does not go unnotice.

14) Generally, the behaviour that is rewarded is reinforced. An organisation should analyse what behaviour gets rewarded in the organisation. Not only is the formal reward system important but the informal system plays an equally significant role. For example, if in an organisation those who can get closer to the boss seem to get rewarded (salary increase or promotion), dependency motivation will be reinforced in the organisation—a tendency to expect solutions of problems from above (senior managers). It may be useful from time to time to get people's perceptions of such formal and informal reward system and take corrective measures.

**Self-renewal Systems**

15) Systems in an organisation reinforce some motivations more than others.

While designing the systems, or making changes in them, it may be discussed what motivations they will reinforce. This may help in designing systems for reinforcing relevant motivations for organisational effectiveness—achievement, power, extension. For example, the information control system which provides relevant information to the person who has to take decisions will reinforce control motivation. Or, the promotion system which objectively rewards high performance will reinforce achievement motivation. Similarly, a system requiring people from various departments or sections or levels to meet and discuss and come to a decision will reinforce extension motivation (collaboration).

16) Role efficacy contributes to work motivation.

Role efficacy (discussed above in 6.2) has several aspects e.g. the individual's feeling of his role being central in the organisation, self-role integration, possibilities for the individual to take initiative and be creative, linkage of the role with other rolers in the organisation, helping relationships in the organisation, opportunity to influence and to work on larger goals beneficial to others, opportunity of growth, etc. It may be useful to measure role efficacy of several roles in the organisation, and take steps to raise it.

**Activity A**
Identify the most characteristic and least characteristic motivation of your department's or unit's climate. What are the indicators?

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**Activity B**
Administer the role efficacy scale given in beginning of this unit to your subordinates. Identify the dimensions where they score low. Discuss with them the concept of role efficacy and the ways of improving it in your section or department.

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## 6.6 FURTHER READINGS

Two chapter on work motivation(chapters 9 and 10)in *Organisational Behaviour Processes* (Rawat, 1988) by Udai Pareek discuss theories of work motivations, findings of Indian studies, and some propositions to develop motivations, Approach and avoidance aspects of motivation, with an instrument, are discussed in Udai Pareek's "Motivational Analysis of Organisations—Behaviour (MAO-B)" (1986 Annual: *Developing Human Resources*, San Diego University Associates).

Details about development of achievement motivations, the first systematic programme anywhere in the world done in India, are described in *Motivation Economic Achievement* (Free Press 1969) by D.C. Maclelland, D.C. Winter. The book contains good material on motivation development. D.C. Maclelland and D.H. Burnhan have reported the importance of power motive, and have briefly narrated the approach to devleop power motive, in "Power is the great motivator" *Harvard Business Review, 1976, 54(2), 100-100.*

Detailed discussion of the concept, research findings and ways of developing role efficacy can be found in *Motivation Organisational Role* by Udai Pareek (Rawat: 1987).

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# UNIT 7 DEVELOPMENTAL SUPERVISION

## Objectives

After going through the unit you should be able to:

- appreciate the role of the supervisor in ensuring achievement of results and improving work life in their units
- appreciate supervision as a facilitating and developmental process, to help employees improve their performance, and to empower them for action
- understand the process of supervising teams
- understand how to help dissatisfied and frustrated employees.

## Structure

7.1 The Concept of Developmental Supervision
7.2 Supervisory Styles
7.3 Using Power and Empowering Employees
7.4 Supervisory Control
7.5 Building Effective Teams
7.6 Managing Dissatisfaction and Frustration
7.7 Further Readings

Exercise 1

Before starting on this unit complete the "Supervisory Styles Survey" (SSS) given below.

### Supervisory Styles Survey

The purpose of this questionnaire is to help you examine your supervisory styles.

Below are given 14 items. Each item contains three alternative statements of beliefs, orientation, and/or behaviour, rate the three alternatives (a,b,c) in each item, and distribute 6 points amongst them to indicate the extent to which they come close to your own belief, or correctly describe your orientation or behaviour. Give the maximum marks or points (say, 6, 5 or 4) to the item that best describes your beliefs or behaviour. Give the remaining points to the rest of the two items in such a way they again describe your belief or behaviour. Thus in any set you can give all the 6 points to one item if that is the best description of you and the other two (they get zero each) do not characterise you at all. Or you may give 5 points to the best describing item and 1 to another item which has some characteristic of you. Similar other combinations can be 4, 2, 0 or 4, 1, 1 or 3, 2, 1, or 2, 2, 2 etc.

Answer all the items. Your genuine and frank responses will help you to gain insight into your styles.

The instrument is meant for your personal use.

1) a) Subordinates should be treated very affectionately and they need continuous guidance and help so, on all occasions I instruct them.

   b) My employees tend to avoid work unless they are closely supervised. So, I prefer to keep a close watch on them to ensure their minimum output of work.

   c) My subordinates are capable of working on their own. So, I let them work on their own most of the time, providing support only in difficult situations or when requested.

2) a) I believe in giving freedom to my employees and communicating to them my faith in their competencies.

   b) A good leader keeps a close eye on the employees, who should know that they are being closely observed. Otherwise they tend to avoid work.

   c) A good leader should act with his staff as a father and should tell them what they should do and what they should not.

3) a) I show concern for the individual needs and personal goals of my subordinates by talking to them and giving them help whenever needed. At times, I do not mind postponing the organisational tasks for helping my subordinates.

   b) One need not be over concerned about organisational goals and employee needs. Every one should take care of himself. I prefer giving at least a part of my time for myself and for achieving my career goals.

   c) I am willing to sacrifice my personal goals for organisational goals and set an example for others.

4) a) I always think in terms of the long term interest and future of the organisation. I invest considerable amount of my time in developing employees for the future.

b) I prefer to think mostly in terms of immediate tasks and short term goals, even if few employees remain dissatisfied. In the present day environment there is very little time to think about future.

c) I think mostly in terms of my people and protecting them. A good leader should gain employee's loyalty by satisfying them, as it is the people that count in the long run.

5) a) I expect my employees to come to me whenever they are in difficulty. I normally help and solve problems of those who approach me.

b) I prefer my employees to work through their difficulties and learn to solve their own problems. However, I am ready to provide support when they need it.

c) Now-a-days people seem to run to their boss for every small problem. I get impatient most often with such employees.

6) a) I lose patience when my subordinates make mistakes. I get upset and irritated easily.

b) I tend to tolerate the mistakes of my subordinates. Quite often end up salvaging the situation and protecting them as far as possible.

c) I encourage my employees to use mistakes as learning opportunities. I discuss with them and educate them to increase their competence.

7) a) In a conflict situation I prefer to call the parties together and help them solve the problems so that they understand each other better, learn to resolve their conflicts by themselves.

b) I prefer to bring conflict to the notice of my seniors or take action to pull up the erring side.

c) In a conflict situation my employees normally look to me for my judgement on who is right and who is wrong. I do tell them what I think is the best.

8) a) I tend to make most decisions myself, and prefer to inform only those who need to know.

b) I prefer my employees to make most of the work-related decisions. I consult my employees on critical decisions and keep them informed to give them a sense of involvement and identification with the organisation.

c) I prefer to make most decisions myself, as I am not sure if my employees have the required competencies.

9) a) I prefer to assign tasks purely according to organisational norms even if some people are hurt.

b) I tend to assign tasks on the basis of my assessment of the employees' competencies. By and large they seem to like my judgement.

c) While assigning tasks I ensure that they match the competencies of the employees, at the same time providing them opportunities for development.

10) a) I believe in treating my subordinates with respect. I believe that I cannot be a powerful leader unless I make my subordinates powerful.

b) I am rather cautious in praising my employees. Praise gets into their heads. They tend to put up a show to impress you. It is difficult to trust them.

c) I prefer trustworthy employees, with personal loyalty to me.

11) a) I prefer to share new information only with a select few, especially with those to whom it is relevant.

b) I do not think there is any need to share any information about the external environment, technological developments etc. with my employees.

c) Whenever I come to know about any important developments in the country in technology or socio-political-economic changes, I share them with all of my employees. I do this as part of building their competencies for future.

12) a) I normally share whatever information I get about my organisation, its policies, plans etc. with my employees. This keeps them well prepared for the changes.

b) I share information about any changes in company policies, future plans, etc. only with a few, mainly dependable employees.

c) I prefer not to share any information I get about the company, its policies, future plans etc. If something is important for my employees to know they will know it through proper channel.

13) a) My leadership style inspires my employees. I create conditions so that they enjoy the work they do.

b) I do my job well, and I expect the same from my employees, I do not tolerate any deviation from the tasks assigned to my employees.

c) I give high weightage to people and their relationships. I would like my employees to do things that I like, and they do try to keep me satisfied.

14) a) I permit only some of my employees to take initiative and work on their own. There is no point giving freedom to everyone in the team; some are more capable than others.

b) I prefer my employees to conform to the rules and procedures and do what they are expected to do.

c) I encourage my employees to take initiative, without which they cannot develop.

# 7.1 THE CONCEPT OF DEVELOPMENTAL SUPERVISION

Supervision is the basic managerial function. It is the process of facilitating and monitoring individual and team efforts to achieve organisational goals, and facilitating the growth of the individuals and the team. This function has evolved over several periods of development of the service and practice of management.

The traditional concept of supervision was to ensure that the tasks were done, as planned by the supervisor, by the employees working under him/her. The concept of developmental supervision is radically different from the traditional one. The following four major differences define the concept of developmental supervision.

**Hierarchy and responsibility:** The traditonal concept and practice of supervision is based on the belief that the sense of responsibility increases with the increase in hierarchical level. Managers at a higher level have higher sense of responsibility, and by implication, at the lower level of employees (workers) the sense of responsibility is not much developed, consequently, the main role of the supervisor is to carefully plan, guide and monitor execution of the plan by his/her employees, supervision has to be close and detailed, and very little freedom needs to be given to the operating employees.

Developmental supervision does not believe in this. It is based on the belief that although the level of responsibility may, and does increase with the increase of managerial level (with the higher level competencies involved) the sense of responsibility is well spread out amongst all the levels of organisational hierarchy. In other words, workers are as much reliable and trustworthy as the managers. Consequently, the role of the supervisor is to develop this sense, and utilise it for action. If the sense of responsibility is less developed in a group of employees, it is the failure of the supervisor.

**Task and personal growth:** Traditional supervision makes a distinction between organisational tasks and development of employees and teams. The main focus of supervision is the achievement of the organisational tasks, employee development should be the focus of HRD (or training). Developmental supervision does not make this sharp distinction. Its focus is both task accomplishment and employee development, because they reinforce each other, and one cannot be done without paying attention to the other.

A developmental supervisor, in fact, integrates both. Accomplishment of organisational task is achieved by helping the concerned employees to develop needed task-related competencies, and capability to face problems effectively.

**Individual and team:** Traditional supervision is primarily concerned with individual employees. Since accountability is individual, the traditional supervisor's focus is the individual employee. Team is treated from the point of view of the individual. A traditional supervisor believes that if individual employees are being properly guided and monitored, the team (consisting of these employees) will also work effectively. Developmental supervision treats them as distinct units needing separate attention. Good individual performance may not ensure effective team work. A team has its own dynamics. A developmental supervisor pays attention to both in fact, more attention to the team. because he believes that an effective team can help its members raise their levels of contribution.

**Task accomplishment and boundary management:** The main difference between traditional and developmental supervision is with regard to the understanding of the main emphasis. While a traditional supervisor emphasizes planning of work (including assigning definite targets) to be accomplished by the employees, and giving needed instructions to them to achieve the fixed goals, a developmental supervisor sees his main task as boundary management, i.e. to facilitate the work of his employees, procure needed resources for working on the task, and removing difficulties which are likely to slow down the pace of progress on the tasks. A developmental supervisor believes that his employees are both motivated and

competent to do their share of work, and his own role is to facilitate their work. In some cases, even allocation of individual responsibilities, work planning (who can take leave when, and who will substitute the employees on leave etc.) is left to the team of employees; the supervisor reviews with them progress, and then plans what he himself can do to facilitate (and remove obstacles from) achievement of the planned tasks.

The responsibility of the developmental supervisor is even higher and more difficult than that of the traditional supervisor. No supervisor can delegate the main functions of overall planning, monitoring, reviewing progress with employees, employee development, employee counselling or coaching, team building, managing conflicts, managing frustration, ensuring productivity and quality, and paying individual attention to employees according to their needs.

## 7.2 SUPERVISORY STYLES

Although all supervisors are unique in some way, there are some common supervisory styles. A manager may use more than one of these styles depending on the situation. There has been search for common styles.

**Authoritarian and Democratic Styles**
The earliest suggestions was made by Lippit and White, regarding two types of leaders: authoritarian and democratic. The authoritarian leader determines all policies and strategies, decides on the composition and tasks of the work teams, is personal in giving praise and criticism, and maintains some personal distance from employees. In contrast, the democratic leader ensures that policies and strategies are determined by the group, gives technical advice whenever the group needs it, allows freedom to group members to choose their work teams, tries to be objective in providing rewards and punishments, and participates in discussions.

When these two styles of management were compared in experimental studies, it was found that authoritarians produced: (a) a greater quantity of work, (b) a greater amount of aggressiveness toward the leader, (c) less originality in work, (d) less work motivation, (e) more dependence, (f) less group feeling, and (g) more suppressed discontent.

**Task-oriented and Employee-oriented Styles**
Blake and Mouton developed the concept of task-oriented and people-oriented leadership. Differences between these supervisory styles are summarised below.

A task oriented supervisor emphasizes the task, often believes that ends are more important than means and thinks that employees need to be supervised closely in order to accomplish their tasks. This type of supervisor becomes upset when tasks are not accomplished. The concern for task is so high that the human aspect is likely to be neglected in dealings with subordinates. This type of supervisor is likely to have difficulty in human relations and may appear to be a "tough" person. A task-oriented supervisor may frequently question or remind subordinates about their task, warn them about deadlines, or show a great deal of concern about details.

Employees who work with an excessively task-oriented supervisor often develop negative attitudes about their work and their supervisor. They may develop shortcuts that, in the long run, affect the organisation's performance.

In contrast, the employee-oriented supervisor believes that a concern for subordinates' needs and welfare promotes both the quantity and quality of work. This concern may be reflected in attempts to keep subordinates in good humour and in frequent inquiries about their problems (even those unrelated to work). In the extreme, this type of supervision also leads to inefficiency. Subordinates may perceive this type of supervisor as too lenient and may take advantage of the supervisor's concern.

The task-oriented and employee-oriented styles may not be present in pure forms, and one manager may demonstrate combinations of the two styles. The effectiveness

of the styles also may depend on factors such as the nature of task or the nature of the subordinate.

### Benevolent, Critical, and Developmental Styles

Another way of looking at supervisory and leadership styles has been used in various countries with satisfactory results. In this concept, leadership or supervisory styles stem from three mutually exclusive orientations: benevolent, critical, and developmental.

**Benevolent Supervisor:** This type protects subordinates, continually tells them what they should and should not do, and comes to their rescue whenever needed. Such supervisors cater to subordinates' needs for security and generally are linked by their employees. They are effective as long as they are physically present. In their absence, workers may experience a lack of direction and motivation. Such supervisors tend to have dependent followers, and initiative-taking behaviour may not be reinforced.

**Critical Supervisor:** This type takes a critical approach to employees and does not tolerate mistakes, low-quality work, undisciplined behaviour, or individual peculiarities. Finding mistakes, criticizing subordinates, and making them feel incompetent are characteristic behaviours of critical supervisors. Subordinates may produce acceptable work out of fear, but they do not like this type of manager.

**Developmental Supervisors:** This type has confidence in the subordinates, helps them to set broad goals, and allows them to work on their own. Guidance is provided only when requested by subordinates. Competent workers who have this kind of supervision are likely to feel confident about their work. They are free to work both independently and interdependently with their colleagues.

### Institutional Supervisor

Closely related to the developmental supervisor is an institutional supervisor, because this type is involved in developing the department or unit. Such supervisors are also called institution builders, because they ensure the growth and development of their units and subordinates by incorporating processes that help people give their best and to grow with the organization. Maclelland and Burnham identify the following characteristics of institutional supervisors.

1) They are organisation-oriented and tend to join organization and feel responsible for building them.

2) They are disciplined to work and enjoy their work.

3) They are willing to sacrifice some of their own self-interests for the welfare of the organization.

4) They have a keen sense of justice.

5) They have a low need for affiliation, a high need to influence others for social or organizational goals, and a disciplined or controlled way of expressing their power needs.

Such supervisors often aim at a developmental style but are flexible in their use of styles. They are likely to create highly motivating work environments in their organizations.

### Exercise B

Transfer the various points from the SSQ you answered in the beginning of this unit, to the following table. Total each column which will give your scores on the three supervisory styles discussed above. The total of all the three totals should be 84, using this as the maximum score, convert each style score into a percentage, and write these figures in the last row of the table. The higher the score, stronger is that style. The highest of the three score will show your "dominant" style, and the next to the dominant style is your "back up" style.

| Items | Benevolent | Critical | Developmental |
|-------|------------|----------|---------------|
| 1 | a | b | c |
| 2 | c | b | a |

| | | | |
|---|---|---|---|
| 3 | a | c | b |
| 4 | c | b | a |
| 5 | a | c | b |
| 6 | b | a | c |
| 7 | c | b | a |
| 8 | a | c | b |
| 9 | b | a | c |
| 10 | c | b | a |
| 11 | a | b | c |
| 12 | b | c | a |
| 13 | c | b | a |
| 14 | a | c | b |
| Total | — | — | — |
| %Divide by 84 and multiply by 100 | — | — | — |

## Implications of Supervisory Styles

No single supervisory style is universally effective. The effectiveness of the style depends on the employees, the nature of the task, and various other factors. If a new employee does not know much about the work, a benevolent supervisor is helpful; a critical supervisor may be frightening; and a developmental supervisor may cause bewilderment. On the other hand, a capable employee may feel most comfortable with the developmental style of supervision and resent a benevolent supervisor who continually gives unwanted advice.

Employees with low self-discipline probably could be developed best by critical supervision, at least on an intermittent basis. Continual use of critical supervision, however, is unlikely to be effective. Flexibility and perceptiveness about when to use each style are useful attributes for leaders of supervisors.

# 7.3 USING POWER AND EMPOWERING EMPLOYEES

Supervisory effectiveness depends on how well they use power. It may be useful to examine some concepts of power relevant for supervisory effectiveness.

As already stated the main function of a supervisor is to influence the employees both to achieve the organisational goals and to help the employees develop and become effective. Different supervisors use influence in different ways. One way to understand the use of power by supervisors and managers is to analyse the bases of power which they employ. Managers can use one or more of the 8 bases of power suggested in Table 1.

**Table 1**
**Bases and Types of Power**

| | Bases of Power | Types of Power |
|---|---|---|
| 1 | Proximity to the source of power | Reflected power |
| 2 | Role of status | Authority |
| 3 | Punishment | Coercive power |
| 4 | Relationship | Emotional power |
| 5 | Reward | Reinforcing power |
| 6 | Ability to arouse emotions | Charismatic power |
| 7 | Expertise | Expert power |
| 8 | Competence | Referent power |

Reflected power is the power a person derives from the closeness to a powerful person. For example, the secretary of the chairman of a company has power by being close to the chairman. Similarly, many managers derive their power from their closeness to senior managers. Such power need not be only because of their status giving them special privileges, but also because of the opportunities they have of learning from the powerful persons as a result of their close association with them.

Authority is the power given in the status or role which a person occupies in a system. Every role has relevant authority with it. In some cases such authority is defined in clear terms as in an organisation, while in some other cases the authority may be given by the tradition, as in the case of the father's position in a family. When a person uses the power of his role or status he is employing authority power.

Coercive power is the power used because of the capability or tendency a supervisor has to punish his employees, the employees may obey or follow the instructions of a supervisor because he may be also to punish them. The concept of punishment also includes manipulation of information, and depriving people of some important desired materials. Some persons in the organisation even at a lower level use this type of power by withholding important information, or delaying certain matters, or manipulating information in the organisation. In other words, they are in a position to cause damage or inconvenience to people.

Emotional power is used by people over those who are very close to them and would carry out their wishes because of such close relationship. A mother may follow the dictates of her son because of such emotional power the son may have over the mother. An employee may do certain things because of personal considerations for the boss.

Reinforcing power is exercised when a person (e.g. supervisor) has the capability and tendency to reward others (e.g. the employees) for their work. Rewards may be either intrinsic rewards like recognition or extrinsic rewards like money.

Charismatic power is the influence a person has over others because of his ability to inspire them and move them emotionally. Charismatic power produces a temporary sense of power in other people. It has an emotional appeal, not on the basis of personal relationship but because of arousal, not on the basis of personal relationship but because of arousal of basic emotions and sentiments. An inspiring supervisor may get things done because of appeal to the emotions of people to contribute to the goals of the organisation.

Expert power grows out of the expertise of a person in his own field. For example, we accept and implement what the electrician tells us about electric fittings. He wields expert power and people generally do not question him. Employees may do what the supervisor tells them to do because they may perceive him as an expert and may therefore act according to his wishes. Expert influence in an organisation reflects the ability of an organisation to develop such expertise and specialised skills. Expert power can generate more maturity since all people may look to the expertise of other colleagues for guidance in the specific fields.

Referrent power is the influence a person has because of his high competence. His competence may not necessarily be out of his specific expertise, it may be a general sense of competence based on his effectiveness. Modelling behaviour of a supervisor, for example also has an impact on people because of the competence power of the supervisor who influences his employees behaving in a particular way through his own example. His employees want to be like the supervisor, and hence the term referrent power.

Three considerations are relevant in this regard. In the first place, supervisors need to be flexible in being able to use the various bases of power suggested above according to the needs of the situation. It may be useful to assess the situation and use the appropriate base of power.

Secondly, the eight bases may be regarded as a continuum, one end of the continuum being reflected power and the other end referrent power. This is also the continuum

of maturity; use of referent power showing higher maturity. Supervisors need to move towards the end represented by referent power. The more they use the more mature bases of power the more effective they are likely to be. For example, instead of using authority and coercive power, they may use expert and referent power. The eight bases of power can be classified into two main categories—coercive power (reflected power, authority, coercive power and emotional power) and persuasive power (reinforcing power, charismatic power, expert power and referent power). Effective supervisor have been found in research studies to use more persuasive power than coercive power. They reward desirable behaviour, are seen as experts in their own fields, inspire the employees, and set a model for example through their behaviour (and not sermons).

Thirdly, supervisors help their employees to be more flexible in the use of these bases of power, and mature in the use of power, moving towards referent power. They create conditions for others to become more powerful. Thus one of the supervisory functions is to empower the employees (help them to use power bases with maturity).

Enough research has been done on influencing styles. One approach classifies influence into two categories—direct influence and indirect influence. Direct influence is defined as the influence which limits the freedom of people being influenced, whereas indirect influence increases the freedom of people. Ordering employees to do something is classified as direct influence which limits the freedom of people being influenced, whereas indirect influence increases the freedom of people. Ordering employees to do something is classified as direct influence, whereas raising questions to them to help them to take decisions is regarded as indirect influence, because the former gives no freedom to the employees whereas the latter encourages them to give ideas and generate alternatives. Similarly, punishment is classified as direct influence behaviour and rewarding as indirect influence behaviour, because the former would discourage an employee to do certain things and thereby would limit his freedom, whereas the latter (rewards) encourages an employee to take initiative and take risks. Researches have shown that use of direct influence behaviour leads to low initiative, low creativity, dependency, low activity level, low interpersonal trust, and lower indices of effectiveness and mental health. On the other hand, indirect influence contributes to creativity and effectiveness of a person. Direct influence produces results when the task is simple and repetitive and no creativity or complex decision making are involved. Indirect influence is very effective in situations involving creativity and complexity.

Supervisors may examine what are their objectives in the use of power. If they want their employees to take initiative and responsibility, to be creative and innovative, their own style needs to be more of indirect influence style. In other words, they need to use their power to empower others, to increase their initiative and autonomy and to help their employees to take initiative and personal responsibility for results.

## 7.2 SUPERVISORY CONTROL

The purpose of supervisory control is to ensure that results are achieved according to the planned schedule (time, quantity, quality, use of input etc.). The word control may miscommunicate the purpose if it is understood and interpreted in the sense of directing and commanding the employees, in other words, supervisory control refers to the process and result of work (using coordinated machinism to check the process and outcome of work against pre-determined norms, and taking corrective action), and not to people (directing and commanding them). Supervisory control is exercised with people concerned, and not over them.

Supervisory control involves three processes: establishing norms or standards before any action is taken (including periodically planned performance indices), monitoring the level of periodical progress, and taking corrective action in case of deviation from the norms (usually shortfall).

**Establishing Norms:** Norms or standards of performance are established in advance, so that monitoring may be possible. One system used in establishing norms is the performance appraisal system. The supervisor helps each employee to identify

his/her key performance areas (KPAs), and then decide on specific objectives or targets for the coming period (usually one year).

The standards or norms are established by the supervisor by involving the concerned employees. Thus the norms are a joint decision, with the commitment of all concerned. Usually individual norms are established in the context of the group commitments. A good device to develop group commitment is Task Analysis, on which a separate unit has been included in this Block.

Performance can in most cases be quantified. The quantitative standards may refer to cost (rupee cost, cost per unit produce, cost per unit sold) revenue (rupee sales, per capita sales) material usage (amount of raw material per unit), resource usage (utilisation of human resource, power, technology), productivity (units produced per hour or week etc.).

**Monitoring Performance:** Monitoring of performance is a very important supervisory function. Monitoring is done through a system of periodically collecting critical information about quantitative and qualitative performance, and comparing that information with the pre-determined standards. Two important considerations must be borne in mind. First, monitoring is an enabling tool both for the supervisor and the concerned employees, and not a tool of checking on the employees. In the monitoring process, the employees should also participate. Monitoring, therefore, needs to be made participatory. For example, the concerned employees should sit with the supervisor, one day every week and review the progress (as against set standards). They should analyze why there has been shortfall etc. Secondly, only critical information should be collected for monitoring. Overload of information is as dysfunctional as underload. The supervisor and the employees should sit down and decide what minimum information should be collected, and why.

For monitoring, several systems are used. Management Information System is meant to provide systematic critical information for supervisory control. Financial information through Budget Formulation and Review system can be helpful in monitoring. Records maintained, or special reports can also be useful. No system can substitute personal observation through visits by the supervisor, and discussion with the concerned employees.

**Corrective Action:** Corrective action is taken on the basis of monitoring of performance. Corrective action should establish accountability. It consists of : identification of the extent of deviation (say, shortfall) from agreed standards, diagnosing causes of the deviation, planning action, reviewing, after action has been taken (all these to be done involving the concerned employees), and finally, accountability of the individuals or the team. While action on deviation from agreed standards should be participatory, accountability should not get watered down. Participatory and developmental supervision does not mean compromising on standards and/or quality, and tolerating inefficiency. The employees must know this. A developmental supervisor establishes a culture of participation and non-compromising concern for performance.

Two major concerns of a supervisor are inventory and quality. Effective inventory control contributes a great deal to profitability and high morale. Supervisors must get acquainted with inventory control systems.

Emphasis on quality is attracting attention every where. Quality improvement would require involvement of the employees, and joint action on maintaining and improving quality. First, the employees should have high concern for quality. Quality consciousness can be increased through Quality Circles, Zero-defect Approach etc. The following steps are involved:

1) Widespread concern for quality through top management talks, meetings, posters etc.

2) Formation of groups of employees to plan quality improvement, and set individual and team goals.

3) Recognition of quality work through special rewards, (to individuals and teams), ceremonies etc.

4) Diagnosis of problems and obstacles in raising quality standards.

5) Inviting suggestions from concerned employees.

6) Formation of special Task Forces to deal with specific problems, with time-bound goals.

7) Emphasizing accountability of Task Forces by reviewing their work by the top team, inviting the convenors, and recognizing their contribution.

## 7.5 BUILDING EFFECTIVE TEAMS

One major responsibility of a supervisor is to build effective teams of employees. Productivity, quality of products and services, dealing with crisis etc. require strong team work. This supervisory function is particularly important in Indian organisation where by tradition team work is poor. Strong and cohesive work teams can influence the individual employees also. So team work can also be economical means of developing individual employees. Supervisors can take several steps to develop effective work teams. Some of these are suggested below.

**Use of Teams:** If supervisors use teams in a number of situations the culture of team work may be strengthened. For example, whenever a special problem arises, · instead of solving the problem individually by himself, or by a competent employee, the supervisor may set up a special team to work out detailed actions plan. Such Task Forces (especially constituted teams to complete specific assignments) are very useful in dealing with special issues. Task Forces are given a task to be completed within a particular period. In constituting a Task Force, members are taken from the groups concerned with the problem. For example, if a supervisor in textile mill may discover some spots on the cloth, he may consult engineering department, maintenance department, and weaving department, and constitute 3 member Task Force of representatives of these departments to investigate the problem and suggest solution. The concept of a Task Force is that an important task requires urgent work, on a war footing, that the problem is multifacet and should be investigated from several angles, and that collaboration of the concerned people is necessary to own up the responsibility and find a solution. Task Forces contribute to collaborative culture in the organisation.

Improvement of quality of products and services is usually done through a team. Quality Circles are being used in many organisations on the Japanese model, Productivity Circles or Productivity Teams can also be set up, as discussed in the last section. The more such teams, are used with success, the more the employees learn how to work in teams.

**Rewarding Teams:** Importance of a phenomenon is usually reflected in and advanced by its recognition by the top management (including rewards). In Indian organizations, team work is seldom rewarded. In performance appraisal no recognition is given to teams or team work. Rewards are generally individual. Even most Indian firms reinforce the image of an individual hero facing and successfully overcoming extremely difficult situation. No wonder that team work is poor in Indian organization.

Recognition should be given to team work in performance appraisal. It is high time that we developed appraisal system not only for individual employees, but also for teams. However, in the performance appraisal of individual employees, two items should also be included; how much team spirit the employee showed (worked as a member of teams), and what efforts he made to develop teams of his own employees.

Productive teams should also be rewarded. Competition can be instituted for selecting the most productive team, or the best Task Force contributing to big savings, or autonomous work groups producing high quality products etc. Areas of competition and criteria for selecting the teams may be carefully planned. Some of the rewards may be both symbols of prestige, and of use to the group. For example, the best performing branch of a Bank can be given a covetable facility (water cooler, photo copier, telex, fax etc.).

**Team Building Exercises:** Team building may require special attention, most of Organisation Development (OD) programmes are concerned with team building. Team building is seen as the building block of an organisation. Special interventions are made to build strong teams. In the past, the first exercise in OD work used to be building teams, beginning from the top, through special programmes of sensitivity training or T-Groups. These programmes helped in developing strong teams. Later, other methods were used. For example, if teams are involved in diagnosing the problems of poor team work, they prepare possible action plans to deal with such problems, and implement the plans, stronger teams may emerge. The basic idea of team building is to confront the issues in the open, develop norms of frank feedback to each other, and to generate alternative solutions jointly. Generally, an expert consultant is invited to help in such exercises.

**Process help to teams:** Teams need to know if they are working effectively, and where they can improve. A supervisor can provide such help, or he may like to invite an external "process consultant". Usually a process consultant (or a supervisor) sits throughout the meeting of the team, and towards the end gives feedback on different aspects of team working: who monopolised most contributions; who were silent members, were "cliques" visible (consistent supporting behaviour amongst some sub-groups, or fight between two or building on each others ideas etc.). Such analysis of task and process functions helps the team to became aware of its problems, strengths etc. It also helps individual members to understand how they functioned as team members.

A supervisor may learn such process skills, and may provide such help to teams from time to time. Generally the last half an hour or so may be kept for process analysis. Each team can adopt the practice of keeping the last half-hour or one hour for processing, to examine how they functioned as team. Team members can be given special training in observing various processes.

## 7.6 MANAGING DISSATISFACTION AND FRUSTRATION

An employee has worked very hard, and expects to be rewarded for his work. He does not get any reward, not even appreciation. He feels frustrated. Another employee has been promised a very exciting assignment, but his work constitutes visits to a corporate customer who has promised him to buy his product. But the customer finally refuses to buy the product. The salesman is frustrated. We can cite examples after examples of frustration and disappointment. Every day we face situations which frustrate us.

**The Dynamics of Frustration**
What causes frustration? Let us take an example of Ali who felt frustrated because he worked hard and his boss had promised that he would be given the higher position, but he did not get the position when the announcements were made. How much frustrated did he feel?

Several factors contribute to frustration. All these are goal-related factors. These are shown in the following formula (borrowed from Pareek).

$F = E \times V \times O + I + P$, where
$F$ = Frustration
$E$ = Expectation to achieve the goal
$V$ = Valence (attractiveness of the goal)
$O$ = Opportunity to achieve the goal in the near future (low)
$I$ = Investment of effort and other inputs in the achievement of the goal
$P$ = Publicity of the expected achievement (knowledge of others)

As may be seen from the formula, three variables have a multiplicative function—they enhance frustration faster. If one of them is zero, the resulting frustration will be zero. In the example given above, if Ali had no expectation to get promoted (his goal) he would have no or very little frustration even if he did not get

promoted. Similarly, if the goal, (getting promoted) was not seen as attractive or valuable, there would be little frustration. The more attractive the goal the more the frustration caused by the obstacle in achieving the goal. In the same way, if Ali saw the possibility of getting promotion very soon (say, in the next batch), the frustration caused by not getting promoted would not be much. The more frequent opportunities one has for achieving the goal, the less is the frustration caused by deprivation of the goal at one time.

The other two elements (effort invested and publicity of expected reward) have additive function. They add to the frustration, but not in the same proportion. The more effort one has invested in the process of achieving a goal, the higher is the frustration on deprivation of the goal. For example, Ali's frustration would be high because he worked very hard for the promotion. Similarly, the more others know about the possible achievement of the goal by a person, the higher the frustration if he does not reach the goal. For example, if more people knew that Ali was likely to get promoted, he would feel more frustrated compared with a situation in which no one knew that he was likely to be rewarded.

### Circularity of Frustration
When a person is frustrated or disappointed he may react in a particular way, and start off a cycle. He may trigger a cycle of frustration, or a cycle of hope. The frustration cycle is as follows: adaptive deterioration-isolation-distorted perception-defensive behaviour. The hope cycle is the opposite of it: realistic analysis-exploration- insight-problem solving.

Disappointment may cause loss of flexibility and what may be called "adaptive deterioration". A person may be preoccupied with disappointment, leading to neglect of work and signs of general deterioration in the standard of performance. A disappointed employee may neglect his work, may cause delays, may make errors etc. The frustrated person may be annoyed with himself for such deterioration, but he may continue in such a state. Often others may not approve of such behaviour. The person then feels, and gets isolated, and tries to cope with the situation as well as he can. However, isolation often leads to fantasies, exaggerations, and distorted perception of the situation. A frustrated employee may see his boss in "collusion" with others in creating the disappointment. He/she is likely to see himself/herself in a victim image, misperceiving many normal happenings as a part of the frustration-producing events. In response to such distorted perception, the frustrated person is likely to show behaviour which will help the person escape or defend against anxiety, and maintain and even enhance self esteem by absolving the self of any responsibility in the deteriorating frustration cycle. These behaviours use what are called "defense mechanisms" (mechanisms to defend against anxiety) and the behaviour can be called defensive behaviour. It does not solve the problem, but helps to reduce anxiety. The frustrated person may deny that he is disappointed, or he may see a design of several people jealous of his ability or popularity, and so on. In the next section we shall discuss defense mechanisms in some detail. The defensive behaviour often justifies and reinforces adaptive deterioration, thus completing the frustration cycle.

The cycle of hope is the opposite of this. A disappointed individual, instead of being overwhelmed with disappointment, and losing interest in his work, analyses the situation with greater objectivity, understanding what has caused what, where things went wrong etc. This is likely to lead to exploration with others, collection of information, and discovery of facts. With more and comprehensive information, the person is likely to get a better insight into the whole situation, leading to action to deal with the situation. This is problem-solving behaviour. Problem-solving behaviour reinforces realistic analysis, completing the cycle of hope. Both the cycles of frustration and hope, like such cycles are self-perpetuating. As the cycle advances, it gets stronger, and is likely to repeat itself.

### Coping Behaviour
In our everyday life situation we face disappointment or frustration quite often. An employee does not get his breakfast in time to be able to catch a transport for work,

misses his bus, does not get the expected reward, finds his son/daughter scoring low in examination, finds his important papers missing, and so on. We can recount hundreds of such everyday frustrating experiences. The main critical aspect is how he deals with such situations. This we call coping behaviour.

A general manager, promoted from production position, faced with frustrating experience of fall in productivity, may behave in a variety of ways. He may be angry in general and with his staff (aggression); he may rush to solve the production problems, as he knows the job well (regression); he may explain away the problem to his seniors (flight) or he may sit with his people, analyse the data, and take decisions to improve the situation (exploration). These four modes of coping are not simple. They take several forms. We shall discuss these below.

### Managing Frustration

The supervisors are frequently required to deal with frustration of their employees. The following sequential steps are suggested for effective management of employee frustration.

1) **Listen to the feelings of the staff:** The first step is taken by the supervisor by understanding the feelings and point of view of the frustrated employee(s). This may be done by asking the employee(s) to state the problem, their feelings, and their perceptions. Instead of being defensive, if the employees express negative impressions, the manager may do well to patiently listen to them. One test of listening, and a desirable behaviour assuring the employees that the manager listened to them is to restate their points of view, feelings and perceptions at the end of the session before taking the next step.

2) **Share own feelings of disappointment:** If a supervisor is able to level with his employees, he may be able to reach them. In most situations producing frustration in employees, the manager is also experiencing disappointment. If an employee is not rewarded, the supervisors is also disappointed. It may help in building rapport with the employees if the manager shares his own disappointment with them. This should not be done as a gimmick, but if he has some feelings these need to be shared.

3) **Share feelings of guilt (if any):** Sometimes the supervisors may partly contribute to the disappointment of the employees. He may build high expectations, and the employees may feel frustrated because the expectations are not met. Or he may promise something to an employee who does not get it. In such situations, a manager's usual tendency is to explain it in terms of reasons. Before any explanation is given, the manager may share his feelings of guilt in arousing expectations, etc.

4) **Help the employees to own up their feelings:** The supervisors modelling behaviour in sharing his feelings and owning up feelings of guilt may help the employees own up their own feelings of disappointment, anger etc. This may help in taking next constructive steps.

5) **Help the employees to accept and confront reality:** The first step in constructive action is to acknowledge the reality and be ready to deal with it. Clearing the feelings may help the employee-supervisor team to move forward, and not get fixated at feelings. The new situation as it exists may be clearly stated, understood and accepted as a reality.

6) **Help the employees assess damage by frustration:** Frustration causes some damage in terms of physical effects (sleeplessness, tension, loss of appetite), social effects (effect on personal relationships, reduced social contacts, lack of enjoying life together), effects on work (neglect of work, errors, fall in quality, absenteeism) etc. It may be useful to help the employee reflect and assess the damage frustration, is doing to them. Even if the work in the organisation suffers the main damage is done to the frustrated employee. The employees need to understand and realise this.

7) **Develop alternatives to solve the problem:** The final step is to involve the frustrated employees in generating alternatives in dealing with the problem, and in taking constructive steps. While employees generate the alternatives, the supervisors may suggest some possibilities. Most often the employees, being close to frustrating situation, may not be able to think of some creative alternatives. The manager can raise such possibilities with them.

# 7.7 FURTHER READINGS

Supervisory Styles Survey (SSS) has been adapted from the "Supervisory Leadership and Beliefs Questionnaire" by T.V. Rao *(The 1986 Annual; Developing Human Resources,* Published by University Associates of USA). It describes the instrument and gives some research findings showing stability of the style over . time. A related concept of "Task Nurturant" style has been proposed by J.B. Sinha in *Nurturant Task Leader* (Concept, 1980) where he proposes, citing research findings from several organisations, that task nurturant leadership style is the most relevant one for Indian organisations.

Discussion of the different power bases, and use of an instrument to measure use of and need for coercive and persuasive power can be found in *"Bases of Power"* by Udai Pareek (Unpublished).

*Team Building Second Edition* by W.G. Dyer (Addison Wesley, 1987) describes a team building programme and its applications. Dharni Sinha describes team building experience in a mining organisation in chapter 12 of *T-Group, Team Building and Organisation Development* (ISABS, 1986).

More details about the dynamics of employee frustrations can be found in chapter 11 of *Organisational Behaviour Processes* by Udai Pareek (Rawat, 1988) from which the ideas have been borrowed for this unit.

# UNIT 8 COUNSELLING AND MENTORING

## Objectives

After going through the unit you should be able to:

- understand the concept and processes of counselling and mentoring
- differentiate between listening to and hearing the employees, and between helpful and unhelpful questions raised to them
- understand the role of the mentors, and how to develop them.

## Structure

8.1 The Concept, Objectives and Processes
8.2 Listening and Asking
8.3 Nurturing and Helping
8.4 The Process of Counselling
8.5 The Process of Mentoring
8.6 Further Readings

## 8.1 THE CONCEPT, OBJECTIVES AND PROCESSES

Young persons (workers and managers included) develop by being with persons whom they admire, and by building a trusting relationship with their supervisors who nurture, support and guide their subordinates. There is no substitute for such a dyadic relationship for employee development. It differs from training mainly in its intensity or relationship and its focus on establishing mutuality and confidentiality.

When a young person joins an organisation he/she needs some senior person (whom he/she admires for various qualities) in whom(s)/he can confide and get advice and support. The person need not be, and preferably should not be, his/her supervisor. Such relationship is called mentoring, and the senior person is called mentor. The word has its origin in Greek mythology. Odysseus, while going on a long 10-year voyage, left his house and his son Telemachus in the care of an old man named Mentor, who not only helped the boy to become a competent young man, but also on one occasion saved his life. This relationship became a model and came to be known as mentoring. The concept of mentoring relates to emotional support and guidance given by usually an older person to a younger one who is called a protege.

The young employee also need's to develop trusting and supportive relationship with his/her immediate supervisor, who can help the former to set challenging task goals, support him/her to achieve them, help him/her to analyse why he/she could not have higher performance, and plan to have higher achievement in future. This process is called counselling or coaching or performance review which can be defined as help provided by a Supervisor to the subordinates in analysing their performance and other behaviours on-the-job, in order to improve their performance. While mentoring is concerned about the general development and psychological well being of a person, performance review or counselling or coaching (we shall use the word counselling for this process) focuses on the analysis of performance on the job, and identification of training needs for further improvement.

### Objectives of Mentoring

The main purpose of mentoring is to provide opportunity to young people to share their concerns and get both moral support and guidance for their development. It involves the following:

1) Establishing a relationship of trust
2) Modelling behavioural norms for the young person
3) Listening to the personal and job concerns of the young person

4) Helping him to search alternative solutions for the problem

5) Sharing own relevant experiences

6) Responding to his emotional needs, without making him dependent on the mentor

7) Develop long-lasting personal and informal relationship.

**Objectives of Counselling**
The main purpose of counselling is to develop the employee. It involves the following:

1) Helping him to realise his potential as a manager.

2) Helping him to understand himself—his strengths and his weaknesses.

3) Providing him an opportunity to acquire more insight into his behaviour and analyse the dynamics of such behaviour.

4) Helping him to have better understanding of the environment.

5) Increasing his personal and inter-personal effectiveness through effective feedback.

6) Encouraging him to set goals for further improvement.

7) Encouraging him to generate alternatives for dealing with various problems and definite action plan.

8) Helping him to review in a non-threatening way his progress in achieving various objectives.

9) Providing him empathic atmosphere for his sharing and discussing his tensions, conflicts, concerns and problems.

Both counselling and mentoring involve help and support by a senior person (in competence, experience, expertise, and position) to a younger one. Three processes are involved both in counselling and mentoring: communication, empowering and helping.

Communication involves both receiving messages (listening), giving messages (responding), and giving feedback. The counsellor or the mentor does all these. The process of empowering involves enabling the other person to exercise more autonomy, providing positive reinforcement so that desirable behaviour is further strengthened, and creating conditions in which the person is able to learn from the behaviour of the mentorer. The counsellor through the process of identification. Helping behaviour is based on concern and empathy of the mentor or the counsellor for the employee. It is also based on mutuality of relationship; counsellee responds as much to the counsellor's need as the former does to the latter's. And finally, helping primarily involves identification of developmental needs of the counsellee so that he may be able to develop and increase his effectiveness.

# 8.2 LISTENING AND ASKING

In inter-personal communication messages are received from (listening) and sent to (responding or asking questions) the other persons. Effective listening, empathic response, and supportive questioning are important both in mentoring and in performance counselling. Most examples here will be given from performance counselling.

