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HUMAN RESOURCE DEVELOPMENT

**DISCIPLINE SPECIFIC ELECTIVE (DSE)
SEMESTER - IV COURSE CREDIT - 4**



**DEPARTMENT OF DISTANCE AND CONTINUING EDUCATION
UNIVERSITY OF DELHI**

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HUMAN RESOURCE DEVELOPMENT



Compiled by

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For Limited Circulation only

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UNIT - I



Human Resource Development: Introduction

Kanwaljeet Singh

Sri Aurobindo College of Commerce and
Management, Ludhiana

Dr. Pooja Goel

Shaheed Bhagat Singh College

Dr. Pankaj Sharma

Assistant Professor
School of Open Learning, University of Delhi

STRUCTURE

- 1.1 *Learning Objectives*
- 1.2 *Introduction*
- 1.3 *HRD Evolution*
- 1.4 *Nature, Feature and Characteristics of HRD*
- 1.5 *Scope of Human Resource Development*
- 1.6 *Need for HRD*
- 1.7 *Difference between HRM and HRD*
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- 1.9 *HRD Culture and Climate*
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1.1 Learning Objectives

- ◆ Understanding HRD Evolution.
- ◆ Learning HRD nature, feature and characteristics.
- ◆ Understanding the scope and need of HRD.
- ◆ Differentiating between HRD and HRM.
- ◆ Understanding the role, competencies and status of HR managers.
- ◆ Understanding the problems and contemporary issues in HRD.

1.2 Introduction

As was previously mentioned, the phrase “human resources” refers to the workforce of an organization. Knowledge, skills, creative abilities, talents, aptitude, values, and beliefs are the most crucial elements of human resources. The other components of human resources, such as knowledge, skills, creative potential, and talents, however, have a significant role in determining the efficiency and effectiveness of a given organization’s workforce if these essential components remain the same. The improvement of human resource characteristics like skill, knowledge, creativity, and talents as well as the shaping of other characteristics like values, beliefs, aptitude, and attitude in accordance with shifting demands of groups, organizations, and society at large is necessary to increase the value of using human resources. This procedure forms the core of Human Resource Development. It is very evident that investing in human resources enhances an organization’s utilisation value. An organization’s efficiency depends not just on its ability to access resources, but also on their quality and competency in meeting changing organizational needs. The degree of human resource quality is a key factor in determining the differences between two countries. Similar to this, the value of human resources’ utilisation determines how differently two organizations function. Additionally, the level of human resources development has a higher impact on how effectively production processes and other management functions are carried out. Given the rapidly changing organizational environments and the necessity for the organization to adopt new strategies in order to respond to environmental changes, HRD assumes prominence.



The announcement and implementation of economic liberalization have resulted in an unprecedented surge in competitiveness both inside and beyond the country. The need for ongoing improvement in human resources is a result of economic liberalisation.

1.3 HRD Evolution

At a symposium put on by the American Society for Training and Development in 1969, Leonard Nadler made the official introduction of the idea of HRD. HRD is described by Leonard Nadler as, “those learning experiences that are organized for a specific time and designed to potentially result in a change in behaviour.” The phrase “learning experience”, refers to deliberate learning, not haphazard learning. T. Venkateswara Rao, a renowned author and academician, focused heavily on HRD. He defines Human Resource Development (HRD) in the context of an organization as “a process by which the employees of an organization are helped in a continuous, planned way to: (I) Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles. (II) Develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and/or organizational development purposes. (III) Create an organizational culture where good teamwork, collaboration, and relationships between superiors and subordinates are valued and support the professional well-being, pride and inspiration of workers. From an organizational perspective, Human Resource Development (HRD) is a process in which employees of an organization are assisted in developing the technical, managerial, and behavioural knowledge, skills, and abilities and shaping the values, beliefs, and attitudes necessary to perform present and future roles by realising the highest human potential with a view to positively contribute to the organizational, group. The investigation of the various definitions of term HRD further reveals three characteristics, namely:

- (i) Aiding and motivating personnel of a company.
- (ii) Acquiring, developing, and shaping diverse human resource features; and ensuring that human resources are used effectively.
- (iii) Support organizational, group, personal, and social objectives. The first area focuses on the encouraging and motivational elements



for HRD. The “Enabling Factors” include organizational structure, organizational climate, HRD climate, managers’ knowledge and abilities in HRD, and human resources planning, recruiting, and selection. The second concern is with the procedures or approaches that are used to find, train, and shape diverse human resources. These methods include management and quality circle involvement, performance appraisal, potential appraisal, career planning and development, training, management development, organizational development, social and cultural activities.

1.4 Nature, Features and Characteristics of HRD

Some important characteristics of HRD are as follows:

- 1. Learning/Training:** The core of HRD is learning. There are many other human resource development areas in the organization, but uniqueness of HRD is its use of learning to attain individual and organizational objectives. Employees can learn a great deal through training programmes.
- 2. Career Development:** HRD focuses attention on the career development of individual employees. Employees are encouraged to pursue career development through various training programmes. Such career developments will not only help the employee concerned but also the organization to become dynamic and growth-oriented.
- 3. Upgrading Manpower:** HRD is basically concerned with the upgrading of manpower working in an organization. This leads to improvement in the individual performance of an employee and also corresponding improvement in the organizational performance.
- 4. Organizational Development:** HRD also focuses on organizational development which is basically a long-term approach meant to elevate the organization to a higher level of functioning by improving the performance and satisfaction of its members. This area focuses attention on better communication and relations throughout the organization. The organization development experts help individuals and groups to solve any problems in respect of absenteeism, internal conflicts, low productivity or resistance to change.



5. **Team Spirit:** HRD plays an important role in developing team spirit and co-operation. It emphasizes on integration of different departments and various levels of management in a co-ordinated action.
6. **Integrated Use of Sub-system:** HRD system involves the integrated use of sub-systems such as training and development, career development, organizational development, performance appraisal, potential appraisal etc. In other words, emphasis needs to be placed in all possible areas so that individual, group and organizational efficiency is enhanced.
7. **Employee Welfare:** The organization attempts to provide possible welfare measures to the employees. These measures include recreation facilities, educational allowances, medical insurance etc. Adequate and timely provision of welfare facilities motivates the employee in order to achieve organizational objectives.
8. **Multidisciplinary Approach:** HRD is dynamic, multidiscipline and evolving field that draws upon education, management science, psychology, communication, economics, organization behaviour, philosophy and sociology etc. HRD aims to improve individual, group and organizational effectiveness in all possible areas. Therefore, it involves the uses of various disciplines of social sciences.
9. **Continuous in Nature:** HRD is not a one-time affair. It is a continuous process. Organizations have to change due to the changes in the environment. Organizations will be in a position to change only when the individuals and groups in the organization recognize change and adjust their behaviour and activities as per the changing environment.
10. **Potential Appraisal:** Through HRD, the potential of every employee is assessed periodically. The superior can judge the potential of his subordinates through interviews, observations or by delegating authority, or by transfers, promotions and job rotation. A proper potential appraisal assists in development planning as well as for proper placement.
11. **Key Element in Coping with Problems:** Economic, technological and social trends have created acute problems for business and industry. As a result, management has focused attention on HRD



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as a key element coping with these problems. This is because such problems can be solved with the help of creative efforts and competencies of human resources.

12. **Long-term Benefits:** HRD programmes are so designed as to generate long-term benefits not only to the individual employees concerned but also to the organization as a whole.
13. **Performance Improvement:** HRD programmes aim at improving the performance of the employees. Through performance appraisal programme, the organization can find out the strengths and weaknesses of the employees. The employees are given proper feedback of their performance. Thus, the employees would make efforts to improve their performance.

1.5 Scope of Human Resource Development

The scope of HRD is very wide and unlimited. At the individual level, when individuals are given recognition for their abilities, they are further motivated to work and do their best. They are given opportunities to discover their talents and develop them. They are also given freedom to make decisions in their own fields. The individual gains confidence, develops interest to do well and thus contributes to overall development and maximum production. At the organizational level, the organization is maximum benefited since the human resources are tapped, exploited and trained for further use. Long-term and short-term goals can be fulfilled by proper planning and utilization of human talents. At the social level, various job opportunities can be created and new skills can be invited. Lastly, at national level, HRD can be most effective. While calculating the national income and economic growth, the prospective HRD concept examines the individual's potentialities, their attitudes, aspirations, skills, knowledge etc. and establishes a concrete base for economic planning. HRD can contribute to build nation by concentrating on development, setting challenging goals, creating a nurturing and empowering social and political environment. HRD can also contribute to 100% literacy in our country. Professional education instead of degree-oriented education and by linking education with employment, nation's many problems can be solved. It can also be done by developing HRD approach at macro level. The scope of HRD



is ever expanding and evolving. Some important points with respect to scope of HRD are as follows:

- (a) **Performance Appraisal:** It is an important area of HRD. Its purpose is to study critically the performance of employee and to guide him to improve his performance. An employee is told about his strengths and weaknesses and assistance is given to remove weakness and make the plus point (strengths) stronger. This technique is useful for building a team of capable employees and is also used for their self-development.
- (b) **Potential Appraisal:** It relates to the study of capabilities of employees. It is useful for proper placement and career development of employees. Potential appraisal is useful for developing their special qualities which can be used fruitfully along with the expansion and diversification of the activities of the company.
- (c) **Career Planning and Development:** Under HRD, employees should be given guidance for their self-development and career development. The opportunities likely to develop in the organization should be brought to their notice. They should be motivated for self-development, which is useful to the organization in the long run. Superiors are supposed to provide information and guidance to their juniors in this regard. Career development is an integral part of HRD.
- (d) **Training and Development:** Training is integral part of HRD. This area focuses on identifying and helping to develop, through planned learning the key competencies that enable individuals to perform current or future jobs. The planned learning can take place either on-the-job training such as job rotation or off-the-job training outside and in-house training program.
- (e) **Employee Welfare:** It is within the scope of HRD. Welfare activities are useful for creating efficient and satisfied labour force. Such facilities raise the morale of employees. Employee welfare includes the provision of medical and recreation facilities, subsidised canteen, free transport and medical insurance. Such facilities support training and other measures introduced for HRD.
- (f) **Rewards and Incentives:** HRD includes provision of rewards and incentives to employee to encourage them to learn, to grow and to develop new qualities, skills and experiences which will be useful



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in the near future. Reward is an appreciation of good work. It may be in the form of promotion, higher salary or higher status. Rewards and incentives motivate employees and raise their morale.