**Listening**
Listening is the first effective step in communication. Listening involves paying attention to the various messages being sent by the other person. The obvious message is the ideas being communicated (cognitive message). 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 counselling.

**Activity A: Listening to Feelings**
Given below are statements made by different people. Identify the feelings behind them and enter in the space provided. To aid you in this exercise, given below are a list of words describing feelings which you may choose from.

A feeling may occur more than once in the 25 statements. Mention only the numbers of feelings against each item.

1) Happy .............................................................................................................

2) Depressed .......................................................................................................

3) Miserable.........................................................................................................

4) Confused .........................................................................................................

5) Discouraged ....................................................................................................

6) Relieved ..........................................................................................................

7) Uneasy.............................................................................................................

8) Pressured........................................................................................................

9) Despair ...........................................................................................................

10) Anxious .........................................................................................................

11) Resentful.......................................................................................................

12) Guilty............................................................................................................

13) Hostile ..........................................................................................................

1) I work like a donkey here. Any tough job comes to me. When it comes to rewards and promotions those who butter the boss get it.

2) Every time my superior checks the work I have done, he finds something wrong in it. He himself does useless things. Next time he finds fault with me, I am going to give him back.

3) While I accept that I have not done as well as I could have, that low rating you gave bothers me. It may affect my promotion which is due next year.

4) I think I am the culprit, I made the mistake of transferring this young man to the other department and now he is leaving us to join the other company.

5) I have waited all these years having continuous hopes year after year. Now I think it is too late for me to aspire for any more when I did not get anything for the past year.

6) This fellow does not work at all and he is being pampered because he has political connections.

7) I do not understand what to do. I am driving myself to death now. I was told that if the quality does not improve they may have to abandon this product.

8) I should not have given him so much freedom. He leaked out everything from the confidential files.

9) What do I do? The situation has changed overnight, the market has changed completely. Now I do not think we can do anything except to suffer losses. We may as well stop aspiring.

10) What is the great thing he has done? He copied and presented the model as his invention. That is the way he fools people and bosses fail to recognise it.

**Activity B: Listening to Concerns**
In the following items identify the concerns by completing the statement following "because". Your response should reflect the personal concern, as far as you can ascertain it from the employee's statement provided.

1) I am really made. I have tried          You feel angry because .................
   to do my best in the past year.
   I have worked twice as hard as anyone else in   ...........................................................
   this office, but I never get a promotion.   ...........................................................

2) I do not know why I was trans-  
ferred to this department. I  
was not given any reason—they  
just sent me. And I do not like  
it.

You feel puzzled and you  
resent because  

...............................................  
...............................................  
...............................................

3) This is absolutely ridiculous.  
I have only been doing this job  
for a short while and my supervisor  
has decided to move me out because  
I am not producing as much as the  
others.

You feel angry because  

...............................................  
...............................................  
...............................................  
...............................................  
...............................................

4) My superior obviously does not  
like me. No matter what I do,  
it is not good enough. I want  
a change to a different department.

You feel trapped because  

...............................................  
...............................................  
...............................................

5) I do not understand my boss.  
One day he tells me what a great  
worker I am and the next day he  
says that I am good at nothing.

You are puzzled because  

...............................................  
...............................................  
...............................................

## 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. In a counselling situation questions play a very important role. Some questions can shut off the counsellee, or make him dependent on the counsellor. Another set of questions can build autonomy of the counsellee. Obviously the latter will be helpful, and not the former.

## Questions that do not help

The following types of questions are not only not helpful, they hinder the process of effective counselling.

## Critical Questions

Questions which are used to criticise, reprimand or doubt the counsellee create a gap between him and the counsellor. The way the question is asked (tone or sarcasm) may indicate that the question is a critical one. The choice of words may also indicate the critical nature of the questions. "Why did you fail to achieve your targets?" communicates criticism, whereas "why could you not attain your targets?" Would normally communicate invitation to examine hindering factors. "How did you again fall short of your target?" is a reprimanding question. "How can you achieve this target you failed last time" indicates doubt in the ability of the counsellee. All such critical questions either shut off the counsellee, or make him diffident.

## Testing Questions

Questions which are asked to find out whether a person is right or wrong or how much he knows are evaluating or testing questions. Such questions may tend to make the other person defensive. In a testing question the person who is asking the question takes a superior attitude, and the other person is put in a kind of witness box. Such questions may also take the form of cross-examination. A reporting officer who proposes to find out why his employee was not able to meet his target can easily slip into a cross-examination, testing or evaluating posture. Again the tone of the interviewer may determine whether the question is asked as a testing question. Such questions are sometimes similar to critical questions.

## Resenting Questions

A person may ask questions to indicate his resentment for the behaviour of the other person. When an employee in a counselling situation asks: "How should I attain a higher target?" may indicate his resentment depending on the tone in which such a question is asked.

## Leading Questions

Quite often unknowingly we ask questions which indicate what kind of answers we want and we may get such answers in return. Such a question may be asked after making a statement. For example, a reporting officer may say to his employee: You

could not attain the target because Maintenance Department did not cooperate. "Is that true?", or it may be put in the question form: "Were you not able to attain the target because the Maintenance Department did not cooperate?" Both are leading questions. A leading question almost seduces the other person to go along the line of thinking of one who puts the question. This tends to stop further exploration and is not helpful.

### Questions that are helpful

The following types of questions may be helpful in developing more healthy relationship and in increasing the effectiveness of the other person.

### Trusting Questions

Questions which are asked to indicate that the questioner is seeking help or suggestions may indicate the trust he has in the other person. The question "How do you think I can deal with the problem I am facing" is seeking help from the other person. Such questions may be asked both by the employee and the supervisor.

### Clarifying Questions

Questions may be asked to collect information, more facts and figures. Such questions are very helpful. If a counsellor asks his employee several questions to help him to get more information about various aspects he would help him in having relevant information to understand his problems. After listening to a person for sometime the counsellor may paraphrase the counsellee's statement (also called mirroring), then may ask a question to confirm whether his understanding is correct. For example, the question "You are worried about your lack of knowledge of the new system". Is that so?

### Empathic Questions

When questions are asked about the feelings of a person, his concern, his problems not so much for finding solutions as to indicate and express concern of the questioner, these may be classified as empathic questions. When a manager asks an employee: "How is your son feeling now?" he is not so much seeking information, as he is indicating his personal concern about the health of the employee's son and thereby he is showing his sympathy with the employee. Such questions help to generate more trust, and the necessary rapport with the employee. Empathic questions create a climate of mutual trust and human understanding.

### Open Questions

The most useful questions are those which stimulate reflection and thinking on the part of the counsellee. "Why do you think we have not achieved the targets this year while the other company has done so?" is an open question inviting the other person to explore the various possible dimensions, and to share these with the person who is asking such a question. Open questions encourage creativity, a tendency to explore several directions which might have been neglected so far. Such questions are very useful.

### Responding to Questions

Counsellors sometime use responses some of which are useful and some other dysfunctional. Some counsellors may be using more often certain types of responses than others. It is necessary to be aware of these. Responses that alienate the employee, criticise him or order him are more likely to be dysfunctional. Empathetic, supportive, and exploring responses are more functional. Various verbal behaviours in counselling situation that characterise these responses are shown in Exhibit 1.

**Exhibit 1**
**Counsellor Responses**

| Unhelpful | Effective and helpful |
| --- | --- |
| Alienating | Empathic |
| Continuous stress on conformity | Levelling |
| Not encouraging creative acts | Rapport building |
| Passive listening | Identifying feelings |
| Lack of verbal response | |

| | |
|---|---|
| **Critical**<br>Criticising<br>Repeated mention of weakness<br>Belittling<br>Reprimanding | **Supportive**<br>Recognising<br>Communicating availability<br>Trusting |
| | **Exploring**<br>Questions |
| **Directive**<br>Prescribing<br>Ordering | Reflecting<br>Sharing<br>Probing |
| **Threatening**<br>Giving no options | **Closing**<br>Summarising |
| **Pointing out only one**<br>**acceptable way**<br>Quoting rules and regulations | Concluding<br>Contracting for follow up and help. |

## 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. The process of interpersonal feedback and conditions which make it effective have been discussed in details elsewhere (Pareek, 1976). The following hints are reproduced from that source.

Feedback will be effective if the person who gives the feedback (counsellor) makes sure that it:

1) is descriptive and not evaluative,

2) is focused on the behaviour of the person and not on the person himself,

3) is data based and specific and not impressionistic,

4) reinforces positive new behaviour,

5) is suggestive and not prescriptive,

6) is continuous,

7) is mostly personal, giving data from one's own experience,

8) is need-based and solicited,

9) is intended to help,

10) is focused on modifiable behaviour,

11) satisfies needs of both the feedback giver and one who receives feedback,

12) is checked and verified,

13) is well timed, and

14) contributes to mutuality and building up relationship.

From the point of view of 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. The following defensive behaviour might not help in using feedback properly, and the behaviour which are opposite of these may be helpful.

1) Denying feedback as opposed to owning up responsibility for behaviour.

2) Rationalisation (explaining away feedback by giving reasons) as opposed to self analysis to find why such behaviour was shown.

3) Projection (contributing negative feelings to the other person) as opposed to empathy (trying to understand the point of view of the other person).

4) Displacement (expressing negative feelings to one who may not fight back) as opposed to exploration (taking help of the other person in knowing more about the feedback which has been given).

5) Quick acceptance without exploration as opposed to collecting more information and data to understand the behaviour.

6) Aggression towards the person giving feedback as opposed to concern for improvement.

7) Humour and wit as opposed to concern for improvement.

8) Counterdependence (rejecting the authority) as opposed to listening carefully to the person giving feedback.

9) Cynicism (generally strong scepticism that things cannot improve) as opposed to positive critical attitude to accept some feedback and to question some other.

10) Generalisation (explaining things in a general way) as opposed to experimenting.

**Empowering**

In performance counselling and mentoring one objective is to increase the employee's potential to make impact through effectiveness. One important mechanism in the empowering process, especially in mentoring relationship, is modelling. When the mentor, or the supervisor, is seen as a model, the employee develops identification with the mentor or the supervisor, feels powerful.

Levinson has stressed the importance of the process of identification of the employee with his manager. One major influence which empowers an employee is the opportunity for him to identify with individuals having more experience, skill and influence. This according to McClelland is the first stage in the development of psychosocial maturity or power motivation. This legitimate need should be fulfilled. Levinson states several barriers which may come in the way of such legitimate process of identification: lack of time, intolerance for mistakes, complete rejection of dependency needs, repression of rivalry, and unexamined relationship. Levinson suggests that 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.

The way the supervisor exercises his/her influence over the employee may either empower the employee or reduce his capacity to make impact. Distinction has been made between two modes of influence, one called direct mode of influence (which restricts the freedom of the other person), and the other indirect mode of influence (which increases the freedom of the person). Flanders has developed some categories to indicate the two modes. He classifies criticism and punishment in the second category of influence. The reason is obvious, when a person is criticised or punished, some actions for which he is criticised or punished are inhibited and the person avoids doing those in future. This restricts his freedom. On the other hand, if a person is praised or reorganised, he feels encouraged to take more initiative in exploring new directions. This results in an increase in the field of his autonomy. Training strategies can be remodelled to empower the participants. In counselling much more use is made of indirect mode of influence, by recognising feelings, expressing feelings, acknowledging and praising good ideas given by the counsellee, and raising questions which promote thinking and exploration.

## 8.3 NURTURING AND HELPING

Counselling is essentially helping. Helping involves several processes.

Without manager's concern for his employee, effective helping cannot be provided in the counselling sessions. Such concern is shown when the counsellor is able to feel for his subordinate and is able to empathise with him. These would be reflected in the kinds of questions asked and the tone in which conversation takes place. Managers may constantly ask themselves how much concern and genuine empathy they have for the employees whom they are counselling. Without such genuine concern, counselling may only degenerate into a ritual and cannot achieve its goals.

Counselling 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 feel free to ask for and provide help to each other—counselling cannot be effective. Mutuality is based on trust and genuine perception that each person has enough to contribute. Although the counsellor is in superior position, he continues to learn and to receive help from the counsellee.

Mutuality can be developed by employing some approaches. Morrisey (1972) has suggested a few techniques like a you-we technique, second hand compliment, advice request and summary. In the you-we technique, one uses you to compliment and we to criticise ("you are doing a great job, we have a problem"). The second hand compliment is communicating to the subordinate a compliment for him received from a third party. (Mr. Raman says that you have done an excellent job for him). The advice-request is asking the employee for suggestions and advice. Summarising at the end helps clarifying the decisions taken and fixing the responsibilities and integrating the whole discussion.

# 8.4 THE PROCESS OF COUNSELLING

Counselling is helping the employee to grow and develop in the organisation. Every manager is counselling his employee knowingly or unknowingly in his day-to-day work life. An effective counsellor manager is one who helps his employees to become more aware of their strengths and weaknesses and helps them grow to improve further on the strong points and overcome 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.

Counselling requires certain interpersonal skills which can be acquired easily if a manager is genuinely interested in developing his subordinates. Counselling skills are important for a manager particularly at the time of performance review.

Good managers counsel their employees regularly in their jobs whenever a necessity arises. Annual performance reviews provide formal opportunities for formal counselling. Such a formal counselling process passes through certain stages which are important for the managers to note. The counselling process has the following three phases: rapport building, exploration, and action planning.

In the rapport building phase a good counsellor attempts to establish a climate of acceptance, warmth, support, openness and mutuality. He does this by empathing with employees and his orientations, by listening to his problems and feelings, by communicating his understanding to the employees, by expressing empathy and genuineness of interest in him.

In the exploration phase the counsellor attempts to help the employee to understand hemself and his problem better. He may do this by raising questions to help the employee explore his problems, and helping him to diagnose the problem properly.

In the action planning phase, the counsellor and the employee jointly work out or plan specific action steps for the development of the employee. The manager makes commitment to provide specific support he could offer to contribute to employee development.

Exhibit 2 gives the three phases (and the sub-phases) of the counselling process. Against each sub-phase are mentioned counsellor behaviour which are helpful in the counselling process and those which are likely to hinder the process.

**Rapport Building**
Rapport building is essential for any effective counselling outcome. Rapport building phase involves generating confidence in the employee to open up and frankly share his perceptions, problems, concerns, feelings etc. the counsellor manager should level himself with his employee and tune himself to his orientations. This can be don adopting the employee's frame of reference.

## Attending

Opening phase of counselling is very important in rapport building. General opening rituals may communicate messages of attending to the counsellee and give importance to the counselling transaction. Inviting rituals like offer the chair, closing the door to indicate privacy, asking the secretary not to disturb or not to pass on the telephonic calls during the conversation may indicate that the counsellor is attending to the counsellee. However, all such rituals should come out of the genuine concern and attempt for full attention to the employee during the counselling session.

## Listening

It has already been discussed that listening is important for effective counselling. As already stated it is important to listen to what the employee says, as well as to his feeling, and concerns. Physical posture (e.g. leaning forward) and keeping eye contact with the employee are indicators of listening.

## Acceptance

Establishing a climate of acceptance is a necessary part of establishing rapport. The employee must feel that he is wanted and his counsellor is interested in understanding him as a person rather than as a role or a position in an organisation. The counsellor communicates this to the employee by listening to all the problems of the employee and communicating back to the employee that he is listening. The counsellor can communicate back to the employee by paraphrasing, mirroring or reflecting what the employee says. For example, when an employee says, "I am really mad, I have worked twice as hard as anyone else in the office. But I never get promotion," he is expressing his anger. The counsellor may reflect back and say, "You feel that your superiors have not shown proper recognition for your hard work". Such a reflection or mirroring would help the employee feel that he is being understood and that his counsellor is interested in him. This builds in a climate of acceptance and facilitates the process.

## Exploration

Besides accepting the employee, listening to him, and establishing a climate of openness the counsellor should attempt to understand as well help the employee understand his own situation, strengths, weakness, problems and needs. Nobody would like to be directly told his weaknesses. Counselling skill lies in making the employee discover his own weaknesses, and identify his problem. At the most the counsellor may use open and exploring questions.

### Exhibit 2
### Sequential Process of Performance Counselling

| Phase | Helpful Behaviour | Hindering Behaviour |
|---|---|---|
| **Rapport Building** Attending | Rituals | |
| | Conversation on personal matters | Discussion of behaviour from the start |
| | Smile | |
| Listening (to) | Physical attention (Posture) | Distraction |
| feelings | Eye contact | (attention to |
| concerns | Response (verbal & non-verbal) | other things, |
| Problems | Keeping out telephones, noise, disturbances etc. | telephones) |
| Acceptance (empathy) | Communication of feelings and concerns | Lack of response Passive listening for a long period |
| | Paraphrasing feelings sharing own experience | |
| **Exploration** Exploring | Mirroring or paraphrasing Open questions | Criticising Avoiding or hedging |

| | Encouragement to explore | |
|---|---|---|
| Problems identification | Questions to explore possible problems<br>Encouragement to generate information<br>Identification of a probable problem | Suggestion of a problem |
| Diagnosis | Exploratory questions<br>Generating several possible causes | Suggesting the cause |
| **Action Planning**<br>Searching | Questions on possible solutions<br>Generating alternative solutions | Advising |
| Decision-making | Questions on feasibility, priority, pros and cons<br>Discussion of one solution<br>Discussion of an action plan<br>Contingency plan | Directing |
| Supporting | Identification of needed help<br>Monitoring<br>Contract on help | Promise of general help |

## Exploring

Exploring helps an employee to search various dimensions of the problem, or discover unidentified problem and bring to surface unnoticed issues. Exploring can be done by using questions and suggesting to the employee to talk more on a problem he mentions. A variety of question may be used as already discussed.

## Problem Identification

After general exploring questions may be asked to help the employee focus on the problem. It is necessary for the counsellor to use questions both to generate information on some concerns and problems, and to narrow down focus to identify a more probable problem. For example, if an employee feels that his problem is that others do not cooperate with him, the counsellor may ask questions to narrow down the problem to the employee's relationship, with a few colleagues; and then questions may be asked to help the employee see what he does that prevents possible cooperation. Eventually the problem may turn out as to how the employee may deal with competitive relationship, and yet collaborate. Identification of a problem is the necessary step in planning for improvement.

## Diagnosis

Diagnosis of the problem is the next step in exploration. Explorations should lead to the diagnosis. Without diagnosis there is little scope for solving any problem. Open questions like "Why do you think people are put off when you talk with them?", "Can you recall occasions when you got full cooperation?", "What do you attribute it to?", "What personal limitations mainly bother you?" may help the employee more towards a better diagnosis. The main attempt should be to generate several alternative causes of a problem.

## Action Planning

Managers are expected to guide their employees and contribute to their development. Counselling interviews should end with specific plans of action for the development of the employee. Identifying a training need, job rotation, sponsoring for further training, increased responsibility, role clarity etc. are some of the likely outcomes in such action plans. Three sub-phases can be identified in action planning.

## Searching

The main contribution of the counsellor to action planning is the help he provides to the employee in thinking of alternative ways of dealing with a problem. In addition to encouraging the employee in brain storming such alternatives, the counsellor at a later stage can also add to this list of alternatives for further exploration. This should, however, be done only after sometime. The employee should primarily take the responsibility of generating alternatives.

**Decision-making**

After the alternatives have been generated, the counsellor may help the employee assess advantages and disadvantages of each alternative, raise questions on the feasibility of the various alternatives and help finalise a plan to be implemented. This may, however, be regarded as a contingency plan, to be altered in the light of further experience.

**Supporting**

The final and the crucial stage of counselling is to communicate support and plan for such support in implementing the agreed action plan. Psychological contract of providing help in further increasing autonomy of the employee, and not his dependence on the counsellor. Design and monitoring the action plan, and needed follow up may also be prepared. This then closes the counselling interaction.

## 8.5 THE PROCESS OF MENTORING

Levinson et al. (1978) have contributed the most to the understanding of the mentoring process. Levinson's concept of a mentor includes being a teacher, sponsor, counsellor, developer of skills and intellect, host, guide, exemplar, and most importantly supporter and facilitator in the realization of the vision the young person has about the kind of life he wants as an adult. Mentoring integrates characteristics of the parent-child relationship and peer support without being either. According to Levinson not having a mentor in formative years of a young person could be a great handicap to one's psychological and career development.

Although young person during their professional journey, unknowingly research and discover appropriate mentors, organisations are increasingly paying attention to this phenomenon. Generally, more promising young managers are given mentoring experience. A young manager assigned to a mentor, who is senior in position and age sometimes several levels senior to the protege; not necessarily from the protege's department. Mentors are selected on the basis of their interest, availability, and "mentoring competence" (image of competence, empathy, and ability to provide emotional support). One mentor may have not more than five protege. Tata Iron successfully used this arrangement.

There are two main phases in mentoring process, dependence and inter-dependence, although counter-dependence may in some cases be an intermediary phase between the two. During dependence phase admiration for the mentor is followed by identification with him, followed by approval (getting guidance and checking alternative action ideas). The inter-dependence phase is characterised by trust-building and mutuality when the mentor and the protege may begin to collaborate and provide emotional support to each other. If the mentor is experienced as overwhelming and overpowering, counter-dependence may develop before inter-dependence. The protege may reject the mentor and may develop his own independence. Search of one's own identity may later flead to appreciation of the mentor's role and relationship, leading to inter-dependence. Several well-known persons in the west having famous mentors passed through the counter-dependence phase, and some could not make much progress to inter-dependence.

Mentoring process is quite similar to the counselling process. The dynamics of the phases discussed with counselling are also applicable to mentoring. The ultimate goal of both counselling and mentoring is to help an employee attain psychological maturity and effectiveness.

## 8.6 FURTHER READINGS

D. Levinson et al. have provided the most extensive material on mentoring in *The Seasons of a Man's Life* (Knopf, 1978). Levinson's concept of mentor is a combination of teacher model counsellor, supporter, guide, sponsor and host; the

relationship is intense, lasting for 2 to 10 years. According to him the most successful men had mentors as young adults. The importance of mentoring has been supported by G. Valliant in a longitudinal study of 95 Harvard graduates in *Adaptation to Life* (Little, Brown, 1977). G. Roche surveyed 4000 executives and reported in an article "Much add about mentors" (HBR, 1979, Volume 20) that two thirds had relationship with a mentor, and one-third with two or more. He further reported that those who had mentors earned more money at a younger age, followed a career path, were happier with their career and sponsored more proteges.

There is a large literature on counselling. A comprehensive book on performance counselling is by G.L. Morrisey, *Appraisal and Development through Objectives and Results* (Addison-Wesley, 1972), in which simple suggestions are given for effective counselling. L Sperry and L.R. Hess in *Contact Counselling* (Addison-Wesley, 1974) have advocated contact counselling, based on transitional analysis approach. The main techniques employed in contact counselling are keying (reading people), responding and guiding. A comprehensive model of performance appraisal has been suggested by U. Pareek and T.V. Rao, included in their *Designing and Managing Human Resource System* (Oxford and IBH, 1982) and to be published by the University Associates *1990 Annual*. This model has been used in this unit. Training material (Self tests, role plays and analysis of counselling scripts etc.) on this model are contained in T.V. Rao and U. Pareek's *Performance Appraisal and Review : Operating Manual and Trainers Manual* (Learning Systems, 1978).

## Activity-Answers

The correct responses for these activities are as follows. Please check your responses on these tests with the following.

### Activity A

| | |
|---|---|
| 1) Resentment | 6) Resentment |
| 2) Hostility | 7) Anxiety |
| 3) Anxiety | 8) Guilt |
| 4) Guilt | 9) Despair |
| 5) Despair | 10) Hostility |

### Activity B

1) You feel angry because your hard work is not being recognized.

2) You feel puzzled and you resent because you were transferred without being given any explanation.

3) You feel angry because you were not given an adequate chance to prove your worth.

4) You feel trapped because you don't feel capable of pleasing him.

5) You are puzzled because your boss is not consistent in what he says about you.

# NOTES

Uttar Pradesh
Rajarshi Tandon Open University

# Human Resource Development

Block

# 3

## COMPARATIVE HRD EXPERIENCES

# Human Resource Development

Block

# 3

## COMPARATIVE HRD EXPERIENCES

# BLOCK 3 COMPARATIVE HRD EXPERIENCES

This block comprises five units. The first unit (Unit 9) gives an overview of the status and the context of HRD systems in government and public systems, suggesting HRD interventions required for improving work culture and efficiency. Unit 10 presents the application of HRD concepts to social and family welfare programmes. Unit 11 deals with the HRD processes and interventions in four strategic sectors viz., defence, police, panchayati raj institutions and voluntary organisations, responsible for strategic functions. Unit 12 examines the relevance and application of HRD in the service sector. This unit deals with LIC, public sector banks, health and family welfare and education sector. The last unit discusses HRD policies and practices in different parts of the world, highlighting the major commonalities and differences.
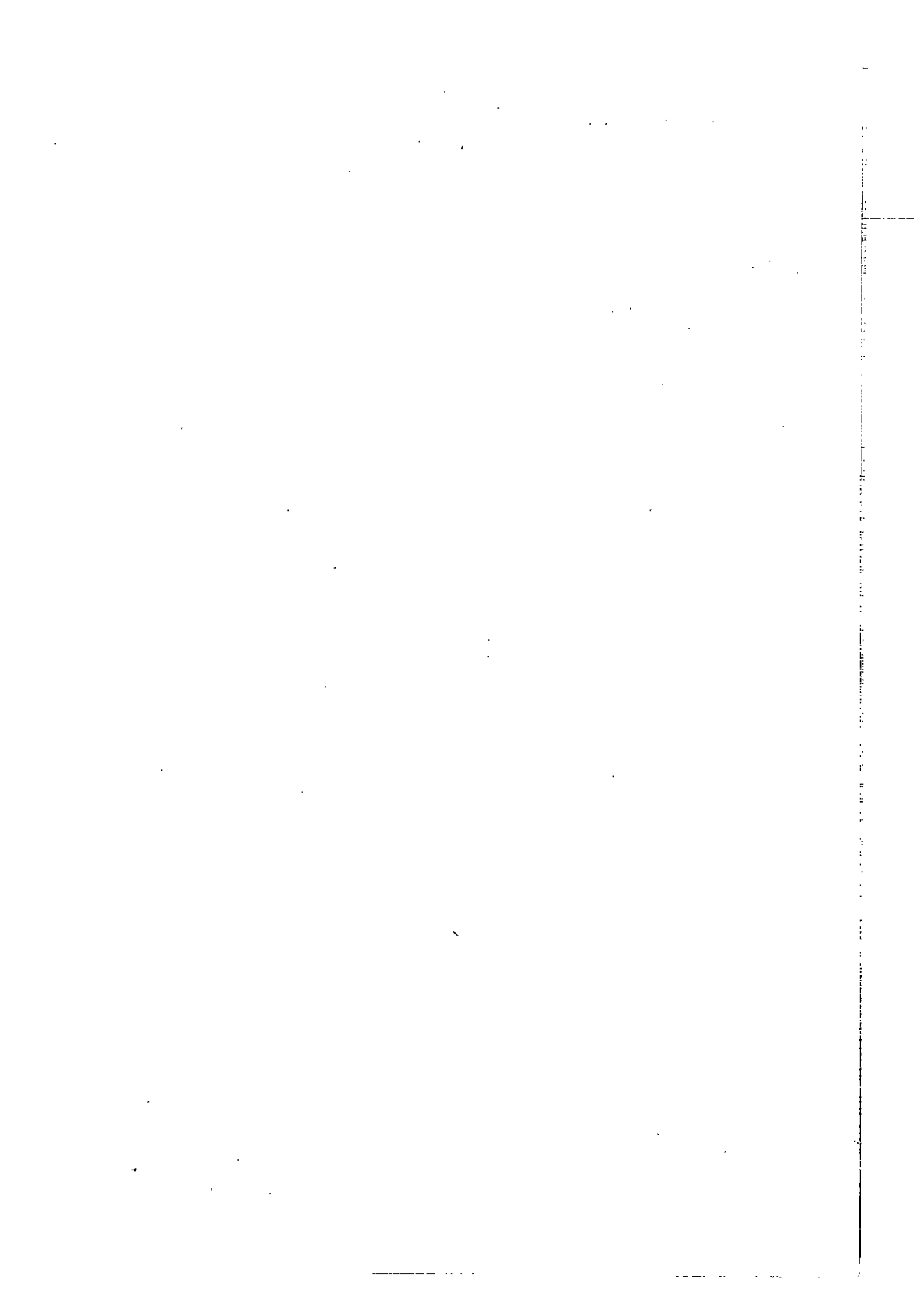
# UNIT 9 HRD OVERVIEW IN GOVERNMENT AND PUBLIC SYSTEMS

## Objectives

After going through this unit, you must be able to understand:

- the place of HRD in government and public systems
- the specific context in which HRD operates in the government sector
- the nature of existing and desired HRD interventions in government.

## Structure

9.1 Role of HRD in Government
9.2 Contextual Factors
9.3 Basic Objectives of HRD in Government Systems
9.4 Role Set of Government Administration System
9.5 HRD Developments in Government Systems
9.6 Current Systems of HRD in Government
9.7 A New Approach to an Integrated HRD System in Government Administration
9.8 Summary
9.9 References

## 9.1 ROLE OF HRD IN GOVERNMENT

The government has a critical role to play in the development of the country. It acts as a planner, regulator, catalyst, controller and investor. Its policies and practices directly determine the nature and direction of HRD activities in institutions and organisations under the direct control of government such as the administrative machinery and public sector organisations. Indirectly, the government's policies and practices set the tone and create an environment which may discourage or encourage the HRD activities of other organisations in the non-governmental sectors as well. Thus, HRD in government has a strategic role. That is, its own policies and practices have a ripple effect with wide ranging impact on other sectors of society. This is especially so in a partially controlled economy like India's where the government regulates the activities of even private sector organisations.

Broadly, HRD in government can be given two interpretations. The first can be that it refers to the HRD activities in the various ministries, departments and government agencies. The second interpretation is that it refers to role of government at the macro environmental level, policies and conditions which affect HRD in various other organisations. [1] For instance, the policies and directives of the government with respect to the employment and employment conditions of special sections of society, such as the backward classes, significantly impact HRD policies and practices at the micro organisational level. This chapter will examine government's role in HRD mainly from the former angle.

## 9.2 CONTEXTUAL FACTORS

The environmental and situational conditions under which the government operates have an important bearing on its HRD practices. By and large, the government is seen to be conservative and slow in managing and implementing HRD and its HRD activities are often constrained by red-tapism and bureaucratic delays. The government has been slow to introduce even fairly conventional HRD systems such as regular training and development of its personnel. There are a number of reasons which may explain these characteristics of HRD in government.

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Government institutions are very large and complex systems. To cope with the myriad tasks of administration, government organisations and institutions tend to be very diverse in nature and are scattered across the length and breadth of the country. The sheer size, spread, diversity and complexity of the administrative machinery make the HRD function in government a highly complex one. A second factor is the historical context of government institutions. Although in a democratic system there may be frequent changes in the legislative branches of the government. The executive branches consisting of the administrative departments and related organisations, remain more or less stable. Consequently, there tends to be a historical continuity in the structure, culture, practices and behaviour of these departments or organisations.

Thus, for instance, although India has been independent of the British now for over forty years, very many of our administrative policies and practices continue to be the same or similar to what they were during the time of British rule. The sheer magnitude and complexity of bringing about change has prevented changes being implemented. Furthermore, changes in the administrative practices of the government may even cause considerable disruption and organisational turbulence not only within the government systems but also outside. This is why the introduction of even minor new HRD systems is a slow, difficult and often hazardous process in governmental systems. On the other hand, the social, economic and political environment in which governmental institutions function is often highly turbulent, especially in a democratic society which is open to influences both from within and outside. Thus, public administrators frequently find that they have to cope with changing circumstances, new problems and new tasks, while the human and organisational resources available to them remain relatively unchanged. This gives rise to complaints of bureaucratic delays, red-tapism, apathy, lack of motivation etc. Such difficulties are the most common cause of frustration and demotivation among government functionaries.

A final contextual factor of considerable importance to HRD in Government has been the sharply increased level of complexity of government administration in modern times. Such a complexity is related to the sweeping tide of revolutionary changes in different facets of society. We are witnessing an era of knowledge explosion, social and technological revolutions, and widespread changes even in political systems. In most parts of the world the increasing tendency toward democratisation has made governing systems of all kinds more visible and accountable to the common people. Consequently there are increased expectations and turbulences of various kinds.

As Mathur points out: "The massiveness of the social, economic and political changes implies the need for careful all-round planning and control of resources at all levels. An enlightened administration, dealing constantly with new situations, with economic, social and technological developments, with a constantly changing society increasing in complexity all the time, needs an equally committed, motivated, dynamic and inventive administrative service personnel to handle various levels of administration...... The administration has to assume many different roles and responsibilities for effective management of various functions. The importance of manpower planning and HRD in the above context becomes quite clear. HRD in administration implies a series of organised activities of the government conducted within a specified time with a design to produce behavioural changes in various levels of administrators. HRD programmes are concerned with training, education and development of all those people who are engaged in various capacities, in performance of various administrative jobs." [1]

## 9.3 BASIC OBJECTIVES OF HRD IN GOVERNMENT SYSTEMS [3]

According to K. M. Mathur, the basic objectives of HRD in government administration systems are:

1) To equip the civil servant with precision and clarity in transaction of business;

2) To attune the civil servant to new tasks which he will be called upon to perform in a changing world;

3) To develop resistance to the danger of becoming mechanised by visualising what he is doing in a wider setting and by persevering with his own educational development;

4) To develop his capacity for higher work and greater responsibility;

5) To develop and maintain staff morale particularly because large number of people have to deal with tasks of a routine nature;

6) To inculcate right attitudes towards the public, never forgetting that the civil servant is the servant and not the master of the community; and

7) To sustain the human touch not only in direct personal contacts with the public but also in handling correspondence which demands a proper sense of urgency, and due consideration of the "man at the other end".

The aim of HRD has to be to develop the administrators not just for the needs of tomorrow but even for those of the days after. The HRD programmes can reduce the consciousness gap between the leaders of society and the masses of people by training development administrators. The success of any development programmes lies in a number of variables of which training is an important factor. Training, education and development or HRD in administration are expected to provide the needed stimulus to initiate impulses of change in the administrative apparatus and will lead to improved efficiency, productivity and administrative performance. In fact, of late there has been significant enlargement of the training infrastructure even proliferation, enhancement of financial outlays and consequential increase in the number of training opportunities for administrators.

HRD in administration is an important part of macro-level human resource planning. An organisation that does not plan for its human resources will often find that it is not meeting either its personnel requirements or its overall goals effectively. There are four basic steps in human resource planning:

1) Planning for future needs,

2) Planning for future balance,

3) Planning for recruiting and selecting, and

4) Planning for development.

Planning for development aims at increasing the ability of the individuals and groups to contribute to organisational effectiveness. Development programmes are designed to educate employees beyond the requirements of their present position so that they will be prepared for promotion and be able to take a broader view of their role in the organisation. How should the training and movement of individuals within the organization be managed so that the organisation will be assured of a continuing supply of experienced and capable personnel? The central elements in human resource planning are forecasting and the human resource audit. Forecasting attempts to assess the future personnel needs of the organisation. The human resource audit assesses the organization's current human resources. In the human resource audit, the skills and the performance of each individual in the organisation are appraised. Induction and orientation are designed to provide a new employee with the information he (or she) needs in order to function effectively and comfortably in a given setting. Induction and orientation is generally followed by training programmes aimed to improve skills, techniques, knowledge and attitude of the employees. Continuous monitoring of the actual job performed will reveal changes that call for new training. Training for advancement is needed to enable the employee to climb the promotional ladders.

# 9.4 ROLE SET OF GOVERNMENT ADMINISTRATION SYSTEM

With the introduction of the Five Year Plans after independence, the Government of India took upon itself a developmental role in addition to the conventional regulatory

role. The assumption underlying the new role was that along with looking after law and order, the Government needed to pay attention to resource mobilization and utilization. A number of departments and agencies were created on the lines of conventional bureaucratic structures. The Government also gave a lead role to the public sector in order to provide the major thrust for development.

Over the years, the expectations from the role of the governments' central administration system have grown to a very great extent. The role set of the Government in HRD can be seen in the illustration by Athreya. [4]
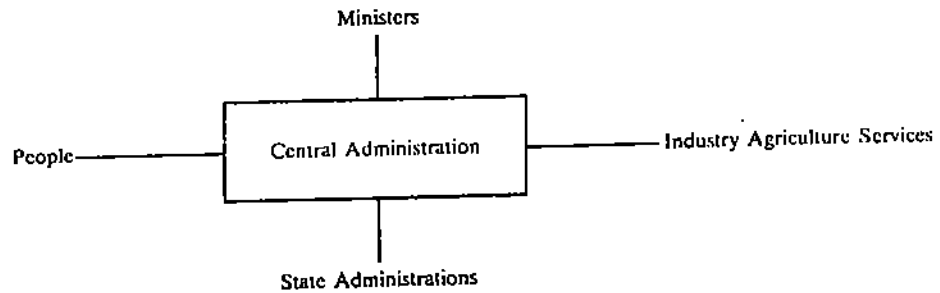


Such a role-set suggests the possibility of conflicting expectations and priorities which have to be fulfilled. These according to Athreya, are:

1) To forecast, analyse and advise Ministers on strategies for achieving policy objectives.

2) To help in optimising goals.

3) Approved programmes to be implemented in time.

4) Progress to be monitored and to give suggestions to the ministers for corrective action.

5) Performance comparison with other countries.

6) To develop innovations in procedures and practices.

7) To develop subordinates and themselves for the institutionalization of Government.

# 9.5 HRD DEVELOPMENTS IN GOVERNMENT SYSTEMS

Industry has used HRD in an integrated form only recently. In Government, it is more so. Some important HRD developments in Government are given below. [5]

1) Initial attempts were made to improve organistional effectiveness in Government. Paul Appleby from the US Public Administration came and studied the Indian administration set up. One of his recommendations was the need to transform administration from a 'colonial' to a development-oriented one. However, not much was done to implement the recommendations.

2) The Administrative Reforms Commission of 1967, emphasised the importance of better systems and training and development. This led to the setting up of an Administrative Reforms Cell, within the Home Ministry first. This later become a Personnel Department. Three activities were strengthened among others, nomination of more officers for training within and outside the country, computerization of manpower data and more systematic postings for specialised assignments.

3) The Indian Institutes of Management, Calcutta and Ahmedabad started in 1962. By the early seventies, Indian Administrative Service recruits were given management training and management concepts were also brought into the training institutions of other public systems such as Income tax, Postal and Police.

4) Failures in implementation of plans, projects and programmes led to an awareness of HRD. In 1985, a formal Ministry for HRD was set up.

5) With this new emphasis on HRD, ministers and secretaries of government departments were deputed to attend a variety of training and development programmes on management and HRD at reputed management institutes like the ASCI, the IIM's, XLRI, Tata Management Training Centre, etc.

# 9.6 CURRENT SYSTEMS OF HRD IN GOVERNMENT

## 1 Training

The nature, size and variety of the plans and programmes of social and economic advance that the country has undertaken determine the training of Government and public systems. Ten years ago, there were only a few Central and State training institutions for imparting induction training to their officers. In-service training was not seen as important for the development of officers. Today, most States have their own training institutions and if they do not have, they send them to other reputed institutes.[6]

## 2 Job Rotation

The move away from purely generalist training on history, constitution, procedures etc. towards specialised training, has also made possible more purposive rotation and transfer. The earlier concept of the jack-of-all-trades generalist, who can handle any assignment, is giving way to better fitment of role and person. Officers who have utilised the opportunities to get Masters and even doctoral degrees in specialised subjects like Economics, Energy, Population Studies, Trade etc. are being rotated into relevant assignments.

## 3 Data Bank

The awareness of HRD has coincided with a sudden acceptance of computers in not only industry, where the debate has been raging for thirty years, but also in government. This has enabled the computerisation of human resource data. The data bank and its use for drawing lists for training, rotation and promotion are becoming the norm in government. There may be a lack of system discipline, and attempts at manipulation, but the system is now available.

## 4 Selection

Even before independence, selection in government was "objective" in the sense of being based on competitive examinations. But this has a concomitant problem of rigidity. There is a very limited acceptance of mid-career entry. [7]

## 5 Manpower Forecasting[8]

This goes mostly by annual manpower budgeting and ad hoc proposals during the year. But the five year plans have provided an opportunity for at least once in five years for each Ministry to make its manpower forecasts. In the past such forecasts were mechanistic extrapolations. What is more remarkable recently are the pressures for efficiency and manpower reduction, in the following ways:

a) Voluntary Retirement Schemes have been introduced, giving attractive benefits at the end of twenty years' service.

b) Additional workload is sought to be taken without increasing manpower.

c) Information technology is helping to merge and sometimes eliminate routine jobs.

d) More autonomous, "attached" organisations are being formed, to take work out of the bureaucracy into more flexible entities.

e) The thrust towards delicensing, deregulation and decontrol, the move from 'physical' to fiscal control etc. are expected to lessen the administrative work load further.

## 6 Performance Appraisal

Performance Appraisal as a HRD tool has not yet been realised in Government systems. The predominant method of performance appraisal in government has been the confidential rating system, used largely for evaluation rather than development.

# 9.7 A NEW APPROACH TO AN INTEGRATED HRD SYSTEM IN GOVERNMENT ADMINISTRATION [9]

Development may be defined as the process of acquisition of competencies. Human Resource Development is the process of facilitating and ensuring the acquisition of competencies required by people (employees, their supervisors and leaders or people in general) to perform certain activities or tasks intended to achieve some desired outcomes. These outcomes are defined by that organization in an organizational setting or some public agency, or agent or leader in public settings.

Objectives of a programme or an c.ganization can be achieved only when people do certain things to achieve them. The people who should do these things are the employees. What they do or are expected to do may be called "activities" or "task". These activities or tasks are grouped into categories and are sometimes called "functions". If the task or activities have to be performed well, certain conditions have to be met. The following are some of the important conditions that need to be fulfilled:

● The goals or objectives should be clearly stated and preferably in observable and measurable terms.

● The activities or tasks required to be performed for achieving the goals should be exhaustively identified and listed.

● Each person or employee should have a complete list of the activities he is expected to perform and should be motivated or committed to perform these activities.

● Each person or employee should have the capabilities or competencies required to perform these activities. If he does not have them, he should be helped to acquire these competencies.

● Periodically the list of activities, their appropriateness to achieve the goals, division or allocation of these activities to different members, competencies needed and the competencies existing in the employees should be reviewed and competency gaps should be identified.

● Competencies should be developed in employees or people on a continuous basis to perform these activities, tasks and functions.

HRD is nothing but a planned way of ensuring that the above conditions are met. In order to ensure this a number of instruments or mechanisms can be used. These instruments include activity analysis or task analysis or role analysis exercises, critical attribute identification exercises, performance analysis, feedback and review discussions, potential development exercises, training OD, etc. Some of these mechanisms are briefly described below:

## 1 Activity Analysis/Task Analysis/Role Analysis
These activities aim at examining and organizing the various tasks to be accomplished in order to achieve organizational objectives. In activity analysis all the activities required to accomplish the final or intermediate goals of the organization are identified. Task analysis is concerned with identifying the functions or categories of tasks. Role analysis is concerned with the role and role clarity of job incumbents.

The above mentioned activities are necessary for individuals to be able to perform well in organizations. Unfortunately, they are often neglected especially in public service organizations resulting in vagueness about roles and tasks and overlapping functions.

The following steps are followed in carrying out activity/task/role analysis:

● A workshop is held in which the entire department or unit, or a group of a maximum of fifteen to twenty people, get together under the leadership of an external expert.

● The workshop begins with an identification of the mission of the department or organization.

- The mission statement is translated into measureable objectives to serve as indicators of mission achievement.

- The group then identifies the specific objectives of their unit or department which can contribute to the overall mission.

- Every individual in the group examines how his or her job can contribute to the · objectives of the department and specifies goals and activities which he or she has to fulfil.

- Each individual then presents his or her job objectives to the entire group and makes necessary modifications after discussions.

- Following this, each individual prepares an exhaustive list of activities which he or she has to perform, estimates the importance of and time required for these activities, identifies the competencies that are needed to carry them out and finally, arrives at the competencies which he or she needs to develop.

- The individual discusses the list with his or her supervisors. and a final activity list is arrived at with the approval of the supervisor.

## 2 Identification of Critical Attributes

Critical attributes are the important qualities the job holder is required to possess in order to perform the functions associated with his job well. In the activity/task/role analysis stated above, competency requirements are identified for each job holder by himself in consultation with his supervisors. The critical competencies required to perform the job are critical attributes. In case an activity/task/role analysis is not being done by the unit, it could undertake the identification of critical attributes with the help of specialists (behavioural scientists). Such an exercise should result in the identification and listing of critical competencies required for a job to perform it well and the indicators of these competencies. When specialists undertake such work they normally start with some form of job analysis (somewhat similar to role analysis, the major difference being a relatively more focus on the job and its components and less on the job holder and his expectations and experiences) to derive critical attributes or competencies.

The same could be done by the department itself in a similar way as role analysis. The only additional step is to identify critical competencies from the list of competencies identified. For each competency, indicators of the competency (e.g. a degree, diploma, evidence of handling the function well in the past, behaviours on his job, performance appraisal reports, test data etc.) should also be stated.

## 3 Performance Appraisal

Performance Appraisal systems as instruments of HRD have not yet been realised in government systems. A performance appraisal system can be a powerful tool of HRD when it is used to help an employee understand his tasks and the means of achieving them, identify the strengths and weaknesses he has relevant to his job, and acquire new competencies for self development in the job.

It is possible to design appraisal systems to achieve these objectives. Irrespective of, or in addition to the performance appraisal (or confidential reporting) followed by the Government, it is possible and even desirable for every administrative head to design and follow a performance review process in his unit or department. The following components could be used for such a process:

- Periodically, about once every six months or a year, every appraiser meets with his appraisee for a formal discussion regarding the appraisee's work and performance.

- The appraiser and appraisee jointly review the latter's past performance and decide on specific objectives to be achieved in the next year.

- An analysis is also carried out of the factors which inhabited or contributed to past performance and those which are expected to inhabit or contribute to future performance.

- Based on the above analysis, the appraiser identifies the developmental needs of the individual as well as those of the organization. These needs serve as the basis

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for planning the organization's training and development and organization
development activities for the coming year.

The performance appraisal system described above serves the purpose not only of
individual evaluation but also of providing important input data for an organization's
training programmes, counselling plans, organization development activities, etc.

### 4 Potential Development

Every individual has some competency or the other. An organization interested in
HRD needs to provide opportunities for identifying and developing such
competencies so as to enable the future growth of people. The objective of potential
appraisal system is to identify the potential of an employee to occupy higher positions
in the organizational hierarchy and undertake higher responsibilities. Based on the
assessment of potential, an organization can design appropriate training, career
development, counselling and organization development programmes.

A good potential appraisal system would include the following:

- Preparation of proper role descriptions for various job positions.

- Identification of the critical attributes or requirements for effective role
performance in the future roles.

- Assessment mechanisms by which individuals can be evaluated with respect to the
critical attributes. Psychological tests, simulation games and exercises, performance
analyses, are some such mechanisms which can be used.

- Feedback mechanisms by which individuals are kept informed about their
potential and the steps they need to take in order to improve.[10]

### 5 Training

Most of the training in government today is institution dependent. If training has to
serve a useful purpose, the individual should feel a need for training, he or she should
be sponsored for training at a suitable time, and he or she should be provided the
opportunites or facilities to use his learnings from the training. It is useful for every
department or organization to set apart an appropriate training budget. Training
need not be viewed as classroom training alone. It is possible to have monthly
meetings of all staff of a department in which information is shared by the
department head, or training inputs are imparted by an internal or external expert.
Training can also be imparted by sponsoring field visits to study the functioning of
other effective departments or organizations.[11]

### 6 Organization Development

One of the most important, but also most neglected, aspects of HRD in government
systems is organization development (OD). Given the traditional rigid and
bureaucratic structures and cultures which tend to prevail in large organizations like
government systems, many HRD activities and systems cannot be successful unless
planned changes are made in existing organizational structure and cultures. OD is a
method of planned change by which an organization's health and effectiveness is
diagnosed and relevant interventions made to improve it.

One approach to OD in a government system has been used and described by
Vittal.[12] This involves the administration of a questionnaire to assess the attitudes of
people and the climate prevailing in a department. The questions include such as:

- What is the work we are doing, but which we should not do?

- What is the work we must be doing, but are not doing?

- What are your individual problems and what solutions do you suggest?

- What are the major problems facing the department and what are your ideas to
overcome them?

- What are your objectives? Are we taking action to achieve them? How successful
are we in this?

- What are we doing to reach our goals?

If the data from such a questionnaire survey are shared with members of the
department and used as a basis for planning and implementing change, it would act
much like the survey research method in OD.

Another intervention is the suggestion scheme system.[13] In this scheme, suggestions
are periodically collected from department members about modifications or
improvements which can be made in the department. The best suggestions accepted
for implementation are displayed in a roll of honour and the winners are given cash
awards.

An OD intervention which may be especially useful in government systems in
Management by Objectives (MBO).[14] In this method, people at all levels are
involved in identifying organizational goals and specific individual strategies for
achieving these goals through their respective tasks.

Pestonjee has pointed out the need for OD interventions to reduce the role stresses
which people in government departments are prone to face. Such stresses arise from
conflicting tasks and responsibilities, a sense of erosion of one's role, psychological
non-acceptance of one's role, etc. Role based interventions can help reduce these
stresses by clarifying, redefining and enriching formal organizational roles.[15]

# 9.8 SUMMARY

HRD has a strategic role to play in government. The contextual and historical
conditions affecting government systems give the HRD function in government a
difficult and complex role to play. HRD has to provide for the development of
administrators and personnel who in turn have to look after key developmental
activities in the country. Hitherto, HRD in government has been confirmed to limited
training activities, job rotation, selection, manpower forecasting, and maintaining of a
personnel data bank. A new approach towards developing an integrated HRD system
in government administration is called for.

The main components of such a system are suggested to be activity, task or role
analysis, identification of critical job attributes, performance appraisal, potential
development, training, and organization development.

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# UNIT 10 HRD FOR HEALTH AND FAMILY WELFARE

## Objectives

After going through this unit you will be able to:

- identify the importance of developing the competencies of field workers in social and family welfare programmes
- state the unique context in which human resource need to be developed for an effective implementation of population programmes
- list the various components of human resource management that need to be simultaneously attended to for facilitating the social and family welfare programmes
- list a series of questions to be answered in relation to each of the Human Resource functions
- identify the gaps in HRD for Health and Family Planning workers.

## Structure

## 10.1 INTRODUCTION

The ultimate objective of any health and family welfare programme is increasing life period, decreasing mortality rate, incidence of diseases etc., and making people healthy and economically sound through reduction of birth rate, adoption of small size family norm and such other strategies. Health and family welfare organizations attempt to achieve these goals through the use of man, material, money and services. A variety of human resources are being utilised to work for these objectives. They include the Auxiliary Nurse Midwives (ANMs), Male and Female Multipurpose Workers, Lady Health Workers, Family Planning Health Assistants (FPHAs), Extension Educators, Medical Officers, District Level Officers, State Level Officers and so on. These categories of employees are directly governed by the health and family planning organizations at the state level. Besides the people employed formally by the health and family planning department, help of personnel from various other departments is also taken by the health department. Unless these categories of employees are managed well, the services are likely to be ineffective. By managing the human resources we mean, developing the necessary capabilities in these people to perform their tasks and then creating necessary conditions that ensure continuous and effective use of these resources. This chapter focuses on the management of human resources employed by the health and family welfare departments.

It is all the more so in government organizations in India. While a great amount of attention is paid to creating infrastructural facilities at health centres, supply of medicines, contraceptives, generating incentive schemes for acceptors and such other issues very little attention is paid to strengthen the personnel in health and family welfare departments who are in turn supposed to manage the facilities and facilitate achievement of targets.

There are many dynamics that operate in terms of human processes in organizing and developing family planning and health services to people. In order to understand the adequacy or inadequacy of human resources management one needs to understand the total context in which these resources need to be managed. The following is an attempt to provide such a context.

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## 10.2 A CONTEXTUAL UNDERSTANDING OF HUMAN RESOURCE MANAGEMENT FOR POPULATION PROGRAMMES IN INDIA

Acceptance of a small size family norm is essentially an individual decision or at the most a joint decision of two people (husband and wife). Research evidence available on issues of this kind in India indicates that people follow some processes or certain sequences in coming to a final decision or before adopting a new norm or a new practice. For example, researches on adoption of new agricultural practices suggest that the following sequential stages are involved: experiencing a need, becoming aware that there are alternative or new ways of satisfying the need, becoming interested in one or more of these possibilities, deliberating, trial, evaluation, final adoption and integration. Recent researches indicate that the adoption sequence for family planning practices can be viewed under five stages; 1) Awareness and formation of attitudes to a small size family, 2) Developing a no desire for more children, 3) Gathering knowledge about family planning methods, 4) Formation of intentions to act and 5) Adoption through choice of one or more methods. People at different stages need different kinds of help or interventions to move towards the final stage of adoption. For example people in stage 3 could be helped through literature and mass-communication strategies using radios and television (if they are accessible) whereas people in stage 1 may need more interpersonal dialogues and discussions. Thus diagnosis of the adoption stage of a person becomes important for a family planning worker so that he can plan his intervention properly. As about 80 per cent of population in India is rural. Influencing them to move towards adoption becomes very complicated due to lack of communication facilities and limited number of employees available to contact them. The main agencies of the government at the operating level are the primary-health centres (PHCs) and subcentres at the village levels and urban health centres in urban settings. The people at operating level include the ANMs, EEs.

Multi-purpose workers, other health workers, and above all the Medical Officers manning the PHCs. Preparation of people, educating them and motivating through interpersonal communication and such other strategies, delivery of services etc. are all the responsibilities of operating unit — the PHC. As a first level supervisor, the medical officer becomes an important officer in the administrative hierarchy because he has to manage the human resources given to him effectively in order to achieve the objectives of the programme. Besides, he is also an important point of contact with people as he is also a main instrument in the delivery of services. The technical capabilities required for delivering health and family planning services are developed in him through medical education in the medical college, experience and other training programmes. The technical capabilities and interpersonal communication skills required by his operating functionaries at the rural level are developed through the training they receive before they take up the job. For some categories like ANMs such training is more systematic and of longer duration and for some it is only short-term and sometimes inadequate.

In order to supervise the operating units and personnel manning these units, to provide them necessary assistance so that they will be able to perform their functions well and to provide continuous guidance and counselling the district level functionaries exist. They need to have substantial managerial and supervisory capabilities in order to do their job well. The regional and state level functionaries take care of larger issues like policy formulation, planning, generation of new ideas and schemes, managing information, monitoring, continuous evaluation, modification of overall programme inputs etc. functions.

## 10.3 WHAT DOES DEVELOPMENT AND MANAGEMENT OF HUMAN RESOURCES MEAN?

This background makes it clear that functionaries at different levels require different kinds of knowledge, attitudes, and skills to be able to contribute to the achievement

of programme objectives. The magnitude of the problem becomes clear when one look at the position of the staff in the rural health family welfare centres alone in India. There are about 20,000 doctors, 5,000 extension educators, 1,07,000 lady health workers, 85,000 male health workers, 40,000 family welfare health assistants, 10,000 nurse-midwives, 4,000 statistical assistants (computers) 5,000 store-keepers and 3,000 drivers, thus adding to a total of 2,70,000 staff members manning the rural family welfare centres alone by late Eighties. In addition there are thousands of staff manning the urban family welfare centres, post-partum centres run by the state governments (faculty in paediatrics, health education, demography, anaesthesia, extension educators, ANMs, LHVs, FWWs, etc.), health and family welfare training centres, the district family welfare bureaus (like District Family Welfare and MCH Officer, Administrative Officer, Mass Education and Information Officer, District Extension Educator, Medical Officer, field evaluation workers, statistical investigators and other support staff), state family welfare bureaus and the state secretariat cells.

An effective delivery of family welfare services requires effective functioning of the various personnel involved in this programmes. Management of human resources in this context would mean getting right people for the right jobs, developing their capabilities to do their jobs effectively, monitoring their performance through appraisals, evaluation and incentives, developing their capabilities continuously so that they will be able to adapt themselves to the changing requirements of the field, ensuring their motivation continuously through appropriate reward systems and promotions and helping them at every step through guidance, counselling etc., and getting the best out of their capabilities. The following functions may be involved in ensuring effective management of human resources for achieving family welfare programme objectives.

**1. Manpower planning:** This function deals with prediction of manpower needs for the family planning organization considering the tasks to be handled and the changing needs of the society over time.

**2. Selection, recruitment and other forms of job assignments:** This function deals with identifying right persons for the different jobs to be handled and placing people in right places so that they can give their best.

**3. Induction programme:** This function deals with the management of mechanisms to socialise people in the organization.

**4. Training:** This function deals with ensuring the continuous development of capabilities in people so that they are able to perform their tasks well and meet challenges from the changing environment.

**5. Performance appraisal, job evaluation and analysis:** These functions ensure the accountability of people.

**6. Rewards and punishment:** This function helps maintain the motivation of capable people and helping poor performance to take corrective action.

**7. Transfers:** This function ensure employee welfare and provides opportunities to meet changing needs of the field by making people available at needed places.

**8. Employee counselling and feedback:** This function ensures that guidance is available for employees from their supervisors and helps creating a supportive climate.

**9. Employee-employer relationships:** This function ensures that people are not exploited, their grievances are heard and good relationships are maintained.

**10. Career planning and development:** This function ensures that people do not stagnate in their jobs and there is change in responsibilities periodically.

**11. Organizational design and institutional building effort:** This function ensures creation of proper environment so that people give their best and quality of work life in continuously well maintained.

In the following section each of the above functions are taken up and the major issues that come up while dealing with that function are raised.

**Manpower Planning**

When one thinks of the manpower planning the following questions need to be answered for ensuring effective handling of this function.

1) If acceptance of family planning is basically an individual decision and if there is a sequence that people go through before they make their final decisions, are there any studies available that determine the optimal number of contacts and the nature of contacts required to get one person move from the first stage (awareness) to the last stage (adoption)?

2) What kind of capabilities are required on the part of the field level worker in order to help a person accept the small size norm? (Capabilities in terms of his technical knowledge, his awareness of the economic situation, links between family size, population growth and economic development, interpersonal communication, persuasive abilities and helping capabilities, etc.)

3) What will be the optimal size of field staff required to cover a population of about 30,000 and over what period?

4) What kind of roles or jobs are needed at the grass-root levels that perform mutually exclusive functions? (For example male workers can take care of male population and female workers should take care of female population etc.)

5) What are the roles envisaged for the field staff once the field is saturated in terms of developing positive attitudes in people to adopt a small family norm?

6) What are the manpower requirements estimated over years to take care of the family welfare services? What roles would they be performing over years as the field is changing due to their interventions?

7) What should be the ratio of field staff to medical and other technical staff? How should this ratio be changing over time?

8) What are the supervisory levels required? How many district level officials are required to supervise and provide support to MOs? Should this be in proportion to the number of PHCs or the nature of the area? What should be the criteria used for determining optimal number of positions required at the district level?

9) What are the manpower requirements at state levels? Who should man what positions?

Manpower planning for manning the family welfare programmes should be based on a clear understanding of the field requirements, capabilities required to fulfil these requirements, change in the field requirements with interventions by the staff, changes required in the capabilities of the staff with changing requirements of the field. Unless some research is done in selected areas and some norms are developed on these directions the objectives may not be achieved. Questions raised above need to be answered.

In an assessment of the manpower requirements in family planning, the Institute for Applied Manpower Research observed the following as early as in 1968:

1) Family planning programme is likely to be handicapped by the non-availability of women doctors, particularly in rural areas. Medical college admission increases will not serve the purpose, because doctors need some incentives to work in rural areas.

2) The utilisation of qualified nurses after giving them necessary orientation training may reduce the manpower requirement problems in the family planning programme.

3) It may be desirable to involve more and more private practitioners in the programme either by hours or by cases in their own clinics or with the mobile teams.

4) ANMs may fall short of the requirements in almost all the states. Some will be case of LHVs.

In an experimental effort made in Athoor Block, an attempt was made to try a modified staffing pattern for ANMs and LHVs and to evolve a methodology of work for the workers integrating the two activities.

For this experiment, each ANM was allotted about 5,000 population instead of 10,000 population distributed within a distance of two to three kilometers. Work plan was developed within the framework of this modified staffing pattern. Substantial improvement in the quantum and quality of MCH services was observed in this area compared to non-experimental areas. The registration of ante-natal cases in Athoor became almost complete, compared to 50-75 per cent in other areas, the frequency of post-natal visits were comparatively much higher, a considerable improvement was observed in the post-natal care given to women in this area. There was steady and rapid increase in the number of female sterilizations, knowledge about various family limitation methods was comparatively higher in this block. The improvement in the record-keeping system and the reporting of vital events was another achievement of the programme. All these findings support the conclusion that the staff pattern of one ANM per 5,000 population and the methodology of work developed within that framework is effective and served as a model for development of the family planning programme in the community.

An important issue related to manpower planning for family welfare services is the involvement of people not employed by the programme. Particularly at field levels involvement of others like teachers, panchayat leaders.etc. is likely to bring down the pressure on the department for employing people exclusively for this programme.

V.K. Gupta and P.M. Shingi of Indian Institute of Management in a 1976 study of VLWs, panchayat secretaries, village pradhans, patwaris and co-operative supervisors assessed the following:
(a) their existing attitudes, knowledge and skills to participate in family planning activities; (b) their training needs and (c) reward systems required to motivate them. Their study was conducted in two districts of Uttar Pradesh. On the basis of their study they suggest that workers can be ranked in the following order in relation to their suitability for involvement in family planning activities:

1) School teachers

2) Village level workers

3) Panchayat sevaks

4) Patwaris

5) Co-operative supervisors and

6) Village pradhans.

They suggest that legitimising the participation of these categories would facilitate their involvement.

### Selection, Recruitment and other forms of Job Assignments

Once a blue print of manpower requirement is prepared, the next step is identifying suitable people to handle various jobs. In order to facilitate selection processes, blue print of manpower requirements should specify various functions involved in each job, and the nature of changes that are likely to occur in these functions over time (that is projected nature of functions in future). Technical and other capabilities required to perform these functions should be specified. This becomes important as the criteria of evaluating an applicant for a given position or the mechanisms of generating right kind of people to man various jobs becomes very much dependent on the job specifications. The objectives of selection should be (a) to find persons who will be able to perform the given functions well through possessing technical, managerial, and behavioural capabilities required to perform the given job, and (b) to select persons who would show the capabilities of attaching importance and performing future functions either in the organizational hierarchy or with the new dimensions of the same role with change of time. The following questions arise when one thinks of selection and recruitment processes in the national family welfare programmes:

1) Are there researches available that aim at giving clear cut outlines of functions to be performed by each role incumbent? What do these researches point out in relation to the technical, managerial and behavioural capabilities required?

2) The family planning organization nation-wide does not include more than 60 different jobs as of today. If that is so, task analysis of these jobs is not a very

difficult matter. One might raise a question like is there anything unique about family planning staff that require different qualities than the staff of other organizations?

3) What are the minimum qualifications that are required for performing each role?

4) What should be the relative weightage to be given for qualifications and experience in each of the roles?

5) Are there effective methods of selecting the people to man various jobs? What are the experiences of using various methods like written tests, interviews, group discussions etc.?

6) Who should be the people involved in selecting the persons at various levels?

7) What are the strengths and weaknesses of existing systems of selection in the family planning programme?

8) What are the new methods that could be used to improve the existing practices?

9) Are there some psychological tests and other mechanisms that have been experimented and found successful?

A review of the research indicates that very little is available in this area. There are a few manuals published by the government whenever some new schemes are evolved. These manuals at the most give job descriptions for a few jobs envisaged. Even these job descriptions highlight what some senior officers in the ministries think and expect rather than being based on some systematic studies.

For example, the National Institute of Family Planning brought out a guide for extension work.

A report by the Family Planning Communication Action Research Project indicates that success of the entire family planning programme depends upon the positive role perception of supervisors and field workers. The role perception of a functionary is very much linked with the role expectations and his performance in the field. Thus the gap in role expectation, perception and performance is considered as a handicap in programme development. Supervisors narrated some of the problems as:

1) Plans prepared by higherups are not suitable to the field conditions.

2) There is a rapid change in the policy of programme implementation without giving sufficient opportunity to the trial of a particular system.

3) Faulty procedures of recruitment and training of staff.

4) Lack of inter and intra-departmental coordination.

5) Lack of feedback and field problems from the field to the state level.

6) District level supervisory machinery is not adequately trained.

7) Supervisory structure is same irrespective of the size of the districts.

8) Service units are not adequately manned and equipped.

9) Lack of post-training guidance to the trained workers.

10) Vacant positions are never filled in time and frequent transfer of field workers create problems.

11) Lack of efforts to counter act prevalent rumours and misconceptions of people about family planning.

Chatterjee, Singh and Mehrotra of the Indian Statistical Institute, Calcutta studied the method of selecting field level family planning workers. They tried to evolve a battery of objective tests which could be used for the selection.

The tests used by them include: socio-economic status scale, general information test, personality test, non-verbal intelligence test, verbal interest test, aptitude scale, attitude scale, and value scale. These tests were administered to 55 female and 181 male family planning workers in two different sessions.

For the female workers, the short attitude scale and the two personality sub-scales of emotional instability and hypomanic temperament were the best predictors. Likewise, for the male workers, the general information test was the best predictor followed by the socio-economic status scale, intelligence test and the religious values test.

Perhaps this is the only systematic study available in personnel selection for family welfare workers.

There is a great need for more work in selection techniques. Related to this is the need to answer even basic questions like (a) what should be the minimum qualifications required for grassroot level functionaries? Is it necessary to have post-graduates as extension workers or can one use less qualified people who are willing to work in rural areas and who can establish their credibility. Experiments on involving different agents in family welfare activities may throw some light on these aspects.

### Induction Programme

Induction deals with the procedures of training people once they are taken up for a particular role to familiarise with the organization, functions, etc. Most organizations use specialised induction training programmes. Induction training programmes are available for workers of the PHCs and are conducted by various agencies including regional family welfare training centres. Once on job, the doctors as well as para-medical staff are exposed to the induction programmes. However there may not be much of uniformity in practice in the country. Induction programmes play a significant role in socialising the new incumbent to perform different functions in the organization. Quite often the way the person is inducted into the organization determines his effectiveness later. If a person is taken into the organization and left completely free without any guidance and instruction he may get lost. This often may affect his later performance. The following questions could be raised when one looks at the existing mechanisms of induction:

1) What are the mechanisms by which different categories of employees are inducted into the work organizations? How do they vary from role to role or from state to state and with what impact?

2) What is the optimal set of capabilities that should be developed in an employee before he is actually placed on the job?

At present there are no planned strategies of induction. This explains partly the poor performance of workers. They get socialised by their seniors only and in a completely uncontrolled manner. Thus apathy and incompetence spreads. There is a need to design and conduct induction programmes.

### Training

Training is the most important function that directly contributes to the development of human resources. This also happens to be quite a neglected function in most of the organizations. Recent surveys on the investments made by the Indian organizations on training indicate that a large number of organizations do not even spend 0.1 per cent of their budget on training. Many organizations do not even have a training department. If human resources have to be developed, the organization should create conditions in which people acquire new knowledge and skills and develop healthy patterns of behaviour and styles. This is possible through personal guidance as well as institutional training. Fortunately, training appears to have been fairly well attended to in government sector. Family welfare workers have good opportunities for training.

### Why is training necessary?

Training is necessary because technology is developing continuously at a very fast rate. The systems and practices that were in operation a few months ago are no more considered effective due to new discoveries in technology. These discoveries in new technology deal with conceptual aspects, technical aspects, managerial aspects, as well as human aspects. When such discoveries are being made if organizations do not have mechanisms to cope up with and use growing technology they will become stale. Training is also necessary because any planned development of a person can contribute to the effectiveness of the organization. However, such development

cannot take place in every direction. It has to be monitored and it has to be purposeful. Without proper monitoring development is likely to increase the frustrations of an employee by developing him in directions that raise his expectations with no opportunities for application. A good training system would help greatly in monitoring the directions in which employee should grow and develop in the best interests of the organization. A good training system also ensures that employees develop in directions congruent with their career plans.

**A suggested system of training**
A good system of training starts with the identification of training needs. Such an identification of the training needs may be based on the following:

**Performance appraisal reports:** Performance appraisal reports help identifying directions in which the individual should be trained and developed. On the basis of the annual appraisal reports various dimensions of traning could be identified. Training needs identified on the basis of performance appraisal would primarily become inputs for organising on-the-job training programmes or working out on-the-job training strategies for a selected group of employees to improve their present performance.

**Potential appraisal:** Training needs identified on the basis of potential appraisal would become inputs for designing training programmes or work out training strategies for developing the potential of a selected group of candidates who are identified for performing future roles in the organization. The opportunities for such a thing are few in family welfare departments due to lack of job opportunities.

**Job rotation:** Performing some roles several years might have the demotivating effects on the individual. Therefore some organizations plan job rotation as a mechanism of maintaining the motivation of people. When such job rotation programmes are planned training before the actual rotation is helpful. There are not many jobs into which family planning staff could be rotated. However, planned and development based transfers could serve this purpose.

**Continuous education:** Besides those most of the training programmes that are organized today aim at equipping the population managers with new technology. These training programmes attempt to help the managers raise their present level of effectiveness.

**Organizing training programmes:** After identifying the training needs the next step is to design and organize training programmes. In larger organizations it is possible for the training department to organize several training programmes.

In designing the training programme on the basis of the training needs the following points may be kept in view:

1) Wherever there are sizeable number of people having the same training need, it is advisable to organize an internal programme. The organization can save a lot of costs. Besides, by having the group of people from the same work place mutuality can be indicated in the trainees. The possibility of the trainees applying whatever they have learnt is high as they have learnt it in a group and there is likely to be group support.
2) Whenever new systems have to be introduced and training is needed for a sizeable group of employees it is advisable to organise the training within the organization. The reasons for these are similar to those mentioned above.
3) It is better to aim at incompany programmes for technical skills wherever possible and outside programmes for managerial and behavioural development.
4) People occupying responsible posts in the organization should be encouraged to go out periodically for training workshops where they would have more opportunities to interact with executives of other organizations and get ideas as well as stimulate their own thinking.
5) The training department should play a dynamic role in monitoring the training act vities. Training department should continuously assess the impact of training and help the trainees in implementing whatever he has learnt.
6) Whenever an individual is sponsored for training programme he should be told sufficiently in advance the reasons for sponsoring him and the expectations of the

organization from him after he returns from the programme. Most companies do not inform the individual why they have sponsored him and consequently the learning value is minimised as the individual is continuously struggling to discover why the organization thought of him rather than learning anything from the training programme.

It is not always possible to get best category of employees for any organization. The possibility of getting highly capable employees becomes still low in a sector like family welfare where job security is low, future is uncertain, some social stigmas are attached, and bureaucracy is rampant. Given these situations, the importance of training as a mechanism of developing employee capabilities becomes important. Training inputs for these training programmes should flow from the job analysis and manpower requirements. If people with adequate background and having adequate capabilities are found training can be used as an instrument to fill the gaps.

Sawhney and Chauhan of the Population Centre, Lucknow studied the training programme for ANMs for a period of two years. They examined the curriculum and methodology adopted during the course. The study was conducted in eight ANM training centres.

The curriculum was being grouped under four sessions with the duration of six months each. On an everage 60 to 70 hours being devoted on family planning during the entire six months period. The ANMs were not clear about the details under each topic they were taught. The centres were equipped to impart this training. The curriculum did not meet their requirements. The trainers as well as medical officers were not fully involved in the field of training.

A revised curriculum has been prepared. In this special attempt was made to match the contents with the prescribed job functions. The field work was also designed to be conducted in small groups. The trainees were supplied background material in the form of a book.

The revised programme was evaluated. The responses of 225 trainers out of 250 were obtained. The revised training was assessed as more effective and suitable to their job. The liking for outside speaker was expressed by a majority as the clarity of the subject by the outside speakers were better than the centres' tutors. 86 per cent could give the report of field work. 63 per cent reported organization of group meetings during field training. Family planning methods were found known to all the trainers. They were of the opinion that the book on 'Motivation Methodology' should be supplied to all. Some recommendations have been discussed for the improvement of the training programme like organizing refresher courses, supply of literature on family planning, Deputy CMO to look into their administrative and technical problems, meetings to be arranged in the field training and efforts to be made to include more topics on family planning in the curriculum etc.

A review of the literature on training health and family planning workers indicates that the following gaps need to be filled.

1) More systematic identification of training needs. In fact, no survey is available in this area. Such surveys, if conducted even on a sample basis are likely to suggest significant inputs for training. The training institutions should participate more in this effort and involve also programme administrators.

2) While too much of experimentation with training methods may not be needed, some efforts should be made to try out new strategies and methods of training like those tried out by Sawhney and Chauhan (1977).

3) A training policy for various categories of health and population needs to be worked out. A lot of training goes on but in absence of a systematic training policy and plans it becomes a waste.

4) Periodic evaluation of training programmes would help enriching the quality of training. Such evaluation should be undertaken by the training institutions themselves.

## Performance Appraisal

Performance appraisal has traditionally been used as a mechanism of controlling employees through salary administration, reward administration, promotions and disciplinary action. Many organizations use performance appraisal, confidential reports or employee service records in a confidential form. Each employee is rated confidentially by one or more senior officers annually for his performance on some dimensions and the confidential ratings are handled by the personnel department or establishment officers. In most cases the employee does not know how his performance has been rated by his supervisors. A few organizations (particularly in the industrial sector) have the practice of informing employees if their ratings are below a certain level and some organizations do not do even this. Such practices have been found to result in the employees not getting to know their strengths and weaknesses in relation to their capabilities to perform their roles throughout their life in an organization.

In the organizations where only poor performance below a level is feedback, the employees do not get to know their strength and only get to know what is seen as their weaknesses. Feedback has a tremendous motivational value (both positive and negative). Researches by psychologists have established that behaviour change occurs more by positive reinforcement, i.e. rewarding strengths (then by negative reinforcement or harping on the weak points) and help to the employee in analysing his strengths, weaknesses, success and failures. Even when such negative feedback is given to the employees in these organizations, they often perceive the feedback as condemning them, as they are only told that their performance is poor. The entire responsibility for such poor performance is placed on them and very little is done to help them understand why their performance is considered poor and what opportunities are available to them for improving over their weaknesses. Thus employees often get lost and demoralised with such negative feedback. Better performing employees also feel frustrated that their performance is not recognised. Many do not even know how well they are doing.

As a result of such one-sided and narrow appraisal, managerial resources in organizations do not grow, and start stagnating instead of multiplying. Human resources should grow and multiply as people have tremendous capabilities for development, acquiring new skills to perform new roles. Such development and multiplication of human resources is not only good for the organization and the employees but also for the society as a whole. This is a process of continuing education.

Performance appraisal is an effective instrument for helping people grow and develop in organizational settings. It could be used as an effective mechanism of continuing education and learning from one another. Through an well organised appraisal system every employee can create learning spaces for himself in an organization. Recent researches and experiences have shown that development oriented performance appraisal and review system when systematically practiced, contributes substantially to the organization's health and facilitates multiplication of managerial resources.

### Objectives of Performance Appraisal

A good performance appraisal system should have the following objectives:

1) Help the employee to overcome his weaknesses and improve over his strengths and thus enable him to improve his performance and that of the department.

2) Generate adequate feedback and guidance from the reporting officers or supervisors to the employee.

3) Contribute to the growth and development of the employee through helping him in realistic goal setting.

4) Provide inputs to i) system of rewards comprising salary increments, appreciation, additional responsibilities, promotions, etc. and ii) salary administration.

5) Help in creating a desirable culture and traditions in the organization.

6) Help in identifying employees for the purpose of motivating, training and developing them.

7) Generation of significant, relevant, free and valid information about employees.

Thus a good appraisal system should primarily focus on employee development at the same time helping the organization in the management of people through rewards etc.

The existing systems of performance appraisal in population programmes do not contribute to anything beyond punishment administration. The employees do not get to know anything about how they are being appraised. There are instances where even after achieving higher level of targets, family planning workers got warning letters due to the decision of higher authorities to send warning letters to all in a particular year when the overall performance was low. Thus a very potential instrument like performance appraisal is being misused in government systems.

Given the existing situation of lack of flexibility in rewards and salary administration, there are serious limitations for having an effective performance appraisal system.

Thus it may not be feasible to have a performance appraisal system that achieves all the objectives mentioned above, but it is possible to have a system that can take care of most of these.

Such an appraisal system could be based on:

1) Clarity of roles and responsibilities for each role.

2) Periodic goal setting for each role incumbent.

3) Annual or periodic assessment of performance in terms of achievement of such goals.

4) Analysis of the achievement of these goals and identifying, facilitating and inhabiting factors, in relation to the achievement of goals, and development of action plans for overcoming inhibiting and strengthening facilitating factors.

5) Periodic review of behaviour which contributes to employee effectiveness and working out action plans for developing such behaviour.

6) Identification of developmental needs and preparing plans for employee development through training and related activities.

7) Implementation and review.

Management literature is full with articles and researches on appraisal systems. A review of literature in the area of population management indicates that this is an area left untouched. No attempt has been made to look at performance appraisal systems. This may be partly because the performance appraisal systems in health and family planning departments are the same as those in all government departments and programme managers have not perceived so far the potential of a good performance appraisal system.

### Rewards and Punishments

Rewards and punishments as mechanisms of human resources management deal with issues like salary administration, advanced increments or stopping increments, incentives for workers, awards and other forms of recognition etc. While there is not much of activity happening in rewards and punishments there were periods when different strategies have been tried out by the programme administrators. For example, the institution of 'warning letters' used in certain states is one such important activity. Similarly instituting incentive schemes is another. Questions like the following need to be answered.

1) How does one motivate the family planning workers?

2) Since there are practically no promotional opportunities for family planning workers, can there be any other incentives introduced to keep the morale of the staff high?

3) What should be the salary structure for the staff that provides scope for rewarding effective employees?

4) In what ways should effective workers be treated differently so that they do not loose motivation? etc.

**Transfers**

Transfers of the staff is a severe problem of human resource management in many states. Transfers take place because staff have their own interests and attractions for certain areas. At every possible opportunity employees try to get nearer to their preferred places. Thus there are severe pressures put on the programme administrators for transfers. The transfers go on round the year and take a significant proportion of the time of programme managers at district level and above. Besides taking away the time of the important functionaries, transfers also create serious disturbances in the field. Due to frequent transfers of staff the following problems are likely to occur.

1) The employee does not get enough time to understand his community, establish rapport, plan and implement his interventions. By the time he is understanding the community he is transferred to a new place. Thus he has to spend a considerable amount of his time understanding and thereafter his interest gets lost.

2) A good deal of time of the medical officer is taken away in continuously inducting staff and socializing them. In this process the medical officers also get transferred adding to the induction problems.

3) A great deal of financial resources get spent on transfers.

4) They also create disturbances in the field in terms of people having to build new contacts and new relationships with new workers.

Such an important area like this has not been touched by researchers. There are no researches available on this issue. At the Indian Institute of Management, attempt to develop a computer model for managing transfers was developed. This model requires first streamlining the transfer policy, identifying variables that play a role in transfer, assigning weightages, collection of information on all staff and then operating transfer decisions. If computers are used a lot of unnecessary work and field disturbances could be minimised.

**Other Functions**

As mentioned in the beginning there are four other functions on human resource management. Unfortunately none of these functions exist even in a preliminary way in government systems. For example, there is no attempt made to help people through feedback, through counselling, through career planning and development and through organizational development efforts to create a positive climate. Therefore, these areas are not presented in detail. An interested reader may consult the book on Designing Human Resource System by Pareek and Rao.

## 10.4 SUMMARY

This review of the work in human resource management indicates that this aspect has been highly neglected by researchers in the past. No systematic thinking and planning has gone behind the design of personnel policies in the health and population programme. There is an urgent need to develop innovative processes and procedures for the management of human resources. In a sector like this where employees are basically dealing with human beings, if they themselves are not managed with understanding, their effectiveness may be extremely low. Management contributions by way of manpower planning, job analysis, systematic recruitment and selection strategies, performance appraisal mechanisms, etc. have not yet found their way into the population programmes in India. There is an urgent need to tap this area as it may help solving several problems.

# UNIT 11 HRD IN OTHER SECTORS (DEFENCE, POLICE, VOLUNTARY ORGANISATIONS AND PANCHAYATI RAJ INSTITUTIONS)

## Objectives

After going through the unit, you must be able to understand:

- the contexts in which some major public systems operate
- what kinds of HRD activities and interventions would be relevant in such systems.

## Structure

11.1 Introduction
11.2 Contextual Background
11.3 HRD in the Defence Services
11.4 HRD in Police Administration
11.5 HRD in Panchayati Raj Institutions and Rural Development
11.6 HRD in Voluntary Organisations
11.7 Summary
11.8 Case Study: HRD Experiments in Anekal
11.9 References

## 11.1 INTRODUCTION

In Unit 9, we took an overview of HRD in government and public systems, highlighting the special contextual factors which operate in these systems. In this unit, we narrow down our focus to some special public systems to examine what HRD practices and policies are in vogue and the priorities which face HRD as a function in these systems in future. While there are many and varied government and public systems which can be discussed, we take up for discussion the specific cases of the defence sector, police administration, panchayat raj institutions and local civil administration, and organizations in the voluntary sector.

## 11.2 CONTEXTUAL BACKGROUND

HRD in the systems discussed in this section needs to be viewed in the context of the role which the systems play in India. The comprehensive planned approach to national development adopted after Independence, relies much on this role. Unlike in many Western laissez faire societies, government and public systems in India have a prime role to play in piloting socio-economic development. This is because our socio-economic, political and historical context necessitates a proactive, positive role of the State in order that India can catch up with the progress which the developed nations have attained. Accelerated development is necessary for us to achieve in a few decades what the West has taken centuries to achieve. [1]

A serious defect of the development strategies of many developing countries has been the insufficient attention paid to administration and management of human resources. Consequently, while development increases the importance of human competence, the low level of administrative and managerial capability due to neglect of HRD creates serious disequilibrium in planned development because the magnitude and complexity of development tasks continuously outpace administrative and management capability. [2]

Public systems such as the police and local administration have been especially effected by the high degree of social changes which have swept the country during

the last decade. Industrial growth, population increases, higher standards of living combined with increasing social and political strife have important implications for public administration systems. They need to be flexible and respond quickly and effectively to changing environment, develop personnel and organizational capabilities, devise methods to anticipate and cope with change. In effect, public systems are called upon to play a more proactive and risk-taking role. [3]

## 11.3 HRD IN THE DEFENCE SERVICES[4]

The concept of HRD emphasises the need to create a positive and healthy climate in an organization to enable its employees to increase their work motivation, initiative and commitment to the organization. It aims to create among employees a sense of pride in their work and derive achievement from goal fulfilment. Such a concept of HRD is especially relevant in the defence services.

Organizationally, the defence sector represents one of the largest, most differentiated and geographically dispersed systems of the country. Efficient coordination of defence activities for the common purpose of maintaining the security and integrity of the country can, therefore, only be brought about when appropriate skills, attitudes and behaviours are inculcated among people. Since there is a high degree of unpredictability in the events which may call for action on the part of the defence services, people have to be kept physically, mentally and morally prepared at all times. Preparing people involves developing strategies and tactics, training officers and men in the latest techniques of warfare and devising more and better methods of motivating them to ensure their commitment to the objectives of the organization. Another factor which increases the importance of human resource development activities is the absence of lateral induction of personnel at any level of the hierarchy of the defence services. Unlike other organizations, the defence services cannot fill vacancies by inducting persons from outside. So there is need for continual assessment and planning of manpower requirements and for grooming people from the lower levels for positions at higher levels.

The Institute of Defence Management (IDM), which was started in Secunderabad in December 1970 has augmented the process of development of the officers of the defence services. It's main aim is to prepare the officers to meet emerging personnel and technological needs of the defence services and thereby enhance the operational preparedness of the Services. IDM is an inter-service organization where senior officers (Lt. Cols. and above) of the Army, Navy and Air Force, and also civilians of equivalent ranks, come for management training. The Institute has a department of HRD as a part of the faculty of Organizational Behaviour. During the last 14 years, this department has developed to a great extent structurally as well as functionally. It's terminal objectives are:

1) Create self-awareness in participants through introspection/retrospection and self-study.

2) Improve their knowledge of individual differences relating to the affective side of personality like values, attitudes and motives, as well as cognitive side of personality like reasoning ability, judgement, conceptualisation, and problem solving.

3) Improve their understanding of the process of communication especially its transactional nature involved in personal and organizational communication.

4) Improve their decision making ability by developing emotional maturity, tolerance for ambiguity and empathy.

5) Improve their skill of making better use of human resource for increasing organizational effectiveness.

In addition to covering a wide range of topics pertaining to HRD, the department uses almost all the modern methods of imparting training including role playing exercises, case studies, films, diagnostic instruments, syndicate and panel discussions, brain storming, visits to service and industrial organizations, and conduct projects,

etc. It lays special emphasis on experiential learning which has proved very effective with the service officers.

The department of HRD has conducted certain very important and useful projects in the services. The recommendations of some of these have already been accepted and implemented by the respective service organizations. For example, Progressive Leadership Training in the Army is now an integral part of the training curriculum of Army Cadet Corps, Officers Training School, Indian Military Academy, Young School, Young Officers' Course, Junior Commanders' Course, and so on. Similarly, the HRD department has contributed substantially in revising the appraisal system of the officers in the Navy as well as in the Army. It has also helped the Army and the Air Force in looking into certain aspects of motivation of their officers and men.

With a view to popularising the discipline of management sciences, IDM has brought out ten handbooks on different topics of management.

A few years back the Indian Military Academy had introduced an Honour Code for the benefit of its cadets. IDM was called upon to have a re-look at it for facilitating its implementation. That job was done by the HRD department of the IDM.

IDM is the premier institute of Management in the defence services. It has spread the message of management sciences in general and human resource development in particular in all the three Services, that is Army, Navy and Air Force. As a result, all the three services have made HRD a part of their existing training programmes, in one manner or another.

The activities of the HRD department of IDM is probably a good example of a training institution extending its role beyond training to HRD.

# 11.4 HRD IN POLICE ADMINISTRATION

Like the defence services, police services are of strategic importance to the country. They are necessary to protect the country from internal threats and to maintain the condition of law and order without which no other organizations or individuals would be able to function. Unlike the defence services however, the police system in the country has suffered considerable neglect, and this is especially with regard to human resource development.

The Indian police system was conceived as early as in 1861. It was remodelled in 1902. Over the years, social commissions were instituted to examine the problems effecting the police services. A study of police administration recently revealed that while there were some strenghts like loyalty, dedication, job security and espirit de corps in the police service, it also suffered from severe weaknesses due to excessive political interference, corruption, and lack of open interaction among members. [5] Among the recommendations made for improving police administration were the restructuring of salaries and benefits, proper recruitment and training procedures, improved performance appraisal system, better control and communication within the administration, and measures to improve police community relations. [6]

The absence of proper and integrated human resource systems, particularly training and personnel administration are seen to be major impediments in the way of the proper functioning of the police services. Although training centres for many of the state police forces do exist, these are often treated as "dumping grounds for unwanted staff". [7] A working paper at a national seminar in 1986 at the Sardar Vallabhbhai Patel National Police Academy in Hyderabad pointed out to many problems with respect to recruitment, training, placement, promotion and other human resources related functions. The paper suggested the need for developing a systems approach to these problems to ensure the planned growth, development and better utilisation of police personnel. [8]

To implement these suggestions, the paper recommended the setting up of a Department of Personnel for Police Forces of the Central and State Governments. In

order to ensure "maximum utilisation of human resources to help attain organizational objectives," an integrated system was recommended to provide and develop:

- objective recruitment methods based on manpower planning and forecasts
- induction and training systems to better orient policemen to the demands and changing needs of society and technology
- career management
- a uniform promotion policy based on more objective appraisal systems
- policies and systems for individual and collective grievance handling, and
- comprehensive welfare policies. [9]

For many years the police administration was neglected and taken for granted. It is clear now that given the current circumstances operating in the country much greater attention requires to be paid to this vital sector of the country's administration.