(g) Organizational Development: HRD aims at providing conflict-free operations throughout the organization. It also keeps plans ready to deal with problems like absenteeism, turnover, low productivity or industrial disputes.

(h) Quality of Work Life: Quality of work life depends on sound relations between employer and employee. A forward looking policy, an employee benefit like job security, attractive pay, participative management and monetary and non-monetary rewards will go a long way in improving the quality of work life. Improved quality of work life helps employees to strike an identity with the organization.

(i) Human Resource Information System: Such system acts as an information bank and facilitates human resource planning and development in a proper manner. It facilitates quick decision-making in regard to HRD. Every organization has to introduce such system for ready reference to HRD matters. Updating of such information is also essential. In short, the scope of HRD functions focuses attention on the following important aspects:

1. The welfare aspect concerning with working conditions and amenities like canteens, creches housing, personal problems of workers, schools, and recreation.
2. The labour or personnel aspect concerned with recruitment, placement of employees, remuneration, promotion incentives, productivity etc.
3. The industrial relations aspect is concerned with trade union negotiation, settlement of industrial disputes, joint consultation and collective bargaining. All three aspects are concerned with human element in industry as distinct from the mechanical or technical.

1.6 Need for HRD

HRD is needed by any organization that wants to be dynamic and growth-oriented or to succeed in a fast-changing environment. Organizations can



become dynamic and grow only through the efforts and competencies of their human resource personnel. Policies can keep the morale and motivation of employees high, but these efforts are not enough to make the organization dynamic and take it to new directions. Employee capabilities must continuously be acquired, sharpened and used. For this purpose, an enabling organizational culture is essential when employees use their initiative, take risks, experiment, innovate and make things happen the organization may be said to have an enabling culture. This trend goes a long way in the context of changing scenario of global competition, advances in technology and open economic environment. Hence, HRD is needed for the following important purposes:

- (a) **To Update the Quality of Manpower:** HRD activities are needed for updating the quality of manpower as per the growing and changing needs of an enterprise. This avoids managerial obsolescence; the vacancies at higher levels can be filled in internally due to HRD programmes as they provide training and opportunities of self-development to employees working at the lowest levels.
- (b) **To Meet Future Manpower Needs:** HRD is needed to meet the future manpower needs of the organization. Executives, managers, and supervisors leave the job or retire due to age factor. Competent juniors must take their positions. HRD is needed in order to keep ready a team of competent managers as a second line of defence.
- (c) **To Fill Vacuum at Higher Levels:** A vacuum at top and middle levels of management is likely because a large number of old guards are likely to retire soon. Therefore, to fill such position, there is an immediate need for trained managerial personnel.
- (d) **To Satisfy the Demand of Self-development of Employees:** HRD is needed in order to meet the needs of the employees with regard to self-development and career development aspirations. Employee demand, training facilities, refresher courses, promotions and transfers, career guidance etc. for their self-development. HRD programmes are needed to fulfil self-development and career development of employees.
- (e) **To Face Market Condition:** The market conditions have changed considerably during the past few years due to intense competitions. To face these competitions, employees need to be well-trained.



- (f) **To Develop Strength for Survival:** HRD programmers are necessary for survival in the present competitive marketing environment. An enterprise can face market competition only by improving quality, reducing costs and avoiding wastage. All this is possible through HRD.
- (g) **To Face Challenges of Technological Changes:** Technological changes are taking place rapidly in every area of business. HRD programmes are needed in order to absorb technological changes taking place with speed. In fact, introduction of new technological, computers, automation etc. will be possible only when training is provided to the manpower.
- (h) **To Utilize Production Capacity Fully:** HRD is needed in order to use the available production capacity to the optimum level. It provides skilled manpower for this purpose.
- (i) **To Facilitate Expansion and Diversification:** HRD activities are needed to meet the manpower requirements resulting from expansion and diversification programs undertaken at the enterprise level. Attention should be given to HRD much before the introduction of expansion in diversification program.
- (j) **To Create Stable Labour Force:** HRD programs are needed in order to create stable, efficient, skilled and matured manpower required by an enterprise for the present and future period.
- (k) **To Make Optimum Use of National Resource:** HRD makes an attempt to avoid all kinds of lop-sided developments, shortfalls in performance and waste of national resources. Therefore, it is necessary to conduct HRD program not only at organization level, but also at government levels throughout the country.
- (l) **To Meet Challenges of Industrial Development:** Industrial development on modern lines has created a problem of inadequately trained personnel at all levels in business undertakings. HRD, thus bridges the gap of adequate knowledge and skills.
- (m) **To Control Labour Costs:** HRD ensures control of labour costs by avoiding both shortage and surplus of manpower in the organization. Through effective human resource planning, the organization can



identify manpower requirements. If there is a shortage of manpower, then adequate and timely measures are taken to recruit employees. Again, if there is surplus manpower, timely measures can be taken to replace or terminate the surplus manpower.

1.7 Difference Between HRM and HRD

Basis of Differentiation	HRM	HRD
Definition and full form	The full form of HRM is Human Resource Management. It refers to how the principles of management can be applied to manage the employees working in an organization effectively.	The full form of HRD is Human Resource Development. It refers to continuous development functions that are implemented for improving the performance of those working in an organization
Concerns	It is concerned with people only and recruitment, rewards, etc.	Development of the entire organisation.
Dependency	HRM is an independent entity in itself. It comprises different sections inclusive of recruitment and retention, HRD, compensation, performance, appraisal management, etc.	HRD is a sub-system of HRM and draws many functions, attributes, and processes from HRM.
Nature	HRM is considered to be a management function.	HRD is considered to be a development function.
Goal	The objective of HRM is related to improving the overall performance of employees.	HRD goals are usually connected with development, knowledge enhancement, and increasing the competency of employees.
Process	It is an occasional process.	It is a continuous process.



1.8 Role of HR Manager

1.8.1 Role of HR Manager

Human Resource Managers, nowadays, wear many hats. They perform mainly three different types of roles, while meeting the requirements of employees and customers, namely administrator, operational and strategic.

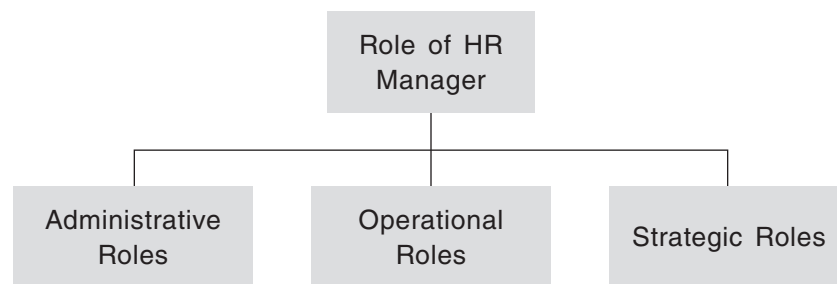


Figure 1.1: Different Roles of HR Manager

1.8.1.1 Administrative Roles

- 1. Policy Maker:** The HR manager helps management in the formation of policies governing talent acquisition and retention, wage and salary administration, welfare activities, personnel records, working conditions, etc. He also helps in interpreting personnel policies in an appropriate manner.
- 2. Administrative Expert:** The administrative role of an HR manager is heavily oriented to processing and record keeping. Maintaining employee files, and HR-related databases, processing employee benefit claims, answering queries regarding leave, etc. are examples of the administrative nature of HR management.
- 3. Advisor:** It is said that personnel management is not a line responsibility but a staff function. The personnel manager performs his functions by advising, suggesting, counselling and helping the line managers in discharging their responsibilities relating to grievance redressal, conflict resolution, employee selection and training.
- 4. Housekeeper:** The administrative roles of a personnel manager in managing the show include recruiting, pre-employment testing,



reference checking, employee surveys, timekeeping, wage and salary administration etc.

5. **Counsellor:** The HR manager discusses various problems of the employees relating to work, career, their supervisors, colleagues, health, family, financial, social etc. and advise them on minimizing and overcoming problems, if any.
6. **Welfare Officer:** Personnel manager is expected to be the welfare officer of the company. As a welfare officer he provides and maintains canteens, hospitals, creches, educational institutes, clubs, libraries, cooperative credit societies and consumer stores. Under the Factories Act, welfare officers are expected to take care of safety, health and welfare of employees.
7. **Legal Consultant:** HR manager plays a role of grievance handling, setting of disputes, handling disciplinary cases, enabling the process of joint consultation, industrial tribunals, civil courts and the like.

1.8.1.2 *Operational Roles*

1. **Recruiter:** “Winning the war for talent” has become an important job of HR managers in recent times in view of the growing competition for people possessing requisite knowledge, skills and experience. HR managers have to use their experience to good effect while laying down lucrative career paths to new recruits without increasing financial burden to the company.
2. **Trainer Developer, Motivator:** Apart from talent acquisition, talent retention is also important. To this end, HR managers have to find skill deficiencies from time to time, offer meaningful training opportunities, etc.
3. **Linking Pin:** The HR manager is often deputed to act as a linking pin between various divisions of an organization. The whole exercise is meant to develop rapport with divisional heads, using PR and communication skills of HR executives to the maximum possible extent.
4. **Mediator:** The personnel manager acts as a mediator in case of friction between two employees, groups of employees, superiors and subordinates and employees and management with the sole objective of maintaining industrial harmony.



1.8.1.3 Strategic Roles

- 1. Building Core Competency:** HR managers have a great role in developing core competency by the firms. A core competence is a unique strength of an organization which may not be shared by others. This may be in the form of human resources, marketing capability, or technological capability. If the business is organized on the basis of core competency, it is likely to generate competitive advantage.
- 2. Providing Purposeful Direction:** The personnel manager must be able to lead people and the organization towards the desired direction involving people right from the beginning. One of the most important tasks of a professional manager is to ensure that the mission of an organization has been internalized by each individual working in the organization. Mission of an organization states the very purpose and justification of its existence.
- 3. Creating Competitive Advantage:** In today's globalized market place, maintaining a competitive advantage is the foremost goal of any business organization. There are two important ways in which a business can achieve a competitive advantage. The first is cost leadership which means the firm aims to become the low-cost leader in the industry. The second competitive strategy is differentiation under which the firm seeks to be unique in the industry in terms of dimensions that are widely valued by the customers. Putting these strategies into effect carries a heavy premium on having a highly committed and competent workforce. Such a workforce would enable the organization to compete on the basis of market responsiveness, product and service quality, differentiated products and technological innovation.
- 4. Facilitation of Change:** The HR manager will be required to act as change agents through greater involvement in environmental scanning and development planning. HR managers will have to devote more time to promote changes than to maintain the status quo.