## 11.5 HRD IN PANCHAYATI RAJ INSTITUTIONS AND RURAL DEVELOPMENT

India is a predominantly rural and village based society. Despite rapid urbanisation, about three-fourth of our population continue to live in the villages. This is why the concept of rural development and the strengthening of rural based administrative institutions has continued to enjoy a high priority in the development policies and strategies of the country. As some scholars maintain, the relevance of what happens in national development is measured by what it does or fails to do for or with the rural people. [10]

The rural situation in the country is still plagued with social and economic problems. Several years of development efforts have not succeeded in eliminating age-old problems. Large sections of our small population still suffer from non-satisfaction of minimum needs in terms of health, nutrition, education and other subsistence facilities. They are vulnerable both to natural calamities like floods and droughts as well as to the exploitation of vested interests and money-lenders. Their level of economic productivity is low and they lack adequate delivery systems for employment and industrialisation. [11]

Very early in the stage of India's development as an independent country, it was recognised by visionary leaders like Mahatma Gandhi and Jawaharlal Nehru, that the development of the rural areas needs to be vested largely in the hands of the people by the setting up of appropriate socio-political institutional mechanisms. The main such institution is the village panchayat. According to the Directive Principles of the Constitution, "The state shall take steps to organize village panchayats and endow them with such powers and authority as may be necessary to enable them to function as units of self government." The Balvantarai Mehta Committee of 1958 had attempted to translate these principles into action by recommending the introduction of the panchayati raj system which was expected to establish a linkage between local leadership enjoying the confidence of local people and the government, and translate the policies of the government into action. The structure of panchayati raj was envisioned in three tiers from the bottom of rural society upwards: directly selected village panchayats at the village level, indirectly elected panchayat samitis at the block level, and zila parishads composed of ex-offices's members at the district level. Unfortunately, although boldly conceived, panchayati raj went into stagnation and decline. [12]

The role which panchayat raj was expected to fulfill was:

1) To encourage participative decision-making at the micro social level by involving people in decision-making relating to various activities affecting them.

2) Look after day-to-day administration of local areas by mobilising resources and administering day-to-day facilities.

3) Formulating micro-level plans on the basis of the constraints of development.

4) Taking care of local physical infrastructure.

5) Working for the awakening of the people and making them aware of their plight and rights. [13]

The by-and-large failure of the panchayati raj system is due to a number of social and political factors at the local implementing as well as the state and national policy levels. However, there are at least some critical reasons which are attributable to the absence of adequate attention to human resource development.

1) For a long time, the leadership of the local panchayati raj institutions was in the hands of the vested interests in the rural areas—the upper castes and landowning classes. Their continued domination over the panchayati raj institutions effectively blocked the benefits of development from reaching those for whom they were meant. Recent indications, however, are that while the upper castes and privileged groups continue to hold power in the panchayati raj institutions, the middle-class group of educated farmers and local businessmen are beginning to emerge in positions of power, and the lower castes are beginning to contest. [14]

2) A second reason has been the absence of trained competent people to carry out the tasks of administration in the panchayati raj bodies. Such tasks require not only functional skills such as financial management and technical skills for basic management and organization, but also appropriate attitudes and values. [15]

3) The absence of proper and adequate organizational structures and institutional mechanisms to lend stability and continuity to the panchayati raj institutions, is another reason for the poor performance of these bodies.

The proposed Sixtyfourth Constitution Amendment Bill introduced in the Parliament in 1989 was an attempt to resolve some of the macro-level problems facing panchayati raj institutions. However, apart from macro-level policy changes, changes in the structure and functioning of local bodies and in their managerial and human resource capabilities are also required. From the HRD point of view, the major priorities for the success of panchayati raj and rural development institutions are [16]:

1) Clarifying purposes and ensuring that these are reflected in pertinent strategies, policies and programmes.

2) Developing people as change agents and as culture builders to bring about necessary transformation in dysfunctional cultures existing in the rural areas.

3) Training and development in order to enable people develop their capacities and potential for productive employment.

4) Strengthening panchayati raj and other organizations engaged in development.

5) Increasing administrative accountability through task clarity and appropriate monitoring and appraisal mechanisms.

6) Developing role clarity and task or results orientation on the part of functionaries.

7) Motivation of functionaries through attitude change and motivation development programmes.

8) Developing and implementing appropriate reward systems for those involved in the routine administration and implementation of tasks.

# 11.6 HRD IN VOLUNTARY ORGANIZATIONS

One well recognized reality in India has been that the efforts of the government and government sponsored organizations and agencies alone are inadequate to achieve the enormous task of socio-economic transformation of the country. Over the years the role of non-profit voluntary organizations has increased to a very great extent in a variety of fields such as rural development, community development, health and rehabilitation, vocational training, consumer organization, etc. Acknowledgement of the need for voluntary organisations is reflected in the Seventh Five-Year Plan

document which stated that, "The Seventh Plan can be implemented successfully only with the involvement of the people. The Plan proposes to do this by increasing the involvement of voluntary agencies in the implementation of plan programmes......." [17]

Voluntary organizations in India range in size from small groups of five or six individuals to large organizations employing hundreds of people and engaged in diverse operations spread across the country. The number of voluntary organizations in India is believed to be more than 8000. [18] Voluntary organizations enjoy a number of advantages which make them potentially effective change agents. Being usually small in size, they are flexible and, therefore, organizationally more adaptive. They tend to have a strong ideological commitment to social justice and economic opportunity for all, and an empathy for the underprivileged sections of society. Since they are by and large autonomous in functioning, independent and dynamic, they are able to take on risks and undertake controversial activities which government and corporate bodies would find difficult. [19]

Two illustrations of voluntary organization activities would serve to highlight the special nature of their activities and HRD requirements. [20]

One illustration is that of the Maliwada rural development project in Maharashtra. This project was carried out by a group of young men working for the Institute of Cultural Affairs, a non-profit international group involved in research, training and demonstration relating to the human factor in world development. Maliwada was taken up as a demonstration village. Unusual methods and approaches were used in achieving the remarkable results, for which the project is fast becoming known. These young men settled down in the village, lived and worked with the rural folk, and in 10 to 12 months they helped the villagers to remove many of the long-standing obstacles in social and economic development of the village, and gave them a measure of self-confidence the quiet rural community had not known.

A second illustration is of the well known Thilonia experiment in Rajasthan. A group of youngsters got together under the dynamic leadership of an exceptionally talented and committed young man and formed a voluntary organization named Social Work and Research Centre (SWRC). The group consisted of about 40 specialists—geologists, social workers, teachers and others—who have shunned lucrative city jobs to work for modest salaries and to serve the thousands of village artisans, labourers. and marginal farmers. The emphasis on the SWRC was to work with the villagers and not for them. The SWRC established its centre right in the village and started its work from the level in which the rural poor were, recognising the skills and resources that were available in the villages. Together with the villagers, they worked on health schemes, water-supply projects, improvement of agriculture, flexi-school system, village industries, and other activities. In six years' time, this dedicated band of youngsters had changed Thilonia Block of 80,000 people into a prosperous and happy community. SWRC is now spreading its activities to near-by States.

Given the nature of their activities and their organizational characteristics, some generalisations can be made regarding the kind of HRD interventions which may be useful in voluntary organizations.[21]:

1) Studies of voluntary organizations have indicated that they are more likely to be effective when they are characterised by a flexible and participative management culture. While many voluntary organizations begin with such cultures, as they grow in age and size, they tend to become less flexible and allow less scope for participation. Diagnostic HRD activities, climate surveys and culture-building or culture changing interventions and team development, may therefore have particular relevance to voluntary organizations.

2) An aspect widely neglected in voluntary organizations is the design and development of appropriate HRD systems and procedures. While many voluntary organizations are engaged in educational training and consciousness generation activities with various client groups, they often suffer from the neglect of these aspects within themselves. Especially in large voluntary organizations, there is need for systematic mechanisms of performance and potential appraisal, and training and development.

3) Voluntary organizations are also found to be more effective when their organizational climates are characterised by a high degree of achievement orientation, warm interpersonal relations and mutuality. HRD practitioners, therefore, need to address themselves to what kind of systems and interventions are required to build and foster such climates.

4) People in most voluntary organizations function under conditions which are usually less attractive and materially rewarding than those under which people in business and governmental organizations function. Often, working conditions and facilities are difficult and material rewards are poor. Motivation of members under such conditions is sustained largely by intrinsic, work-related rewards and the satisfaction of being able to contribute to superordinate goals. HRD activities such as target-based performance appraisal systems, activity analysis and task design, and organization development activities would be useful in these circumstances.

5) Finally, perhaps the most important contribution which HRD can make to voluntary organizations is to develop human resources who are motivated and capable of working in them. It is clear that voluntary organizations require people with skills and competences which may be common to those of people in other organizations, but their attitudes, values and motivations need to be distinctly different. HRD may need to reorient many of its conventional tools to the specific human resource needs of voluntary organizations.

# 11.7 SUMMARY

A major contributing factor to national development is the development of human resources in sectors responsible for strategic functions. This unit examined the contexts in which some of the strategic sectors function and the kind of HRD processes and interventions which are relevant. HRD in four sectors was examined: defence, police, panchayati raj institutions, and the voluntary sector. In all these sectors, the emphasis of HRD needs to be on developing commitment, motivation and morale among people to enable them function under difficult circumstances, developing appropriate work cultures, and providing for the augmentation of necessary attitudes and competences through training. The training and other HRD mechanisms applicable may differ in extent and type depending on the specific characteristics of each sector.

# 11.8 CASE STUDY: HRD EXPERIMENTS IN ANEKAL[22]

**Introduction**
The present society is characterised by high social complexity, increased dependence on technology and 'skill' specialisation. Organizations, institutions and groups working with or concerned about people are increasingly orienting their energies and actions in the direction of human resource development to help achieve their objectives.

This case makes an attempt to describe the process of application of HRD in human service organizations and its resultant effect on work, personnel and the organizations involved. Based on the experience of two voluntary development agencies, certain theoretical models of HRD applications to rural development are outlined for consideration in similar appropriate social contexts elsewhere.

**Background**
All work associated with rural development implies working with the poor, the oppressed and other community imbalances. The Indian social milieu in rural settings, happens to contain dalits, tribals, landless labourers and related social and economic classes. The process of development work, therefore, means organizing the so called

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marginalised society through a conscious programme process to assume control over their own socio-economic conditions to enable further their development economically, socially and politically. Two religious organizations which undertook social work in these rural settings near Bangalore discovered during their struggle the part played by HRD systems in development.

### Anekal and Thirty Villages
Anekal is a revenue block and a principal town south-east of Bangalore City and part of the Bangalore district. Anekal town is 35 km. from the city and borders on Tamil Nadu in the south. There is a higher than average concentration of scheduled caste people here and in spite of its proximity to the state capital industry, health care services, education and public facilities are only now receiving attention.

The main occupation of people here is agriculture. It is dryland cultivation of 'ragi' (a maize variety). A legacy of the Maharaja's rule in Mysore villages, tanks abound and are maintained in fairly good condition, ensuring water supply for the fields perennially.

### The HRD Process
The HRD process initiated and tried out, and the development experiences of the HRD facilitators, can be seen as a two-stage process involving:

1) Structural changes (intervention) to meet community development requirements necessitated by the social context.

2) Resource initiation to achieve task relevant maturity in human processes.

### The Approach
The group of executives belonging to two voluntary organizations with religious affiliation (henceforth referred in this paper as process designers (PD's), in their casual visits to the villages, discovered proper health care and primary education were a crying need.

Initially they opted to run two clinics while simultaneously holding camps in every village on aspects of preventive and promotive health care, nutrition and sanitary habits. These camps were mainly for women.

Primary education is/was a State subject. The villagers opted for a pre-school education programme, called the Balwadi programme. Very soon, adult education came up as a need felt by the people. The Janata government was also administering its National Adult Education Programme (NAEP) through its machinery. The programme envisaged 30 to 40 villages which is the ideal unit a voluntary agency could handle. The PD's opted for one such unit of adult education. From then on about 36 villages became the territory of activity for the Process Designers.

Some of the later schemes introduced in these villages were small savings, propogation of fuel efficient smokeless choolha—stove developed by the Indian Institute of Science, Bangalore.

### Process of HRD Implementation
1 Structural Intervention: The classical model of hierarchical control adopted initially to carry out development work in Anekal, did not facilitate sensitivity to the community. Working with oppressed village communities called for greater undertaking and slower reaction time to emerging issues attitudes and cultural mores. It was found that a hierarchical model created more conflicts among functionaries (the PD's) resulting in slower decision-making, lack of role clarity, lack of functional direction; and improper deployment of skill/expertise.

Through dialogue and consultative processes between members of the two voluntary organizations (PD's) the hierarchical model gave way to a 'team' model. The team assumed all responsibilities for the behaviour of the community happenings and for progress and failures in these 36 villages.

2  **Resource Initiation:** Social scientists have generally preferred to use "inner resource approach" for human resource development. Inner resource basically refers to providing socio-psychological climate for the individual members of the social groups to grow to their fullest potential. Providing a working climate included conscientisation, educational process, confidence building, perspective planning for the community and a realistic understanding of the rural phenomenon. Working with people carries no formal authority and one does not have a mandate to accomplish results. Both the voluntary agency and the people were free to and of each other—either to work, or to participate in the benefits or to just remain the way they are. This lack of commitment to definite developmental objectives however disturbed the PD's.

Through a consultative process the PD's obtained the endorsement of the community to work with them. This then became the primary task. Very soon, task relevant relationships and the maturity to work assumed greater significance. Twenty Balwadi teachers became the key functionaries in the village. A psychologically supportive atmosphere was created for their functioning for the start. The village community in a gathering endorsed a particular woman having their trust and support, as being suitable to be a teacher.

One of the PD's accompanied this newly chosen candidate to a neighbouring village to learn from an existing Balwadi the functioning of the programme. After one week of such learning from a senior teacher the new teacher began functioning on her own. But one of the PD's continued with her for one more week till she also performed alone. At the end of each week, meeting-cum-training sessions were organized for all balwadi teachers to meet and share experiences. Over time, this balwadi teachers assumed more and newer responsibilities. In many cases, she also became the village health worker. In addition to dispensing first-aid and simple remedies for ailments she also educated the people against leprosy and TB, detected cases of mental disease at its onset. She often conducted adult education classes in the evenings. In isolated cases, the villagers deposited small savings in her custody.

Several changes were observed in the rural community due to the interventions'.

- every child that attended a balwadi continued in the primary school without dropping out, and most of the village children attended balwadis.
- women who started small savings became less and less dependent on money-lenders and more credit-worthy in the eyes of the local banks.
- people became aware of investment opportunities like the Indira Vikas Patra.
- every child in the 36 villages was completely immunised against certain diseases.
- overall literacy increased every year to the tune of 300 more literates added.
- housewives began using a new, fuel-efficient, smokeless, quick cooking stove. They also formed cooperatives for employment.

**Lessons**

Four years of field experiences and sharing of experiences with the Indian Society for applied Behavioural Science and the National HRD Network, convinced the PD's that unless proper HRD efforts are understood and directed with a professional-ethos, socio-cultural problems of community will continue to inhabit community development processes. The roles of rural change agents became clearer once a holistic approach to HRD was adopted. HRD was seen as a means:

- to help them acquire a social perspective relevant to community development and an awareness to commit themselves to the process.

- to help members of the rural community to build trust in themselves and others; encourage consultation and listening; and develop confidence in its own resources.

- to help the dalits and oppressed women organise themselves into autonomous bodies and for a federation to establish their rights having linkages with affiliated institutions in the State.

- to help rural animators take a role of a facilitating agent for change, unlike the catalytic stance taken up by change agents in the corporate sector.

● to help rural people develop an ideology of 'inner search' emphasising the need to share and exchange resources and strengths and involve themselves as the architects of their own development.

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# UNIT 12 HRD IN SERVICE INDUSTRY

## Objectives

After going through this unit, you must be able to understand:

- the context and characteristics of the service sector relevant for HRD

- the special role of HRD in the service sector

- the types of HRD interventions relevant to service organizations.

## Structure

12.1 Introduction
12.2 Nature and Role of the Service Sector
12.3 Importance of HRD in the Service Sector
12.4 Role of HRD in the Service Sector
12.5 HRD in Public Sector Banks
12.6 HRD in the LIC
12.7 HRD in Education
12.8 HRD in the Health Sector
12.9 Summary
12.10 References

## 12.1 INTRODUCTION

Economic theory traditionally looks at society as consisting of three main sectors:

- the primary or agricultural sector comprising occupations and activities such as agriculture, forestry, fishing, mining and quarrying;

- the secondary or industrial sector comprising manufacturing and construction; and

- the tertiary sector or service sector comprising activities and occupations like banking, insurance, transportation, communication and education.

The service sector, therefore, comprises activities and occupations which provide a wide variety of services to individuals, business and government establishment and other organizations;

This unit examines the relevance and application of HRD in the service sector. The nature, role and importance of the service sector are examined. The unit also examines general aspects of HRD as well as those aspects which are contextually specific to the service sector. To illustrate the HRD needs, issues, experiences and problems of implementation in the service sector, the cases of four sectors are examined: public sector banks, the Life Insurance Corporation of India, the health and family welfare sector, and the education sector.

## 12.2 NATURE AND ROLE OF THE SERVICE SECTOR

The service sector has a crucial economic role to play in society. Services create value by providing a bridge between the producers of goods and the beneficiaries, or between the production and consumption segments of society. This is why the growth of the service sector in modern society is linked with the increased productivity of the manufacturing sector. [1] The value which the service sector provides consumers may be private benefits which are paid for, or they may be public benefits which are free or subsidised, like health, education, information, etc.

A major characteristic of modern socio-economic development has been the increasingly dominant role of the service sector. As an economy develops, the

relative contribution of the primary and secondary sectors to the total economy decreases, whereas that of the service sector increases. For instance, data show that from 1950-51 upto 1979-80, the share of the primary sector in India's net domestic product (NDP) decreased from 56% to 35%, whereas that of the service sector during the same period increased from about 27% to 39%. While the contribution of the industrial or manufacturing sector did increase in absolute terms from 17% to 26%, during the same period, its relative contribution vis-a-vis the service sector decreased. [2]

The range of services in India have increased in both breadth and depth. In financial services, we have gone far beyond deposit banking and life assurance. We now have hire purchase and leasing. Banks are entering into project lending, merchant banking, foreign exchange etc. Various personal and business risks can be insured. In the tourism industry, there has been an increase in a variety of services. Health services include government hospitals, community health centres, private clinics, etc. One of the fastest growing service sectors in India has been the education sector.

## 12.3 IMPORTANCE OF HRD IN THE SERVICE SECTOR

Unlike goods manufactured in the agricultural and industrial sectors, a service is intangible and perishable in the sense that a consumer cannot store a service. This implies that the service organizations are responsible not only for producing products but also for immediately transmitting these to the consumer. In other words, in the service sector the production and delivery of goods are carried out simultaneously. The consumer therefore is an integral part of the whole service delivery system. [3] The services of a doctor or teacher involve the consumer. This characteristic of the service industry has important implications for the kind of human resources and human competences required for the service sector. The emergence of the service sector has brought about a fundamental transformation in the social and economic structures of modern society. When compared with the secondary or industrial sector, the service sector may be less labour intensive but probably requires more human related skills and competences. While technology has advanced considerably, the technical and operational skills which characterised earlier agrarian or industrial societies, have given way to an emphasis on human and managerial competences at the macro economic level as well as at the organizational level.

The service sector organizations also play a very important social role. By extending benefits to people of all social and economic segments, provide opportunities for development and for reduction of socio-economic disparities. They enable the weaker sections have access to the benefits of modernisation. By providing common service to all sector they reduce social and psychological distances. For instance, government services such as administration and judicial services are available to all without discrimination. The professionalisation of the service industry has made services, such as hospital, legal aid, rehabilitation etc., available to all those who can pay the prescribed fee regardless of social background. Thus, as M.B. Athreya points out, the services themselves have an HRD effect—first by developing individuals and deprived groups, and secondly by gradually changing societal culture towards a more egalitarian, democratic direction. [4]

## 12.4 ROLE OF HRD IN THE SERVICE SECTOR [5]

HRD has aspects which are universal to all organizations as well as some which are specific to the nature of the service industry.

**Universal Aspects**
HRD is relevant to all sectors. It is at the base of all development. Other resources, like physical and financial resources, can only be activated through the agency of human resources. HRD is such an all pervasive concept that there are bound to be common aspects relevant to many sectors.

HRD aims at developing the individual, matching him to roles, both by developing him and the role, and catalysing individual and organizational self-renewal. A generalised model of HRD will include the following sub-systems: role analysis, selection and placement, transfer and rotation, reward and punishment, performance and potential appraisal, feedback and counselling, training and development, career planning, succession planning, participative devices, and HRD data bank. Of these systems, some are essential to all organizations in any sector: selection and placement, transfer, rotation, and reward and punishment. At least these sub-systems need to be designed well. If one wants to go beyond a status-quo bureaucracy, at which stage many service institutions get stuck up, performance appraisal, potential appraisal and training and development are particularly relevant. If high levels of performance is a goal, then the relevant additional sub-systems are feedback and counselling, and of participative devices. Finally, if one is concerned about the long-term vitality of any institution including a service institution, the remaining sub-systems become essential, namely role analysis, career planning, succession planning, and development of an HRD data base.

## Unique Aspects

Service industry has some special features, which call for particular emphasis in the design and implementation of HRD systems. These are:

- **Intangibility of product:** Service is the provision of value to a customer, without a physical product. This could create lack of clarity about the tasks and erosion of self-confidence. So HRD has to create appreciation of client needs, and pride in the potency of the service to meet those needs.

- **High public exposure:** The service institution is much more exposed to its clientele. Even if the institution does not proactively promote its service, the clients may take the initiative and beat at its doors. The staff need relationship skills and tolerance of customer reactions. In the case of subsidised on free services, some customers may be arrogant in their demands and misuse the service, while some others may be less literate, gullible and timid.

- **Size constraints:** To be effective, the service institution should be perceived as a huge, slow, monolith, in the face of which the customer is anonymous and insignificant. Conceptualisation of roles is especially important. The roles at the environment/customer interference need to be so designed as to enhance service. Examples are the bank teller and the 'single window' concept used recently by state industrial development corporations.

- **Back-room technology:** At the customer end, a service has to be simple to understand. For example, air travel should be made easy, but behind it may be complex aeronautics and computerised, real-time reservation systems. HRD has to ensure that those at the delivery end of a service institution understand the power and limitations of this back-up technology, while at the same time the technicians understand customer needs, abilities and limitations. User-friendly computer peripherals, for example, enhance the utilisation of an information service.

- **Specialised knowledge:** The level of general and specialised education tends to be relatively high in a service institution. Infact, a service institution like a consultancy, has to be intellectually a few steps ahead of its clients to be of real value to them. So, a research and learning orientation is needed. The service institute tends to have a preponderance of white collar workers and executive manpower. Their motivation is more complex. Besides monetary rewards, they look more for ego satisfaction and quality of work life.

- **Propensity for disintegration:** Service institutions seem to have a higher tendency to disintegrate. Depending upon personal ambitions, bruised egos, inequity, etc., rebel groups break away from the mother organization and form new ones. This may be partly due to low capital cost, low barrier to entry and the preference of the customer for specific resource persons. Therefore, HRD needs to provide for more participation in planning and control of the projects, as well as sharing of rewards, whether psychic satisfaction, fame, visibility; profits or upward mobility.

## 12.5 HRD IN PUBLIC SECTOR BANKS [6]

As early as in 1968, the Government of India introduced 'social control' over the banks, under which commercial banks were directed to provide a larger volume of credit to hitherto neglected sectors like agriculture, small industries, village artisans etc., so that bank credit may prove a more effective insturment of economic development. However, this was found inadequate. Therefore 14 major Indian scheduled commercial banks were nationalised in 1969. This was further followed by nationalisation of 6 more banks in April 1980.

The commercial banks have performed spectacular growth after nationalisation. Advances to the priority sector increased from 14.6% to 43.6%. The total number of bank branches had increased from 8262 in 1969 to 53,563 in March 1987. The credit deposit ratio in the rural branches has gone up from 37.24% in June 1969 to 65.3% by December 1986.

In India, banking has become a key sector of national economy contributing to its growth through rural banking, credit deployment to the masses, international banking and other services. The task of economic upliftment of the rural masses has been taken up earnestly by banks by rapid spread of branches network in rural areas and concerted implementation of Integrated Rural Development Programme among others. The banks continued to participate actively in extending credit facilities to eligible persons under IRDP as a measure for alleviation of poverty and generation of additional employment in the rural areas so as to enable the rural poor to cross the poverty line. The banks also assist the weakest sections of the community under the Differential Rate of Interest (DIR). The banks also extend financial assistance to house construction activity to individuals belonging to scheduled caste/scheduled tribes and economically weaker sections besides State Housing Boards, Urban Improvement Trusts etc., which undertook construction of houses for weaker sections. The banks has also given indirect finance for the purpose in the form of investment in debentures.

Planning and Human Resources Development assumes great significance in a labour intensive industry like banking. Public sector banks in our country have shown a good deal of interest in designing and using HRD systems and mechanisms for improving effectiveness of their employees. In public sector banks, the focus of Human Resources Development (HRD) effort is to develop versatility and ensure flowering of potential of the individuals through innovations. In realisation of these objectives, these banks introduced Quality Circles for team building and work life improvement, Circle Management and Branch Management-Boards as a training ground for developing analytical and decision-making skills for all levels of personnel, involvement of cross section of people in decision-making process for wider participation in policy formulation, Meditation Room for creative thinking and organizational renewal.

Public sector banks have given continued emphasis to capability development through study circles, brainstorming sessions purposeful staff meetings at their branches, effective job rotation by formal one year advance planning, encouragement to self-development through incentives and bringing out knowledge booklets like Counselling Techniques, HRD compendium, etc. The institution of welfare office adopted branches for allround development. The welfare offices set up by these banks at various centres attended to aspects relating to employee grievances and also assisted in focusing faster attention to customer services.

Communication was given added focus through interface by executives at all levels of management, formal collection of feedback to gauge the effectiveness of policies and systems, publication of educative brochures to highlight various leadership aspects and special communication on productivity improvement.

In most public sector banks, an ongoing objective performance appraisal system based has been introduced for officers. The major focus of the appraisal system is development of individuals and improving the quality of worklife, to ultimately result in achieving organizational effectiveness. The open appraisal system introduced by

the Canara Bank has been well acclaimed by the Indian Bank Association (IBA), as a sophisticated system with several positive features.

Public sector banks has also given special attention to the establishment of Human Resources Development divisions. The division is entrusted with the task of preparing long-term schemes for the development of employees. The tasks completed by the Human Resources Development Division in most of the public sector banks include formulation of motivation surplus staff, schemes for sending birthday greeting cards to all employees, schemes on career planning and rotation of staff, schemes for granting incentives for further study.

With a view to bring in more objectivity some public sector banks have designed a new Performance Appraisal System for officers. In this system the practice of self-evaluation has been incorporated according to which appraisee and appraiser identify the key performance areas alongwith the specific function. Evaluation is done on the basis of employees' contribution or efforts with respect to these areas. Therefore, the modified performance appraisal system is intended to lead to allround development of employees. Effective steps have also been taken in some banks to reassess staff requirement so as to ensure optimum utilisation of available manpower and also to eliminate surplus pockets wherever possible. There has also been a strategic change in staff development, by relating it to workload, with a view to increasing staff productivity, at branches and administration offices.

In order to raise the level of motivation of employees and urge for individual development the banks undertook several measures and also continued efforts through a series of educative literature and providing appropriate forums for skill identification. Classroom as well as on-the-job training continued to be strongly emphasised in human resource development strategy of almost all the banks in public sector.

By and large, banks have come to recognise that HRD is more than training programmes. Training of employees is only one component of HRD. Therefore, other aspects of the HRD system like performance appraisal system, job rotation, career plan and organization development etc., have also, come into practice.

# 12.6 HRD IN THE LIC [7]

The Life Insurance Corporation of India (LIC) was set up in 1956 by the Government of India, on the nationalisation of life insurance business. It took over the entire life insurance business which had been transacted in India by private companies till then. The funds (assets and liabilities) and employees pertaining to this business were automatically transferred to the LIC. Since 1956, LIC alone has the authority to transact life insurance business in India, subject to special authorisations for some government schemes, which are allowed to operate outside the purview of the LIC.

Apart from the Central Office, the LIC has five Zonal Offices, sixty four Divisional Offices and Branches in over eight hundred centres. In the thirty-one year span of time from 1957 untill 1988, LIC's business expanded from about 6 million to 32 million policies with an assured sum of Rs. 5,90,680 million. Its employee strength grew from about 31,000 to about 73,000 in the same time span.

In 1980 the LIC launched on a major exercise of organizational restructuring which led to major decentralisation of responsibilities to the branches. Each was recognised as a profit and growth centre. The number of positions in the branches as well as the level of responsibility in these positions were considerably enhanced. Microprocessors were made available to branches. The new structure provided for consultation processes and joint decision-making in planning and other operations. The new systems included data being generated about the socio-economic conditions of the area under the Branch jurisdiction for planning purposes, developing strategies for operations on the basis of such data. Consequent to the restructure of work, there was need to enhance the skills of the personnel to operate the new systems. It was

recognised that the organization to successfully adapt to the serious challenges from the complex turbulent environment, needed long-term strategies with regard to the social systems. Aware that bureaucratic procedures, narrowly defined jobs and tight supervision can wreak havoc on human motivation and that excellent performance comes when individuals are committed to using full capacities to solve problems, the need was felt to develop strategies that would meet the needs for learning, development, belongingness, variety and creativity.

### Defined Goals of HRD in LIC
The HRD goals of LIC in the revised structure are:

- To ensure that adequate number of persons with sound insurance background and experience, both as generalists and specialists, are available at different levels, to facilitate enhanced standards of service to customers and fast growth.

- To provide human resource policies that are not only fair and just but also perceived as fair and just.

- To provide employees equitable opportunities to move up in the organization on the basis of their performance and ability.

- To ensure that responsibility for results is provided right from the lower levels so that employees can develop a sense of independence and self-confidence.

- To provide employees opportunities for learning new and varied skills thus making the work more satisfying and meaningful.

- To provide opportunities for training and development of employees with special potential.

Several strategies to achieve the stated objectives and goals were developed. Consistent with the policy of consultation, the new strategies were circulated among and discussed with groups of employees. It was however clear that the organization needed a comprehensive HRD approach.

### HRD Philosophy of LIC
In 1987 the organization stated its beliefs about HRD as under:

- That human potential inherent in every employee is vast, it can be further enhanced by various interventions like training, job rotation, counselling, organizational action etc.

- That people are major assets and that an organization can foster full realisation of individual potential by providing a developmental environment and opportunities, by encouraging and rewarding innovativeness etc.

- That such people who are not able to contribute to the organization fully due to reasons beyond their control can also give the best if they are taken care of proper environment and conditions are provided.

- That competencies can be developed in people at any point of time; as a model employer it is desirable that we encourage competency enhancement.

- That HRD provides for a higher quality of work-life through opportunities for a meaningful career, job satisfaction and professional development.

- That HRD philosophy emphasises human well-being and organizational growth, that HRD policies are relationship centred and the extent of relationships under HRD ambit is life long and not merely for 8 hours.

- That, as a model-employer, the Corporation must provide for employee growth; if an employee perceives a nurturing environment, there would be a positive response to matching individual aspirations with organizational needs.

- That in order to be effective, HRD processes have to be planned and continuous.

### HRD Interventions
It was decided to begin the intervention with a workplan and review (WPR) approach at the level of Assistant Divisional Manager which is the position of the head of a department in a Divisional Office. In the restructuring exercise an attempt was made to clarify the various roles in the Branch and Divisional Offices. WPR

required every incumbent of each position to specify the nature of the contribution he expected to make as distinct from the results which his department as a group will achieve. This statement of contribution was to be discussed and agreed upon between him and his superior. The work plan which would indicate the specific outputs or improvements or results that the manager proposed to make in the next year, would also indicate what he would achieve in the next three months and the following months and again six months the manager would review the work first along and then together with his superiors.

The intervention was begun in early 1988 on an experimental basis in all the divisions of the Northern Zone of the Corporation. Seminars were conducted in which the consultant, explained to all the concerned officers of the zone, the philosophy and the rationale of the proposed intervention and the details of how to go about it. Subsequently, the Zonal Manager and the Regional Manager (Personnel) went to each Division and had detailed discussions to help the officers concerned understand more thoroughly the significance and the mechanics of writing out the work plan. After a period of three months the officers had clarification seminars with the consultant. After clarification seminars the work plans were finalised.

As information went round about what was happening in the Northern Zone, there were demands from other Divisions that they be involved in the new experiment. Consequently, 10 further Divisions were brought into the scheme. The Corporation intends to introduce the scheme throughout the Corporation only after observing the results of the experiments in these Divisions.

During the seminars in which they are being introduced to the concepts of the intended practices, the officers concerned expressed several doubts and sought clarifications. Some of these are discussed below.

Managers were aware of the beneficial effects of human relations and at least cognitively want to be good to their people. The HRD philosophy however states that being good to the people is necessary for its own sake and not merely as an instrument for the achievement of the managers' results. The latter is a bargaining situation which may be resented by the subordinates. The former is a negotiation situation which may be accepted by the subordinates (when they see that it may lead to their own growth in terms of knowledge, experience and skills), may lead to development of persons and integrate in a different manner with the desired results of the organization.

The expected growth of LIC would lead to serious problems in handling work and it was essential that decision-making processes must remain at the Branch Offices. Unless the personnel at the operational level viz. the Branches, were developed adequately to shoulder the responsibility of not merely carrying on the operations, the entire restructuring exercise may be reversed with regard to the role of the Branch. It was to enable the personnel to perform adequately for these new tasks that the proposed HRD strategy becomes important.

Some managers mentioned that certain positions were more attractive in terms of remuneration as a result of which there was a reluctance for people to move away from these positions even if higher responsibility positions were offered. This question came up in connection with the proposed career path which expected that personnel would in the initial years, work in the Branches to develop skills of interaction with customers, learn the essential aspects of operations, develop confidence to handle differentiated functions and become aware of integrated activity moving later into the higher offices for specialisation in functional areas. The fear was that if individual officers were to be given a choice as to the career or the specialisation in which they would like to develop, there would be a heavier concentration in positions which are attractive in terms of remuneration and perquisites compared to the other positions which do not have such perquisites. It was difficult for many to visualise that other specialist functions could also be found attractive and could be chosen by individuals for reasons of professional stature or temperamental adjustments. The rotation in the earlier stages of the career was meant to provide an opportunity to experience the different functions so that informed choice could be made.

An interesting observation was the relationship between the development of an individual in the organization and his role outside the organization in society. Alienation at work seriously affected one's attitude and behaviour towards family and children. Development of people takes place when given autonomy. Too much of regulation and control stunts development and increases dependency. The practices within the organization decide the manner in which a person functions in the society outside. Organizational practices have to be looked at in terms of not merely the organization's needs but also in terms of the society which the organization would like to develop.

A persistent doubt was the distinction between the work plan of the individual officers and the task plan of the department. A manager does not function alone but works with a group of people. How can the manager's individual work plan be separated from the task of the group which he manages? Also if such a distinction is made does it not imply that an individual manager is sacrificing the interests of his group? Would it not work against the requirement of building-up of a team. It needed considerable explanation to distinguish between the individual contribution and the results of the group. Clarifying individual contribution was necessary to avoid conflict and diffusion of responsibility. When managers identify their distinguishing contribution in the context of the work of the group which they manage, there is better focus on linkages and the perspective becomes wholesome.

Another set of questions related to the boss. How does one develop and own his own work plan if the boss's priority is different and he tries to impose the priority on the manager concerned? It would be difficult to ignore the priority of the boss but that may not necessarily be how the manager sees the position in relation to the performance of his group. While recognising this as a real problem, it was explained that the new systems to be introduced and practised are meant to develop a culture of discussion, consultation, participation and joint decision-making, where different viewpoints will be examined and reconciled. Where a culture of this kind is created, it would be possible for the manager to convey to the boss his viewpoint and try to persuade the boss not to propose a priority which is inappropriate. But if such a culture of mutual discussion does not exist, there can be aberrations. The structure of quarterly meetings for review was intended to reconcile different viewpoints and handle pressures being exerted.

It was important that the work plan be not imposed but be that of the manager himself. Only then would he have the ownership of planning for results. Without such ownership the WPR approach becomes meaningless. Organizational roles are multi-role relationships needing differently affiliative and work-oriented behaviours. The initiative to improve is of the self. The organization has to provide facilitating conditions. The job of the manager is to develop practices that help individuals to accept ownership and the plans of action.

The most common doubt was about how the WPR would affect the appraisals and the future of the managers. The suspicion was that failure to achieve one's work plans would invite an adverse appraisal even though the failure may well be due to environmental factors or senior management behaviour outside the control of the manager concerned. Also lenient or less demanding superiors may help managers by consenting to relatively easy work plans. These fears were sought to be assuaged by the assurance that the WPR would not be linked to the appraisal and reward system during the experimental stages and that even later such linkages would preceded by adequate consultation with the managers.

Existing practices are the reality which managers are familiar with. New systems which attempt to develop an entirely different and unknown reality are looked upon with suspicion. To make managers accept the new reality as practicable, is a difficult task. Therefore, new systems need to be very gradually introduced, carefully monitored to ensure that all the steps are followed, vague fears are patiently doused, that the advantages are perceived and appreciated and that there is no regression to past practices. This is the challenge of the HRD facilitator.

# 12.7 HRD IN EDUCATION [8]

Education itself aims at development of human resources. Therefore when we talk of HRD in education we are talking about the development of those human resources involved in education. These include: teachers, headmasters, principals, support staff working in educational institutions, heads of university departments, vice-chancellors, educational administrators at the local, district, state and central levels, planners and policy-makers. Developing all these categories of people becomes extremely important as the effectiveness of education depends upon how well they perform their roles. People at different levels and performing different roles require different competencies to be effective in their roles. These competencies are also changing from time to time as the environment is changing, knowledge base is continuously improving and the needs are changing. Such a dynamic and changing environment requires an equally or even faster developing human resources to cope with it. Hence there is a need to develop continuously the capabilities of the people involved in education.

The competencies required for teachers are normally considered as subject matter competencies and pedagogic skills. As we go up the education stream the competency requirements become much complex. For example the Headmasters of schools require more sophisticated competencies than what a teacher requires. Besides knowledge of the subject and pedagogic skills, he is required to be a leader, initiative taker, innovator, institution-builder, manager, etc. As we go still higher up to the level of District Education Officer the competency requirements get still more complex as he is required to deal with a large number of institutions and guide them. He is required to be familiar with the region and its educational problems, should have the competency to guide the Headmasters of a large number of schools, should be able to establish management systems to keep information, monitor school performance, suggest innovative schemes to the schools, involve the community for improving educational facilities in the region etc. Thus the complexity of the capability requirements changes for different roles. As all these roles are equally important for the effectiveness of the education systems it becomes essential to ensure the continuous development of human resources occupying these roles.

Training has been used most often as the only mechanism for developing human resources in education sector and other mechanisms of human resource development have been neglected. The limitations of training in developing complex capabilities has not been adequately recognised in the past. It is easier to develop subject matter competencies in teachers through classroom instruction. But teaching skills cannot be developed through classroom instruction only. It has to be supplemented by actual practice. Higher level competencies required by the Headmasters, Principals, DEO's etc. cannot be developed in the classrooms alone. Alternate mechanisms need to be identified. Experience from other sectors indicates that HRD can be effected through performance appraisal systems that are designed to promote employee development in their present roles. Potential development systems can also be planned to prepare for future roles likely to be performed by the employees. OD exercises could be undertaken to create self-renewal capabilities in educational institutions.

Career opportunities and rewards are very important factors in providing a development climate in educational institutions and agencies. If there is no development climate and no pressure or incentives for development people are not likely to develop.

## HRD Needs in Education

The HRD needs in education should be interpreted in the context of the overall developmental needs of the country and should take into consideration the developmental plans in other sectors. Any HRD program for those in the field of education should enable those in education systems to initiate, design, develop, and implement education systems that facilitate the accomplishment of developmental plans in other sectors at the local, regional and national levels. This becomes all the more important in a developing country like ours which cannot afford to waste its resources by having an education system that is a luxury.

In identifying the HRD needs of education people we need to take this perspective

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into consideration. The next five year plan is likely to address itself to this question of the linking of education with productivity and employment both of which depend on the developmental activities in other sectors. To meet the developmental needs of other sectors both educational planners and administrators need to understand and design or re-orient education accordingly. A basic requirement for this purpose is openness, risk-taking and innovativeness on the part of various functionaries involved in education. To create such kind of people in the education sector is the first and foremost HRD need.

The greatest HRD need in the education sector today is to change attitudes and systematic rigidities. This change should begin from the top. This change cannot come merely through training programs. The performance of the higher level officers should be assessed and feedback should be given to them on their innovativeness, initiative, activities geared to develop local level talent in the education systems.

There are some innovations going on in the country at various levels in the education systems. These are taking place silently. There is a need to make these known to others and enhance their initiative thinking. This is itself a HRD need.

# 12.8 HRD IN THE HEALTH SECTOR [9]

All efforts in human resource development (HRD) have to culminate in ensuring the health of the individual, the family and the society. Health, family and social welfare are systematically interdependent, for, growth and development of an individual is dependent not only on his health, but the health of his family and the society. Similarly, societies and families do not develop without the healthy development of their individual members.

HRD programmes ensuring health and family welfare should result in social welfare. They must provide not only social services to ensure physical health of the citizens but also to ensure their psychological development whereby they learn to appreciate their relationship with the society.

### Philosophy for HRD Programmes
HRD action programmes in the health sector assume that:

- A human being is more than just a bundle of physical and psychological needs. He is a spiritual force.

- As a resource, a human being is not an end in himself.

- Since there is a limit to physical needs, growth of the human being lies mainly in his psycho-spiritual development towards self actualisation.

- Development in terms of needs means unfolding. It therefore refers to growth from within.

- Development means self direction, becoming aware of one's different resources, and utilising these resources.

- Growth and development should generally result in the needs to share.

### Strategy Parameters for HRD Programmes
The acceptance of the concept of social welfare, discussed earlier presumes that the functions of social welfare have been well defined. In order to ensure the success of the programmes to be carried out, it will, in addition, be necessary to: (1) locate the responsibility for specifying the goals to be achieved, (2) identify the authorities who will be responsible for devising and harmonising the optimum use of resources for achieving these goals, (3) identify agencies who will assess the feasibility of proposed programmes within the context of national development; and (4) who will evaluate the results in terms of the objectives.

### Action Approach in HRD Programmes

- Involvement of the Target Group:
  HRD programmes involve the target group in formulating programmes within an overall framework for:
  — identification of key health and family problems of the community
  — discussion of the remedies

— assessment of both human and material resources available with the target group
— resources, both human and material, required from outside
— assessing training needs to develop local human resources
— drawing up local action plans with local consensus
— discussing methods to monitor programmes and to take corrective action.

● **Assessment of Local Systems Functioning**
In order to ensure success of HRD programmes, it is necessary to assess local channels of communication, locate the influence leaders, identify value orientations and traditional methods of dealing with health and family problems.

● **Imparting Health Education**
HRD programmes should aim at giving the external health agent (social worker/doctor) proper welfare orientation. The career needs of the health agent will also need to be resolved. So far this problem has been attempted through provision of incentives, or some kind of compulsion at the education stages. Increased individualism and career conciousness however have made this problem intractable.

● **Use of Mass Media**
Programmes of mass media should aim at encouraging people to discover what knowledge and resources are available with them and help them understand their applications.

**Action Programmes in Health**
It will be agreed that the standards of health care provided by a society through health programmes have to be in consonance with the society's health requirements and health resources. Action programmes in health involve:

● **Assessment and Utilisation of Indigenous Health Technologies**
Every social group inherits knowledge of indigenous medicines and methods which are cost effective and locally available. It is therefore necessary to make surveys, compile directories of technologies, and make them available to people through various media including the social worker.

● **Action Programmes for Psychological Health**
Most health disorders have their origin in psychological disturbances. Social and family conditions in childhood contribute to a person's psychological make up. This results in emotional ill health ultimately manifesting in physical disorders. It is necessary to evolve programmes of self awareness and personal growth to enable a person to see through his defenses and free his real creative self. Self awareness programmes are educational in nature. A person learns from friends, family and school. Self awareness programmes have therefore to be taken to families, to neighbourhoods, and to schools at all levels. The formal or the modern self awareness programmes have come to be established as Sensitivity Training Programmes. They are conducted by management institutions and management consultants for mostly management personnel.