1.8.2 Competencies of HR Manager

The job of HR manager is quite complex and challenging. In order to be successful, several qualities are required in an HR manager. Some of these qualities are given below:



1. **Educational Qualifications:** An HR manager should possess the following qualifications:
 - (a) Degree of recognized university.
 - (b) Postgraduate degree/diploma in sociology or social work or human resource management/industrial relations/labour welfare/labour law or M.B.A. with specialization in HRM.
 - (c) Degree in law will be an additional/desirable qualification.
2. **Personal Attributes:** Like any other manager, the HR manager requires several personal qualities. Some of these are given below:
 - (a) **Intelligence:** This implies the ability to understand, depth of perception etc.
 - (b) **Communicative Ability:** Command over language, ability to express correctly, listening skill, ability to explain etc.
 - (c) **Distinctiveness:** It means analytical ability, sound judgment, foresight etc.
 - (d) **Leadership Skill:** These include physical fitness, moral courage, ability to inspire confidence and to win cooperation, organizational ability, unbiased attitude etc.
 - (e) **Executing Skills:** These refer to ability to implement policies and programmes speedily and accurately.
3. **Training and Experience:** Training in industrial psychology, labour legislation, and industrial relations is very useful for a human resource manager.
4. **Professional Attitudes:** HRM is emerging as a profession. A professional approach to the management of human resources is required in the global environment. HRM requires an interdisciplinary approach, knowledge of various disciplines like sociology, psychology, management, engineering, and law is required to develop and use such an approach.

ACTIVITY

Look for job openings on the leading employment websites or portals. Identify the openings that are focusing on attracting the HR personnel. What does the job specification say and what competencies are being preferred? Make a list and discuss with your friends.



1.8.3 Status of HR Manager

In early days of industrialization, HR manager was considered a second-class officer in his organization. But today human resource manager is treated as a philosopher and specialized practitioner. A brief description of the evolving status of human resource manager is given below:

- 1. The Policeman:** Management believed that workers dislike work and avoid responsibility. Therefore, they need to be directed, controlled and coerced. The human resource manager was used as a watchdog to enforce prescribed regulations.
- 2. The Law Man:** With the establishment of Welfare State, laws and regulations were enacted to protect and promote the interests of employees. In legal battle with workers, HR managers become an employer's advocate. He is required to issue charge sheets and hold inquires against workers.
- 3. The Liaison Man:** With the passage of time trade unions became powerful. Employers require someone to deal and negotiate with the union. The human resource manager was asked to take over the job.
- 4. The Catering Man:** Some enlightened employers began to provide welfare facilities like canteen, creche, etc. to workers in addition to their legal obligations. The HR manager began to administer these services.
- 5. The Welfare Man:** Today, HR manager is considered an expert in human relations. He is expected to improve productivity by fulfilling the economic, social and psychological needs and aspirations of employees.

IN-TEXT QUESTIONS

1. The HR manager will be required to act as a _____ through greater involvement in environmental scanning and development planning.
2. The administrative roles of a personnel manager include recruiting, pre-employment testing, reference checking, employee surveys, timekeeping, wage and salary administration etc. (True/False)



3. Roles of an HR manager can be:

- (a) Operational and administrative
- (b) Welfare man and catering man
- (c) Policeman
- (d) None of the above

4. Competencies of an HR manager involves him acting as a Law and catering man. (True/False)

5. HR manager also acts as a welfare officer as he arranges access to canteens, hospitals, creches, educational institutes, clubs, libraries, cooperative credit societies and consumer stores for the employees. (True/False).

1.9 HRD Culture and Climate

The general environment and circumstances within a company that encourage and support human resource development initiatives are referred to as the HRD climate. It stands for the culture and atmosphere of the organization that encourage workers to learn, develop, and grow. To foster an atmosphere where staff members are inspired, engaged, and encouraged to develop their skills and capacities, a favourable HRD climate is essential. The following are some essential components of a favourable HRD climate:

1. **Strong Learning Culture:** An HRD atmosphere is characterized by a learning culture that values and promotes lifelong learning. The organization emphasizes the significance of continual skill development while promoting a philosophy of growth, innovation, and knowledge sharing.
2. **Leadership Support:** Establishing an HRD climate requires the cooperation and commitment of organizational leaders. To establish a culture of development, leaders should actively support HRD efforts, take part in them, allot resources for them, and offer the required advice and direction.
3. **Clearly Defined Objectives and Expectations:** Workers should be aware of the organization's expectations for their growth. This entails



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establishing precise objectives, goals, and performance standards that are consistent with the strategic priorities of the organization.

- 4. Opportunities for Training and Development:** In an HRD environment, there are many training programmes, workshops, seminars, and professional development activities available for staff members to advance their knowledge and abilities. The company supports its employees' development by giving them access to pertinent resources and assistance.
- 5. Feedback and Performance Management:** For an HRD environment, consistent feedback and performance management procedures are crucial. Both formally and informally, employees receive constructive criticism to pinpoint their areas for development and monitor their progress. Employee development plans are greatly influenced by performance reviews and development conversations.
- 6. Collaboration and Knowledge Sharing:** An HRD environment promotes collaboration and knowledge sharing. The company encourages collaboration, cross-functional projects, and communities of practice where staff members can share information and experiences and learn from one another.
- 7. Recognition and Rewards:** In an HRD environment, it's critical to acknowledge and recognize employees for their efforts and accomplishments throughout their development journeys. In order to encourage and reinforce further growth, the organization recognizes and celebrates the successes and advancements of individuals.
- 8. Work-Life Balance and Well-Being:** An HRD climate recognises the significance of employee well-being and work-life balance. The company encourages a healthy work-life balance for its employees by enabling flexibility, encouraging wellness initiatives, and providing resources for stress management and preserving physical and mental well-being.

A supportive policy environment, leadership commitment, and a caring organizational culture that values learning and development are all necessary for establishing and maintaining a favourable HRD climate.

The general environment and circumstances within a company that encourage and support human resource development initiatives are referred to as the HRD climate. It stands for the culture and atmosphere of the



organization that encourage workers to learn, develop, and grow. To foster an atmosphere where staff members are inspired, engaged, and encouraged to develop their skills and capacities, a favourable HRD climate is essential. The following are some essential components of a favourable HRD climate:

- 1. Strong Learning Culture:** An HRD atmosphere is characterized by a learning culture that values and promotes lifelong learning. The organization emphasizes the significance of continual skill development while promoting a philosophy of growth, innovation, and knowledge sharing.
- 2. Leadership Support:** Establishing an HRD climate requires the cooperation and commitment of organizational leaders. To establish a culture of development, leaders should actively support HRD efforts, take part in them, allot resources for them, and offer the required advice and direction.
- 3. Clearly Defined Objectives and Expectations:** Workers should be aware of the organization's expectations for their growth. This entails establishing precise objectives, goals, and performance standards that are consistent with the strategic priorities of the organization.
- 4. Opportunities for Training and Development:** In an HRD environment, there are many training programmes, workshops, seminars, and professional development activities available for staff members to advance their knowledge and abilities. The company supports its employees' development by giving them access to pertinent resources and assistance.
- 5. Feedback and Performance Management:** For an HRD environment, consistent feedback and performance management procedures are crucial. Both formally and informally, employees receive constructive criticism to pinpoint their areas for development and monitor their progress. Employee development plans are greatly influenced by performance reviews and development conversations.
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A supportive policy environment, leadership commitment, and a caring organizational culture that values learning and development are all necessary for establishing and maintaining a favourable HRD climate.

1.10 Contemporary Issues of HRD

Organizations in business and industry are all dynamic. Actually, globalization, privatization, and liberalization increased the dynamics of business enterprises. To put it another way, there has been constant change in terms of technology, business models, goods and services, organizational capabilities, and other factors, and these changes invariably call for the growth of human resources which are further elaborated in following points:

- (i) Economic Policies Change:** Almost all governments in the world have switched from communistic or socialistic to capitalistic economic policies. Even the Indian government liberalized its economic practices in 1991. Globalization, privatization, and liberalization presented threats to the little businesses and opportunities for the powerful ones. To take advantage of the opportunities, these businesses are investing in their human resources. Therefore, the development of human resources as a whole is necessary for capitalistic economic policies and their successful implementation.
- (ii) Job Requirements Changings:** Organizational dynamism results in changes to organizational structure and job design; work descriptions and work specifications are altered as a result of changes in job requirements.



- (iii) **Need for Multi-skilled Human Resources:** As industries change and organizations and roles are structured, employees are required to engage in a variety of tasks. De-jobbing, flexible organizations, and flexible work are results of the HR-centered approach. These changes affect workers with diverse skill sets. Employees have the option to choose from a variety of skill sets, thanks to human resources development efforts.
- (iv) **Organizational Viability and the Transformation Process:** Environmental threats have an ongoing impact on organizational viability. The company will lose market share if it does not adjust to changing environmental variables. The organization must develop its human resources if it wants to implement changes initially.

1.10.1 Problems of Human Resource Development in India

The various problems of HRD can be cited as follows:

1. **Problems of Management:** A good number of Indian organizations lack professional approach. They consider HRD programs as waste of time and money. They often keep their employees untrained and uncared and consider them as a liability and cost centre. There is a lack of performance appraisal, career development, training etc.
2. **Problems of Employees:** The employees are so accustomed to the traditional environment that they are not willing to change their attitude towards work and organization. The employees are reluctant to accept and implement new ideas. They even refuse to undergo training programs. The negative attitude on the part of the employees creates problem to implement HRD programs.
3. **Problem of Trainers:** The trainers who are in-charge of imparting training and development often lack the experience and knowledge. Again, there is hardly any planning the qualities of good trainers. Quite often, they lack practical knowledge. Again there is hardly any planning and preparation on their part to impart meaningful and purposeful training.
4. **Poor Quality of Training Programs:** In India, the quality of training programs is poor. At times, the timing, the content, the selection



of trainers and others, areas of training programmes are designed and/or decided by persons who are idealistic and impractical.