**HRD Programmes for Family**
Most people will agree that family is a very important institution for both social and individual health. It is in the family and home where a person is normally most comfortable and is his real self. Family is a very important buffer against a lot of onslaughts of the environment on the individual. Especially in our kind of socio-economic environment, family tends to absorb a lot of social and economic problems. Hence until we develop alternative equivalent institutions, our HRD programmes have to, in every way encourage the existence and survival of family. Such programmes would cover:

● **Family Counselling Services**
Family is the first environment shaping the value and behaviour patterns of the individual. It is therefore of utmost importance to provide family counselling services which can be supportive to individual growth. The rigidity in family functioning must change to enable women achieve their personal growth.

● **Parental Training**
Family structural and cultural rigidities effect the emotional growth of children very often resulting into irresponsible and unaccountable behaviour. Programmes

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of parental training concerning the emotional growth of children are a must in terms of HRD for family.

● **Technological Training to Women**
Shifts in labour force, mechanisation of many domestic chores and women taking over jobs that were done by men earlier is resulting in non-availability of technical help for repairs. It is therefore essential to design programmes of technical training in electrical and mechanical gadgetry which is part of a normal household to women. This training should be made available to regular schools, special training schools, and neighbourhood training camps.

● **Supportive Family Services**
In majority of the families, both husband and wife work. Integrated growth of the child takes place when the attention of both parents is available to him. It is therefore necessary to design programmes to enable both parents to look after children.

### Conclusion
HRD programmes for health, family and social welfare must always be conceived and designed in systems perspective. Human resource development is often equated with individual development. Individual development is certainly a worthwhile goal in itself. But man is also a social animal. We need therefore to once again bring back the concept of duty and accountability to onself, to family, to society and to nature.

## 12.9 SUMMARY

This section began with a discussion of the nature and role of the service sector. The service sector is an important link between the production and beneficiary segments of society. Its growth indicates a change in social structures. The service industry being more directly in touch with the consumer, HRD in service organizations is essential to their proper functioning. The experiences and issues relating to HRD in four major service sector segments have been discussed. Substantial progress has been made with respect to HRD in public sector banks and in the Life Insurance Corporation. In the areas of education and health, the introduction and implementation of systematic HRD has still a long way to go in meeting the challenge of providing more efficient and human-oriented services to society.

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# UNIT 13 COMPARATIVE HRD: INTERNATIONAL EXPERIENCES

## Objectives

After going through this unit, you should be able to:

- understand what factors account for differences in HRD across different countries
- identify the dominant HRD practices in different parts of the world.

## Structure

## 13.1 INTRODUCTION

Managers in organizations hold particular views, assumptions, values and preferences about how to manage and develop people in order to attain organizational as well as individual goals. Such views, assumptions, values and preferences are translated into formal policies, practices and systems of managing and developing human resources. Across the world, management thinking and values are likely to be different, reflecting differences in cultures, social, political and economic realities. If this is so, then there are likely to be some differences in the HRD systems and practices in different countries.There are also likely to be commonalities because the fundamental laws governing human behaviour are much the same across the world. For instance, people everywhere have basic psychological needs for belongingness, emotional attachment, reward etc. Differences between people across different countries or cultures are usually a matter of degree rather than of content.

This unit discusses HRD policies and practices in different parts of the world. The objective is to highlight the major commonalities and differences. Such a comparative discussion is useful because it helps us understand what factors beyond the immediate organizational and environmental contexts influence thinking and action with respect to human resource development. It helps us appreciate the diversity of practices but also to appreciate the common core which binds people, organizations and entire countries together by common concerns about people. It helps put many of our own HRD systems and policies in a broader perspective. The importance of a comparative look at HRD is particularly relevant in current times because of the dramatic changes taking place around the world. Everywhere, social. political and economic realities have been changing and there has been a loosening of boundaries and a keeness to examine what other countries are doing. Increasing collaborative ventures between Indian and foreign corporations, the import and export of technology and other resources, and an anxiety for effective partnerships heighten concerns about human resources management and development in other countries.

## 13.2 NATIONAL VERSUS INTERNATIONAL HRD

A very frequent concern expressed by people in organizations in which new HRD systems are being introduced is: "To what extent are these systems applicable to Indian organizations? Are these HRD systems not based on foreign experiences?"

Such questions reflect a long-standing controversy among practising managers as well as academicians and researchers about the contextual relativity of management (especially HRD) practices.

One school of thought has held that "management is management wherever practised, a universal profession whose principles can be applied in every form of organized activity." [1] Such a view has found support in some well known research findings. A classic study is that of Harbison and Myers who studied management practices in 23 countries and concluded that management did not differ fundamentally from country to country. [2]

On the other hand, another school of thought which has gained much prominence in recent time, has challenged the notion of the universality of management. Winston Oberg argued that the ground rules under which managers operate are different across countries and that, therefore, it is fruitless to search for a common set of management strategies. [3] William Newman identified a set of beliefs and values underlying management practices which differ with culture and social context. [4] A number of Indian scholars have for long argued in favour of the need for us to take a more culturally relevant view of our management and HRD practices. One of the best known is JBP Sinha who suggested that Indians, because of our social and cultural background, have a strong need for a tough but nurturant style of management which is authoritarian but also benevolent. [5] Translated into HRD practices, this would suggest that we require fairly well structured systems and procedures of HRD with strong linkages with reward and punishment systems.

# 13.3 INTERNATIONAL COMMONALITIES AND DIFFERENCES IN HRD

However high the degree of automation, every organization requires human resources in order to attain its goals. Human resource management includes various basic functions. [6] Firstly, it has to procure people for the organization. Then it has to retain people by adequately rewarding them through a compensation system. Thirdly, the organization has to satisfy the psychological and social needs of people by providing facilities and systems which maintain good quality of work life. Fourthly, the organization has to ensure that its human resources, like its financial resources, gain in value over time. Therefore, it has to provide for continual training and development as well as create organizational conditions which ensure the utilisation and promotion of potential.

These basic functions of human resource management are common to all or most organizations regardless of their location, size, type and nature of business. However, different organizations may emphasize one or the other function differently. Such differences in emphases largely contribute to differences in HRD policies and practices.

The major factors which account for differences in HRD practices are:

### Cultural Factors
In a well known recent study, Geert Hofstede identified four basic cultural dimensions which may account for differences in management and HRD practices across cultures. [7] These are:

● the extent to which a society emphasizes collective rather than individual activity,

● the extent of power-distance or tolerance for social inequality;

● the extent of acceptance of uncertainty, and

● the extent to which a society emphasizes "masculine" values and behaviours such as assertiveness, ambitiousness, domination etc.

Hofstede's extensive research across 40 countries enabled him identify the dominant cultural characteristics of different countries. India, for instance, was identified 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. Such cultural differences would be reflected in the kinds of HRD systems adopted. [6] For example, in cultures like ours where there is moderate collectivism and a tolerance of uncertainty. Organization Development (OD) and teams building activities may more be acceptable and effective. Contrastingly, in a culture with a high degree of individualism and an intolerance for uncertainty like the USA, systems such as performance appraisal, feedback and counselling may be more acceptable and effective.

## Economic Factors

The HRD policies of a company reflect the corporate policies and strategies of its management. These, in turn, are influenced or determined by the structure and nature of the economy. For instance, in a mixed socialist economy like ours, corporate policies and strategies are influenced by government regulations, social policies of the government regarding employment and development of disadvantaged social groups, competition from other public and private sector organizations etc. These factors are reflected in the HRD policies and practices too. On the other hand in a free enterprise system, the success of a company may depend much on its efficiency in competition with other companies. So it may place greater emphasis on systems that increase performance efficiency and accountability. The level of industrialisation already achieved in an economy also influence HRD practices of organizations in the economy. Other things being equal, it appears that higher level of industrialisation results in a more educated, organized work-force whose HRD needs are different from the less educated, and less organized work force in non-industrialised societies. [9]

## Socio-political Factors

The socio-political ideologies of governments in different countries have a powerful impact on other aspects such as industrial relations, employment policies, management attitudes towards unions and other internal or external interest groups. These in turn affect HRD philosophies and strategies. In India, for instance, the sensitive industrial relations climate due to political affiliations of trade unions have made many managements cautious about applying to workers the same HRD policies which they apply to the non-unionised managers and supervisors. In socialist countries, the State's control over the organization strongly conditions HRD. The opposite is the case in the democratic countries where a lot more experimentation with HRD mechanisms and interventions has been going on.

## Technological Factors

In today's world technology plays an important role in determining differences between organizations. Technological know-how and sophistication is unevenly distributed across the world with some countries enjoying much more technological resources and know-how than others. The level of technological sophistication in an organization will affect a number of HRD related matters—training, transferability and job rotation, inflow and outflow of human resources into and out of the organization, and even the type of climate and interpersonal relationships prevailing in the organization. Thus, countries which have very sophisticated and fast changing technologies would tend to be characterised by organizations which emphasise skill and technical training. Countries which have sophisticated slow changing technologies would have organizations that give more importance to human relations or attitude development interventions to maintain personal growth and development.

In the following sections, a bird's-eye view of HRD related practices in different parts of the world is provided. As will be seen from the descriptions, one striking difference between HRD in different countries is, in the first place, about what HRD means and what activities it should encompass. Although many of the HRD concepts and systems used in Indian organizations today may have originated from the USA and other Western countries, it will be evident that an integrated HRD system of the kind familiar to many Indian organizations, is uncommon in most other countries. In many countries, HRD is simply another term of Personnel Management or Administration, and the major HRD intervention appears to be training. The following discussion is organized according to regions which, industrially and culturally, have certain common features: North America, South America, Western Europe, Africa and Asia. Information from literature on HRD in Eastern Europe, unfortunately, is too scanty to be of use here.

## 13.4 HRD IN NORTH AMERICA

The understanding of HRD in the USA is best reflected in the definition by Leonard Nadler that HRD is, "organized learning experiences in a definite time period to increase the possibility of improving job performance growth". [10] By this is meant that HRD is an intentional, formal learning experience for which the organization provides time periods and structured opportunities. But, as clarified by Nadler, HRD cannot and should not promise that as a result of the learning experience, performance will change. This implies that non-training organizational conditions are beyond the purview of the HRD manager. HRD is also seen largely as being directly concerned with job performance—either the present or the future. Thus, HRD has a narrow focus, primarily concerned with training, education and development.

The surprisingly narrow focus of the meaning of HRD may indicate not so much neglect for other areas of human development, but the degree of specialisation which exists in North American countries in functions connected with the management of people. While the HRD manager is largely concerned with training, other areas of development are looked after by other managers. As Anant Negandhi points out, in the US, human resource planning and practices cover employment policy, training, wage and salary policy, staff relations policy and welfare and benefits policy. [11] International studies by Negandhi and his colleagues showed the following major features in US organizations:

- most organizations had specialised departments for different human resource functions like training and development, employee benefits, industrial relations, etc.

- very few organizations carried out job analysis activities.

- most US organizations have formal and systematic selection processes.

- most US organizations had systematic bases for wage and salary administration.

- While most US organizations made strong use of monetary incentives to motivate workers, they tended to make greater use of non-monetary incentives with supervisory and management personnel. The most frequently used non-monetary incentives were good working conditions, employee counselling programmes, participative decision-making and recreation and sports programmes.

## 13.5 HRD IN SOUTH AMERICA [12]

South American countries range from the very small (eg. Costa Rica) to the very large (eg. Brazil). The entire region is characterised as 'developing' or 'third world'. It is however largely for agriculture and animal husbandry. Industrialisation has come only recently to this continent. South America is plagued by two long-standing problems: overpopulation and lack of adequate education. The end result is that there is a large workforce without the skills required for industrialisation.

As industrialisation called for the accelerated development of human resources most of the countries have some kind of government sponsored National HRD activity. These are funded both from government revenues and from levies on the private sector based on their annual wage bill.

Brazil set the trend in 1941 by forming the National Service of Industrial Apprenticeship (SENAI) to promote HRD both in the public and private sectors and in government agencies. Argentina followed the lead in 1944 by establishing the National Commission of Professional Learning and Orientation (NCAOP). As in Brazil, it was financed by 1% tax on payrolls. Later, in 1959, the Argentinian government sought to extend HRD to the regular school system through the National Bureau of Technical Education (ONET).

The government in Chile is also actively involved in HRD. In 1966, the National Institute of Professional Training was formed. It provides training to those preparing to enter the workforce as well as to those who are already employed, with a major

emphasis on technicians. More recently, in 1975, the government enacted a law providing financial incentives for private companies that had acceptable HRD programmes.

## 13.6 HRD IN WESTERN EUROPE [13]

As in North America, in Western Europe too, the main focus of HRD appears to be, on training and educational activities. However, there has also been an emphasis on the provision of "support systems"—that is, those activities performed by those within the organization to ensure that learnings from HRD activities are supported on the job. In Spain and Holland key managers in organizations are identified to take on the roles of facilitators to provide encouragement to people on-the-job. In Sweden, in some organizations there is a practice of using internal, non-HRD practitioners as on-the-job facilitation. Each individual is given a "train the trainer" course and then returned to his or her workplace.

HRD in Western Europe gives much emphasis to the building of specific skills. Generally adverse economic conditions have prompted organizations in Holland, Denmark and England to rely on short training programmes.

One of the main HRD related concerns in Western European organizations is the impact on people of the introduction of new technology, particularly computerisation. The role of the HRD practitioners is seen most frequently as being that of helping people deal with the problems of change.

## 13.7 HRD IN AFRICA [14]

Africa is the least developed of all the world's continents, though it is believed to be best endowed with minerals, energy, land, water, and other natural resources. Its economy is marked by low productivity in both agriculture and industry, high illiteracy, low life expectancy and a generally low quality of life. African governments have generally concentrated on capital and physical resources to the neglect of human resources.

A Heads of State summit in Lagos in 1980 is a landmark for HRD in Africa. The Lagos Plan of Action that emerged out of the summit emphasized, among other things, the training of labour to meet the technical and managerial needs of development. Accordingly, it recommended the establishment of national and regional training centres and skills development programmes.

In most African countries, HRD has been institutionalised. Zimbabwe and Tanzania, for instance, have formed HRD ministries; others have departments in other ministries specifically for this purpose. There is hardly any country that does not have a government institution set up for HRD.

In Ghana, a directorate responsible for HRD was created within the civil service in 1976. It implements HRD in the government and manages several National HRD institutions such as Ghana Institute of Management and Public Administration, Management Development and Productivity Institute, Institute for Technical Supervision, and Civil Service Training Centre.

In Nigeria, HRD has not been as orderly as in Ghana. Zambia has achieved modest results in HRD. At the National level, HRD is coordinated by the National Commission for Development Planning and the Ministry of General Education and Culture.

## 13.8 HRD IN ASIA [15]

Of all the regions of the world, Asia probably presents the greatest contrasts. It contains one of the most developed countries, namely Japan, and also some of the least developed. In an advanced economy like Japan, there is a long tradition of HRD. Japanese organizations are known for their unique development schemes, Quality circles, participation methods, life-long employment, etc.

In Sri Lanka, a National Management Institute was set up to conduct management and supervisory development training programmes on the lines of the modular programmes of the International Labour Organization. Similarly, Thailand, Indonesia, Malaysia and Pakistan all have formal organizations for manpower training and development. In the Philippines, the Productivity and Development Centre is working on awareness programmes related to increasing productivity. Nepal which is yet poorly industrialised has set up an Industrial Services Centre to conduct studies for HRD need identification and prepare HRD programmes.

## 13.9 SUMMARY

There are both commonalities and differences in the ways in which human resources are viewed, utilized and developed in different parts of the world. Such differences in HRD reflect the diversity of cultural, social, political, economic and technological conditions relevant to organizations in different countries. This unit has carried out a comparative review of HRD in the international sphere. We began by discussing the importance of comparative analysis. Then we reviewed the national and international perspectives of HRD and examined broadly some sets of factors influencing HRD diversity. A quick review was carried out of the dominant HRD trends in North America, South America, Western Europe, Africa and Asia.

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# NOTES

NOTES

# Human Resource Development

Block

# 4

## MAIN ISSUES IN HRD

# BLOCK 4   MAIN ISSUES IN HRD

This block comprises five units. The first unit (Unit 14) presents a detailed conceptual background of the HRD climate and discusses an instrument to measure HRD climate. Unit 15 deals with rationale, objectives, mechanism and operational aspects of HRD for workers and the role of unions therein. Unit 16 examines the relationships between HRD, OD and IR. How developmental intervention may help inculcating and improving basic climate of trust for problem solving resulting into better industrial relations. Unit 17 describes various ways in which HRD is organised in different organisations and competencies required by the HRD staff. This unit also discusses the trends and issues relating to structuring of HRD in Indian organisations. The last unit discusses in broader context the need and priorities of HRD in organisations, building on earlier units, to present the trends in perspectives and issues. It also discusses how the role of different agents in the organisation is important in effective implementation of HRD.
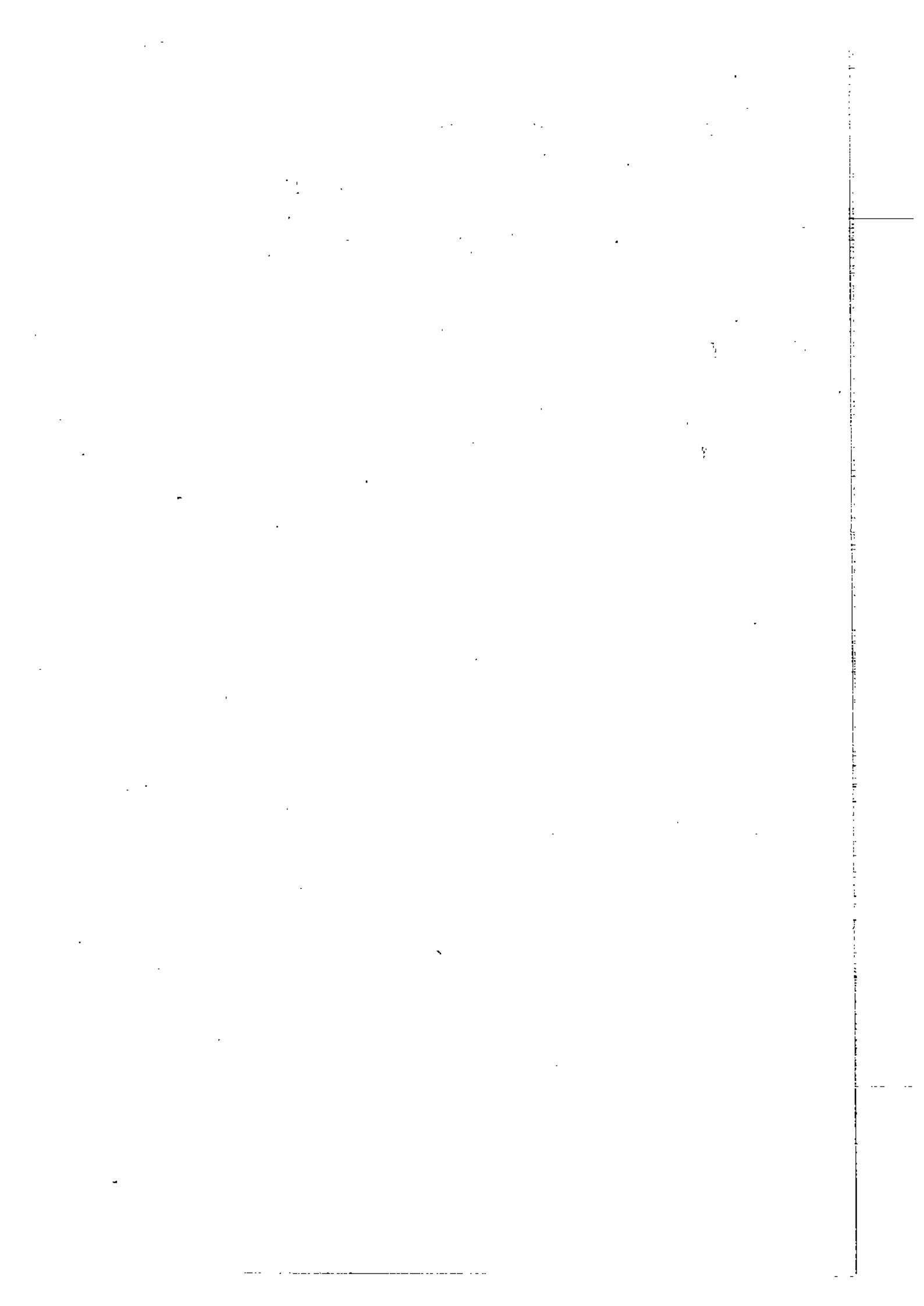
# UNIT 14 HRD CULTURE AND CLIMATE

## Objectives

After going through this unit, you should be able to understand:

* concept of HRD climate
* relationship between HRD climate and organisational climate
* measurement of HRD climate.

## Structure

14.1 Introduction
14.2 Defining Climate
14.3 HRD Climate and Organisational Climate
14.4 Elements of HRD Climate
14.5 . Measurement of HRD Climate
14.6 Survey of HRD Climate in Indian Organisations
14.7 What Contributes to HRD Climate?
14.8 References

Appendices

## 14.1 INTRODUCTION

The HRD climate of an organisation plays a very important role in ensuring the competency, motivation and development of its employees. The HRD climate can be created using appropriate HRD systems and leadership styles of top management. The HRD climate is both a means to an end as well as an end in itself. In the recent past simple instruments have been developed to measure the HRD climate in organisations. These instruments are being widely used to assess periodically the climate, maintain profiles and design interventions to further improve it. This unit presents a detailed conceptual background of the HRD climate, various research studies available on HRD climate and discusses an instrument to measure HRD climate that is being used by different organisations. By the end of the unit the reader should be able to use the HRD climate survey questionnaire to measure the HRD climate of his own organisation. Reader also will get an overview of the HRD climate existing in different organisations.

## 14.2 DEFINING CLIMATE

Preception about an organisation's goals and about decisions that a manager should take to achieve these goals come not only from formal control systems but also through informal organization. Both the formal and informal structure combine to create what is called organisational climate.

The term 'climate' is used to designate the quality of the internal environment which conditions in turn the quality of cooperation, the development of the individual, the extent of member's dedication or commitment to organisational purpose, and the efficiency with which that purpose becomes translated into results. Climate is the atmosphere in which individuals help, judge, reward, constrain, and find out about each other. It influences morale and the attitudes of the individual toward his work and his environment.

Organisational climate has been a popular concept in theory and research for sometime and has received a great deal of attention in the past 25 years. Guion (1973) has stated that "The construct implied by the term 'organisational climate' may be one of the most important to enter the thinking of industrial psychologists in many years".

Twelve reviews of climate literature have appeared since the mid-1960s. Though these reviews had been critical of the conceptualisation and measurement of the climate construct, they have resulted in a significant understanding of the concept.

Hellriegel and Slocum (1974) define organisational climate as a 'set of attributes which can be perceived about a particular organisation and/or its sub-systems, and that may be induced in the way that organisation and/or its sub-systems deal with their members and environment". This definition implied that in the measurement of organisational climate:

a) perceptual responses sought are primarily descriptive rather than evaluative;

b) the level of inclusiveness of the items, scales and constructs are macro rather than micro;

c) the units of analysis tend to be attributes of the organisation or specific sub-systems rather than the individual;

d) the perceptions have potential behavioural consequences.

Schneider (1975) has prepared a working definition of climate:

> "Climate perceptions are psychologically meaningful molar descriptions that people can agree characterize a system's practices and procedures. By its practices and procedures a system may create many climates. People perceive climates because the molar perceptions function as frames of reference for the attainment of some congruity between behaviour and the system's practices and procedures. However, if the climate is one which rewards and supports individual differences, people in the same system will not behave similarly. Further, because satisfaction is a personal evaluation of a system's practices and procedures, people in the system tend to agree less on their satisfaction than on their description of the system's climate."

By its very nature, 'climate' cannot be described concretely. Some alternative characteristics are as follows:

— Focus on results versus focus on following work

— Individual accomplishment versus being a member of the team

— Initiative and risk-taking versus not rocking the boat

— Individual gains versus enhancement of organisation objectives

— Tough mindedness versus dealing with people vs avoidance of unpleasant actions

— The relative importance of participating management versus authoritarian management

Schneider and Reichers (1983) outline a four-fold progress made in climate research. The climate approach to understanding how work contexts affect behaviour and attitudes is grounded in perception. It provides a much needed alternative to motivation theories as explanations for just about everything that happens to people at work. What motivationists, whether of the content (need) or process (instrumentality) persuasion fail to recognize is the key role that perceptions play in operationalizing these approaches.

A second advance in climate research has its focus on multiple level of analysis. While motivationists tend to concentrate on the explanations of phenomena from an individual's perspective, climate research tends to focus on aggregated or group level data to discover relationships between clusters of perceptions and organisationally relevant outcomes.

A third advance has been the clarification of the distinction between psychological climates and organisational climates. This distinction, first proposed by James and Jones (1974), and further clarified by Jones and James (1979), has gained general acceptance. Briefly, psychological climates are the summated, averaged meanings that people attach to a particular feature of the setting.

The fourth advance follows from the idea that people attach meaning to, or make sense of clusters of psychologically related events. People in organisations encounter thousands of events, practices and procedures and they perceive these events in related sets.

## 14.3 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. This 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.

## 14.4 ELEMENTS 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, Proactivity, Authenticity and Collaboration are valued and promoted in the organisation. The items dealing with HRD mechanisms measure the extent to which HRD mechanisms are implemented seriously. These three groups were taken with the following assumptions:

a) 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.

b) Successful implementation of HRD involves an integrated 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 counselling, training, employee welfare for quality work life, job-rotation, etc.

c) 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. Proactivity 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 interdependencies, to be helpful to each other and work as teams.

The conventional connotation with which the term '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.

## 14.5  MEASUREMENT OF HRD CLIMATE

Since the HRD climate is somewhat similar to the conventional organisational climate, an item-wise comparison of this questionnaire with four other questionnaires that measure organisational climate is presented in Appendix 1 in order to establish the content validity of this questionnaire. Thus, 16 out of 38 items of the HRD climate questionnaire, (Appendix 2) are exclusive to HRD climate; the rest being common with the items included in organisational climate questionnaire. These exclusive items are related to OCTAPAC culture which is specific to HRD climate. Thus, this questionnaire can be expected to measure HRD climate.

To establish the factorial validity of the 38-items instrument developed to measure HRD climate, factor analysis was conducted. Emergence of a single/few factors with large eigen value from among the 38 items is an indication of the factorial validity of the questionnaire. The results of the principal components method of factor analysis are presented in Table 1. (See Annexure 1)

The first factor accounts for 44.7% of variance of climate and nine factors explain 84.1% of variance of climate. Thus, with a reasonable degree of confidence, it can be concluded that this 38 items instrument is measuring climate well enough.

To understand various independent dimensions of climate these factors were rotated using Varimax method and the results are presented in Table 2. (See Annexure 1)

The Varimax method yielded three major dimensions or factors of climate which are listed in Table 3. (See Annexure 1)

Thus these three dimensions seem to be related to counselling, autonomy and proactivity, training and philosophy. Thus, on the whole the climate is hypothesized to consist of major components, viz, general climate, OCTAPAC culture and HRD mechanisms (Rao and Abraham, 1986). This study points out that the climate has the HRD mechanisms/instruments as the major dimensions.

To establish the reliability of this HRD climate questionnaire, the internal consistency (that is, homogeneity of items) is tested using Cronbach Alpha. An alpha value of at least 0.80 indicates high consistency or internal agreement between an item and the entire set of all the items in the questionnaire (Guy et. al 1987). The Cronbach Alphas related to each item of the questionnaire is presented in Table 4. Since each alpha is large (greater than 0.80), it can be concluded that the internal consistency of this questionnaire is acceptable and that all the items proposed to be included in the questionnaire are necessary and dropping any one of them does not improve the internal consistency of the questionnaire.

To measure the HRD climate prevalent in any organisation, this questionnaire was administered to several managers in the organisation at various hierarchical levels. Each manager is required to score each of the 38 items on a 1-5 point scale. The average of the responses of all the managers is taken as item score for the organisation. Average of all the scores of all the items is taken as the HRD climate

## 14.6 SURVEY OF HRD CLIMATE IN INDIAN ORGANISATIONS

Several Indian organisations were surveyed for their HRD climate and data was collected from 2673 respondents from 52 organisations and the results of which are presented here.

It is interesting to note that the average extent of climate prevalent in all the 52 organisations is about 54% which is rather low. To see which components are favourable and which are not, an item-wise analysis is conducted and results are discussed below.

The following are the items with respect to which the HRD climate is not favourable, i.e. the average item-wise scores are below 50%.

a) Top management goes out of its way to make sure that employees enjoy their work (Item No. 1)

b) There are mechanisms in the organisations to reward any good work done or any contribution made by the employees (Item No. 15).

c) Employees are encouraged to experiment with new methods and try out creative ideas (Item No. 19).

d) When behaviour feedback is given to employees they take it seriously and use it for development (Item No. 22)

e) Employees in this organisation take pains to find out their strengths and weaknesses from the supervising officers or colleagues (Item No. 23).

f) Employees returning from training programmes are given opportunities to try out what they have learnt (Item No. 25).

g) Employees are encouraged to take initiative and do things on their own without having to wait for instructions from supervisors (Item No. 30).

h) Career opportunities are pointed out to juniors by senior officers in the organisation (Item No. 35)

i) This organisation ensures employee welfare to such an extent that the employees can save a lot of their mental energy for work purposes (Item No. 37).

The following are the items with respect to which the HRD climate is favourable, i.e., the average item-wise scores are above 60%.

a) The top management believes that human resources are an extremely important resource and that they have to be treated more humanly (Item No. 2).

b) People in this organisation are helpful to each other (Item No. 9).

c) Promotion decisions are based on the suitability of the promotee rather than on favouritism (Item No. 14).

d) Performance appraisal reports in our organisation are based on objective assessment and adequate information and not on favouritism (Item No. 17).

e) When employees are sponsored for training, they take it seriously and try to learn from the programme they attend (Item No. 24).

f) Employees are not afraid to express or discuss their feelings with their superiors (Item No. 28).

Thus it appears that there is a gap between belief and practice, at the top management level, namely, though the top management believe that human resources are their most important asset, and yet they do not seem to do much in developing their human resources. Except for promotion decisions, the reward mechanisms are not seen to be favourably implemented. Though most of the organisations spend huge amounts of money on training and the employees also take their training seriously, the

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organisations do not seem to be making any effort to make effective use of the investments made in training the employees by not assigning them the tasks related to the areas in which they are trained.

It is rather strange to note that HRD climate is open enough for the employees to discuss their feelings with their superiors, yet the employees are reluctant to accept the feedback given by their superiors and use it for their development. This indicates that the organisations are creating a climate for openness insofar as expression of feelings is concerned, but not for receiving the feedback. It is unfortunate to note that the organisations do not seem to be fostering any creativity and encouraging any initiative on the part of the employees to perform their own tasks.

It is surprising that, in general, the top management is not seen as going out of its way to make sure that employees enjoy their work (Item No. I of the questionnaire). Several of the items for which the average is less than 50% (for example, Item Nos. 19, 25, 30, 35 and 37) together with the items for which the average is more than 60% (for example, Item Nos. 9, 24 and 28) indicate that the employees, in general, seem to be 'I am OK, you are not OK' type. A high score for Item No. 2 (the top management believes that human resources are an extremely important resources and that they have to be treated more humanly) indicates that the organisations seem to convey to the employees of their 'good intentions'. However, the fact that 41 out of 52 organisations have their climate scores less than 60% indicates that the top management are yet to convince their employees of their 'good intentions' in deed. The only positive trend appears to be that the employees perceive performance appraisal for promotion decisions as objectives.

Table 3 points out that proactivity and autonomy are among the major significant contributor to the climate. However, a perusal of Table 5 (Annexure 3) suggests that the related items (for example Item Nos. 25, 30, 19, 15, 22) score very low averages (less than 50%) in practice. The items related to other significant contributors like philosophy and counselling score averages in the range of 50 to 60%. Thus, there is a need of changing employees' perception. Also, there is scope for further improvement of climate in the organisations. In fact, the overall organisational climate is about 54% only.

Item-wise distribution of the organisation is presented in Table 6 (Annexure 4). It is interesting to note that none of these distributions, when plotted, are flat. This means that there are no contradictions in the climate prevalent in the organisations. It may be possible that the HRD practice in these respondent organisations is still in primitive stages and hence, the climate is in the process of being built up and therefore, perhaps, overtime these distributions shift to the right. However, an explicit investigation to establish the cause for prevalent position should be carried out and action, if necessary, be taken to ensure a favourable shift to the climate.

## 14.7 WHAT CONTRIBUTES TO HRD CLIMATE ?

The following factors may be considered as contributing to HRD climate:

1) **Top Management Style and Philosophy** : A developmental style, a belief in the capability of people, a participative approach, openness and receptivity to suggestions from the subordinates are some of the dimensions that contribute to the creation of a positive HRD climate.

2) **Personnel Policies** : Personnel policies that show high concern for employees, that emphasise equity and objectivity in appraisals, policies that emphasise sufficient resource allocation for welfare and developmental activities, policies that emphasise a collaborative attitude and trust among the people go a long way in creating the HRD climate.

3) **HRD Instruments and Systems** : A number of HRD instruments have been found to generate a good HRD climate. Particularly open systems of appraisal with emphasis of counselling, career development systems, informal training mechanisms, potential development systems etc. contribute to HRD climate.

4) **Self-renewal Mechanisms** : Organisations that have built in self-renewal mechanisms are likely to generate a positive HRD climate.

5) **Attitudes of Personnel and HRD Staff :** A helpful and supportive attitude on the part of HRD and personnel people plays a very critical role in generating the HRD climate. If the personal behaviour of any of these agents is not supportive, the HRD climate is likely to be vitiated.

6) **Commitment of Line Managers :** The commitment of line managers to the development of their subordinates is a very important determiner of HRD climate. If line managers are willing to spend a part of their time for their subordinates, it is likely to have a positive impact.

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## APPENDIX-I

| Litwin & Stringer (Total 50 Items) | | Downey, Hellriegel and Slocum (Total 54 Items)* | | SIMS & Lefollette (Total 50 Items) | | Muchinsky (Total 50 Items) | | Rao and Abraham (Total 38 Items) | |
|---|---|---|---|---|---|---|---|---|---|
| 1. Structure | (8) | Structure | (2) | | | Organisation Structure and Procedures (10) | | | |
| 2. Responsibility | (7) | Decision-Making | (4) | | | Responsibility | (7) | Responsibility | (2) |
| 3. Reward | (6) | Rewards | (3) | Policy & Promotion Clarity | (5) | | | Rewards | (2) |
| 4. Risk | (5) | Risk | (2) | Risk & decision making | (3) | | | Risk taking | (3) |
| 5. Warmth | (5) | Warmth | (3) | General affect tone toward management and/or organisation | (11) | General affect tone toward management and/or organisation | (17) | Top management support | (4) |
| 6. Standards | (6) | | | Job pressure and standards | | Standards | (3) | | |
| 7. Conflict | (4) | | | | | | | Conflict | (2) |
| 8. Identity | (4) | | | General affect tone toward other people in the organisation | (20) | Organisation identification | (5) | Feedback | (3) |

9. Support     (5) Openness     (1) Openness and upward
                                    communication (3) .

| | |
|---|---|
| Supportive HRD practices | (6) |
| Openness & communication | (5) |
| Trust | (2) |
| Team spirit | (2) |
| Collaboration | (4) |
| Autonomy | (3) |

* not complete

Comparison of Different Climate Questionnaires with HRD Climate Questionnaire
(Number of items are given in brackets)

# APPENDIX-II

## HRD CLIMATE SURVEY

Organisation

                                                                    . Date

Designation

Any organisation that would like to be dynamic and growth oriented has to pay attention to the development of its human resources. People must be continuously helped to acquire capabilities for effective performance of new roles/functions/tasks that may arise in the process of organisational growth and change in the environment. Thus HRD becomes crucial for organisational dynamism and growth. In the recent past, mechanisms like performance, appraisal, counselling, OD. potential appraisal, job enrichment have been introduced in various organisations. A minimal positive developmental climate is essential for the success of these programmes. This survey is to find out the extent to which such developmental climate exists in your organisation.

We propose to combine the responses received from several employees of your organisation and prepare profiles of developmental climate for your organisation. As these profiles may form the basis of your organisation taking further steps with regard to its HRD practices, we would appreciate your frank responses.

A number of statements are given below describing the HRD climate of an organisation. Please give your assessment of the HRD climate in your organisation by rating your organisation on each statement using the 5-point scale. A rating of 5 indicates that the statement is almost always true with your organisation; a rating of 4 indicates that the statement is mostly true; a rating of 3 indicates that the statement is sometimes true; a rating of 2 indicates that the statement is rarely true and rating of 1 indicates that the statement is not at all true about your organisation. Give your assessment by encircling the appropriate number.

5 = Almost always true       4 = Most true
3 = Sometimes true           2 = Rarely true
1 = Not at all true

1)  The top management of this organisation goes out of its way to make sure that employees enjoy their work.                                                                          1 2 3 4 5

2)  The top management believes that human resources are an extremely important resource and that they have to be treated more humanly.                                             1 2 3 4 5

3)  Development of the subordinates is seen as an important part of their job by the managers/officers here.                                                                           1 2 3 4 5

4)  The personnel policies in this organisation facilitate employee development.
                                                                                    1 2 3 4 5

5)  The top management is willing to invest a considerable part of their time and other resources to ensure the development of employees.                                          1 2 3 4 5

6)  Senior officers/executives in this organisation take active interest in their juniors and help them learn their job.                                                              1 2 3 4 5

7)  People lacking competence in doing their jobs are helped to acquire competence rather than being left unattended.                                                                 1 2 3 4 5

8)  Managers in this organisation believe that employee behaviour can be changed and people can be developed at any stage of their life.                                            1 2 3 4 5

9)  People in this organisation are helpful to each other.                               1 2 3 4 5

10) Employees in this organisation are very informal and do not hesitate to discuss their personal problems with their supervisors.                                                     1 2 3 4 5

11) The psychological climate in this organisation is very conducive for any employee interested in developing himself by acquiring new knowledge and skills.                        1 2 3 4 5

12) Seniors guide their juniors and prepare them for future responsibilities/roles they are likely to take up.
                                                                                    1 2 3 4 5

13) The top management of this organisation makes efforts to identify and utilise the potential of the employees.                                   1 2 3 4 5

14) Promotion decisions are based on the suitability of the promotee rather than on favouritism.
1 2 3 4 5

15) There are mechanisms in this organisation to reward any good work done or any contribution made by employees.                                   1 2 3 4 5

16) When an employee does good work his supervising officers take special care to appreciate it.
1 2 3 4 5

17) Peformance appraisal reports in our organisation are based on objective assessment and adequate information and not on favouritism.                          1 2 3 4 5

18) People in this organisation do not have any fixed mental impressions about each other.
1 2 3 4 5

19) Employees are encouraged to experiment with new methods and try out creative ideas.
1 2 3 4 5

20) When any employee makes a mistake his supervisors treat it with understanding and help him to learn from such mistakes rather than punishing him or discouraging him.            1 2 3 4 5

21) Weaknesses of employees are communicated to them in a non-threatening way.
1 2 3 4 5

22) When behaviour feedback is given to employees they take it seriously and use it for development.
1 2 3 4 5

23) Employees in this organisation take pains to find out their strengths and weaknesses from their supervising officers or colleagues.                          1 2 3 4 5

24) When employees are sponsored for training, they take it seriously and try to learn from the programmes they attended.                             1 2 3 4 5

25) Employees returning from training programmes are given opportunities to try out what they have learnt.                                        1 2 3 4 5

26) Employees are sponsored for training programmes on the basis of genuine training needs.
1 2 3 4 5

27) People trust each other in this organisation.                    1 2 3 4 5

28) Employees are not afraid to express or discuss their feelings with their superiors.        1 2 3 4 5

29) Employees are not afraid to express or discuss their feelings with their subordinates.    1 2 3 4 5

30) Employees are encouraged to take initiative and do things on their own without having to wait for instructions from supervisors.                            1 2 3 4 5

31) Delegation of authority to encourage juniors to develop handling higher responsibilities is quite common in this organisation.                              1 2 3 4 5

32) When seniors delegate authority to juniors, the juniors use it as an opportunity for development.
1 2 3 4 5

33) Team spirit is of high order in this organisation.                  1 2 3 4 5

34) When problems arise people discuss these problems openly and try to solve them rather than keep accusing each other behind the back.                          1 2 3 4 5

35) Career opportunities are pointed out to juniors by senior officers in the organisation.      1 2 3 4 5

36) The organisation's future plans are made known to the managerial staff to help them develop their juniors and prepare them for future.                          1 2 3 4 5

37) This organisation ensures employee welfare to such an extent that the employees can save a lot of their mental energy for work purposes.                          1 2 3 4 5

38) Job rotation in this organisation facilitates employee development.
1 2 3 4 5

## Annexure I

| Factor | Eigen Value | Per cent of variance | Cumulative variance |
|---|---|---|---|
| 1 | 16.99 | 44.7 | 44.7 |
| 2 | 3.65 | 9.6 | 54.3 |
| 3 | 2.67 | 7.0 | 61.3 |
| 4 | 2.11 | 5.6 | 66.9 |
| 5 | 1.74 | 4.6 | 71.5 |
| 6 | 1.52 | 4.0 | 75.5 |
| 7 | 1.19 | 3.1 | 78.6 |
| 8 | 1.06 | 2.8 | 81.4 |
| 9 | 1.02 | 2.7 | 84.1 |

Table 1 : Results of PCM of Factor Analysis of Climate

| Factor | Eigen Value | Per cent of variance | Cumulative variance |
|--------|-------------|----------------------|---------------------|
| 1 | 2.37 | 14.8 | 14.8 |
| 2 | 2.42 | 15.4 | 30.2 |
| 3 | 1.87 | 9.2 | 39.4 |
| 4 | 1.61 | 6.8 | 46.2 |
| 5 | 2.46 | 15.9 | 62.1 |
| 6 | 1.49 | 5.8 | 67.9 |
| 7 | 1.52 | 6.0 | 73.9 |
| 8 | 1.51 | 6.0 | 79.9 |
| 9 | 1.25 | 4.1 | 84.0 |

Table 2 : Results of Varimax Method Factor Analysis of Climate

| Factor | Associated Items |
|--------|------------------|
| 1 | 4,5,13,36,37 |
| 2 | 15,19,22,24,25,26,30 |
| 3 | 6,7,20,21,35 |

Annexure 2

| Excluded Item | Alpha | Excluded Item | Alpha | Excluded Item | Alpha |
|---------------|-------|---------------|-------|---------------|-------|
| 1 | .9496 | 14 | .9490 | 27 | .9491 |
| 2 | .9490 | 15 | .9494 | 28 | .9492 |
| 3 | .9488 | 16 | .9487 | 29 | .9497 |
| 4 | .9488 | 17 | .9488 | 30 | .9495 |
| 5 | .9489 | 18 | .9504 | 31 | .9481 |
| 6 | .9487 | 19 | .9491 | 32 | .9493 |
| 7 | .9490 | 20 | .9492 | 33 | .9487 |
| 8 | .9495 | 21 | .9492 | 34 | .9488 |
| 9 | .9495 | 22 | .9495 | 35 | .9491 |
| 10 | .9410 | 23 | .9495 | 36 | .9491 |
| 11 | .9488 | 24 | .9497 | 37 | .9492 |
| 12 | .9484 | 25 | .9490 | 38 | .9502 |
| 13 | .9486 | 26 | .9490 | | |

Table 4 : Sensitivity of Cronbach Alpha to Exclusion of an Item

Annexure 3

| Item No. | Average | Item No. | Average | Item No. | Average |
|----------|---------|----------|---------|----------|---------|
| 1 | 2.61 | 14 | 3.44 | 27 | 3.41 |
| 2 | 3.35 | 15 | 2.89 | 28 | 3.43 |
| 3 | 3.45 | 16 | 3.29 | 29 | 3.29 |
| 4 | 3.10 | 17 | 3.47 | 30 | 2.98 |
| 5 | 3.08 | 18 | 3.02 | 31 | 3.17 |
| 6 | 3.15 | 19 | 2.93 | 32 | 3.41 |
| 7 | 3.00 | 20 | 3.40 | 33 | 3.25 |
| 8 | 3.11 | 21 | 3.36 | 34 | 3.16 |
| 9 | 3.60 | 22 | 2.95 | 35 | 2.94 |
| 10 | 3.32 | 23 | 2.66 | 36 | 3.07 |
| 11 | 3.29 | 24 | 3.42 | 37 | 2.95 |
| 12 | 3.20 | 25 | 2.82 | 38 | 3.04 |
| 13 | 3.16 | 26 | 3.14 | | |

Table 5 : Item-wise Averages for climate
(On 1-5 point scale)

Annexure 4

| Item | Very Bad 0-29% | Bad 30-39% | Poor 40-49% | Average 50-59% | Good 60-69% | Very 70 + % |
|------|----------------|------------|-------------|----------------|-------------|-------------|
| 1 | 8 | 20 | 21 | 7 | 4 | 0 |
| 2 | 0 | 1 | 5 | 16 | 18 | 12 |
| 3 | 0 | 1 | 9 | 15 | 20 | 7 |
| 4 | 1 | 3 | 18 | 16 | 11 | 3 |
| 5 | 0 | 5 | 20 | 13 | 8 | 6 |
| 6 | 0 | 4 | 14 | 23 | 7 | 4 |

| 7 | 0 | 5 | 20 | 19 | 6 | 2 |
|---|---|---|----|----|---|---|
| 8 | 0 | 6 | 12 | 22 | 9 | 3 |
| 9 | 0 | 1 | 2 | 8 | 25 | 16 |
| 10 | 0 | 2 | 3 | 22 | 20 | 5 |
| 11 | 0 | 0 | 5 | 28 | 12 | 7 |
| 12 | 1 | 2 | 14 | 20 | 10 | 5 |
| 13 | 1 | 3 | 13 | 20 | 10 | 5 |
| 14 | 0 | 3 | 5 | 17 | 13 | 14 |
| 15 | 4 | 12 | 16 | 10 | 6 | 4 |
| 16 | 0 | 2 | 7 | 25 | 12 | 6 |
| 17 | 0 | 0 | 9 | 16 | 13 | 14 |
| 18 | 1 | 3 | 18 | 23 | 7 | 0 |
| 19 | 4 | 8 | 15 | 12 | 11 | 2 |
| 20 | 1 | 1 | 3 | 20 | 19 | 8 |
| 21 | 1 | 0 | 5 | 26 | 10 | 10 |
| 22 | 1 | 7 | 17 | 19 | 7 | 1 |
| 23 | 2 | 24 | 15 | 8 | 1 | 2 |
| 24 | 0 | 3 | 3 | 15 | 21 | 10 |
| 25 | 4 | 15 | 14 | 13 | 2 | 4 |
| 26 | 0 | 7 | 11 | 18 | 9 | 7 |
| 27 | 0 | 2 | 3 | 20 | 19 | 8 |
| 28 | 0 | 0 | 6 | 17 | 20 | 9 |
| 29 | 0 | 1 | 7 | 25 | 14 | 5 |
| 30 | 1 | 5 | 19 | 21 | 6 | 0 |
| 31 | 0 | 4 | 13 | 19 | 13 | 3 |
| 32 | 0 | 0 | 4 | 21 | 20 | 7 |
| 33 | 1 | 1 | 12 | 21 | 11 | 6 |
| 34 | 0 | 0 | 16 | 22 | 10 | 4 |
| 35 | 0 | 12 | 18 | 15 | 4 | 3 |
| 36 | 1 | 6 | 18 | 14 | 7 | 6 |
| 37 | 0 | 12 | 15 | 15 | 7 | 3 |
| 38 | 5 | 9 | 14 | 12 | 3 | 9 |

Table 6 : Item-wise Frequency Distribution of Climate Data for 52 Organisations

Frequency Distribution of HRD Climate
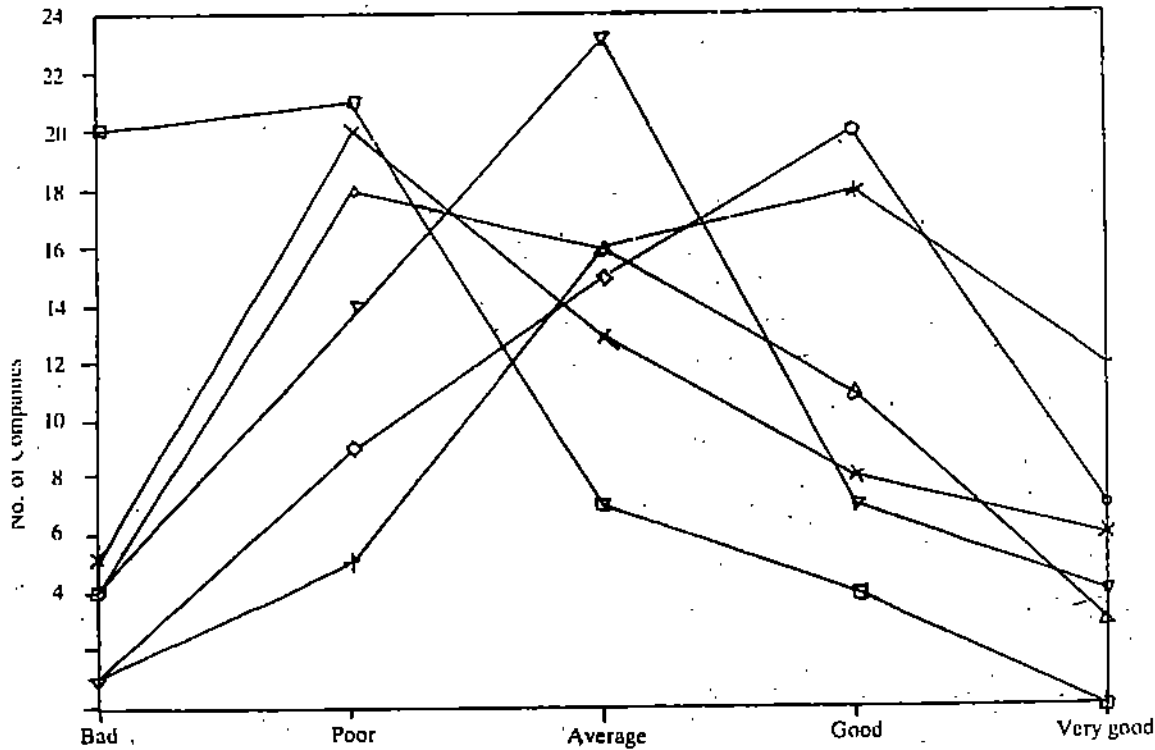
Exhibit I



Legend

☐ Item – 1    △ Item – 4
+ Item – 2    × Item – 5
◇ Item – 3    ▽ Item – 6

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**Frequency Distribution of HRD Climate**

Exhibit 1 Contd.



Legend

□ Item – 7        △ Item – 10
+ Item – 8        × Item – 11
◇ Item – 9        ▽ Item – 12
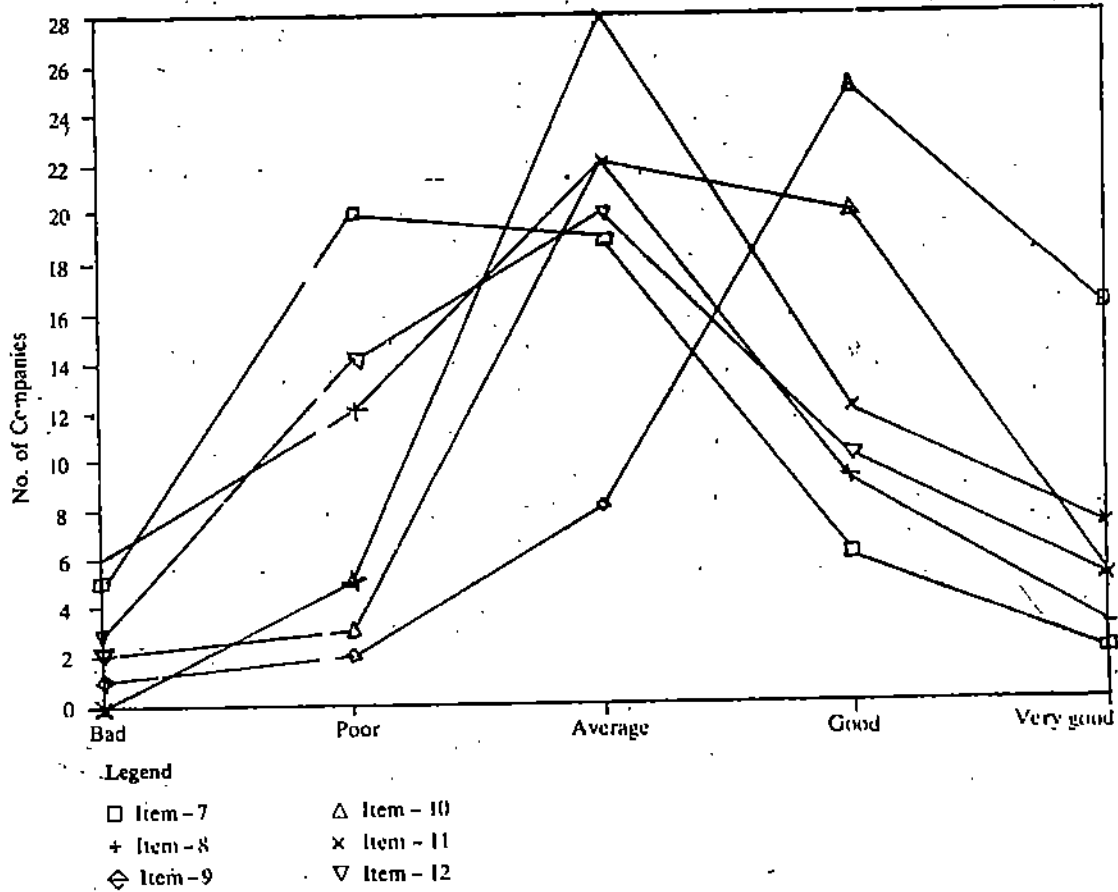
Exhibit 1 Contd.

**Frequency Distribution of HRD Climate**



Legend

□ Item – 13       △ Item – 16
+ Item – 14       × Item – 17
◇ Item – 15       ▽ Item – 18
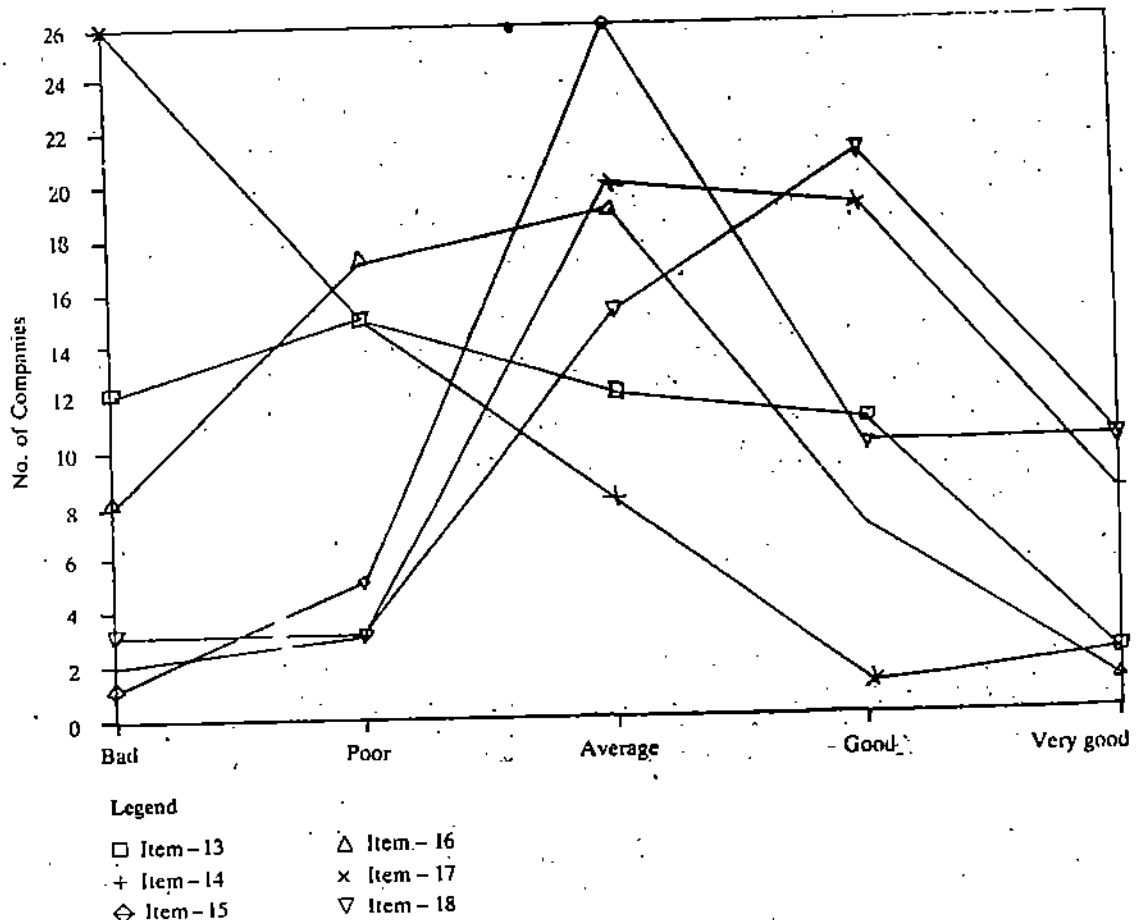
Exhibit I Contd.

HRD Culture and Climate

**Frequency Distribution of HRD Climate**
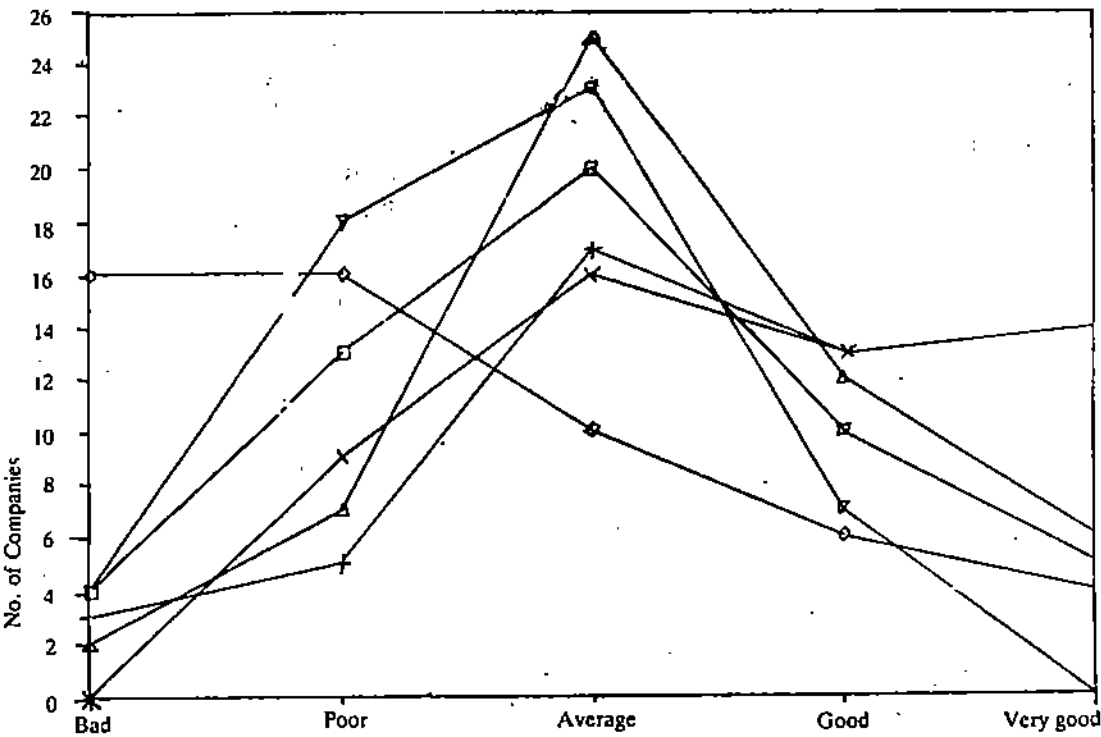


**Legend**

| | | |
|---|---|---|
| □ Item – 19 | △ Item – 22 | |
| + Item – 20 | × Item – 23 | |
| ◇ Item – 2ʹ | ▽ Item – 24 | |

**Frequency Distribution of HRD Climate**

Exhibit I Contd.
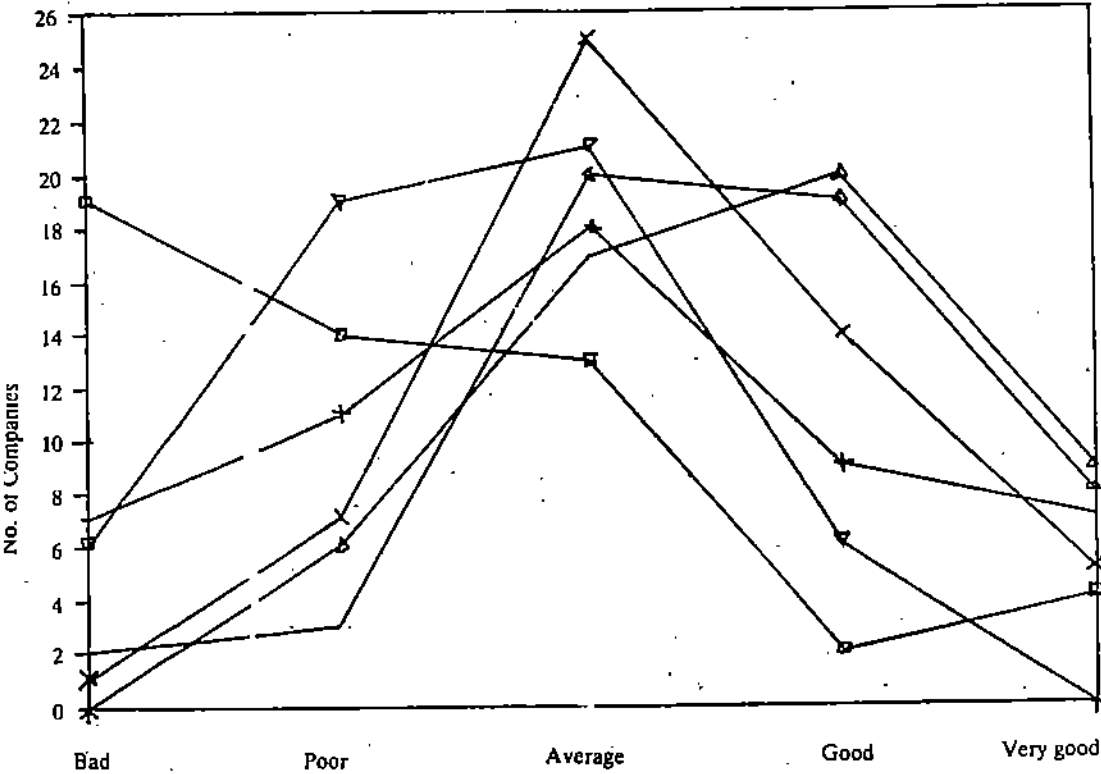


**Legend**

| | | |
|---|---|---|
| □ Item – 25 | △ Item – 28 | |
| + Item – 26 | × Item – 29 | |
| ◇ Item – 27 | ▽ Item – 30 | |

**Frequency Distribution of HRD Climate**



No. of Companies

22
20
18
16
14
12
10
8
6
4
2
0

Bad — Poor — Average — Good — Very good

**Legend**

☐ Item – 31     △ Item – 34
+ Item – 32     ✕ Item – 35
⊖ Item – 33     ▽ Item – 36

**Frequency Distribution of HRD Climate**



No. of Companies

12
11
10
9
8
7
6
5
4
3
2
1
0

Bad — Poor — Average — Good — Very good

**Legend**

☐ Item – 37     + Item – 38
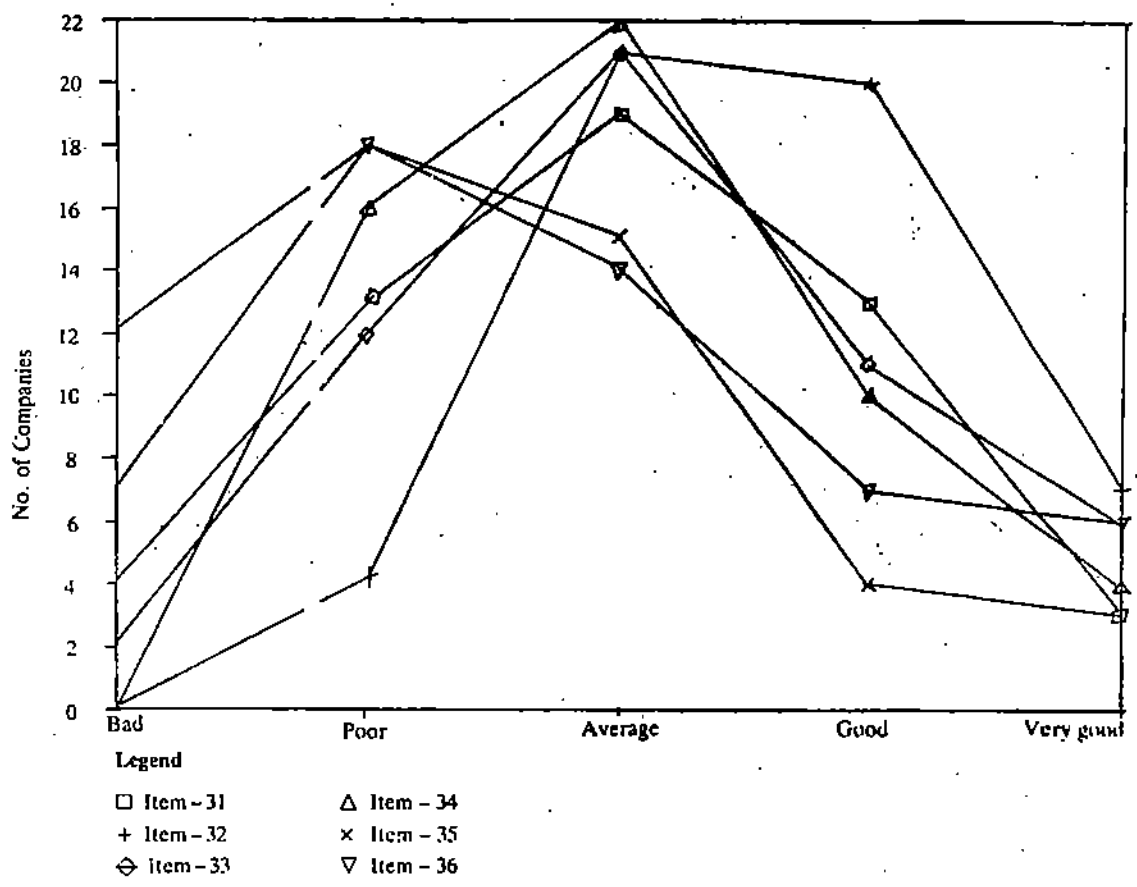
# UNIT 15 HUMAN RESOURCE DEVELOPMENT FOR WORKERS

## Objectives

After reading this unit you should be able to :

- understand rationale of HRD for workers
- understand objectives of HRD for workers
- appreciate the role of unions in HRD for workers
- understand the mechanisms of HRD for workers; and
- understand the principles in operationalising HRD for workers.

## Structure

## 15.1 INTRODUCTION

The scholarly and managerial interest in the field of HRD seems to have occurred only for over a decade now. A number of initiatives have been taken both by scholars and managers to propagate the values of HRD and initiate HRD systems in many companies both public sector and private sector. Most of the published work on HRD in public and private sector focuses on use of HRD instruments like Performance Appraisal, Potential Appraisal, Training Role Analysis etc. for developing managerial resources. HRD for workers has been attempted only in a limited way and that too only recently. In recent years, the need for HRD for workers has been echoed both by professionals as well as academicians. While the need for HRD for workers is voiced at different levels, there is very little that has been done in this area. There can be several reasons for such a trend:

a) An assumption that development of managerial resources itself should result in workers' development through management techniques and style.

b) Workers' constituency is a stormy area and any effort for HRD for workers will bring unions into focus.

c) Lack of integration between existing HRD and IR in many organisations.

d) Keeping HRD as a non-bargainable issue.

e) Prevailing IR climate in the organisation.

Despite this, it is now increasingly realised that workers constitute a major resource in any organisation and therefore any neglect to develop and nurture this resource is likely to produce counter-productive results. It is also felt that for long, workers have been treated as property of trade unions and in the process they are alienated from management. Research has revealed that workers feel equally alienated from trade unions which over the years, have developed into an oligarchic and bureaucratic institutions. Such alienation both from management and unions have in general concentrated on their role as a protest organisation and have done pretty little in the area of development for workers. Many managements feel overwhelmed by existing labour laws and contend themselves by fulfilling their obligations under labour laws

and are not willing to examine the possibilities of going beyond statutory requirements and allocate resources for growth and development of workers. In this background it is necessary to both for employees and trade unions to change their orientation and increasingly focus on developmental issues.

HRD for workers is quite different in content and processes than perhaps HRD for managerial staff. For example, some basic education and training has to be taken for granted in any HRD effort for managers but the same may not be the case when attempting to do HRD for workers. Similarly, workers do not constitute a static group in the sense of their knowledge and skills. Within workers group there are different categories of workers like skilled workers, semi-skilled workers and un-skilled workers and each of these categories may require a different HRD input.

Similarly different HRD programmes may have to be designed for covering workers of different sectors. They are likely to be different in their meaning and content. For example, agriculture workers, construction labour etc. will require a different kind of HRD effort to give them basic sustenance level unlike their counter-parts in prosperous industrial sector who are much beyond sustenance level and for them the meaning and content of HRD would be much different.

## 15.2 RATIONALE OF HRD FOR WORKERS

Any developmental effort directed on particular groups of employees would be inadequate and their impact in the organisational growth and development will be marginal unless the developmental efforts are directed to cover all sections of employees. Even the most developed managers would find it difficult to achieve corporate objectives in the company of stagnant, alienated and demotivated work force. If competent and qualified managers could alone run the organisation, workers would not have been needed.

In any organisation, workers constitute 70-80% of the work force. If the organisational efforts are directed to develop this resource to unleash the latent potential in them, the organisation will bloom with energy. In many organisations, specially service organisations like banking, 80% of first level officers come from the ranks. In several other organisations, 40-50% of their first line executives come from workmen category. Thus, development of workers assume critical significance both for the present as well as the future.

Several developments having long term consequences are taking place which require increasing attention to develop the workers. Some such developments are :

### Emerging Public Sector

In a developing country like ours, public sector has come into being as a major instrument of economic and social transformation. Public sector seeks to achieve the commanding heights of our national economy. A major challenge to HRD in public sector is the heterogenous composition of work force in so far as their education exposure and work attitudes are concerned. The 'population mix' of workers category comprise workmen from socially disadvantaged groups, women and other category like physically handicapped and representations from religious minority groups. This makes use of HRD much more imperative as each group has its own assumption about the other and biases and prejudices based on consideration of caste, sex, language and religion calls for much more integrated effort to create cohesion in the work force.

### Changing Profile of Working Class

The modern worker is no more a dumb entity. Today he is more articulate, demanding and knowledgeable. If the potential of modern worker is allowed to be developed, he is capable of graduating to new positions requiring better application of his knowledge and skills. Conversely if he is neglected and alienated, he can prove to be a big social liability.

Modern industrial worker is today much better compensated than perhaps, his brethren in other sectors. But his needs are now changing. Together with this, the new worker has desire to have a say in organisational matters. The continued political pressure for workers' participation in management is an additional factor which

should make an organisation to focus on developing alround capabilities in workers which enables them to participate meaningfully in the matters concerning them.

**Technological Change**

The technological changes are forcing organisations to adopt new structures and to adapt to new environment. Obsolescence of certain jobs due to technological upgradation will make it imperative for organisations to prepare workers with new skills and attitudes to cope with changes. Recent spurt in computerisation calls for training, retraining and job shifting for workers. They also need confidence to adjust to technological revolution in view of confused talks about workers future in a new technological context.

Apart from this, organisations must find ways to involve the whole person in the job so that work and life are related more meaningfully. In this context, it should be recognised that money alone is an insufficient motivator and work must be viewed with a sense of satisfaction. Therefore, the rationale and need for HRD for workers hardly need more emphasis.

## 15.3 HRD FOR WORKERS

**Definition**

HRD for workers is a process by which the workers are helped in a continuous and planned way to:

a) develop occupational capabilities,

b) develop intellectual, psychological, social and cultural aspects,

c) develop higher level of achievement, motivation and self-management skills, and

d) develop confidence, initiative and entrepreneurship.

One result of development should be to realise the potential of people and help them to realise the various resources they have at their command—resources of personnel and individual strength as well as resources in the environment.

**Objectives**

The goals of HRD for workers are following:

a) Men at the centre of development.

b) Delineation of man so that he becomes the object of development.

c) Development of collective personality of workers.

d) Participation.

e) Self-reliance as the expression of workers own faith in their ability.

HRD for workers should increase the power of those who have traditionally been deprived of such power. This power in the context of creating confidence in workers to influence the course of action.

## 15.4 HRD MECHANISMS FOR WORKERS

As mentioned earlier, the focus, direction, content and mechanisms for HRD have to be different for workers than for managerial staff. This is because of the job requirement, existing level of knowledge and competence, number of target groups to be covered etc. Therefore, in the traditional mechanism of HRD for managerial staff like Performance Appraisal, Potential Appraisal, Role Analysis etc. cannot be replicated for workers who at a particular stage of their development may have limited utility for these mechanisms. It would be difficult to propose that workers as a group will have common needs for development because in different sectors, the focus and direction of HRD for workers may be different. Following mechanisms have been tried by Indian organisations for workers' development with considerable success. These mechanisms are merely illustrative and not exhaustive as there may be many more ways to develop workers. All these mechanisms are linked with overall personnel policy in any organisation:
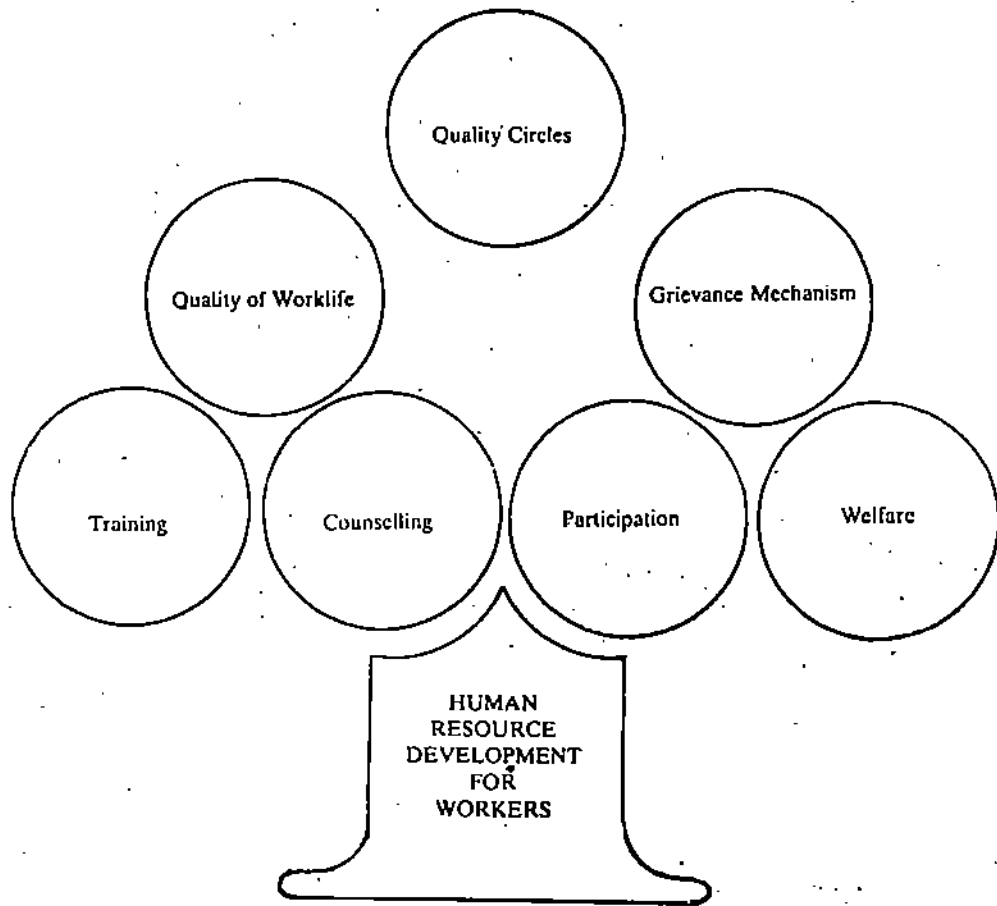
## Training

Training is an important mechanism for workers development. For overall development and growth of workers, the direction of training effort need to be focused not only on job skills, but inter-personal skills, collaborative skills and team building skills. Besides this, skills in problem solving and self-management are also required. Routine training programmes for upgrading only technical competence of workers have limited value for overall growth and personality development of the worker. Government of India in 1957 formulated a scheme of workers' education with the objective of developing strong and more effective trade unions through better trained officials and more enlightened members.

The National Commission on Labour had proposed to improve the scheme in view of several gaps in the existing scheme. One of the main lacunae of this scheme has been that its entire focus has been to develop trade union leadership rather than development of workers as an individual in all aspects.

The effort in training has to be basically an institutional effort, depending upon the actual training needs of workers in the technological context of a particular industry. More often it is presumed that technical training by itself will create alround competence amongst workers but that would be taking a narrow view. Behavioural training is equally important to develop inter-personal skills and also skills to help them in improving quality of their life in general. Some Indian companies have done excellent work in this area, particularly Petrofils, (Baroda) where efforts are commendable in this regard :

**Behavioural training as tool for development for non-supervisory employees : Petrofils experience :**

Petrofils Co-op. Ltd. is a joint venture of Government of India and Weavers' Cooperatives. It has been functioning in a highly competitive field and has been producing at more than 100% of its licenced capacity from the initial stages. Amongst many other experiments being made by the HRD section in the areas of Performance Appraisal, Organisational Structure, Personnel Information System, Training & Employee Welfare, it was decided to experiment with behavioural training for non-supervisory employees.

**The Training Programme :**

A training programme encompassing six full days was evolved by Baroda Productivity Council and was jointly modified by Baroda Productivity Council and Petrofils. This programme had three modules.

**Module I :** Increased Shop-floor effectiveness—the TA module.

**Module II :** Creativity in the industrial set-up.

**Module III :** Productivity techniques and team building.

**Objectives :**

- To expose participants to latest productivity techniques.
- To acquaint participants with the basic approach underlying creative thinking.
- To help participants develop keen in-sight into their own behavioural patterns and explain awareness of their potential.
- To offer a rationale framework which explains human behaviour in the industrial set-up.
- To unleash the latent, creative power of the work force.
- To instil insight and expand awareness of the untapped potential and to channel them into productive and creative activities.
- To help in creating proper climate for IR based on mutual understanding by increased positive inter-personal relationship and problem solving.
- To develop positive superior-subordinate relationship by focusing on the individual.

**Improvements achieved :**

**(a) At place of work**

- Improved behaviour with colleagues and boss.
- Feeling of (this is our work rather than not my work).
- Reduced tendency of hiding own mistakes and highlighting others' mistakes.
- Avoid deliberate confrontation, increased interest in suggestion scheme etc.

**(b) At home**

- More interest in family affairs.
- Increased awareness of needs of wife and children etc.

**Industrial Relations :**

Training had a positive effect on shop floor IR, as well as overall company-wide industrial relations climate. The feedback response in respect of place of work seems to support the same. Shop-floor discipline increased due to decrease in misconduct.

**Counselling**

Counselling is an important mechanism to provide timely guidance to workers and help them learn from their own mistakes. The counselling effort needs to be well meaning and serious and it is preferable if it is initiated by trained counsellors. Timely counselling can help avoid many conflict situations and eventually help workers both in their personal and job life. Many Indian companies have trained counsellors, who

work full time and extend counselling services to workers. Larsen and Toubro, and Voltas are two companies in private sector who have taken significant initiative in this direction.

Counselling services may be extended to the personal and family life of workers. Counselling to help a worker to plan the careers of his own children can have high motivational value.

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**Handling Alcoholic Employees—The Voltas Experience**

Voltas is one of the largest corporations, in the private sector in India. Established in 1954, its activities range from manufacturing and marketing large scale engineering products both in India and abroad. Over the years it has enjoyed the enviable status of a market leader in many industrial products. The Voltas management believes that alcoholism amongst employees is to be viewed in a broader perspective and any management should be concerned about it. The Voltas believe that alcoholism amongst the employees is a management problem.

The Company conducted an experiment in one of the manufacturing plant situated in the industrial belt in Thane to tackle the problems of alcoholism amongst employees.

A survey undertaken in the year 1980-81 on 160 chronic absentees throws light on the various reasons adduced for absenteeism:

1) Absence due to drinking problems       — 94

2) Sickness of self or other household members    — 17

3) Various other reasons such as:
   a) Forgetting to punch the card      )
   b) To visit family in village      )
   c) To attend law suits      ) — 49
   d) Dissatisfaction with job      )
   e) No promotions      )
   f) Having business or part time job      ) —

               160

With the increasing realisation that alcoholism is an illness and not a moral problem—that alcoholism can be treated and as such is worth treating, together with the revealing figures that approximately 60% of absentees are alcoholics, it was felt essential to look at alcoholic employees in the light of new knowledge. Accordingly a recovery and rehabilitation programme in Thane plant was introduced.

**In-company Programme for Rehabilitation : The programme introduced by Company had three important aspects**

1) An individual approach or counselling of the individual alcoholic.

2) A group approach or a meeting of the alcoholic employees held once a week.

3) Educating the rest of the working population regarding the alcoholism.

Besides, active involvement of alcoholic family was sought. Help was taken from voluntary organisations like Alcoholic Anonymous (AA).

**Recovery Programme :** The programme conducted has been effective. Its acceptance, the response given and the positive results in next few years have given an indication of its success and source of encouragement. The following figures show response to counselling and the recovery programme by the 94 detected employees with drinking problems :

| Improved in Sobriety and attendance | Improved in Sobriety—Showed good attendance—then deteriorated | Not improved | Total |
|---|---|---|---|
|  |  |  |  |

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| 34 | 9 | 51 | 94 |
|----|---|----|----|

The company feels that this approach of rehabilitation of alcoholism on the job itself is an element of wisdom and has served a number of purposes.

## Participation

Workers' participation in management is a very potent mechanism for all round growth of workers and also all round growth of companies. Pitiably, however, not much has either been initiated or achieved in this direction. Partly the problem is that the scheme of workers' participation in management is always pushed by statutory mechanisms and to that extent it is considered as coercion from the government. The overall industrial relations environment and the inter-union rivalry adds to the problem. In this atmosphere, the employers have mostly played safe. Failure of the institutions of Works Committee and Joint Management Councils are examples of inadequacy of governmental interventions. Research findings reveals that worker director scheme even in white collar industry like banks have hardly created any positive climate in industrial relations. One of the important reasons for the cynicism amongst employers about any participation mechanism seems to be lack of experimentation in this area. A handful of companies have however experimented though in a limited manner, the participation of workers in the affairs of management. Some recent experiments are encouraging. The success experience is largely attributable to the philosophy of the Chief Executive and the owners. Steel Tubes of India a small scale company, had made a significant head way in initiating an experiment in democracy at the work place and the results are encouraging.

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### Democracy at the Work place—Steel Tubes of India's Experience

Steel Tubes of India Ltd. set up in 1959 as a small scale company was taken by an entrepreneur in 1967 when it was a sick unit. He shifted operations to industrially backward area of Dewas and set up a modern Precision Steel Tube Manufacturing Plant in 1975, which is today the largest manufacturer of such tubes in India. Steel Tubes India group's turnover is close to Rs. 100 crores.

For an Indian entrepreneur the steps taken by the Chairman and Managing Director of Steel Tubes of India Ltd. (STI) are radical and path finding. They reflect an attitude of genuine concern and regard for the views; criticism and good faith of the employees who have given their best to the fast growing company. The Joint Committee and Janasabha are two participative institutions which have facilitated a free flow of information and engendered a great degree of involvement. The HRD Department itself partakes all the democratic processes. The Manager (Human Resources) at STI is chosen by the elected representatives of the workers (the Joint Committee) from among managers with more than 3 years service in the company. Such a nomination from the Joint Committee is binding on the management and the person gets a three years' term as Manager (Human Resources).

The Joint Committee : A senior manager compares the Joint Committee—a cabinet in a democratic system. It has 6 representatives of management and 6 workers' representatives from different grades. The later are elected not by members of separate grades, but by the entire work force. The Joint Committee meets on the 28th of every month. Labour demands, problem of technology, innovations, in fact, every aspect of work is discussed. The Joint Committee chaired by a manager of the level of General Manager and the Vice-Chairman is from workers' side.

Janasabha : The institution of Janasabha is more broad-based and is like a house of representatives. Its membership embraces of the elected members of the Joint Committee, nominated members of the 4 joint departmental councils and the company workers who have been declared best workers of the year for the last 7 years, people who have 20 years of service in the company, senior managers, departmental heads and directors of the company.

Janasabha meets twice a year. The Chairman gives an assessment of the company's internal situation and external environment and the Janasabha

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members put across their views and thrash out problems. Janasabha's decisions are binding on both workers and management. Even an ordinary worker can take on the Chairman and his criticism is taken in good faith.

The free access and responsiveness built into the company's ethos through democratic forums, perhaps explains the indifference of the work force to the overtures of external trade union leaders.

### Employee Welfare

The issues related to welfare are very much germane to the overall development of workers, both their physical being and psychological being. Employee welfare programmes create a sense of belonging and adequacy that benefits the organisation in the long-run. In a highly inflationary economy like ours, the wages are barely adequate for day-to-day sustenance of workers. Unless adequate welfare programmes exist in the form of educational subsidies, health and medical benefits etc. workers are likely to languish at the present level and quality of their life is likely to suffer. What is required in welfare programmes is the concern and the pro-activity for worker welfare. Voluntariness is the hall-mark of pro-activity in welfare programmes. Most welfare programmes for industrial workers are in the form of statutory labour laws. It is indeed a sad commentary that many employers especially in small sector have been flouting even the statutory requirements and many other employers are not willing to look into the aspects of labour welfare beyond the statutory requirements. The development of workers can be actuated by pro-activity on the part of employers in initiating welfare programmes that are in consonance with the emerging needs of workers. Tata Iron and Steel Co. (TISCO) is the finest example of pro-active initiative on the part of house of Tatas. In the field of labour welfare, they have introduced almost all the welfare schemes like eight-hour working day, free medical aid, schooling facilities for children, leave with pay, provident fund scheme, workmen compensation scheme, medical benefit, profit sharing benefit, retirement gratuity etc. much before the statutes came into force. In recent years TELCO, Pune has initiated many innovations in welfare programmes.

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**TELCO, Pune : An Innovation in Welfare**

Over the years, TELCO, Pune has developed many innovative programmes in welfare of the employees. It has made pioneering effort in promoting Industrial Co-operative Societies. The highlight of welfare programmes include providing full-time employment to the male dependents of company employees. This is done through the form of Industrial Co-operative Societies. There are 7 such societies employing more than 700 persons and involved in various activities like recycling of wood, bicycle stands, chappatti making, shoe making, printing press, conservancy and other services, fitting and plumbing.

Besides, there are 25 Community Centres, Hobby Training Centres for school going children of the employees, Education Trust, Cultural Forum and Housing Co-operatives.

**Some Highlights of TISCO's Welfare Programmes (During 1984-85)**

TISCO is well-known for its remarkable initiative in starting welfare programmes for workers. Through variety of mechanisms, the employees and their families are covered through community development programmes. TISCO's welfare activities go far beyond the statutory requirements and include educational activities, medical and health services, social harmony programmes, socio-economic programmes (sewing classes, embroidery classes, terry making, charka and tape, mason training, motor mechanic training, typing and shorthand training etc. etc.), games and sports, cultural activities, co-operatives and other sponsored societies etc. etc.

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For details please see 'Achieving Harmonious Industrial Relations' by (Abha Chaturvedi, The Times of India Research Foundation, 1987).

### Quality of Work Life

For overall development of workers, only good wages and service conditions are not

adequate. Equally important is the environment in which they work. This mostly relates to physical environment such as heating and air-conditioners, lighting and safety and general aesthetic atmosphere in the organisation. Quality of work life is focused generally on these aspects and also on other motivational factors such as flexibility in working hours, autonomy and discretion in the performance of jobs and the very nature of the work etc. Very little systematic work has been done in the area of quality of work life. One good initiative was taken by a public sector undertaking Bharat Heavy Electricals Ltd. (BHEL) some years ago which undertook initiative in improving quality of work life.