- 5. Problems of Trade Unions:** In India, some of the trade union leaders are selfish and self-centred. They encourage the workers not to attend or join the training programs. Such negative attitude on the part of trade unions do block the training programs.
- 6. Problem of Recognizing Change:** Management of Indian companies often fail to recognize changes in the environment. As a result, they do not feel the need of HRD programs and even they recognize the change, they continue to carry on their activities with the same quality and quantity of workforce and in the same traditional ways.
- 7. Lack of Quality Consciousness Among Customers:** The customers are so used to the type of goods and services that are available, that they do not care to complain or raise their voice for better quality of goods and services. This makes the company feel that whatever they offer to customers is adequate and appropriate and they do not make efforts to upgrade and improve quality and standards in the organization. Consequently, the need to improve and develop human resources does not arise in such organizations.
- 8. Lack of Support from Government:** It is often said that the wealth of a nation depends on the quality of its people. In this context, the government should take adequate steps to encourage and initiate measures to increase quality of education not only in schools and colleges, but also for the employees working in the various organizations. The government should provide assistance to set up training centres in the country. However, at present there is a lack of active support from the government.

1.11 Summary

The internal organization of a human resource development varies depending on the nature, size and philosophy of an organization. A successful human resource manager requires educational, personal and professional qualifications. The status of human resource manager has changed over the years from that of a policeman to that of productivity man. HR manager plays different roles being in an organisation. If one sits to analyse these



roles are endless and we have only discussed a few in this lesson. Human resource policy refers to policies concerning human resource matters. These policies are general and long lasting, reflecting the objectives and intentions of the organization. A good human resource policy should be clear, objective oriented, long lasting, flexible, written; consistent, just and fair, and reasonable.

1.12 Answers to In-Text Questions

1. Change agent
2. True
3. (a) Operational and administrative
4. False
5. True

1.13 Self-Assessment Questions

1. Describe the Problems of Human Resource development in India.
2. Explain the Climate of HRD.
3. Describe the Role of HR managers in an Organisation.
4. What is HRD? Explain the scope and need of HRD.
5. What is the difference between HRD and HRM?

1.14 References

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1.15 Suggested Readings

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UNIT - II



HRD Interventions

Dr. Anudeep Arora

Guru Gobind Singh Indraprastha University

Dr. Nidhi K. Yadav

GIDC Rajju Shroff ROFEL Institute of Management Studies

STRUCTURE

- 1.1 *Learning Objectives*
- 1.2 *Introduction*
- 1.3 *Concept of Strategic HRD*
- 1.4 *Overview of Performance Appraisal*
- 1.5 *Summary*
- 1.6 *Answers to In-Text Questions*
- 1.7 *Self-Assessment Questions*
- 1.8 *References*
- 1.9 *Suggested Readings*

1.1 Learning Objectives

- ◆ To create a competitive compensation plan aligning with the job market.
- ◆ To evaluate the company budget.
- ◆ To analyze the behaviour of individuals.
- ◆ To apply validating objectives using the SMART principle.
- ◆ To understand the employees' output and increase their full potential.
- ◆ To remember the performance management system.

1.2 Introduction

The evaluation system is a tool for appraising an employee's job performance. Reviewing is a prolonged process that entails gathering, investigating, evaluating, and documenting information about an employee's real value.



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The foremost purpose of performance assessment is to quantify and boost employee productivity so as to boost their future prospects and value to the business. Other aspirations include formative assessment, enhancing communication, identifying training needs, articulating roles and responsibilities, and determining how to disseminate rewards.

HR leaders act as a catalyst in forming compensation plans that meet the needs and desires of employees while also keeping in sync with the company's vision. Maintaining excellent pay can escort to an improvement in Engagement, Retention, and Productivity.

Companies that would provide competitive and life-enhancing compensation can increase workplace motivation and improve work performance, resulting in greater company success.

1.3 Concept of Strategic HRD

A Human Resource Development (HRD) strategy can be considered as the absolute plan of a business for administrating its human resources to line up with its business activities. HRD strategies guide a business towards all the main functions of HR, such as recruitment and selection, training and development, performance appraisal, and compensation. Thus, these are the long-term strategies that can lead and direct the organization in all its HR functions and practices.

An HRD system has a set of objectives:

- ◆ To enhance the present skills of the current employees of the organization.
- ◆ To build up the coordination between the different divisions of the organization.
- ◆ To enhance the organizational culture in a way so that employees can show their creativity along with the emerging technologies.
- ◆ To improve the interpersonal relationships between management and employees.

Moreover, the design of an HRD system should always be planned according to the nature of the organization and its current needs. It should always be designed as per the organization's needs and the nature of the work. Though the basic philosophy can be the same for designing an



HRD system for an organization but some points need to be considered while designing an HRD system for an organization such as:

1. The structure of the organization.
2. The nature of the work of the organization.
3. The culture of the organization.
4. The employee's existing skills in the organization.
5. The current HR practices of the organization.
6. The interpersonal relationships of the employees in the organization.

1.4 Overview of Performance Appraisal

◆ **Meaning of Performance Appraisal:** Performance appraisal is the critical examination of employees' effectiveness and recognition of a person's abilities for future growth and development. Performance analysis is typically carried out in the following ways:

1. Supervisors evaluate employee pay and compare it to targets and plans.
2. The supervisor explores the factors that determine employees' work performance.
3. Employers are in a position to motivate and inspire employees to improve their performance.

Performance in connection to the job's specified criteria involves a subjective statement of the employee's strengths and limitations, relative worth to the company, and the likelihood of future advancement.

The assessment of an employee's job-related achievement with the intention in mind of enhancing the individual's performance is recognized as performance management. It also serves as justification for determining an employee's pay and advancement opportunities.

The judgment is a process, whereas performance supervision is a system. In contrast to appraisals, which are dependent upon fixed metrics, performance management takes a pragmatic approach. Management of performance is a strategic solution or tool. Performance evaluation is a tactical solution or tool.



1.4.1 Nature, Objectives and Process

- ◆ **Nature of Performance Appraisal:** The evaluation system serves three primary purposes:
 1. To provide valuable input on every employee's skill.
 2. To provide a foundation for modifying or changing behaviour patterns toward more productive work habits.
 3. To provide managers with information to assist them while determining on future job assignments and compensation.
- ◆ **Objectives of Employee Appraisal:** Performance appraisal can be conducted with the following goals in mind:
 1. To keep track so as to establish salaries and bonuses, pay structure, annual bonuses, and so on.
 2. To identify employees' quality and weak point such that they place the right men at the accurate jobs.
 3. To preserve and evaluate a human's potential for development and advancement.
 4. To assist workforce with suggestions on their performance and related status.
 5. It sets the stage for influencing employees' working habits.
 6. To analyze and maintain advertising and other skills training.
- ◆ **Advantages of Annual Reviews:** Annual reviewing is an effective assessment structure in a corporation's opportunity to invest in such a way that it can be substantiated by the numerous advantages:
 1. **Advancement:** The appraisal system aids supervisors in constructing promotion activities as efficiently and effectively as possible. In this regard, inefficient employees may be dismissed or demoted.
 2. **Remuneration:** Performance appraisal aids in the growth of worker compensation packages. Performance assessment allows for job evaluation. Performance appraisal makes an attempt to allocate financial value for its effective output. Performance-based compensation packages include bonuses,



maximum wage, worker profit, allowances, and prerequisites. Merit should be favoured and laced above white seniority.

3. **Employee Development:** The methodical process of performance assessment supports supervisors in creating training programs and policies. It aims to assist in evaluating workers' shortcomings and strengths in order to develop new job opportunities for competent work. It also aids in the planning of future production schemes.
4. **Selection Validation:** Job evaluation administration and compliance in recognizing the authenticity and relevance of the collection method. Supervisors gain knowledge about the truthfulness and thus the advantages and disadvantages of the selection method. Adjustments to selection methods could be ready in the upcoming period of time.
5. **Communication:** Employer and worker interaction must be effective for an entire organisation. Communication can be sought through performance appraisal in the following ways:
 - (a) Employers can comprehend and accept subordinates' skills throughout performance evaluation parameters.
 - (b) Subordinates to recognize and inculcate superiors' assurance and faith.
 - (c) It aids in the maintenance of cordial and amicable labour-management relations.
 - (d) It fosters positive job atmosphere thereby boosting employee morale.

These aforementioned factors contribute to valuable statement.

6. **Inspiration:** Performance review can be utilized to encourage workers. If goals are met, a person's effectiveness can be assessed by evaluating his/her performance. This efficiently and successfully encourages an individual to do a pretty good job and supports him in enhancing his performance over time.

◆ **Process of Performance Review:**

1. **Setting Performance Benchmarks:** The very first stage in performance review is to create the benchmarks that will be utilized to draw comparisons of staff members' actual performance.



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Setting the yardstick for assessing employee productivity as either successful or else ineffective. This will help in determining the degrees of contribution to organizational goals, which is needed in this step. The standards recognized are meant to be clear, understandable, and measurable.

If the employee’s performance cannot be evaluated, the benchmarks must be made explicit.



Figure 1.1: Process of Performance Review

- 2. The Dissemination of Norms:** Once established, it’s management’s responsibility to share information the benchmarks to all employees of the organization. Employees must be informed, and the standards must be clearly explained to them. Eventually it will lend a hand to them in understanding their roles and what is expected of them. The standards should also be communicated to appraisers or evaluators, and if necessary, the standards can be modified at this stage based on relevant employee feedback or evaluators.
- 3. Actual Performance Evaluation:** The trickiest aspect of the evaluation process is attempting to determine the performance of the employee, which refers to the staff members’ final release over the period of time specified. It is a currently underway method that involves performance tracking all year long. This stage typically requires the cautious selection of suitable monitoring systems, guaranteeing that bias does not affect the findings.



4. **Actual Performance versus Expected Outcome:** True performance is assessed in contrast to preferred or level of performance. The comparison reveals distinctions in job performance from the accepted rules. The consequence may appear to suggest that performance level is higher than desired performance or that current result is lower than desired performance, indicating a critical deviation in organizational performance. It entails recalling, evaluating, and analyzing employee performance data.
5. **Discussing Results [Feedback]:** The evaluation outcomes are communicated by debating with employees one-on-one. This conversation focuses on interaction and listening. The outcomes, problems, and potential solutions are now being discussed with the goal of conflict resolution and reaching consensus. Positive feedback must be given with a favourable feeling since it may impact the workers' future results. Management staff job evaluation input ought to be beneficial in fixing problems made by employees and encourage them to do better, rather than disheartening them. If the assignment of supplying constructive feedback is not treated carefully, emotional outbursts can happen. Staff members should often be trained prior to actually soliciting feedback.

1.4.2 Performance Management

Performance appraisal is a commercial tool that enables managers to track and assess the work done by their staff. The objective of actual supervision is to foster a setting where individuals can conduct themselves towards the finest of their potential and deliver the work of the highest calibre in the most efficient and effective manner.

1. Achievement frameworks assist participants in conducting to the highest level possible and generating the superior work in the most effective and efficient way.
2. The quality management commandment is to perceive folks within the context of the overall workplace system.



3. The performance approach involves accountability and transparency while inspiring clear expectations.

1.4.3 *Methods of Performance Management*

Conventional methods for quality management involve creating and evaluating aims, expectations, and deliverables. They also want to define what effective performance looks like and create processes for measuring it. Performance management, as opposed to the traditional model of year-end reviews, perspectives every communication with an employee as an opportunity to learn.

Every employee in a company desires to progress in terms of social status, funds, and abilities. Over the last century, businesses have recognized the value of having a system for performance evaluation for marketing and remuneration decision-making. However, most companies and staff are discontented with annual assessment methods.

It is believed that 45% of HR managers believe yearly review sites do not provide an accurate picture of an appraisal.

There are five modern methods of appraisal system that can be employed to create a more genuine and truthful system for performance evaluation:-

- ◆ Management Based on Objectives (MBO)
- ◆ Method of 360-Degree Feedback
- ◆ Assessment Center Method
- ◆ Method of Accounting for Human Resources
- ◆ Behaviourally Anchored Rating Scale (BARS) Method

These methods are effective in evaluating the qualitative and quantitative aspects of an individual's performance. These methods should be implemented being a part of your digital system of performance management to ensure a higher rate of success and derive maximum benefits. There are five modern methods of appraisal system that can be employed to create a more genuine and truthful system for performance evaluation:

Five Modern Performance Appraisal Methods:

1. **Management by Objectives (MBO):** Managers and employees work together to determine strategy, arrange, and interact targets in this



technique. The SMART (Specific, Measurable, Achievable, Realistic, and Time-sensitive) method is utilized to verify targets for a specific evaluation period. After establishing specific goals, managers and employees meet on a regular basis to discuss the feasibility of achieving those objectives and the progress made. These progress indicators aid in analyzing an employee's contributions towards the end of review period. Success is recognized with appraisals such as salary increases or promotions, whereas others are re-evaluated for additional training.

With constant interaction between manager and employee, success is measured on tangible and measurable goals. But in such a scenario, intangible factors such as interpersonal skills are not taken into account. The MBO concept is suitable for various sizes of businesses wherein evaluation for 360-Degree Feedback Method is adopted.

360 level of opinion is gaining popularity as a multidimensional method of performance evaluation. The technique concentrates on collecting input from each individual with whom an employee comes into contact, such as managers, customers, peers, and so on. When data is gathered from multiple sources, the possibility of a manager's bias influencing an appraisal which is being eliminated. Furthermore, it leads to a clearer picture of the employee's work competence.

Businesses recognize that in order to stay motivated and engaged, employees seek impartial and objective feedback on their performance. A continuous 360-degree digital feedback method provides the employee with additional channels of feedback. The objective evaluation is regarded as fair and encourages employees to boost their performance in illumination of the appraisal. In fact, managers improve the profitability by 8.9%.

- 2. Assessment Center Method:** The assessment center concept, initially launched by the German Army in the 1930s, has been modernized to fit the current business environment. Employees are evaluated based on their performance in social-stimulating activities such as position, judgments, conversations, and so on. Employee performance is examined in order to identify future leaders and managers.



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The Assessment Center Method's effectiveness enables employees to gain a clear portrait of their own effectiveness as well as how others perceive them. These exercises can also demonstrate the influence of other cultures and nationalities on their performance. It is simpler to assess an employee's actual performance and predicting future performance.

This method can be tailored to meet a specific requirement, position, placement, or goals, and it can focus on providing insight into an employee's public persona. But many a time it can be time-consuming and costly activity. It is generally suitable for producers, service providers, academic facilities, and consulting firms. Evaluations are employed by Philips and Microsoft so as to recognize leaders of tomorrow in their institutions.

- 3. Human Resource Accounting Method:** It is used to assess an employee's score dependent upon economic rewards they receive from the organization. It is also known as the Human Capital Cost Accounting Method. This means that such an employee's performance is assessed against the salary and other benefits provided by the company.

The expense of retaining an employee in terms of their contributions is calculated to determine the employee's cost to the organization. This method of performance assessment takes into account factors like work quality, overhead expenses, component average service value, communication skills, and so on. The objective is to see how the efforts compare in terms of cost (recruiting and selection, employing, mentoring, and improvement) to the organization. The company ascertains employees using this method based on the expense to the company.

The valuation an employee brings to the organisation can be effectively measured but there are no clear requirements for calculating the cost and value of an employee. It may vary based on the evaluator. Thus, it is ideal for Small and medium-sized businesses in which each employee's contribution is crucial to the company.

- 4. Behaviourally Anchored Rating Scale (BARS):** Both the qualitative and quantitative aspects of an employee are assessed in these modern techniques of performance appraisal. BARS compares an



employee's performance to specific behavioural examples that are rated numerically. BARS has a set of predetermined standards known as BARS statements that are based on an employee's role and job level. These statements serve as yardsticks for assessing performance at each BARS scale level.

BARS sets up typical workplace behaviours based on a job role and evaluates an employee's performance in relation to these established standards. The appropriate results of an employee in any given situation (critical incidents) are measured. BARS-based performance appraisal yields more accurate and unbiased results.

Thus, BARS establishes clear standards and delivers accurate and consistent results.

Organizations comprehend the importance of providing staff with performance reviews. However, it sometimes ignores the fact that employees are also people who need guidance to stay motivated and improve. Performance evaluation will become more human-centered in the coming years. That means the human aspect of the manager-employee relationship will be prioritized.

A forward-thinking approach to your performance management system and performance appraisal can aid in the conception of a proactive working environment. Staff members will be more satisfied with their work if you take a more realistic and human approach to evaluating their performance. Employee satisfaction makes a significant contribution to the business survival by operating to the highest level possible.

1.4.4 Potential Appraisal

Potential appraisal is a future-oriented appraisal with the primary goal of determining and assessing employees' potential to presume higher positions and duties in the organization chart.

A highly promising appraisal system should allow every employee to know the outcomes of the assessment. The identification of a person's hidden talents and skills is referred to as potential appraisal. The person may or may not be aware of them. To put it simply, performance appraisal is a



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guess of how well an employee conducts, whereas potential appraisal is an estimate of how well he might perform.

Techniques of Potential Appraisal:

- ◆ Self-appraisals.
- ◆ Peer appraisals.
- ◆ Superior appraisals.
- ◆ MBO.
- ◆ Psychological and psychometric tests.
- ◆ Management games like role-playing.
- ◆ Leadership exercises etc.

Potential appraisal is a component of performance evaluation that aids in recognizing individuals' hidden talents and potential. Identifying these human potential assists individuals in preparing for greater positions and stances in the future.

1.4.5 Employee Counselling

Employee counselling: all you need to know. *Employee counselling is an integral part of annual reviews and potential evaluations if they want to achieve their real purpose of aiding employees in growing and developing.*

Employees may be even more displeased after counselling if not handled carefully and sensitively. Employee guidance is a technique of understanding and trying to assist individuals who are starting to experience technological, individual, and sentimental adjustment issues that are meddling with their job performance.

“Employee consultation involves a debate of an emotional issue with an employee with the overall goal of decreasing it,” says Keith Davis.

Employee Counseling: An Overview:

In today's modern highly complex environment, HR consultation has become a vital responsibility of HR managers, as counselling plays a crucial role in an assortment of the job.

Thus a nostalgic moral dilemma might have resulted from the employee's dysfunction as a result of personal attributes. The nature of the job, the



nature of supervision, an emotionless work group, conflict, and others are a few of the constructs that may be causing this mental instability. Personal factors may include the employee's personal and family life, unwelcome events in his family life, inability to meet job requirements. All of these factors contribute to emotional maladjustment, and if it's not addressed through proper counselling, the employee may exhibit signs of dissatisfaction, which is detrimental to both the organization and the employee.

There may be instances in an institution when, despite having everything in order, an employee does not accomplish it well. This continues to pose serious dangers. An individual who does the work but does not perform well is a liability to the organization. Counselling is the most effective and proven method of dealing with these types of issues. Counselling has numerous advantages. It not only encourages good employee performance but also addresses the underlying causes of poor and marginal performance. Employee guidance is the most essential tool for a manager who wants to enhance an employee's behaviour and performance. If glitches remain despite feedback and coaching, two other important tools with a manager, counselling may be required.

Counselling is positive and constructive, focusing on the problem rather than the employee. Counselling is a formal, face-to-face conversation between a supervisor and an employee about behaviour and performance. It is an effective way for a manager to have a positive impact on employee performance.

A successful counsellor must meet specific criteria. The first and most important requirement is that he or she be approachable and have good interpersonal and communication skills, should have a genuine desire to help others and an open mind, as well as a flexible and challenging attitude. Employee counselling takes place as part of a supportive process in which the psychologist and the staff collaborate to solve a problem, change behaviour, or promote personal growth and awareness. The therapeutic relationships are confidential and not reciprocal. The focus of a counsellor is to offer support and encouragement to the employee.

It is based on the assumption that if an employee is properly counselled by skilled managers, his or her performance will improve. Employee



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consultation is defined as working to assist poor or underperforming employees improve, so having an effective and well-documented counselling curriculum is critical for two reasons: first, to improve performance, and second, to serve as support and possible evidence for subsequent termination if the employee fails to improve.

Employee counselling is a vital part of performance review and potential appraisal, if these are to achieve their basic purpose of helping employees to improve and develop. Unless carefully and sensitively handled, employees may become more dissatisfied after the counselling than before.