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### Quality of Work Life—BHEL way

BHEL is the largest engineering enterprise in India and is ranked as 12th largest manufacturer of power plant equipment in the world. Its main activities cover engineering, development, manufacturing, errection and commissioning of electronical machinery and electronic equipment in the generation, transmission, distribution and utilization of electrical energy from Thermal/Hydro and nuclear power plants. In one of its units (Hardwar) "Job Redesign" was taken up as an OD intervention in 1975. This experiment was pursued for about 4 years and very encouraging results were obtained. important ones are mentioned as under :

a) Very satisfying job due to increased variety and relief from boredom and monotony.

b) Personal Growth for all by learning additional skills of other fronts and acquiring leadership qualities.

c) Redemption in health/safety hazards.

d) An atmosphere with less education and healously.

e) An improved team spirit and morale resulting in improved communication and human relationship.

f) Increased self-esteem and pride amongst workers.

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### Quality Circles

Quality Circle is a small group activity where in a small group of employees on voluntary basis meet periodically to discuss work related problems. Experience with Quality Circle in Japan and elsewhere is very encouraging in terms of involvement of workers in the work related matters and psychological satisfaction. In last few years, many companies, both in private sector and public sector have experimented with Quality Circle and the results are very encouraging. In fact, Quality Circle is an important HRD mechanism for the involvement of workers at the grass root levels. This also unleashes the latent potentials of workers in the use of organisation. Many Indian companies like JK Jute, Bharat Electronics, BHEL, HMT etc. and some service organisations like banks have experimented with Quality Circles in recent years and interesting results are reported.

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### Quality Circles in Bharat Electronics Limited

Bharat Electronics Ltd. was established in 1954 and since then it has made rapid strides in the professional electronic field. Most of the equipments in manufacture are in the areas of radio communication, broadcasting and radar In addition to in-house research and development, sustained efforts are being made to upgrade tecnnology and develop new projects. Quality and reliability have been and continue to be the prime concerns of the management. The present work force is 19,000 and turnover during 1985-86 was Rs. 2,198 millions.

The initiation of Quality Circle Movement in BEL was in the background of a long-run strike and lock out in 1981. The BEL management introduced Quality Circle Movement at its Bangalore unit for enhancing the morale of the employees by giving them an opportunity to participate in decision making in those areas which affect them and in which they have expertise.

Over the years, the Quality Circle Movement has helped the company to perform at its peak. As of December, 1986, it had 358 Circles covering 2864 employees. Some of the reported achievements after introduction of Quality Circles are as under :·

1) The rejection rate of BEL 7008 magnetron was reduced from 43 to 12 per cent.

2) Modification of formats resulted in considerable saving in stationery.

3) Mounting design of a relay assembly was simplified resulting in a total saving of 50 per cent in labour and material.

4) The rejection rate of silicon-polished wafers was reduced from 15 to 4 per cent.

5) Production rate of gear segments was increased by 50 per cent.

6) Fixing of linoleum/rigid PVC sheets on work tables and the fixing of table lamps to the work tables considerably enriched the work environment in inspection areas.

7) Change of procedure for payment of annual increment would result in considerable saving of productive man hours.

8) 31.5 per cent rejection of a finished casting was totally eliminated.

9) Design and usage of test jigs saved 88.45 per cent of inspection time.

10) Design and usage of a trolley resulted in easy transportation of heavy moulding tools.

For details please see Q.C. at BEL by Mr. S. Prabhala in Quality Circles by B.L. Maheshwari.

### Grievance Mechanism

In large organisation, there is a tendency to ignore the grievances of workers and many a times, individuals are not encouraged to put-forth their grievances and the only mechanism to deal with workers grievance is through trade unions. Absence of timely disposal of grievances creating a sense of frustration and eventual conflict in the organisation. Many developmental efforts become counter productive on the aggrieved groups of workers and therefore, a quick system of grievance redressal is a developmental mechanism. This requires conceptual understanding about grievances of workers, their sources etc. and corporate initiative in installing a workable redressal machinery. It also requires initiative in developing skills in first line supervisors and others in handling day-to-day grievances. Some companies like TISCO have an elaborate grievance redressal machinery which has the record of successful functioning.

**The Three Tier Grievance Procedure for Permanent Employees**

**TISCO**

Issues of policy and interpretation of policy are discussed only at the top management level. The Union, however, has the right to take up such matters at the Central Works Committee. Those cases which are pending with the Works Committee are not discussed at any other level unless the case is withdrawn from the Works Committee.

**Scope**

Acting charge, Amenities/facilities, continuity of service, compensation, discharge/dismissal, fines, increment, leave, medical benefits misconduct, nature of job, promotion, safety, suspension, transfer, victimization, warning letter.

**Stage I**

The employee should discuss it with his shift-in-charge or an equivalent. In cases of appeal against punishment, the employee should meet his general foreman or an equivalent. If necessary, he should fill up the grievance form I and submit it to the general foreman who should immediately give the acknowledgement receipt, should make the necessary enquiries and return the form with his remarks or those of the departmental head within two days. If the case requires reference to higher authorities, the time limit may be relaxed.

**Stage II**

If the employee is still dissatisfied with the decision, he can appeal to the head of the department directly on the Grievance Form II within three days of receiving the reply from the general foreman. Cases of suspension may be submitted within a week of the receipt of suspension order of the decision at stage I.

The departmental head will pass an order within three working days.

**Stage III**

If the employee is not satisfied with the decisions at Stage II, he can appeal to the Chairman of the Zonal Works Committee on an ordinary paper or on the Grievance Form III within a week of the reply at Stage II. Appeals against discharge, dismissal have to be addressed only to the Chairman of the Zonal Works Committee within six weeks of the receipt of the orders of discharge or dismissal. Based on the Committee's unanimous recommendations to which no objection is raised by Management or the Union the Management will decide the case within ten days of the receipt of such a recommendation. The unanimous recommendation of the Zonal Works Committee, though not an executive order, shall be the final decision on the matter. Where their recommendation is not unanimous the Zonal Committee will refer the matter to Central or Special Works Committee.

The mechanisms described above are not the only mechanisms for development of workers. Many more mechanisms may be either conceptualised or developed to initiate involvement and development of workers. One of the important pre-requisite for development of workers is effective communication within the organisation. Bharat Heavy Electricals, Bhopal has pioneered a system of Management-Employee Communication (MEACOM). It over the years has helped a great deal in bridging the communication gap between Management and workers.

## 15.5 ROLE OF TRADE UNIONS

Traditionally unions in India have played a role as a protest organisations on behalf of workers. Unions in India have mainly confined their activities to monetary issues like wages and service conditions and have generally ignored the issues relating to development of workers. According to a seasoned trade union leader. Indian Trade Unions are 'grievance-oriented' rather than development-orier

The recent initiative taken by many employers/corporate executive. HRD for workers are received with cautious suspicion by the trade union. response of unions to HRD is generally sceptical. The fears and anxiety of trade unions seems to be on account of the following:

— Sincere and genuine HRD efforts for workers is likely to create a contended, satisfied, self-dependent and assertive worker, perhaps capable of looking after his interests. Unions which have generally thrived on dissatisfaction, dependence and weaknesses of the workers are likely to be out of business of unionism. In this context the observations of Mr. Ramanujam, President, INTUC are pertinent; "Trade Unions are in a lucrative business without unionism". Once management is able to directly communicate with the workers it is further likely that the trade unions impact will be diluted.

— Workers development may lead to his need to assert and participate in the union affairs. This itself may not be in the interest of the union leadership who want to hang-on to positions of power and authority. This explains the present manpower crisis in many trade unions which are headed by ageing and retired union activists.

— Involvement in HRD programme may require their becoming an active collaborator with the management in problem solving on such themes like work ethic, productivity improvement, introduction of new technology and its implications, training and development etc. Too much identification with the management itself may invite criticism from the rank and file. It may also reduce

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their bargaining power with the management while discussing "Bread and Butter" issues.

— Experiences from USA where many companies use progressive personnel policies and HRD to keep unions out from the companies, itself contribute to the anxiety and fears of the union about possible shift of workers loyalty from unions to management.

In any HRD effort for workers, it is very necessary to deal with the above fears, anxieties and dilemmas of the trade unions. Continuous interaction with trade unions at the HRD planning stage itself is required. In the present climate of industrial relations in India, it is desirable that HRD efforts for workers are discussed with unions and their involvement is sought. One may legitimately ask a question—As to why trade unions who should be interested in the development of workers should at all resist the HRD overtures of the companies? To answer this question we need to look at the mistrust that exist in many organisations between trade unions and employers. It is therefore necessary that some basic minimum trust should exist between trade unions and employers before trade unions accept HRD and willingly participate in any HRD programme and policies for workers. They need to be given confidence that HRD initiatives for workers do not aim at destabilising union movement.

Today trade union movement in the country is undergoing a metamorphical changes. An important but less visible challenge to trade unions lie in the need to respond to the diverse sets of expectations and aspirations of workers. They are trapped between the factors calling for change and forces opposing the change. Unions can play important roles in setting the stage, designing and participating in HRD programmes. Thereby attempting to integrate them into their representational role in the organisation. Over a period these efforts are likely to build higher involvement of the employees, create more satisfaction and give expression to workers aspirations. Some of the developmental roles that unions can play are mentioned below:

### Initiation of HRD

Unions should focus attention to the workers development. In fact unions should be HRD Departments for the workers and the unions leader HRD Manager. Where developmental climate is prevailing in a company, unions could play an effective role by becoming a partner in such an endeavour. Where developmental climate does not exist or management is apathetic to workers development, unions should take-up HRD issues relating to workers with the management. It is not necessary that initiative should always come from management.

### Communication

Unions have an important HRD role in communicating with workers almost on continuous basis about the industry in which they work. Sometimes unions do not consider it worthwhile to share important information about the industry even if they (unions) know about it. Perhaps, they too under-estimate the capacity of the worker to understand the developments regarding the industry in which he works. Unions have traditionally confined their role to communicate only service conditions related issues. Workers too want to know about the goals, missions, diversification plans, marketing aspects only perhaps in a layman's language. They also want to know more about their own union. Improved communication between union and worker can strengthen trade-unions role as a change-agent.

### Counselling

Unions can play a very positive role in providing counselling services to workers. Cases of excessive drinking, drug addiction, excessive smoking, excessive debts are not infrequent. Mostly due to absence of any counselling/guidance, the workers continue to indulge in these evils. In the process, they loose even their jobs. Defending a workman during a departmental enquiry for these misconduct is not enough. Unions can play a pro-active role in preventing such instances to occur by appropriate counselling. Unions can develop counsellors from amongst their active cadres with suitable professional help or even arrange for professional counselling service for workers.

### Educational and Training

Once aspect of development of worker is to help them acquire new skills both work

skills and process or human skills. The latter would include skills of collaboration, collective action, positive assertion, empathy, helping and the capacity of organising groups. The work skills would include skills to do new jobs, new projects. This would call for intensive education and development effort on the part of unions.

## Welfare

As pointed by National Commission on Labour, the concept of welfare is necessarily a dynamic one. Real HRD for workers would mean continuous improvement of their standard of living, providing social security and of course a dignified place in the organization. Unions should help developing innovative welfare schemes where possible with the help of management and focus on long term benefit to worker rather than short term pecuniary gains. Unions at least the bigger ones with adequate resources should initiate welfare programmes for the overall development of the worker. Textile Labour Association (TLA), Ahmedabad is an excellent example amongst Indian trade unions to start many innovative schemes like workers co-operatives, workers bank, nursery schools for the children of workers, vocational skills to the children of workers etc. which help overall development of workers.

## Role in Family and Vocational guidance

One of the important HRD role of unions is to extend their help in creating a better family environment and also extend guidance to workers in relation to education and career of their children. Today a worker may get good amount of money, he may want to provide good schooling to his children but he may not know what to do and how to do it ? Unions should help providing such service to workers. Unions can also provide conciliation service in family quarrels. Union can also help creating jobs for the wives of workers by starting cooperatives.

## Research

In order to keep itself updated and create database on various dimensions of workers needs, aspirations, development needs etc. the unions should sponsor (where they can afford it) appropriate research projects. They can also seek involvement of academic institutions by participating and collaborating in research problems relevant to trade unions interest and goals.

In order to play the above roles effectively, trade unions must professionalise. This will mean HRD within the unions. For long trade unions have ignored developing union leadership. This has strongly served the cause of vested interests a who want to stick to leadership positions. This also seems to have created intra-union frictions. This also deprives the union of new thinking, new approach etc. New role for the unions will have focus on improving the psychological well-being of the workers. Traditionally unions have been focussing on the economic well-being of the workers and have built certain roles to achieve that. The new developmental role will require several new skills in the union leadership to enable them to play these roles. These roles are depicted as under :

| Traditional Role
Focus : Economic Well-being | Developmental Role
Focus : Psychological & Social Well-being |
|---|---|
| Bargainer | Explorer |
| Negotiator | Trainer |
| Fire fighter | Educator |
| Agitator | Counsellor |
| Grievance Handler | Collaborator |
| Game-player | Motivator |
| Black-mailer | Facilitator |
| Crisis dealer | Communicator |

Table provides details of developmental role played by Textile Labour Association (TLA), Ahmedabad. The TLA's case is one of professionalisation of trade union and developing internal competences to deal with workers developmental problems.

**HRD Role by a Union—TLA's Experience**

The Textile Labour Association (TLA), Ahmedabad, was founded by Mahatma Gandhi in 1920. It has been nurtured by eminent freedom fighters and trade-unionists like Khandubhai Desai, Gulzari Lal Nanda and S.R. Vasavada. The overall objectives of TLA is to cultivate internal strength among workers by improving quality of life by getting adequate wages while serving the industry to the best of one's capacity.

In a recent interview with the author : Mr. Naveen Chand Barot, President, TLS explained the philosophy of TLA and various activities undertaken by TLA for "Workers overall development" or as he puts it "Developing Man in the Worker" According to him :

TLA is not merely a trade-union but a Social Organisation. We believe in peace and harmony at any cost. TLA undertaken A to Z activities aimed at workers educational, vocational, social and psychological development. TLA's 200 full time employees and equal number of part time workers help in conducting number of activities for workers. Some of the TLA's activities are :

**1) Education and Training**

TLA runs 35 Nursery classes in labour areas and also maintains 60 Libraries and 40 Reading rooms. It has its own printing press. The Vasavada Labour Institute conducts number of training programmes for Trade Union leaders and Activists. A need to educate Women and Children was felt as early as in 1920s.

Female teachers are trained to set-up nursery schools in their areas. Apart from this, TLA runs classes in knitting, sewing, TV/Radio repair. Interestingly, a Workers son teaches TV repairing. So far, about 250 of workers sons and daughters have become Engineers/Doctors with the effort of TLA in one way or the other. TLA also runs the Girls Hostel to accommodate over 100 girls of SC/ST community.

**2) Health and Welfare of Women**

TLA runs a maternity home. About 150 patients are attended everyday. In the area of family welfare, recently TLA initiated a project funded by UNFPA through International Labour Organisation on family welfare, status of women, health of children etc. Seminars and Workshops on problems of mensuration, children care, fertility, manapause etc. are arranged to educate women.

In TLA there are 3000 shop-stewards but only 74 women shop-steward representing 3000 women members. Considering the need of these women members, TLA has set-up a special section to settle grievances of women workers. Mrs. Ela Bhatt organised self-employed women and formed self-employed women's association known as SEWA, Womans cooperative Bank called SEWA Bank and Mahila Seva Trust.

Apart from the above, the TLA runs a co-operative Bank with a paid up capital of 15 lakhs.

About the role of trade unions in HRD, Mr. Barot says, Trade unions in India are grievance-oriented rather than development-oriented.

## 15.6 OPERATIONALISING HRD FOR WORKERS

On the basis of the foregoing discussions, it is proposed that following initiatives need to be taken by management for initiating HRD for workers :

1) Creating a developmental climate.

2) Developing developmental style of leadership amongst all the managers.

3) Legitimising the role of unions in traditionally 'non bargainable' issues.

4) Continuous interaction and dialogue with unions in identifying and prioritising areas of HRD for workers.

5) Developing consensus on HRD goals.

6) Widely communicating HRD action areas and seeking involvement of larger group of people.

7) Institutionalising HRD intention by creating appropriate machinery.

## 15.7 SUMMARY

In a country like India, there is a vast reservoir of latent talent in workers which if nurtured and chisseled carefully can increase organisational synergy. Creation of necessary 'climate' for development is, however, a pre-requisite. Both management and trade unions have to shed their traditional role towards workers and show progressive attitude.

## 15.8 SELF-ASSESSMENT QUESTIONS

i) Discuss how HRD for workers is different than HRD for managers.

ii) Discuss the rationale and objectives of HRD for workers in India.

iii) Discuss the present status of HRD for workers in India.

iv) Discuss the possibilities of new HRD mechanisms for workers in industrial and services sector.

v) Discuss how the seven HRD mechanisms suggested in this unit contribute to competency development and motivation development of workers and also in developing a healthy organisational climate.

## 15.9 FURTHER READINGS

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# UNIT 16 HRD/OD APPROACH TO IR

## Objectives

After reading this unit you should be able to :

- understand the inter-connection between Human Resource Development and Industrial Relations;
- develop understanding about potential of Human Resource Development/Organisation Development interventions to manage Industrial Relations.

## Structure

16.1 Introduction
16.2 Defining Industrial Relations
16.3 Defining HRD/OD
16.4 HRD-OD-IR Linkage
16.5 Pressure for Change: Need for Integration of HRD and IR
16.6 Development Approach to Industrial Relations
16.7 Pre-requisite for a Successful HRD/OD Approach to IR
16.8 Developmental Mechanism for Improving IR
16.9 Summary
16.10 Self-assessment Test
16.11 Further Readings
      Annexure

## 16.1 INTRODUCTION

Traditionally Industrial Relations (IR) in India are equated with collective bargaining, interpretation of rules, labour laws, court cases, problem of indiscipline etc. Terms like Conflict, Power, Litigation and Legislation are often used in describing IR.

This has been characterised by many practitioners as fire fighting, imposition of short term solutions of critical business situations. The reasons for this are not difficult to identify. Typical industrial dispute arise as an unanticipated consequence of business decisions often far removed geographically and temporally from them. In short IR are often seen as environmental constraints which limits the ability of organization rather than an opportunity to develop collaborative problem solving relationship. There is so much mistique about IR that it is often relegated to a specialist as his sole preserve. The IR functions suffers from lack of planning, absence of policies and strategies and short of any long term perspective. Little wonder that IR is more or less seen as a business nuisance. The fact of the matter however, is that the continuous neglect of IR function by corporate top management and planners have only created more problems for them. Problems of indiscipline, deteriorating work culture, emergence of restrictive practices, flouting of authority, coercion and blackmailing by unions is now the very stuff of IR in India.

For too long employees have been considered as property of unions and this, perhaps, has prevented employers to build sound communication policy and strategies, encouraging individuals in attaining their goals, unleashing potential of individuals and in general building employee oriented personnel policies. This has only provided raw material to IR system in terms of unresolved grievances, employee apathy etc.

While on one side the IR scenario has been deteriorating, the academic upsurge about human resources development prescribed solution of human problems in industries through Applied Behavioural Science interventions. These interventions are generally focused on individual as well as groups advocating better utilization of latent talent

and developing systems to objectively apprise the performance of individuals. For about more than one decade the HRD movement covered mainly the managerial employees and its applicability to non-managerial employees is now increasingly realised.

The newly emerging function of Human Resources Development (HRD) and Organization Development (OD), pre-addresses itself to the problem of individual motivation, development of terms, conflict resolution strategies and developmental aspects of organisational relationship. Unfortunately, both HRD and IR have been considered as different functions and there has been little attempt both by academicians and practitioners to see the relevance of HRD to manage IR function in a pro-active manner.

The exclusion of role of collective bargaining and unions from the main stream of research on Human Resources Management is in part due to academic territoriality (Gallargher)*. Those who consider themselves IR scholars have tended to emphasise the study of relationship between labour and management through the collective bargaining process (Strauss 1977, 1978 : Strauss and Feville 1978)*. Also Industrial Relations research focusing on collective bargaining and unions has been dominated by legal, sociological, institutional and neo-classical economic perspective (Kochan 1980). In contrast HRD appears dominated by researchers in the area of industrial psychology and organisational behaviour who focus on individuals, groups and organisations as principal unit of analysis. This difference in orientation between Industrial Relations and Human Resources Management scholars results in dearth of studies integrating the impact of collective bargaining and union with multiple function of Human Resources Management.

The table 1 below brings-out the difference in IR and OD in terms of underlying assumptions. The newly emerging, field of HRM represents synthesis of traditional IR and HRD/OD:

Table 1

Underlying assumptions of Industrial Relations and Organisation Development

| Industrial Relations | HRD/OD |
|---|---|
| It has its orientation from Economy, Sociology and Law. | It has its roots in Psychology, OB etc. |
| Fire Fighting orientation. | Collaborative problem solving orientation. |
| Short term approach. | Long term approach. |
| Views relationship mainly as Economic | Views relationship as both Economic and Psychological. |
| Change constrained by legal and other external factors. | Main focus on internal factors for managing change |
| Compliance main objective. | Commitment main focus. |
| Conflict at the core of IR and is considered unhealthy. | Conflict need not be counter productive and can be managed. |
| Pluralistic frame of reference. | Unitary frame of reference. |
| *Seeks power advantage for bargaining and computation. | Seeks power equalisation for Trust and collaborations. |
| *Make most of available human resources. | Develop potential of human resources. |
| *Emphasis on extrinsic rewards to satisfy and motivate commitment. | Emphasis in internal motivations and intrinsic rewards and developing commitment. |
| *Value defined by practice. | Explicit statement of values. |

*These terms are taken from Human Resources Management : The Integration of Industrial Relations and Organisation Development. Michael Beer and Best A Spector. In Research in Personnel and HRM. Vol. II pages 261-298 Jai Press Inc.

In order to understand the synthesis between HRD/OD and IR in this unit, we shall define Industrial Relations, Human Resources Development as well as Organisation Development. We shall also look at the rationale and potential of HRD/OD methodology in changing IR from reactive mode to pro-active mode.

* Taken from the paper 'HRM: The integration of IR and OD Michael Beer and Spector'. In Research in Personnel and HRM. Vol. 2. Pages 261-298. Jai Press Inc.

## 16.2 DEFINING INDUSTRIAL RELATIONS

Dunlop's (1958) formulation of Industrial Relations system has been taken as a basis for analysis by many authors and commentators. An IR system, according to Dunlop "at any one time in its development is regarded as comprised certain actors, certain contexts, an ideology which binds the IR system together and a body of rules created to govern the actors at the place of work and work community. The creation of rules is seem to be the central aim of the IR system."

Other theorists like Flanders have defined IR as a study of institution of job regulations. Both Dunlop and Flanders formulation of IR system omits such behavioural variables as Human motivation, perception and attitude. Bain and Clegg (1974) have argued that behavioural variables cannot be dismissed while studying IR.

Another set of theorists belonging to marxist school consider conflict as the focal point of IR. They see a situation of irreconciable conflict between social class, the division being between those who own the means of production and those who do not. IR can thus be seen as microcosm of the wider society.

Later theorists like Allan Fox (1964) and Margarison (1969) propounded that it is essential for IR to take cognizance of factors that produce conflict as well as that resolve it.

The most acceptable understanding of IR is what Barbash (1964) has described as a conflict agreement continuum. In addition to their obvious conflict of interest, the parties in IR have many interests, standards and values in common which they either bring to IR from the wider society or develop once they are involved in IR. To emphasies on facet is to deny that stability and instability, conflict and cooperation have equal claim to investigation.

## 16.3 DEFINING HRD/OD

HRD is mainly concerned with developing competencies (technical, managerial and behavioural) amongst organisational process. According to Rao (1981), HRD is a process by which employees of an organisation are helped in a continuous and planned way to acquire or sustain/sharpen capabilities, develop their general capabilities as individual and exploit their inner potential, develop an organisational culture which fosters team work and collaboration. The typical mechanism for facilitating HRD in organisation are Performance Appraisal, Training, Feed back, Performance Counselling, Organisation Development, Employees Welfare and quality of work life etc.

**Organisation Development**

Organisation Development is in fact a mechanism of HRD. It is defined as 'Long Range Effort' to improve organisations problem solving and renewal process, particularly through a more effective and collaborative management of organisation culture—with special emphasis on the culture of formal work teams with the assistance of a change-agent or catalyst and the use of theory and technology of applied behavioural science, including action research (French and Bell).

OD is a practice field which is based on the discipline of organisational behaviour, psychology and administrative science. It developed as new behavioural science finding about employee motivation and organisations were applied by managers to solve organisational problems like poor communication, inadequate integration, low commitment and inadequate employee development. Because it is a field based on new knowledge, applied to solve old problems, OD has tended to be pro-active and prescriptive in nature. It has been driven by a more-or-less explicit set of assumptions about people and organisation, assumptions on what was possible, if people and organisation were managed differently rather than on what actually existed in organisation. This OD tends to be normative making optimistic assumption about people and organisation.

# 16.4  HRD-OD-IR LINKAGE

After defining IR and HRD/OD let us now see the linkages between the three.

HRD approach focuses on developing human resources—their competencies, motivation and organisational culture that facilitate both these. OD, if considered as a part of HRD focuses on systematic and planned interventions to build human process competencies for the growth, development and vitality of an organisation. OD if treated independently covers a larger canvas of attempting to help the organisation develop in various ways using a variety of interventions including structural changes, technological changes, strategic shifts, human process changes etc. Industrial Relations is a specialised function that evolved to protect the interests of the organisation as well as that of the working class. There are several approaches to IR—regulatory, descriptive, conflict, collaborative etc. A development approach or a HRD approach to IR has been adopted by a few organisations that had their employees in the forefront in all their thoughts and plans.

The primary focus of HRD is on people, the primary focus of OD is on organisational capabilities and the primary focus of IR is on protection of the interests of the labour and management in a balanced way. All of them involve dealing with people—the focal persons and groups are different. For HRD the focus is every individual, for OD the focus is teams and the organisation as a whole. For IR the focus is union-management or labour-management relations. Although the focal points differ due to philosophy and purpose of each of these functions, the dynamics of human processes are similar. There is a lot that HRD/OD can contribute in the area of Industrial Relations. This is explained in detail in the section below.

# 16.5  PRESSURE FOR CHANGE; NEED FOR INTEGRATION OF HRD AND IR

Managers are becoming increasingly dissatisfied with the traditional IR policies which are normally static and are based on safety of law, caution, and fear for unions. It is also increasingly realised that despite conflict of interests between unions and management, IR climate needs to be changed to make progress in business. Futility of perpetual fire fighting and conflict with unions are now too visible.

Pressures for changes are leading to an integration of two fields that in past have been separate and sometimes even opposite. Several changes in the environment and technology are forcing both management and unions to re-evaluate their traditional adversory relationship and march towards collaborative problem solving mechanisms. Some of the changes that are relevant both for management and unions are :

1) Emergence of new technology and march towards computerisation is creating new pressures on management as well as unions. These pressures relate to management anxiety for productivity and proper manning through new technology and unions anxiety relate to issues like retrenchment, unemployment.

2) The new worker is causing anxiety to both management and unions. To the management because he is driven by self-interest; is defiant, impatient and bothers little about traditional authority. Unions are concerned because the worker is equally defiant to the traditonal authority of union leadership. He questions the traditional methods of protests, he is willing to adopt new technology and he questions the ills like bureaucratic and oligarchic orientation in the unions. Workers apathy towards trade unions is now well documented.

3) Futility of litigatory mechanisms are now well appreciated both by management and unions in terms of delays in problem solving, mistrust and the cost of the litigatory process.

4) Innovative personnel practising and quality of work life programmes practised by many organisations and their impact on improved business performance.

5) Pressure from government for workers' participation in management.

'While by no means abandoning entirely the adversarial mode inherent in collective bargaining, labour relations is seeking to move towards a strategy that will "temper traditional confrontation with new co-operative approaches" and seek to modify an "adversarial rule making relationship by exploring and recognising mutual needs (Mills 1983)."

**Rationale of Development Approach to IR**

Research has revealed that "Trust" between the parties (Union and Management) is, the single most important feature in creating good industrial relations (Pureell 1981). This trust building has several dimensions. Where management and unions share the Common ideology; the level of trust is high. Similarly personal equation between the key actors in IR systems or the charismatic leadership in Management and Union also contribute to building trust. The high trust behaviour is reflected by the legitimacy granted to the role of the other party against low trust response which attempts to limit by means of prescriptive rules, the discretion of the other party on matters deemed important.

The HRD/OD methodology can help identifying the key factors both in Management and Unions contributing to spiral of Mistrust or Suspicion. The OD methodology provides that problem diagnosis in terms of motivations, feelings, actions, reactions is a pre-requisite in problem-solving process. Its methodology involves both structured and unstructured interventions in resolution of problems.

The success experiences in some companies both in India and abroad for using OD approach to IR is indicative of the fact that lasting bond between IR and HRD/OD is possible. What is perhaps, required is increasing amount of experimentation and moves for planned change.

## 16.6 DEVELOPMENT APPROACH TO INDUSTRIAL RELATIONS

There are two dimensions of development approach to IR viz;

1) Competencies building in the major actors in industrial relations like Management (at different hierarchical level) and unions (at different hierarchical levels) and the key government officials concerned with these aspects.

2) Development of Processes; fostering OCTAPAC values. OCTAPAC stands for :

O — Openness          P — Pro-action
C — Confrontation     A — Autonomy
T — Trust             C — Collaboration
A — Authenticity

**Competencies Building**

**Development of Top Management**

The development of top management, and the chief executive in particular, is vital, because the atmosphere, values, style and tempo of the organisation are set by the top man and is senior colleagues. On a day-to-day level, he does this by his actions, prominence, edicts and queries. Any chief executive exerts substantial influence simply by virtue of his personal predisposition. If his disposition towards the union is negative and his belief system about people in general is hostile, it gets reflected in management policies. The obvious sufferer is the organisation. This aspect is often overlooked in the traditional IR system.

Not much work has been done to analyse the impact of chief executive styles on IR. There are some examples here and there where succession at the top was created IR problem. Similarly there are several examples where the top man has given increasing attention to people's activities, and the consequent impact on the organisation's growth has been noticeable.

For instance, A.W. Clausen, former chairman of the Bank of America, prided himself on saying; "I do not feel I can delegate the responsibility of the personnel function. Somebody has got to be spending 40 hours a day and 10 days a week thinking about the needs of the people who work here". His belief system and

philosophy about people is well reflected in his assertion. "In big organisations with massive, complex geographies, there is tendency to think in terms of labels. Those people over there are tellers, those are managers, those are officers, these are grade 15s, these are grade 20s, these are grade 30s, and so on. The names are forgotten, along with the sensitivities, anxieties, frustrations. De-humanisation— that is why we need people advocacy."

In the Indian context, development of top management would aim at becoming aware of bias or pejudices and learning to treat IR as important managerial business. .

### Development of Middle Management

i) **Competencies building at management would mean:**

   a) Knowledge about rules of the work place;

   b) Understanding about customs and practices in relation to dealing with employees and unions;

   c) Knowledge about the legal framework of IR;

   d) Knowledge about history and background of union and union leadership in the organisation;

   e) Knowledge about the emerging environmental scenario; practices in other industries etc.

ii) **Skills**

   a) Skills in diagnosis of problems and tools for diagnosis;

   b) Skills in resolution of grievances;

   c) Skills in negotiations;

   d) Inter-personal skills.

iii) **Attitudes**

   a) Orientation to positive problem solving;

   b) Positive belief system about the unions and their existence;

   c) Faith in participative mechanism.

### At Union Level

### Development of Top Union Leadership

Development of leadership at different hierarchical level of the union is equally vital. This is possible by understanding the nature of political economy; industrial environment and new technology and their impact on the union-management interactions and quality of life. The development at this level should also involve developing vision towards macro issues of unemployment, poverty as well as micro issues like workers apathy; democratisation within trade unions; manpower crisis within unions; nature of grievances; researching precedents, reviewing contracts and making skillful advocacy of workers problems.

### Development of middle level and grass-root leadership

i) **Competencies**

   a) Knowledge about rules of work place;

   b) Knowledge about commitments made in various settlements and awards;

   c) Understanding of legal frame work;

   d) Knowledge about workers sociology and problems of workers.

ii) **Skills**

   a) Inter-personal skills in dealing with fellow workers as well as supervisory personnel;

   b) Skills in constructive confrontation;

   c) Leadership skills.

iii) **Attitudes**

   a) Flexibility and resilience;

   b) Problem solving.

## Development of Process

At managerial level there should be a clear understanding that processes are more important than contents for trust building in the union management relationship. Process means the 'How' aspect. For example, the question such as how decisions are arrived at, whether through consultation or orders from the bosses or whether alternatives are discussed, becomes important in the process. Similarly, the process aspect of problem solving and negotiations i.e. how negotiations are conducted, how information is shared with the union, how confrontations are resolved, how goals are set in the organisation etc. The goal is to understand each other to be more honest in expressing their feelings and more care for the feelings of others which increases the trust and reduces stereotype thinking.

The HRD/OD approach uses Applied Behavioural Science interventions : its methodology consists of diagnosis, intervention design and follow-up.

Diagnosis is of vital importance because the correct solution to a wrong problem does not yield result. There needs to be proper understanding especially in the management about tools of diagnosis that can yield dependable results and developing skills in key managerial personnel concerned with IR about the use of diagnostic frame for solving IR.

After diagnosis of the problem suitable interventions are designed which may be structured as well as unstructured. For example, if initial diagnosis reveals existence of multiple authorities for decision making, and consequential delays, the need is clearly for structural re-organisation. But if the diagnosis reveal that there is low morale amongst any group and there are role ambiguities amongst various functionaries, it will be necessary to design role based interventions and motivation seminars for Managers. A list of possible intervention in tackling specific IR problem is given in the Table 2.

An example as to how process interventions was used by an Indian company in managing their IR problem is given in Annexure.

Table 2 : HRD/OD Intervention in Industrial Relations

| IR Problem | Possible Intervention |
|---|---|
| Alienation of employees | Training<br>Personal Growth Lab.<br>Work Redesign.<br>Job Enrichment.<br>Role Efficacy Lab. |
| Lack of collaboration between Management—Union | Team Building Seminar.<br>Role Negotiation Exercise. |
| Sense of powerlessness in Management. | Leadership Training.<br>Role Efficacy Lab.<br>Assertiveness training.<br>Power motivation laboratories.<br>Union-Management Interface. Information sharing on Central Office Business Plan. |
| Mistrust between Management—Union | Survey Research and Union and Management Interface. |
| Policy of Appeasement/Expediency | Conflict Management. |
| Failure of Formal Mechanism of Worker Director. JMCs, WCs. | Union-Management Interface.<br>Review Workshops.<br>Renewal Exercises/Laboratories. |
| Problem of Discipline | Counselling, Review of Disciplinary Action Machinery, Policy Statement on Discipline.<br>Training. |
| Lack of knowledge about rules, regulations, | Training.<br>Communication Systems Designing. |
| Delay in Personnel Decision Making. | Research for identifying causes of delay in decision making, structured intervention like reorganisation of personnel function; development of personnel men.<br><br>Self-renewal exercises—Survey feedback. |
| Reactive attitude of Union and Management functionaries. | Feed back, Personal Growth Laboratory. |

## 16.7 PRE-REQUISITE FOR A SUCCESSFUL HRD/OD APPROACH TO IR

1) Management must make clear the Policy, Philosophy and Values underlying in its actions.

2) Management must establish its credibility by ensuring implementation of agreed policies; non-medalling in the internal dynamics of the union etc.

3) Top management style, especially the Chief Executives' style needs to be pro-active and geared to problem solving. His actions and decisions must bear the testimony of professional approach to Human Resource Management.

4) The structure of Human Resource function must be such that fosters delegation of powers at different hierarchical level in the matters of personnel management and reduces bottlenecks in the decision making.

5) Managers at all levels must acquire the inter-personal skills.

6) Accountability for better Human Resource Management must be established like any other business function.

7) Norms of full day's work and facilities to unions and their representatives must be clear and no ambiguities should prevail in this regard.

8) Open-mindedness and problem solving attitudes in the trade union leadership is vital.

9) Recognition on the part of both management and the unions that planned organisational change involves joint problem solving and negotiated decision making.

10) Workers and unions should be prepared to give up restrictive practices and adopt more flexible roles and recognise that such planned change is not likely to weaken their power.

## 16.8 DEVELOPMENT MECHANISM FOR IMPROVING IR

| | | |
|---|---|---|
| **Bi-partite Meetings** (between Union and Management) | : | a) To arrive at settlements concerning employees wages and service conditions through the process of bi-partite negotiations. |
| | | b) To review the working of existing settlements and examine their impact on work place discipline; work ethics; customer service etc. |
| **Information Sharing** | : | To share information about the business; profitability, performance of the company; competition; marketing; diversification plans; critical problems of the organisation including human performance problem. |
| **Joint Surveys** | : | Management and Union to undertake joint surveys on the state of morale; motivation and grievances of employees; plan ways of dealing with these problems. |
| **Task forces** | : | To undertake study of problems like 'Absenteeism'; 'Discipline'; and suggest ways and means to tackle the problem. |
| **Collaborative Projects** | : | To undertake project on Employee Welfare/ education both on job as well as off the job. |
| | | (TELCO, Pune in collaboration with employees has launched co-operatives with the aim of providing part-time employment |

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| | |
|---|---|
| | to female dependents of TELCO employees) |
| Training | To develop specific job skills. |
| | To help employees develop multiple skills. |
| | To develop problem solving and behavioural skills. |
| | To develop perspective and values for work, discipline and quality. |
| | To develop inter-personal skills in supervisors. |
| | To help trade union representatives to develop leadership. |
| Grievance Mechanism | To establish grievance redressal machinery that is workable. |
| | To train supervisors and managers in resolving grievances and in counselling. |
| | (TISCO has a three-tier grievance procedure for permanent employees. Over the years, the system has paved its credibility). |
| Participative Forums | To ensure adequate communication on important issues relating to industry between management and union. |
| | To provide such forum at different hierarchical levels. |
| | To encourage introduction of Quality Circles for better involvement of workers in their work related problems. |
| Counselling | To provide for the services of Trained Counsellors either from within the industry or from outside to help workers to learn from their mistakes and trigger the process of change in an individual. |
| Research | : To create database for personnel decision making. |
| | To periodically gather data on important critical aspects of Man-Management for initiating necessary sharing and initiating change programme. |

## 16.9  SUMMARY

The field of IR and HRD/OD is inseparable. The developmental intervention in the field of IR can help a great deal in creating a basic climate of trust and problem solving and bring out IR from the traditions of chaos; violence; conflict and litigation.

A developing country like India can ill afford continued conflict ridden; rigid and litigation oriented IR. There is a great potential in the methodology of OD to systematically plan change and move from reactive mode to pro-active mode in managing IR.

## 16.10  SELF-ASSESSMENT TEST

i)  What is the main difference between the underlying assumption of IR & OD ? Is it possible to use developmental information in IR ?

ii)  Discuss the major areas of integration between HRD & IR development.

iii) What key interventions are possible in Union-Management relationship?

iv) What can be the core programmes for developing top management, middle management and union for IR management ?

v) What is the pre-requisite for initiating HRD in IR ?

## 16.11   FURTHER READINGS

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**Annexure**

**OD Approach to IR—An Experience of an Indian Company**

Nizanand Industries located on the west coast of India had a turn-over of Rs. 65 crores employing around 3000 employees with a multi-product/activity range with multi-unions. The Industrial Relations scenario was ripe with emergence of highly powerful trade union leader in Bombay with the image of creating and spreading turbulance not only in his industry but the neighbouring industries in the region. This gave rise to a young union leader on the west coast of south India who penetrated in various industries and initiated raising of sky high demands resulting into strikes, violence and/lock-outs in most of the business houses in the region. He was knocking at the doors of Nizanand industry for an entry with demands raised to fantastic level, using various threats to paralyse the industry. This generated a scare. The normal anti-union reactive action choices were expressed like breaking the union, splitting it, buying over etc.

**OD Approach**

The top management committee decided to work out an action plan based on the in-depth interviews. In this meeting the Personnel Manager shared his beliefs and concerns using them mainly as analytical data of what was happening in the adjoining industries as well as within the company.

**Diagnosis of in-depth interview**

The in-depth interviews conducted within six months revealed the fact that while Managers/Executives and Officers overtly expressed their loyalty to management, emotionally they identified themselves with the workers and workers' union. A number of reasons were diagnosed for this response.

Detailed report of in-depth interview with the main features was submitted to the Chairman and discussed in the top management executive committee. As an outcome of the discussions, policy announcement was made. Following policy frame work with its behavioural systems implications was announced as a part of company's endeavour to act and implement it in its true spirit. A sample of policy statement and its bahavioural implications is given below:

| Policy statements | Behavioural/systems Implications |
| --- | --- |
| 1) We believe that it is desirable to have one union for the unit of business activity and to have collective bargaining relationship with one union. | 1) Accept trade union as a reality not to walk into the trap of breaking or making unions. We are not in the business of encouraging or discouraging ideologies or groups. That is a politicians business. |
| 2) It is the right of workers to decide the Union and the Union Leader they want. Management is not interested nor it will be involved in encouraging or discouraging workers to opt for a specific trade union or a specific trade union leader. | 2) i) Need for retaining objectivity to let workers decide the union they want. <br> ii) Awareness not to get hooked to the pressures of encouraging or discouraging any specific union. <br> iii) Deal with the union that the workers have opted for. <br> iv) Deal with Union Leader in "Here and now" situation with our data based home-work instead of the past and/or hear-say images. |
| 3) We are convinced regarding the philosophy of collaborative relationship between Union and Management. It will be our endeavour to encourage process of collective bargaining based on mutual trust through negotiations with the support of government machinery with regard to settlement, conciliation etc. as and when required. | 3) i) Management Negotiation Committees to be formalised ensuring availability of expertise and resources required in the process of negotiation : structure and processes to be monitored. <br> ii) Management demands. <br> iii) Not depending on conciliation machinery to settle our disputes. <br> iv) Build up comparative data of other units. |
| 4) Management accept to share the social responsibility to help the employees fulfil their responsibilities towards their families. | 4) Evolve/initiate/organise : <br> i) Cooperative societies; <br> ii) Festival celebrations. <br> iii) Workers' education and family planning. <br> iv) Recreation centres/sports. <br> v) Family budgeting. |
| 5) Not to nurture to myth that the third party agencies like government conciliation, police, ministry of labour etc. will resolve management's problems of workers or unions. | 5) Accept the reality that government machinery at the best can facilitate negotiations. In the ultimate analysis it is the management and union who have to sort out their issues jointly. |

### Follow-up

Following knowledge, systems and process interventions were also made:

1) General Management Education Programme for Managers.

This experience is narrated by Mr. K.K. Mehta in his paper.

'Empowering the Powerless through Behavioural Science—Intervention—An experiment in the field of Industrial Relations.' Paper presented at the Annual Convention of National HRD Network, Feb. 1988, New Delhi.

2) Team building and trust building instrumented laboratory for all functional managers.

3) Inter-personal relations lab for young professionals.

**Achievements**

1) The entire series of interventions took three years time. The Human Resources system got stabilised with regard to following dimensions:

   a) The multiunion situation in Nizanand Industries became a single union situation with a powerful union leader.

   b) There was not a single manday lost in Nizanand Industries.

   c) There were five significant union management settlements which five divisions signed during this period.

   d) Possibilities for diversification was explored without the fear of obstacle or sabotage from the union. Two diversification projects were taken up for implementation with feasibility report.

# UNIT 17   ORGANISING FOR HRD

## Objectives

After going through this unit you should be able to :

* understand and identify various alternative forms of structuring and organising the HRD functions
* state the roles to be played by the HRD staff
* identify the competency requirements of HRD staff
* state the various mechanisms of developing HRD facilitation competencies in HRD staff, and
* describe the HRD structure existing in Indian organisations.

## Structure

17.1   Various Forms of HRD Organisation
17.2   HRD Department and their Tasks
17.3   Competencies Required for HRD Staff
17.4   Developing HRD Facilitation Competencies
17.5   Trends and Issues Relating to the Structuring of the HRD Function in Indian Organisations
17.6   Suggested Readings

## 17.1   VARIOUS FORMS OF HRD ORGANISATION

HRD roles can be structured in various ways. The form of structuring depends upon the size of the organisation, history of the organisation, nature of its activities, the structure of the organisation and the like. The following are some of the forms.