Counselling is described as the help provided by the manager so as to manage the subordinates in analyzing their performance and other behaviours at the workplace, such that the performance is enhanced. Counselling is also used sometimes as a part of coaching and reviewing one's performance. Such a review identifies not only the potential for development but also the training needs for further improvements.

Employee counselling is a method of understanding and assisting individuals who are beginning to experience technical, personal, and emotional adjustment issues that are interfering with their job performance. An employee's personal adjustment is frequently improved when he is able to obtain the information he necessitates to reach an intelligent solution to his problems or when he is able to express his feelings without fear of retaliation. Counselling is a sophisticated form of communication in which efforts are made to maintain favorable perceptions.

Counseling, in this sense, has been practiced in some manner or another since the dawn of time. Psychotherapy is essential in any field that involves dealing with people. The psychoanalytic method is the basis of counselling as a scientific process. Though counselling in the circumstance of employment is different from counselling in a therapeutic setting, what is commonly applicable to both is a strong relationship between the client and the counsellor by developing and expressing attitudes of congruence, acceptance and empathy by the counsellor. These attitudes must have been experienced by a client and he be obliged to feel that he is psychologically well received by the counsellor.

The counselling activity in industries may be said to have emerged from the founding stages of the human relations movement when the Hawthorn Plant of the Western Electric Company in Chicago installed a personnel



counselling programme that utilized special rules for interviewing derived from the need of eliciting from the employees' matters of emotional significance to them.

Since then, counselling in industries has been playing a key role of special assistance in alleviating attitudes that are detrimental to mutually the individual and the organization. At present, counselling in industries can be thought of as a type of interview in which attention is paid attention towards the individual's feelings and attitudes towards a problem area and in which an attempt is made to lend a hand to the person to reach a satisfactory solution to his problem.

Counselling in industries is an extraordinary method of finding a solution to the given problem which adopts the perspective that individuals can think well when they think aloud with someone else who will question their thoughts, facilitate them to clarify their thoughts and help to start the procedure of generating solutions or managing situations more effectively.

Counselling is a two-dimensional approach wherein a psychologist offers assistance and direction to workforce. There are numerous instances in the workplace when an employee considers the desire for advice and assistance. The term 'consultation' refers to the aid given by a higher authority to an underling in order to enhance the other's achievement.

It is a mechanism that assists the workforce in better adjusting to his work environment in order to behave as a mentally and emotionally thoughtful person, as well as in gaining a greater understanding with others in order for his dealings with them to be efficacious and deliberate. Thus, the primary goal of counselling is the employee's overall advancement.

According to Keith Davis – Employee counselling involves a discussion of an emotional problem faced by an individual with the general objective of decreasing it.

This definition has three concepts:

- (i) Counselling deals with emotional problems.
- (ii) Counselling involves discussion, i.e., it is an act of communication. Successful counselling depends on communication skills, primarily face-to-face, by which one person's emotions can be shared with another.



Notes

(iii) The general objective of counselling is to understand and/or decrease an employee's emotional disorder. If two individuals merely discuss an emotional problem of either of them, a social relationship may be established, but hardly a counselling one, because intent is not there. For counselling to exist, an employee must be seeking an understanding or help and/or the other (known as a counsellor) must be offering it.

Need for Employee Counselling: Employees undergo tremendous stress of completing the targets, work-load, meeting deadlines, relations with subordinates or colleagues, work-life balance, lack of time and higher responsibility.

Therefore, following are the reasons as to why there should be counselling at workplaces:

1. It is necessary for staff members to escape the troubles, which offers a fresh way to deal with the issues.
2. The employees need to know as to what further worries the company has about the worker.
3. A need to identify the workplace issues and ineffective results.
4. There is a need to increase the productivity of employee and the confidence about the work.

Objectives of Employee Counselling: The main agenda behind employee counselling is a multidimensional approach and all concerned parties are to be benefitted due to employees counselling. The parties involved in benefits from employee counselling are employee, family members, peers, subordinates, seniors, organization and society as a whole.

Due to this the popularity of employee counselling is increasing day by day in corporate section and mainly in medium and large sizes of organizations. The role of employee counselling in future will be more important.

The logic behind counselling could be stated as follows:

- (i) Counselling is a two-person exchange of ideas and feelings.
- (ii) It is involved with both individual and professional issues.
- (iii) Counselling can be executed by both experts and non-specialists.



- (iv) Counselling is typically kept confidentially in order to make room for open conversations and debates.
- (v) It aims to improve organisation effectiveness by providing employees in resolving issues.

In an organizational setup, the trusting connection with supervisors is known as a dynamic relationship but the dyad need not always be the subordinate's supervisor. He/she may be his/her mentor with whom the subordinate has developed a gullible connect which nurtures, supports, and guides him/her.

Mentoring is defined as sentimental assistance and direction supplied by a senior person to a younger person known as a protege. Counselling and mentorship both involve an experienced member offering assistance and guidance to a younger person.

The three basic ingredients of the process are:

- (i) Communication
- (ii) Empowering
- (iii) Serving.

Receiving messages (listening), sending messages (responding), and providing feedback are all part of communication. All of this is done by the counsellor or mentor. The process of enabling allows the other person to exercise more autonomy by providing positive reinforcement so that the desired behaviour is enhanced further and by fostering an environment in which the person can learn from the mentor's behaviour. Finally, helping entails identifying the formative requirements of the person being advised so that he or she can develop and increase his or her efficacy.

1.4.6 Job Transfer and Promotion

When substantive, measurable changes occur in responsibilities, a job review is in order. Reviews are handled at the local level through the HR office and may be requested by a supervisor, HR officer, or an employee. Once the request is submitted to HR, decisions are typically made within a reasonably short time period. In most cases, a salary increase is granted when a person is reclassified to a higher grade.



Notes

The motion of a worker from one task to another is referred to as a transfer. “A transfer involves a change of job without any significant increase in responsibility or income, and a promotion involves a change in which a significant increase in responsibility or income occurs.”

Only the working place is changed. Therefore, it refers to the horizontal movement of the workers. Transfer does not involve any drastic change in the responsibilities and status of the employee.

Promotion: It refers to the shifting of employees from one job position to the other with a higher level of authority.

A transfer is the shift of a worker from one place to another. A promotion is the advancement of an employee from a lower to a higher level of responsibility. A transfer includes no change in rank, responsibility and salary. On the other hand, a promotion results in increase in rank, responsibility and salary.

“Transfer” means the association of a worker from a site in a job class to a vacant position for which the employee qualifies in the similar or different job class in the same pay grade. A transfer may include a modification in duties, work location, days of work or hours of work.

On the other hand, a promotion is situation in which a worker advances to a spot that is classified at a higher salary grade, or in certain circumstances, an acknowledgment of significant greater responsibilities surrounded by the equivalent grade.

A salary increase is typically appropriate at the time of the promotion, based upon an evaluation of relevant experience, performance, relative position in the new salary range, internal equity, and external competitiveness.

IN-TEXT QUESTIONS

1. An HR manager need to align HRM policies with _____ strategy.
(a) Corporate (b) Competitor's
(c) Government (d) None of these
2. Careful evaluation of a training programme provides information on _____.
(a) Topic selection (b) X-factor of a trainer
(c) Employees reaction (d) All of these



3. The _____ leader is responsible to design the strategies for the organisation.
- (a) Business Leader (b) corporate Leader
(c) Country head (d) All of these
4. The benefits of flexible working conditions include_____.
- (a) Improving customer service
(b) Enhance the quality of communication between employee and supervisor
(c) Better goal setting
(d) None of these
5. Diversity in workforce includes_____.
- (a) Similarities in culture
(b) Difference in physical abilities
(c) Difference in gender
(d) All of these
6. HRD is beneficial at_____.
- (a) Macro level (b) Micro level
(c) Both the levels (d) None of these

CASE STUDY

A doctor discharged a staff member who had been working for him for nine months. She then claimed that her civil rights were violated and that she was discriminated against because of her age. She was 46 years old. During an investigation, the doctor was asked to provide copies of her performance evaluations to justify the contention that the discharge was based on her performance, not her age. No performance evaluations had been given to any employees. This claim led to an out-of-court settlement.

**Considerations:-**

The employee had been with the doctor for nine months and had not received a performance appraisal. She claimed that she was not aware that her performance was not satisfactory and was surprised when she was terminated. She alleged that the sole reason for her discharge was her age that the doctor wanted to hire a younger person. The doctor said she had been warned on several occasions, but nothing had been documented.

QUESTION

This is not an isolated incident; such claims are made against doctors every day. What can you do to prevent this from happening?

1.5 Summary

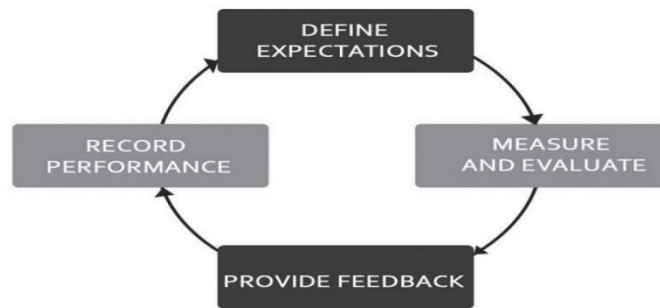
Systems for performance management are utilized to “manage and integrate” each of an organization’s resources so that it can achieve great results and overcome problems caused by individual employees who fail to meet the company’s goals. “The management of output in the organization helps determine the organization’s accomplishment or malfunction to a large extent. As a result, optimizing performance judgment for all human resources should be the top priorities for modern enterprises”.

Performance assessment can be carried out with the following objectives:

- ◆ To keep duplicates in order to calculate reward systems, pay structure, salary increases, and more.
- ◆ Recognizing employees’ positive attributes and drawbacks in order to place the right men in the right jobs.
- ◆ Preserving and assessing a person’s potential for expansion and development.
 - ◆ To provide employees with feedback on their performance and related status.
 - ◆ It is the foundation for influencing employees’ working habits.
 - ◆ Evaluate and maintain marketing and other training programmes.



COMPONENTS OF PERFORMANCE APPRAISAL



It's so rightly said:

“Performance management involves embracing employees’ strengths and being open to innovative ideas – even ones that change the status quo.”– Steve Jobs, Co-founder, Apple Inc.