### HRD Function through a Separate Department ---

A group of persons may be assigned HRD roles and created as a separate unit or department. This department could be a part of the Personnel Department or an independent entity with some linkages with the personnel department. The size of the HRD department depends on the size of the organisation as well as its spread of activities including the geographic spread. While there are no rigid rules or principles it may be useful to have one full-time HRD person to look after about 500 to 1000 employees (including workers, supervisors, and managerial staff). Alternately for every 100-200 managerial staff it is useful to have a HRD staff member. He may be called a HRD manager or HRD Executive or HRD Officer etc. The designation may be in tune with the organisational culture and acceptable designation.

Whether the department should be a part of the personnel department or not depends on the credibility and status of the personnel department. HRD staff are change agents. A lot of their work involves inspiration and pursuasion. If the personnel department is perceived as a "maintenance" department or as an administrative department, that ensures discipline, salary administration, perks, welfare etc. keeping HRD department as a part of personnel may create credibility problems for HRD. However, if personnel department has a high degree of credibility and is seen also as a development-oriented department, the HRD could be made a part of it. This decision of placing the HRD department needs to be taken after careful consideration of these factors.

Irrespective of whether it is a part of personnel or a separate department, it should have strong linkages with the personnel and should have scope of influence personnel decisions as well as get an opportunity to understand employee development needs through the personnel management issues. Such linkages may be provided through various committees and other mechanisms. For example there could be a committee

on Performance Appraisals to monitor the effective implementation of performance appraisals with representation from HRD, personnel and other line managers. Similarly in reward administration and personnel policy formulation HRD staff may be involved.

HRD departments should also have linkages with corporate planning, management services, organisation and planning, industrial engineering etc. departments/units/ groups. HRD staff will have a lot to learn from these departments and also contribute to their effective functioning.

## Committee/Tasks Force form of Organisation

Another effective way of promoting HRD is through committee/task force and work-groups, in relatively small organisations or even in medium sized organisations. Even large organisations could experiment with committee/task force form of organising HRD.

In this form a group of persons form different departments and/or areas/regions/locations is constituted by the top management to form an HRD Task Force or HRD Committee. The members of this task force are given HRD facilitation responsibilities in addition to their line or other responsibilities. They are not only to promote HRD in their own unit/department but also should formulate policies for the entire company, identify appropriate HRD systems, plan strategies of implementing, participate in the implementation process and monitor and review HRD implementation.

Different titles could be used for this group. It could be a "HRD Group" or "HRD Committee" or "HRD Task Force" or "HRD Implementation work group" or "Working Group on HRD" etc. The main difference from this and the HRD department is that HRD is not the main job of the members of this group while it is the main job of the members or staff of the HRD department. The members, however, are expected to do this task all through the year and additional facilities may be given to them to facilitate their HRD work. The task force or the group may have a chairman or Head who may be given a HRD Officer or a Staff member to assist him or assist the group. The Personnel Manager or the Chief of Training (if there is such provision) or one of the members of the corporate planning cell may be given the task of the member-secretary of this task force or group.

The group may keep meeting periodically to perform various HRD functions a HRD department would have performed. The group may however assign a large part of the administrative work to the department or person who works as a Secretary or Chairman of the task force or the group.

The composition of group and the credibility of group members is very important for the effectiveness of the team. The team should be line managers, who are considered effective in their own jobs. They should have positive attitude to the HRD function and should be trained or oriented sufficiently in HRD facilitation skills.

The form of organisation for HRD is likely to be effective, if there is committee culture in the organisation and these committees take their work seriously. This also implies that the group members are able to set aside a good part of their time for HRD work.

## HRD Organisation Around the CEO

Another way of organising for HRD is to have the Chief Executive Officer as the HRD facilitator. This may become inevitable in small scale organisations, voluntary agencies, educational institutions and other small size organisation. For example schools and colleges, smaller hospitals, voluntary agencies, government offices like that of the BDOs office or the Collector's office or the Police Station or the Post-Office etc. cannot have separate formal HRD departments or staff. In such organisations the Chief Executive of the unit should become the HRD facilitator. It should be an integral part of his role. He may, if necessary, appoint from time to time temporary teams or working groups to look at specific tasks or activities.

In cases where CEO himself has to perform this function the function faces a very high risk. The risk involved in the non-HRD priorities that keep coming to the CEO as challenge, problems and crisis situations leaving him very little time to do any

HRD work. In order to avoid this danger the CEO can also appoint one of his senior staff as a second man to look after the HRD activities. The CEO may also develop a check-list of HRD activities and keep reviewing once in a year how effectively he has been performing this function.

### Organising HRD through other Departments/Units

In addition to the above three forms of organising HRD could be organised through some of the existing departments or units. Some of the appropriate departments or units that could be used for undertaking HRD responsibilities are : Corporate Planning or Strategic Planning Cell (if there is some such unit), the training department or training centre the personnel department the management service department, the administrative department and the like.

This may be considered as the least preferred or least effective form of organising for HRD. This is because these departments have established their own identity which may interfere with effective implementation of HRD. They may not have the same commitment to HRD as the other three groups are likely to have. However, in some organisations where these groups/departments are already doing good work this may work as the simplest, and cost-effective form of organising HRD.

If personnel and training departments are given HRD responsibilities extra care needs to be taken to ensure that they do not reduce HRD to training and performance appraisals.

If there is an OD (Organisation Development) cell it will be ideal to assign them HRD tasks, if the organisation decides to use this form of organisation. OD and HRD have very similar concerns and OD facilitators are normally well equipped to handle HRD activities.

### Activity A

How are HRD activities organised in the organisation you are marking in or familiar with?

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## 17.2 HRD DEPARTMENTS AND THEIR TASKS

The main objective of the HRD department is to create learning environment and a development climate in the organisation. By learning, it is meant, a culture where employees continuously learn from their own experience and from the various learning opportunities the organisation provides. The HRD department also should be sensitive to the motivational pattern of employees and try to develop motivation. The HRD department should create an "enabling" culture where the employees are able to make things happen and in the process discover and utilise their potential.

The most important objective of the HRD function is to create learning environment in the organisation so that each member of the organisation continuously learns and acquires new competencies (knowledge, attitudes and skills.)

In order to achieve HRD objectives, the HRD department should :

a) develop a human resources philosophy for the entire organisation and get the top management committed to it openly and consistently;

b) keep inspiring the line managers to have a constant desire to learn and develop;

c) constantly plan and design new methods and systems of developing and strengthening the HRD climate;

d) be aware of the business/social/other goals of the organisation and direct all their HRD effort to achieve these goals;

e) monitor effectively the implementation of various HRD sub-systems/mechanisms;

f) work with unions and associations and inspire them;

g) conduct human process research, organisational health surveys and renewal exercises periodically;

h) influence personnel policies by providing, necessary inputs to the Personnel Department/Top Management.

In order to perform these functions and tasks well, the HRD departments need to be manned by people with certain types of spirit and competencies. The personnel function also should be structured appropriately.

## 17.3 COMPETENCIES REQUIRED FOR HRD STAFF

**Essential Qualities**

The following qualities are essential for a HRD Manager to be successful :

1) Person of positive thinking with positive attitudes to people;

2) A high desire to learn;

3) Interested in people;

4) Helpful attitude;

5) Initiative taking or proactivity;

6) Practice and perseverance;

7) Communication skills;

8) Objectivity in approach;

9) Personal example and sense of decline:

Every staff member of the HRD department should be considered as HRD manager. The HRD Manager is a man on mission. Therefore, he should have the qualities of a missionary. His mission is to create a learning environment/development climate in the organisation. In the modern organisations, employees tend to get too much concerned about their personal power needs, status, rewards, promotions, subjectivity in appraisals, routinization of work, dependence on rules and regulations, immediate goals, doing things without reflection and iderning; creating crisis situations and getting busy with solving them, fire fighting operations, exercising authority, controlling subordinates, changing the boss or top management rather than changing themselves and so on. Introspection or self-examination and an orientation is learn from one's own experiences is lacking. All these factors affect the quality of life in organisations. While the organisational growth, its future, personnel policies, etc. have a good degree of impact on the employee satisfaction and work motivation, the employee himself, his thoughts, obsessions, biases, aspirations, emotional maturity, reflective nature etc. matters a lot in determining his satisfaction. A healthy environment in the organisation (characterised by openness, trust, mutual support and helpfulness, collaborative attitudes, willingness to sacrifice personal and small

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group goals for larger interests, autonomy, positive attitude to each other etc.) combined with a development desire on the part of individuals can go a long way in building people and organisation. The mission of the HRD manager is to build such a climate in the organisation and simultaneously to, bring change in the thinking of individuals.

## 17.4 DEVELOPING HRD FACILITATION COMPETENCIES

As the above discussion makes it clear, some special skills are required for facilitating HRD. The professional knowledge and skills in HRD can be acquired in the following ways :

1) **Short-term Training Programmes of HRD and HRD Facilitation Skills :** Many institutions, professional bodies and consulting agencies are offering short-term courses on HRD. The Indian Institutes of Management the Centre for HRD of XLRI, Jamshedpur and a few schools of Management offer short duration (one week to one month) programmes on HRD. These programmes are of different categories. The basic programmes are meant for the beginners in HRD. Even line managers could be sponsored for these programmes. There are advanced and experienced sharing programmes for HRD staff and HRD task force committee members. These programmes are not very regular ones and one has to keep looking for these. Among the professional bodies the National HRD Network and the Indian Society for Applied Behavioural Science are the only two bodies that offer exclusive HRD and OD facilitators laboratories. These programmes are offered normally in summer months. The diploma and certificate courses offered by NIPM and ISTD provide a wider knowledge base required by HRD specialists. The various reference books and study material provided in this course of IGNOU itself is a good introduction to the basics of HRD.

It is recommended that every one aspiring to be a HRD staff should go through most of the reference material and also join professional bodies like HRD Network, ISTD, NIPM, ISISD and ISABS. Most of these bodies have chapters in different cities and towns. The periodic meetings and workshops conducted by these bodies help in gaining professional knowledge and insights. Details of these resources is given in the book "The HRD Missionary" by Rao (1990).

2) **Process Competencies :** Besides professional knowledge, every HRD staff member or facilitator should have some process skills. By process skills is meant an understanding of human processes in organisations. These processes include inter-personal dynamics, personality and dynamics of individuals, organisational behaviour processes, organisational health and the like. Such human process competencies can be acquired through specialised skill training . Such training is offered at present in our country only by two professional bodies: the Indian Society for Applied Behavioural Science (ISABS) and the Indian Society for Individual and Social Development (ISISD). These are offered in the form of Personal Growth Laboratories, Human Growth Laboratories, Explorations in Role and Identity, Basic Human Process Growth Laboratories, Explorations in Institution Building workshops etc. These bodies also develop process skills through their professional development programmes. The NTL Institute of Applied Behavioural Science in USA and the Tavistak Institute in London also offer similar programmes. Besides, some of the voluntary agencies keep conducting such labs for developing process competencies.

3) **Other Forms of Skill Development :** While attending training programmes is a good way to lay foundations for development, the best way to develop one's own self is by experimentation on the job and continuous review and reflection. HRD facilitators can develop themselves by trying out new ideas, networking with fellow professionals and getting to know their work, visiting other organisations and learning from their experiences, consulting, being in touch with line managers and learning from them and so on. There is a good degree of literature available for an interested HRD facilitator (Rao, 1990) and these may be used for the development of one's professional preparation.

# 17.5 TRENDS AND ISSUES RELATING TO THE STRUCTURING OF THE HRD FUNCTION IN INDIAN ORGANISATIONS*

A large part of the trends and issues mentioned here are derived from an earlier study report prepared by Kaith D'Souza (1987).

In the minds of most managers and laymen, the term 'Organisational Structure' often cenjures up images of formality and bureaucratic rigidity which are generally considered abberrations of organisational functioning. HRD, on the other hand, conveys to innocent mind, an approach or strategy which relies on soft human relations.

Neither of these two impression is right. Structure is a necessary condition for the efficient and continued functioning of a system and it defines the conditions under which things are done and the way they are done. HRD, on the other hand is a rational and human approach to the management of people in organisations, intended to ensure their utilisation in ways which enhance not just organisational effectiveness but also the effectiveness of human resources too. Hence, the structuring of the HRD function is an important consideration in taking stock of developments in HRD in the country.

Since the early 1970s when the concept of HRD first began to be recognised by some organisations in India, a large number of organisations in the country have begun to display an interest in HRD. While many organisations appear to have simply relabelled their personnel departments as HRD departments of HRM departments to keep up with the fashions of the times, there are some which seem to have done considerable work in setting up HRD systems.

The Centre for HRD, XLRI, and the National HRD Network undertask a study of the structure of the HRD function in Indian business organisations in 1987.

Data were collected by means of observation, interviews and the study of organisation records, on 29 business organisations in and around the metropolitan cities of Bombay, Madras and Delhi.

### Sample Characteristics and Method of Analysis

The 29 Companies which were studied represented a diverse mix of organisations. There were 10 each from in and around Bombay and Madras respectively and 9 from in and around Delhi. Five of the organisations were from the public sector and 24 from the private sector. In terms of their nature of business too, the organisations were varied mix. Seven of them were from the chemicals and allied products business, five from heavy engineering, six from other business such as finance, building consumer goods manufacture, trading etc. Also, of the 29 organisations, there were young organisations established during the last 10 years but the majority, 26 were organisations which have been in business for more than 10 years. In terms of number of employees, 14 of the 29 had an employee strength of more than 3000 employees each. Fifteen of the 29 companies had a sales turnover of more than 100 crores.

A consideration of the contextual characteristics of the sample is important because current theory on organisational structure and design strongly holds that the structural characteristics of organisations are strongly related with their historical and contextual characteristics.

### HRD as a Separate Function

Of the 29 organisations studied, 12 (constituting about 35%) had separate departments to look after HRD functions as distinct from the traditional personnel administration and industrial relation function. Several others had named or renamed their departments dealing with conventional personnel administration, as HRD or Human Resource Management Departments.

One of the immediate questions which arises from this initial finding is what factors induce organisations to set up separate HRD functions. Are some organisations more inclined than others to give importance to HRD? In order to examine this question, simple frequency analyses were carried out to see if the existence of an HRD function was related with factors such as an organisation's ownership (whether public sector or private sector), nature of business, age, size in terms of number of employees and size in terms of sales turnover. The data regarding these are shown in Tables 1 to 5.

Table 1 : Ownership and HRD

| Ownership | Separate HRD | No Separate HRD | Total |
|---|---|---|---|
| Public Sector | 1 | 4 | 5 |
| Private Sector | 11 | 13 | 24 |
| | 12 | 17 | 29 |

Table 2 : Nature of Business and HRD

| Nature of Business | Separate HRD | No Separate HRD | Total |
|---|---|---|---|
| Banking & finance | 0 | 1 | 1 |
| Building & construction | 1 | 0 | 1 |
| Chemicals & allied | 3 | 4 | 7 |
| Consumer goods | 0 | 1 | 1 |
| Heavy engineering | 1 | 4 | 5 |
| Light engineering | 1 | 2 | 3 |
| Services | 1 | 1 | 2 |
| Trading | 0 | 1 | 1 |
| Diversified | 5 | 1 | 6 |
| Electronics & Comp. | 0 | 2 | 2 |
| | 12 | 17 | 29 |

Table 3 : Age and HRD

| Year of establishment | Separate HRD | No Separate HRD | Total |
|---|---|---|---|
| 1977 to 1987 (less than 10 years) | 1 | 2 | 3 |
| Before 1977 (more than 10 years) | 11 | 15 | 26 |
| | 12 | 17 | 29 |

Table 4 : Size and HRD

| No. of employees | Separate HRD | No Separate HRD | Total |
|---|---|---|---|
| Less than 1000 | 2 | 6 | 8 |
| 1000-2000 | 1 | 1 | 2 |
| 2000-3000 | 2 | 3 | 5 |
| More than 3000 | 7 | 7 | 14 |
| | 12 | 17 | 29 |

Table 5 : Sales Turnover and HRD

| Sales Turnover | Separate HRD | No Separate HRD | Total |
|---|---|---|---|
| Less than Rs. 50 crores | 2 | 7 | 9 |
| Rs. 50 – Rs. 100 crores | 3 | 1 | 4 |
| Rs. 100 crores and above | 7 | 8 | 15 |
| | 12 | 17 | 29 |

Since the study did not make use of rigorous sampling techniques, accurate inferences and generalisations are not possible based on the available data. However, some trends can be inferred. It would appear that the HRD function is not significantly related with whether an organisation is in the public or private sector (Table 1), whether it is a young or an old organisation (Table 3), whether it is a small or a large organisation in terms of number of employees and sales turnover (Tables 4 and 5)

The only case where some relationship may exist is with respect to the nature of an organisation's business. We see from Table 2 that of the six organisations which had a diversified product range and differentiated multi-divisional structures, as many as five have separate HRD functions. One is tempted to suggest from this that as an organisation ventures into new business and gets diversified, the exigencies of maintaining its viability and sustaining the employee commitment and drive necessary for running its operations, induces the management to pay greater attention to and invest more organisational and financial resources in the development of its human resources.

Another important inference which can be drawn, based on this analysis as well as other ancedetal evidence, is that it is the philosophy of the top management of an organisation which is the main factor behind the setting up of a separate HRD function. The examples of companies like L & T, ECC, BEML and SBI, all suggest that it is primarily the top management's faith and commitment to HRD which prompts the organisation to invest so heavily in setting up of HRD departments.

### Structural Linkages

As we have suggested in the earlier paragraph, HRD has much to do with top management style and philosophy. This leads us to another aspect of the structure of the HRD function: how closely linked it is with the top management policy making structure in the organisation. Of the 12 organisations in our sample which have separate HRD functions, 10 of them have direct formal linkages with top management. That is, in each of these 10, the head of the HRD function either reports directly to the Chief Executive or reports to the second line of the top management.

There is a second significant feature of the HRD structure. In all the 12 organisations having separate HRD departments, HRD remains a centralised, corporate level function. Even in the organisations which have different divisions or manufacturing units, HRD remains at the corporate level and HRD activities in the units are largely carried out by the corporate HRD department. Also in all the cases, with the exception of training, most other HRD activities such as counselling, performance appraisal, etc., are applicably only to the managerial and supervisory cadres.

The finding that the HRD function trends to be linked quite closely with the senior or top levels of management is an encouraging sign. If, as suggested earlier, top management commitment is critical to the effectiveness of HRD departments, being linked with the upper echelons of management would facilitate the translation of such commitment into concrete action. Also, it ensures that even when top managements change, the mechanisms for ensuring the continuation of HRD remain. Even a casual glance at some of the organisational innovations in India indicate that they are often shortlived simply because they depend almost entirely on the passing fancies of whichever Chief Executive happens to be in power. The presence of some structural linkage with top management in the form of top level HRD rules would lend some performance to HRD.

There is, however, a negative side to this picture, which is that the structural linkage appears to be entirely based towards the top side of the organisational hierarchy. In 10 of the 12 organisations which have separate HRD functions, the responsibility for HRD is entirely a corporate level function. There appears to be practically no decentralisation of HRD to the unit levels even in the case of multi-divisional organisations with geographically dispersed units. Consequently, with the exception of training and some other traditional functions, most other activities connected with HRD remain confined to the managerial, or at best the supervisory levels, of the organisations. One is inclined to ask, from this, whether the HRD destined to be the privilege of a favoured few? It is not surprising, therefore, that in some of the organisations which have introduced HRD, the function is viewed with considerable scepticism by the lower levels of the organisations. A critical drawback has been the failure to involve employee unions in HRD related activities. Given the often uneasy relationship between management and labour in India, it is of course understandable that managements are often apprehensive about extending such HRD mechanisms as open appraisal or counselling to unionised employees. Nevertheless, if HRD is to make a significant impact in Indian organisations, it is inevitable that labour and unions should be involved.

**HRD Mechanisms**

A final issue to be raised here is the kind of mechanisms which are made of as part of the HRD function. While training was found to be an activity undertaken by all the HRD departments, not all organisations have ventured into other activities such as employee counselling, performance appraisal, and career planning and development. Too often, it seems, HRD means management training. While training is necessary and useful in bringing about desired changes in the knowledge, skills and attitudes of people, it is common knowledge that unless backed by other changes in the organisation's culture and structure the impact of training will be weak and temporary.

One of the main reasons why HRD remains mainly a training functions in many organisations is that HRD personnel often lack the knowledge, skills and management support necessary to undertake activities with organisation-wide implications. This, in turn, is because in some organisations, the HRD department is used as a dumping ground for executives who fall out of favour with the top management. Apart from being unfair to the HRD departments, such measures sooner or later have a negative effect on other parts of the organisations. This is because HRD managers are usually in touch with most other personnel through training programmes and the like, and in the course of such programmes they tend consciously or unconsciously, to communicate their frustration and negative feelings about the organisation or management to others.

## 17.6  SUGGESTED READINGS

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# UNIT 18 EMERGING TRENDS AND PERSPECTIVES

## Objectives

This is the concluding unit of the course on Human Resource Development. This unit aims at integrating some of the critical learnings from the earlier units. The integration is not intended to be a summary but is intended to build on the precious units and lead the leader into future. As previous units have presented sufficient information on the trend of HRD practices, this unit intends to present only the trends in perspectives and issues. The reader will get some insights into the complexities involved in effectively implementing the HRD function, the roles needed to be played by different agents in HRD and some lessons from the past for the future.

## Structure

18.1 Introduction
18.2 HRD for large Industrial Organisations
18.3 HRD Priorities for Large Organisations : Lessons from the past
18.4 HRD for Small Scale Sector
18.5 HRD for Service Sectors
18.6 Organisational Outcomes of HRD Systems
18.7 References and Suggested Readings

## 18.1 INTRODUCTION

HRD has become a movement in country. Ten years age hardly any organisation had HRD departments or talked about it. Today it is difficult to find organisations that employ large number of people that do not talk about HRD. Several of them even have HRD departments or HRD Managers. A few years ago HRD meant a new name for training. Today most organisations talk in terms of HRD Climate, Performance Appraisals, Potential Development, Performance Counselling, Career Development, Organisation Development and the like. Thus HRD has come to stay and has become an important dimension of modern management language as well as technology. In spite of this popularisation of HRD in the last few years, success experience of HRD is limited to a few organisations and many others are yet to translate their goodwill into action. Organisations in the smal scale sector have not even thought about it and those in the service section continue to neglet it.

## 18.2 HRD FOR LARGE INDUSTRIAL ORGANISATIONS

Concern for developing employees and their competencies existed in several organisations and their top management much before the HRD departments got started and the term HRD got popularised. If organisations did not invest in their people, they would not have grown and expanded. However top management of each organisation found their own ways of developing employee competencies. Most organisations in the past focused on developing and maintaining the motivation of employee through welfare schemes, salary and perks, promotions and punishments. In the feudal atmosphere, a few of the employees always had the opportunity to be spotted and developed faster than the rest. Now-a-days organisations and their top management have recognised that HRD cannot be limited to a few employees in coverage. It is also recognised that HRD is too important be left for informal processes to take care of and that it should be a well planned activity.

In a survey conducted by Rao and Abraham in 1985 it was founded that only about 32% of organisations did not have separate HRD Departments or functionaries and only 11% did not emphasize HRD in their personnel policies. The situation may be even better now. The earlier units have given details of experiences of some public and private sector organisations in introducing HRD. The following trends seem to emerge from a survey of HRD practices :

1) Many organisations recognise today that training is only instrument that initiates development and the real development in terms of acquiring new managerial and human competencies takes place on the job.

2) Mechanisms like performance appraisals, interpersonal feedback, potential development, job-rotation, OD exercises facilitate development and their utility is being recognised. Many organisations are using these mechanisms.

3) Creating a HRD culture in which employees feed free to express their views and opinions to their seniors, where employees mean what they say and are trusted, where employees are helpful to each other, where employees take initiative and mistakes are used as learning opportunities, and where problems are faced without fear and jointly is being considered more important than mechanical use of HRD instruments or systems.

4) In large organisations employing thousands of staff developing a HRD culture is being experienced as a difficult and challenging task. There are more failure than success because attitude change, value development and cultural change cannot be brought about in short periods of time. However, organisations are relentlessly pursuing.

5) Public sector undertakings have given a remarkable lead in introducing HRD systems but they have difficulties due to changes of leadership, large size and social responsibility.

6) Chief Executives, Top Management and Line Managers are becomings more aware of their role in HRD and are increasingly playing facilitating role.

7) New mechanisms and processes of HRD are being explored for workers and unionised categories as their HRD needs are different than these of the Executives.

8) Sharing of experiences is bring valued increasingly as indicated by the fact that several dozens of organisations are very willingly sharing their HRD experiences in the National HRD Network Conference and other forums like the Confederation of Engineering Industry, ISTD and NIPM.

In spite of all these developments employee competencies are not getting developed at the same rate at which they could develop. This is because :

1) Some executives/union leaders/office bearers look at anything that is initiated by the top management with suspicion.

2) There is already enough cynicism in some organisation that all changes met with failures.

3) Competent and well trained HRD staff are few and the field inset has not developed to such an extent that perceivable changes can be seen as a result of HRD work.

4) Some organisations implement HRD merely to initiate others than with a genuine concern to develop employees.

5) Some top managers pay only lip sympathy to HRD, are unwilling to allocate separate budget for HRD activities and blame HRD for every failure that takes pave in the organisations.

## 18.3 HRD PRIORITIES FOR LARGE ORGANISATIONS : LESSONS FROM THE PAST

Some of the characteristics of large organisations that effect the introduction and strengthening of the HRD functions include the following :

The mere size of the organisation (e.g. in the banks, the number of officers to be covered is in several thousands and highest being the SBI with about 40,000 officers, other public sector units like SAIL has also in thousands) makes the introduction and monitoring of any sub-system difficult as any new sub-system introduced requires orienting all the employees through orientation programmes. Circulars are ineffective and employees do not have a culture of finding time to read booklets and manuals prepared by the organisation. Even two-day/three-day orientation workshops seem to influence only the 'faithful'. Others either pay lip sympathy during the workshop and forget it later or oppose the sub-system due to their own personal frustrations and past negative experience and spread their "managerial atheism" to others in the organisation, or want all problems to be solved either by the sub-system or before the system is introduced.

### Geographical Spread

Most of these organisation are spread out geographically all over the country making monitoring of implementation a very difficult task by a central department.

### Distortion in Messages

The scope for rumours and distortion in communications is very high in large organisations. One bad experience somewhere in the organisation between an appraiser and appraisee during review discussions is enough to provide data for rumour-mongers to exaggerate and send wrong messages alround. There is limited scope to clarify such wrong communications. Larger the organisation more the scope for negative experiences to be thrown up and in our culture negatives are shared quicker, faster and intensely.

### Change of Chief Executives

Most of the large organisations are from the public sector. In public sector every time the Chief Executive changes there is a threat of organisational priorities changing. Quits often HRD staff wait to understand the HRD philosophy and priorities of the new Chief Executive. A lot of time and enthusiasm gets lost in the transition period as normally HRD is not the priority of most Chief Executives in their first year of office. In some cases the role of the HRD Manager itself may undergo change to suit the priorities of the Chief Executives.

The above mentioned factors cannot for the sake of HRD. Therefore, it is useful to concentrate on other ways that can be useful in strengthening HRD. I am giving below some of the priority focal points for strengthening HRD.

### Monitoring is very important

A large part of HRD staff's work should be that of monitoring the implementation of HRD sub-system or mechanisms. This monitoring is not merely statistical monitoring but more of "spiritual monitoring" that requires dynamism on the part of HRD staff. For example, if a development-oriented performance appraisal system is being introduced, the HRD staff should be spending a large part of their time contacting line managers, interviewing them to find out the way they are implementing, understanding their problems, giving them guidance, helping them to do a good job and ensuring support for strengthening the implementation.

### Structural changes are required

In large organisations a small number of HRD staff only will not be able to monitor implementation. Good monitoring involves availability of a friend, philosopher and guide in closer proximity to the implementor. For an effective implementation of a performance appraisal system, every 50 employees require someone to help them and someone who can keep reminding them of their responsibilities. Hence it is advisable to develop HRD facilitators in large number in the organisations. Line managers could be developed into HRD facilitators with some minimum training. Each line manager chosen as a HRD facilitator should be able to spend at least 10% to 15% of his time in HRD facilitation and it should be made as a part of his job (one of his key performance areas) and his own performance appraisal should give

due weightage to the facilitation done by him. In addition other structural mechanisms like task forces and periodic review workshops are required. There could be department-wise/unit-wise task forcest constantly review HRD implementation.

## HRD Climate should be the focus rather than the HRD Mechanisms

A new performance appraisal system, a skills inventory, a training policy, a career development plan, a potential development system, a job-rotation plan, a new communication method etc. are all mechanisms organisations use to help employees develop and utilise their competencies. These are means to competency development which in turn is a means for organisational growth and dynamism. These should be kept in mind. Quite often mechanisms/sub-systems are pursued to an extent that the formats procedures and deadlines become more important than the spirit and climate they are expected to develop. For example percentage returning the appraisal forms or time may become more important than the extent to which the objectives are achieved (role clarity, mutuality, developing a supportive climate, recognition of strengths and weaknesses etc.) and the processes followed. Similarly capacity utilization of the training institute may become a priority than improving training effectiveness and ensuring development through training.

There is a constant danger of means becoming ends. The main focus of HRD as generation and improvement of HRD climate should not be forgotten. HRD mechanisms an sub-systems are instruments and instead of depending on one or a few instruments the organisation should be flexible enough to keep trying out several instruments for-strengthening the HRD culture.

## Encourage innovations

Today most organisations know performance appraisal (performance planning, analysis and development), potential appraisal, feedback and counselling training, job-rotation, career planning and development training and OD exercises as mechanisms of development. These are not enough. Large organisations have a large scope for experimentation and innovations. There is no single way of developing people. In the last few years the HRD departments of same banks have shown a good degree of innovativeness in HRD. The manager-to-messenger and the visiting faculty experiments of SBI are examples of this. Unfortunately whenever an innovative practice is sought to be institutionalised in a large organisation problems start. In the beginning they are pursued with enthusiasm in a few places. As every one starts doing it or if every one is asked to do it the effectiveness seem to go down.

Instead of more institutionalisation of innovative mechanisms and processes, the HRD staff and the top, management should encourage line managers to come up with as many new ways as possible of helping employee development and also help them in implementing. HRD staff then will have scope to learn from line managers.

## In-Company networking is essential

In large organisation line managers could experiment with various ways of developing human resources. One of the functions of the HRD department should be to collect these innovative practices and disseminate to other employees so that they could get inspired by these practices and in turn develop many new practices. An in-house newsletter may be one way to share.

Similarly HRD staff should also try constantly to learn from the experiences of other organisations by sharing their own experiences and using the existing professional bodies like HRD Network, NIPM, ISTD etc.

## Decentralisation encourages experimentation

Instead of controlling the HRD function from central office, it is useful to create HRD cells in very viable unit and give them autonomy to function independently. Only the minimum should be imposed on them (for example while it may be useful to have a common framework for the appraisal system scope for improvements should be provided to the various units. Or an OD intervention the central office found fit somewhere need not be imposed on every unit). The HRD staff of the operating units should have at least half of the time available to do what they see as useful and important and only the remaining time to implement centrally conceived HRD practices.

### Frequent get-togethers of HRD Staff is useful

In large organisations with decentralised set-up mechanisms should be evolved for HRD staff and facilitators to get together frequently and exchange notes. They should keep on examining the roles they are performing and create self-renewal processes in the HRD function itself. It is useful for the HRD developments to undertake OD work for improving their own functioning.

A point that should be examined in each of these get together is the way the HRD staff is spending their time. If more than 25% of their time goes in routine administration it is indicative that the HRD department is beginning to cease functioning as a change agent.

### Periodic surveys are useful

The HRD climate survey of XLRI Centre for HRD has been found to be a useful instrument. It is advisable to make annual surveys on this instrument or a similar instrument and make the data available to line managers. Departmentwise analysis could be done and feedback given to each department. In fact the survey feedback charts on the HRD climate could be displayed by each department and departmental staff could get together to discuss methods of improving the HRD climate.

### Process orientation should be strengthened

Where employees are encouraged to express their ideas and opinions freely, encouraged to be pro-active and somewhat risk-taking; where people are authentic and trust each other; where people try to help each other and have concern for their team and their organisation and other larger goals there HRD is likely to take place better and well. For such a culture to be generated a high degree of process sensitivity is required. Process sensitivity consists of a quick and ready recognition of various human process dynamics that occur in organisations as various employees work together to accomplish organisational goals.

Most of the time employees are so much concerned with accomplishing results they tend to neglect the human process means that are being adopted to achieve these goals. The leadership styles, 'We' feeling, initiative, team spirit, work-motivation, decision-making styles, management of mistakes, management of conflicts, goal setting, job-involvement etc. constitute human processes in organisations. Unless every organisation and its sub-systems become sensitive to these processes, they cannot be strengthened. HRD managers need to develop such process-orientation in managers as that HRD implementation is facilitated.

There are two pre-conditions which are essential for effective implementation of the HRD function. These are "top management commitment" to HRD and "HRD staffs dynamism and personal example". Without these two no HRD will take place in any organisation. The top management should believe in HRD and communicate their belief in HRD by providing the necessary support to HRD staff. The support needed is not merely in terms of budget and staffing of the HRD department but also in terms of communicating to line managers the importance of HRD, releasing their time for HRD and making demands on them to develop their subordinates. The HRD departments should practice themselves what they expect other line managers to do. They should have a high degree of initiative dynamism and creativity. When these two pre-conditions are met and if the priorities outlined in this paper can be taken up the HRD dream is likely to be fulfilled.

## 18.4 HRD FOR SMALL SCALE SECTOR

Developing competencies of employees is very much needed in the small scale sector. Setting up a small scale industry is relatively easy for an enterprising individual. However, managing it well and making it grew is much more difficult. There is some research evidence to suggest that small scale entrepreneurs who fail to make a mark so because they fail to change or develop themselves and their competencies with changing needs of their enterprise. Entrepreneurs normally have a high degree of perseverance, risk-taking achievement/business motivation, self-respect, confidence and a need for independence. Along with these they also have a tendency to work

hard, take personal responsibility for everything and a preference for doing most things themselves. As a result of working hard from conception till the time the manufacturing activity begins they become workaholics. One of the unintended consequences of this is their failure to let others in the organisation take personal responsibility, experience feelings of contribution and success. Thus seen the employees in a small enterprise become dependent on the owner and work only out of loyalty to him and fail to enhance their own competencies and share burden.

Failure to develop employee competencies is what is the result of lack of delegation. concentration of all critical decisions and activities in the hands of the owner-entrepreneur. Thus entrepreneurs soon become susceptible to everworking, imitation, stress, labour problems etc.

If small scale entrepreneurs have to succeed they should to learn to delegate learn to identify a few strategic individuals from among those they employ and develop them as their second and third line in command. The owner-entrepreneur should identify his own competencies and keep one or two of the key functions like the diversification and expansion or finance or marketing or production or personnel and train others to handle the rest. Sometimes it is pitiful to delegate and such times the entrepreneurs may have to examine himself and his interpersonal trust and may need to cultivate trusting some of his subordinates.

Owner entrepreneurs of small scale enterprises should also spend considerable time sharing their plans and vision of the enterprise with their employees. Periodic meeting with employees listening to them and their problems, communicating to them the problems and difficulties of the enterprise etc. may help generate a feeling of belonging to the organisation and get more commitment and loyalty from the employees.

In addition, the owner-entrepreneur should individually interact with as many employees as possible. Without having to use any elaborate formal performance appraisal, he should discuss with each individual about his role, performance. strengths, weaknesses, opportunities for growth, developmental needs etc. at least once a year or more.

It is worthwhile for small entrepreneurs to keep a small budget for employee development and motivation purposes. He could make this budget available for a team or committee of employees and encourage them to undertake HRD activities. These may include training, field visits, guest lectures, picnics, company day celebrations, counselling services for school going children of employees, awards and the like.

Small enterprises offer ample scope for developing employee competencies in such a way that the impact of HRD can be experienced in a short time. The owner-entrepreneur himself is the HRD manager in a small enterprise and, therefore, the chances of positive outcomes are high. I strongly urge the small scale entrepreneure in and around this city to get together for a day and discuss about the HRD needs and strategies for them. It is quite possible that there is a lot they can learn from each other in this meeting itself.

## 18.5 HRD FOR SERVICE SECTORS

HRD is most needed in sectors like Education, Health and other services. It is also most neglected in these sectors. In these sectors the HRD activity is limited to training. Even the training is not done enough both qualitatively and quantitatively. The fact that schools, and colleges and universities have practically no HRD budget is an indication of the low importance given to HRD. The entire country has only one National Institute to train managers in Education and even this Institute does not have sufficient faculty strength and they are merely involved in training. Some is the case with the Health sector. The recent efforts by the Central Government to train Bureaucrats and Politicians is a welcome step in HRD. The services sector has something to learn from industry. If they used the experience available from industry the new appraisal system designed for IAS officers would have been more effective.

A few suggestions are given below to initiate and strengthen HRD in services sector :

1)· Every institution/department should be treated as an independent unit for HRD purposes. Separate financial allocations for HRD should be built into the budgets of these institutions.

2) . The service sector institutions/departments should be encouraged to plan their own activities every year including the HRD activities.

3) New competencies to handle the HRD function should be developed among these institutions/departments at appropriate levels (institutional, district or state levels).

4) Service sector should explore the use of various mechanisms in developing service and managerial competencies of their staff. ·

## 18.6 ORGANISATIONAL OUTCOMES OF HRD SYSTEMS

Recently in a training workshop the HRD Manager of a Nationalised Bank described very proudly the new HRD system his bank was introducing to develop their employee competencies. After listening carefully to his narration one of the participants from another organisation remarked "how is it your services are so poor in spite of your bank having HRD. That means HRD has failed in your bank!" . Interestingly enough, a few months before that in the same bank when a fraud case come to light, one of the senior officers blamed HRD (still in its infancy in that bank) for not doing enough to prevent frauds. He even suggested a curtailment in HRD activities for some time. ,

Another executive of a company that has introduced HRD system a few years ago remarked to a HRD consultant, "your HRD had very little impact in my company. Look at my case I have not been promoted so far. Only those who butter the boss continue getting promotions and HRD does nothing about it" . Another executive asked a consultant once, "Tell me Sir, those companies that are using HRD, are they doing better than those that don't use HRD? How are their balance sheets?"

All these concerns and questions are indicative of high expectations managers have from a new management system like HRD. In fact, whenever a new management concept, theory or technique starts getting popular and talked about, we have a tendency to look for solutions to all our organisational problems in that.

It happened with PERT, MICS, MBO, Sensitivity Training, TA, etc. and it is happening now with HRD, computers, Japanese Management and so on. We treat them as Pansecea for all ills. It is this tendency on the part of our enthusiastic executives and top management that kills the utility of the concept, theory, practice or technique in spite of its inner worth. These expectations go to the extent that Chief Executive of some companies want "results" on parameters that can be shown on the balance sheets. In a year or two (some cannot even wait that long) if "results" are not good the manager in-charge of the new system/practice has to carry all the curse and criticism and soon the system may be discontinued or at least put in cold storage. This is the fate most management practices that found way into our organisations have met.

In the more fortunate organisations where the practices continues under the leadership of persistent and perceptive top management, these systems are continuously under fire by the line managers who are supposed to implement them. For example, the budgeting system in some companies where it is intended to be bottom up but turns out to be top down (partly due to top managements 'style' and partly due to line managers' dependence or incompetence).

One can visualise very clearly HRD meeting the same fate in the years to come. Comments like those cited above made by executive of some organisations are indicative of this possibility. To some extent this can be prevented if both the top management and line managers understand what is involved in practicing or implementing a particular management system, concept or method, what it can achieve, what is cannot and become sensitive to the less visible good it can bring to

the organisation in terms that our balance sheets do not recognise. HRD system and such human systems are highly vulnerable to be put in cold storage due to the slow and less visible changes they aim at bringing in organisations.

HRDS (Human Resources Development System) aims at creating mechanisms and processes in organisations to continuously develop the competencies of employees so that they can perform their present jobs well, equipped to perform future roles the changing organisation may demand and thus contribute to organisational vitality and growth. HRDS assumes that development of employee competencies is a continuously process and most it should take place on the job in the workplace.

HRD Systems assume that higher level competencies like managerial skills, leadership, team development, management of employee initiative etc. could be developed mostly on-the-job. There is no perfection/saturation point in acquiring these competencies and these need to be acquired continuously. These can be acquired by employees provided the psychological climate in the organisation is conducive to learning these. In order to develop such complex competencies in executives, HRD Systems aim at creating a conducive organisational environment and positive human processes. Performance appraisals, counselling, task forces, work teams, quality circles, rewards, training programmes, career development plans, OD exercises, job enrichment programmes etc. are used as instruments to develop human competencies. In order to get synergistic effects, these are used in a planned way as a system (hence HRD system!). One can list the following as the possible outcomes of HRDS when it is implemented patiently over a reasonable period of time.

1) Employees in the organisation should start taking more initiative (and become more pro-active).

2) The employees should be able to solve problems on their own and refer them less frequently to higher levels.

3) There should be more team spirit and collaboration.

4) There should be a stronger identification with the organisation and increased involvement in work.

5) There should be more and more creative ideas coming from employees with an increase in innovativeness at various levels.

6) The top management should become more sensitive to the problems and processes due to increased openness in communications.

7) People feel motivated to work and contribute as these are recognised and rewarded whenever possible by the top management.

8) Employees becomes more prepared to face any challenges or crisis situation the organisation faces as they have competencies to handle the game.

When all these happen the organisation is likely to grow in size, profits, vitality, crisis management competence etc. Thus HRDS may lead over a long period of time to things that can be shown in the balance sheet. How long is this period is very difficult to answer. For some organisations it may take a very long period (as much as 15 to 20 years) to achieve this because human process changes are involved. For some other organisations a five-year period may be sufficient to trigger of change. The size of the organisation, its existing culture, the strength of the traditions followed in that company, their preparedness for change, top management's commitment, line manager's maturity, the environmental turbulances (a significant crisis created by the environment can put the organisation out of gear and put HRD processes in cold storage due to fire fighting operations) etc. determine the effectiveness of HRD systems and the period over which such effectiveness can be observed.

Some times when enlightened organisations that already have good HRD processes adopt HRD Systems change may not be easily visible. This is because the organization already has vitality and HRD is helping it to maintain that and add in small increments that may not be easily noticeable. Some times when moderately conservative organisations use HRD Systems change could be noticed faster and in some others it may be slowly if employees have been too conservative.
It must be realised that success or failure of HRD should be measured in terms of parameters like those mentioned above and not simply in terms of complaints made.

by line managers about the HRD System of figures in the balance sheet.

Unfortunately the top management of very few organisations are willing to use these indicators. Even in these few that are willing to use these indicators, measurement and consequent demonstrability of changes in these dimensions become very difficult.

For example how can the HRD manager demonstrate to the top management that as a result of the new HRD processes followed in that company managers are taking more initiative than before, collaborating more, generating new ideas, solving problems at their own level, more involved in their jobs etc. If he uses Questionnaires, finally he is told it is "academic research" and top management wants "concrete results". If he gives instances, he is told "but these are some instances and these people are initiative takers any way from the beginning". If he asks line managers to speak-out, the human tendency is normally to speak loudly about "what good things are not taking place in the company" rather than "what good things are taking place" or alternately to credit themselves for all good things and discredit the systems for all bad things.

For example, in one organisation some time after introducing an open appraisal system a Questionnaire survey was conducted. About 45% of the executives felt that the communication and understanding between them and their bosses improved. Another 50% or so reported no change. But about 5% reported some deterioration in relationships due to poor counselling skills of some senior executives. The Questionnaire study had to be nearly ignored by the top management as some among the 5% having disturbed relationships started accusing the new system and sending complaints to top management. In another organisation a sizeable number of line managers did not take the system seriously and the top management started pulling up the HRD department alone instead of pulling up both the HRD staff and line managers.

Thus in a number of ways HRD could be in trouble like many other management systems. Therefore, it is important for the top management to keep the purposes of HRD in mind and evaluate its impact in terms of these purposes. The ideal situation would be when the Balance Sheets of companies go beyond financial statements and include human resource statements. This complex change may not take place for year to come. Therefore, our organisations should think of preparing Human Resources Accounting report giving various details of its human resources competencies, utilisation, needs, deficiencies, morale, motivation, team work, organisational health, stress levels, etc. annually. These could be used as internal documents for human resources planning, development and administration decisions. These reports should be presented to the Boards and should be discussed and decisions taken every year to improve situation. The HRD departments should undertake this task.

Unless this is done HRD and such other systems aiming at human processes will find it difficult to proceed.

## 18.7   REFERENCES AND SUGGESTED READINGS

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**NOTES**