1.6 Answers to In-Text Questions

- | | |
|---------------------------|---|
| 1. (a) Corporate | 4. (b) Enhance the quality of communication between employee and supervisor |
| 2. (c) Employees reaction | |
| 3. (a) Business Leader | 5. (d) All of these |
| | 6. (c) Both the levels |

1.7 Self-Assessment Questions

1. What do you mean by the term performance appraisal? Define the various components of performance appraisal.
2. What is the difference between job transfer and job promotion? Discuss.
3. Discuss the modern methods of performance appraisal. Which method according to you is the best for start-ups?
4. What do you mean by potential appraisal?
5. Elaborate four traditional and modern methods of performance appraisal with examples of each.



Notes

6. Write short notes on:
 - (a) Potential appraisal
 - (b) Employee counselling
 - (c) Promotion of employee
7. What is meant by performance review? Elaborate the whole process of performance review.

1.8 References

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HRD Perspectives: Employee Welfare, Work-Life Balance, HRD Audit

Dr. Pankaj Sharma

Assistant Professor
School of open Learning, University of Delhi

Dr. Manpreet Kaur

Sri Aurobindo College of Commerce and Management
Ludhiana

Dr. Nidhi K. Yadav

GIDC Rajju Shroff ROFEL Institute of Management Studies

STRUCTURE

- 2.1 *Learning Objectives*
- 2.2 *Introduction*
- 2.3 *Work-Life Balance*
- 2.4 *Human Resource Audit: Introduction*
- 2.5 *Summary*
- 2.6 *Answers to In-Text Questions*
- 2.7 *Self-Assessment Questions*
- 2.8 *References*
- 2.9 *Suggested Readings*

2.1 Learning Objectives

- ◆ Features of employee welfare.
- ◆ Significance of employee welfare.



Notes

- ◆ agencies of labour@employee welfare.
- ◆ Types of welfare facilities.
- ◆ Labour welfare officer.
- ◆ Work-life balance need, importance.
- ◆ Strategies to create a work-life balance.
- ◆ Human Resource Audit Features and objectives and kinds, strategies, Procedure and advantage, disadvantage.

2.2 Introduction

Employee Welfare

Employee or labour welfare is a comprehensive term including various services, benefits and facilities offered to employees by the employer. Through such generous fringe benefits the employer makes life worth living for employees. The welfare amenities are extended in addition to normal wages and other economic rewards available to employees as per the legal provisions. According to Dr. Parandikar, “Labour welfare work is work for improving the health, safety and general well being and the industrial efficiency of the workers beyond the minimum standard laid down by labour legislation.” Welfare measures may also be provided by the government, trade unions and non-government agencies in addition to the employer. According to a I.L.O. report, “workers’ welfare may be understood as including such services facilities and amenities which may be established in, or in the vicinity of undertakings to perform their work in healthy and congenial surroundings and to avail of facilities which improve their health and bring high morale.” The basic purpose of labour welfare is to enrich the life of employees and keep them happy and contented. Welfare measures may be both statutory and voluntary. Labour laws require the employer to extend certain benefits to employees in addition to wages. Voluntary benefits are the result of employer’s generosity, enlightenment and philanthropic feelings.

2.2.1 Features of Employee Welfare

On the basis of these definitions, the following features of employee welfare can be identified:



- (i) Employee welfare is a comprehensive term including various services, facilities and amenities provided to employees for their betterment.
- (ii) Employee welfare is a dynamic concept varying from country to country and from region to region within same country. It is a flexible and ever-changing concept as new welfare measure is added to the existing measures from time to time.
- (iii) Welfare measures are in addition to regular wages and other economic benefits available to employees under legal provisions and collective bargaining.
- (iv) Welfare measures may be provided not only by employers but by the government, trade unions and other agencies too.
- (v) The basic purpose of employee welfare is to improve the lot of the working class and thereby make a worker a good employee and a happy citizen.
- (vi) Employee welfare is an essential part of social welfare. It involves adjustment of an employee's work life and family life to the community or social life.
- (vii) Welfare measures may be both voluntary and statutory. Voluntary measures are the result of paternalistic and philanthropic feelings of employer. These may also be provided due to customs or traditions in the particular industry or region. Statutory measures are prescribed under labour laws.
- (viii) Employee welfare measures are also known as fringe benefits and services.

2.2.2 Significance of Employee Welfare

Employee welfare is in the interest of the employee, the employer and the society as a whole. For the employee, welfare measures help to counteract the negative effects of the factory system. These measures enable the employee and his family to lead a good life. Welfare facilities like housing, medical and children's education, recreation, etc. help to improve the family life of employees. For the employer, welfare measures lead to higher morale and productivity of labour. Employee welfare is also in the interest of the larger society because the health, happiness



Notes

and efficiency of each individual represent the general well-being of all. Well-housed, well-fed and well-looked after, labour is not only an asset to the employer but serves to raise the standards of industry and labour in the country. The important benefits of welfare services are given below:

- (i) Welfare facilities provide better physical and mental health to the workers and make them happy.
- (ii) Such services facilities like housing scheme, medical benefits, and education and recreation facilities for the workers' families. This will help them to devote greater attention towards their work. The gain in terms of productivity and quality of work will be large indeed.
- (iii) Employees' services serve to maintain some degree of peace with the employees' unions in as much as these constitute a considerable part of the bargaining package. The harmony and the good relations that result are the kingpin of higher productivity.
- (iv) Employers get stable labour force due to the provision of welfare facilities. Workers take active interest in their jobs and work with a feeling of involvement and satisfaction. They also find their work interesting.
- (v) Employers secure the benefits of high efficiency, cordial industrial relations and low labour absenteeism and turnover.
- (vi) Labour welfare measures raise labour productivity and bring industrial peace and cordial labour-management relations.
- (vii) An employer is able to attract talented workers from the labour market by providing attractive welfare facilities.
- (viii) The social evils prevalent in the labour-force such as gambling, drinking, etc. are reduced. Welfare activities by the employer bring improvement in the health of the workers and keep them cheerful.

2.2.3 Agencies of Labour/Employee Welfare

In India, the main agencies engaged in labour welfare include: (a) Central Government (b) State Government (c) Employers and (d) Trade Unions. The contribution of these agencies is discussed below:

- (a) **Central Government:** The Central Government has passed a number of Acts for the welfare of different types of workers. It also administers



the implementation of industrial and labour laws. The important Acts which incorporate measures for the welfare of the workers are: Factories Act, Indian Mines Act, Employment of Children Act, Maternity Benefits Act, Plantation Labour Act, etc. Under these Acts, employers have to provide certain basic welfare facilities to the workers. For example, under the Factories Act, 1948, employer has to provide canteen, rest and lunch rooms, creches, medical aid, proper lighting, ventilation, drinking water, etc. at the workplace. Appointment of Welfare Officer is also made compulsory. In the case of coal mines, the provision of welfare fund has been made. It is called Coal Mines Labour Welfare Fund. This fund is to be utilized for providing housing, medical, education and recreation facilities to the workers in mines. Mica mines Labour Welfare Fund has been constituted under the Mica Mines Labour Welfare Fund Act, 1946. The Government also provides housing, medical care, canteens, educational aid etc. to the workers employed in public sector enterprises.

- (b) **State Governments:** The implementation of many provisions of various labour laws rests with the State Governments. The State Governments run health centers, educational centers, etc. for the welfare of the workers. They also keep a vigil on the employers that they are operating the welfare schemes made obligatory by the Central or State Government. The State Governments have been empowered to prescribe rules for the welfare of workers and appoint appropriate authorities for the enforcement of welfare provisions under various laws. In Assam, a statutory welfare fund is created for offering medical, educational, recreational and other facilities to plantation workers. In Gujarat, Maharashtra, Punjab, and Karnataka, Labour Welfare Centers are administered by welfare boards. However, the number of these welfare centers is not inadequate to serve the growing needs of workers at various places. These centers do not have adequate funds and dedicated staff to carry out welfare work.
- (c) **Employers:** Many employers provide voluntarily welfare facilities along with the statutory welfare facilities. These include residential accommodation to employees, medical and transport facilities, reading rooms, scholarships to children of workers, patronizing teams of employees for hockey, football, etc. Employers can provide welfare



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facilities individually or collectively, i.e., through their associations. Employers have to play a major role in providing welfare facilities to industrial workers. The welfare facilities offered by the employers on their own are called voluntary welfare facilities. Some associations of employers also provide welfare facilities collectively. Enlightened employers like TISCO, Hindustan Lever, Godrej, L&T Siemens, Voltas, Bajaj, Birlas, Sandoz, Philips, HMT, LIC, BHEL etc. have undertaken welfare activities in the interest of workers. The management of TISCO runs a well-equipped hospital in Jamshedpur, supported by health centers and dispensaries in different residential localities. Family planning clinics, credit societies, gymnasiums, club, creches, canteens, schools are also set up by TISCO for the benefit of workers. Employees Associations have also joined hands with employers in doing some welfare work for their workers.

(d) Trade Unions: Trade unions are supposed to raise the welfare of workers and naturally they are expected to provide certain welfare facilities to their members. Unions can provide educational, cultural and other facilities to their members. In Bombay, some unions provide sports and educational facilities. Co-operative stores are also run by some unions. Some trade unions like the Rashtriya Mill Mazdoor Sangh are doing good work in the field of labour welfare. In addition, Textile Labour Association, Ahmedabad provides certain facilities like school, social centers, libraries, legal aid, etc. to the textile workers. Thus, Textile Labour Association of Ahmedabad is doing good work in the field of labour welfare. On the whole, the role of trade unions in the field of labour welfare is insignificant as they face the problem of shortage of funds in providing welfare services to their members.

(e) Charitable Organisations: Charitable organizations conduct social welfare activities which are useful to all sections of the society including industrial workers. These agencies provide medical aid, educational facilities, scholarships, etc. However, the contribution of such organizations in labour welfare is not so significant.

The overall picture regarding labour welfare work in India is somewhat distressing. Welfare amenities have not been properly provided, except in units managed by progressive employers or in modern units where the



latest technology demands maintenance of adequate standards. The latter of the law has also not been strictly observed in most units, owing to poor supervision. Employers, however, argue that welfare work would eat into the finances of the organization and where the facilities have been provided these have either remained unutilized or improperly used by the workers. The need of the hour, to sum up, is to extend the coverage of statutory welfare amenities to all units employing a minimum number of employees and create a proper administrative network to oversee the implementation strictly.

2.2.4 Types of Welfare Facilities

Welfare services relate to physical and social well-being of the employees both within and outside the organization. Within the organization, these include provision of medical benefits, recreational facilities, libraries, canteens, rest rooms etc. They may also include meals and refreshments supplied free of cost or at subsidized rates to the employees. But outside the organization, welfare arrangements include provision of housing accommodation, education of children of employees, sports fields, medical advice for the family, etc. On the whole, these services may be basically of three types: (1) Economic; (2) Recreational; and (3) Facilitative. These are discussed below:

- 1. Economic Services:** These provide some additional economic security over and above wages or salaries, such as pension, life assurance, credit facilities, etc. Establishing a proper pension programme will reduce dissatisfaction in the area of economic security. Pension is a kind of deferred payment to meet the needs of the employees in their old age. Generally, the amount of pension is related to the last pay drawn and the total number of years of service put in by the employee. Some organizations have a scheme of family members, in case of demise of employee. Similarly, the employer may contribute towards the premium of life insurance of each employee. Some organizations also help the employees to start co-operative credit societies to meet the urgent financial needs of the employees or consumers' co-operative stores to provide the workers with consumers' goods at 'no-profit-no-loss' basis. The employees often need money for purchase of cycle, scooter, T.V., sewing machine,



Notes

fan, etc. to raise their standard of living. In such cases and at other times (e.g., marriage and other religious activities), there should be some provision to meet their requirements. The employer may advance them the money which is paid back by the employees in the form of monthly installments to be deducted from their salaries. The employees may also be induced to build up their own funds for future contingencies.

2. Recreational Services: The employees are in need of occasional diversion. Their attitude improves when the routine of everyday living is broken occasionally. For this purpose, management may provide for recreational facilities. More agreeable informal atmosphere is promoted through the contacts and relationships built up in the recreational events. The management may provide indoor games like Table Tennis in the common room for employees. In case of big organizations, management may also arrange for playgrounds for outdoor games and induce the workers to prepare a team to play matches with other similar teams. Co-operation and understanding among the employees will increase. Management may also provide reading rooms, libraries, radios, T.V. etc. for the recreation of the employees.

3. Facilitative Services: These are conveniences which the employees ordinarily require such as:

(i) Canteen, Rest Rooms and Lunch Room: Eating is naturally a very important thing for an employee to maintain his health and efficiency. Unless proper facilities for food, tea and rest rooms are available, health and consequential efficiency of the workers will go down. Hence, almost all factories are required to provide canteens where food can be obtained either at a fair price or at subsidized rates. Similarly, lunch rooms may be provided where workers may take their food which they bring from their homes. Workers also need some place or shelter for taking rest during leisure hours. This is also a necessity for proper upkeep of health and efficiency.

(ii) Housing Facilities: Some organizations construct flats for their employees and provide the same either rent-free or at a nominal rent. In some cases, cash compensations are given while in other cases, loans at cheaper rates of interest are



advanced to the employees to enable them to construct or purchase their own houses or flats.

- (iii) **Medical Facilities:** Health is one of the foremost things for the employees and it is but natural that there may be injuries because of accidents while working. So first-aid facilities must be provided for within the factory premises. In addition, medical scheme is generally in operation under which reimbursement of medical expenses actually incurred is allowed. The organization may also prescribe doctors from whom the employees may get services in case of need.
- (iv) **Washing Facilities:** It is necessary to provide wash basins and washing facilities to be conveniently accessible to all workers which should be clean, properly separated and screened for the use of male and female employees.
- (v) **Educational Facilities:** Educational facilities may be provided by the organization to the employees' children by starting a school for them.
- (vi) **Leave Travel Concession:** Many organizations reimburse actual fares incurred by the employee in undertaking a tour along with his or her spouse and dependent children once during a specified number of years.

2.2.5 Labour Welfare Officer

The Factories Act, 1948, the Plantation Labour Act, 1951 and the Mines Act, 1951 provide for the appointment of a Labour Welfare Officer if the number of workers employed within a unit exceeds 500. The post has been created specifically to (i) eliminate the malpractices of the jobber system in the recruitment of labour, (ii) improve labour administration in factories, and (iii) serve as liaison with the State Labour Commissioner. The Labour Welfare Officer is also expected to discharge the functions of a policeman, with respect to law and order situation within an organization. In each case the respective state governments may prescribe duties, qualifications and conditions of service of such officers.

The Labour Welfare Officer should possess a university degree, degree or diploma in social service/social work from a recognized institution



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and adequate knowledge of local language of the area where the factory is situated. The duties and responsibilities of a Labour Welfare Officer may be summarized thus:

Advisory: He can advise and suggest the formulation of company labour policies; promote training programmes, promote welfare schemes, secure housing, recreational and educational facilities for workers etc.

Service Oriented: He can offer help to workers in solving family and personal problems, in adjusting to work environment, in understanding their rights and privileges, in forwarding application for leave etc. He can offer help to management by making workers understand various problems.

Supervisory: He can supervise, inspect and regulate welfare, health and safety programmes, working of joint committees and paid vacations.

Functional: He can oversee the implementation of labour laws for the benefit of workers.

Policing: He can forward workers' grievances to management, can influence industrial relations calm it when disputes arise, can restrain workers and management from resorting to illegal strikes and lockouts.

Mediation: He can mediate and build harmony between labour and management, secure speedy redressal of worker's grievances, settle disputes through persuasive efforts, maintain a neutral stance during strikes and lockouts and thereby help in resolving troubling issues peacefully.

2.3 Work-Life Balance

Work-life balance is a strategy that supports employees in managing their personal and professional duties. Employees are encouraged to manage their time and keep a balance by allocating it to family, health, vacations, etc., in addition to pursuing a career. The terminology "Work-Life Balance" was introduced in 1986, but it took some time for it to become widely used in everyday conversation. Work-life balance helps in dividing their time on the basis of their work and life priorities. Employees feel more relaxed and their productivity is enhanced as everything feels managed.

According to Cambridge Dictionary, "work-life balance is the amount of time you spend doing your job compared with the amount of time you spend with your family and doing things you enjoy."

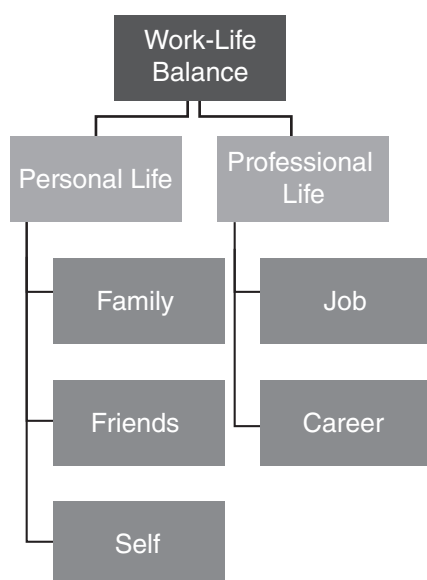


Figure 2.1: Work-life Balance

2.3.1 Need of Work-life Balance

Work and life demands need to be balanced in view of the following reasons:

1. **Hectic Work Schedules:** In the current scenario expectations from employees have risen, as a result of increased competition brought on by globalisation, liberalisation, and privatisation. Due to hectic schedules and more competition in the market the balance of work and personal life has been negatively affected.
2. **High Expectations by the Employer:** A rise in employee stress levels is a result of the high expectations of their jobs in terms of goals, productivity, quality, customization, and improved customer relationship management.
3. **Rise in Personal Expectations:** As the employee is dedicatedly working to achieve the firm's goals the expectation of rise in individual aspirations for increased pay, status, and power will also occur. As living standards rise faster, family obligations will too, create pressure on the employee.



4. **Unhealthy Habits:** Excessive work doesn't give employees a free time to relax or take a break; thus, they tend to sit for long hours, opt for unhealthy eatables and are left with less or no time to work on their bodies. These unhealthy habits also create a disbalance in the life of an employee.
5. **Rise in Stress Levels:** Management continually raises the bar for its staff while providing nothing in the form of security for the employee and its family. Working so hard and getting very little in exchange breeds anger, stress and frustration in the mind and actions of employee. So the management must look out for ways to keep their workforce healthy and satisfied.

2.3.2 Importance of Work-life Balance

Without work-life balance employees may struggle with health issues, work issues and other pressures; therefore work-life balance is very important. Following are advantages of work-life balance:

1. **Reduced Employee Turnover:** Companies that have a reputation for a healthy work culture tend to lose less employees as compared to companies having a stressed and unhealthy work environment. Employees tend to give up their jobs for mental peace and family priorities. This practice has become more common in millennials; so, firms should change their work culture in accordance with the employee preferences.
2. **Reduced Absenteeism:** Improper distribution of work causes stress among the employees, we can see in the same firm one employee is loaded with work and another is roaming freely. This should be avoided and workload should be balanced among all the employees to reduce stress and absenteeism.
3. **Improved Performance:** Balance in professional and personal life helps the employee to work more creatively and freely; this in order enhances the performance of the employee. Employees feel happy and feel more connected with the work.
4. **Motivated Employees:** As written above that work-life balance improves performance of employees which in turn makes employees



more dedicated and motivated. They are ready to take up new challenges and face difficulties arising in the market.

2.3.3 Strategies to Create a Work-life Balance

A. Steps That Can be Taken by the Employer

Work-life balance should be a top strategic priority for just any workforce, given its significance to employee productivity, well-being, performance, and job satisfaction. However, just introducing fitness activities or providing endless vacations can take your employees away from the actual goal of the company. The following measures towards a healthier and happier workforce can be opted by HR department:

1. **Communicating Clear Policies:** Employees must be aware of the expectations of their employer or without any presumptions from their prior jobs. All the working policies should be clearly communicated to the employee so that he can manage the work accordingly without creating any trouble in the end.
2. **Training the Managers:** Managers need to know how to discuss work-life balance with their teams and motivate staff to feel more satisfied at work. According to Lupu's findings, "HR teams should discover strategies to motivate managers to care more about the wellness of their teams." This also means praising people-centric behaviours by managers and punishing managers who have unsustainable work patterns and force their colleagues to work under stress.
3. **Employee Recognition:** While many businesses aspire to improve their workers' well-being, they unintentionally promote a toxic workplace culture by recognising and rewarding overwork. When an employee spends more hours in the office and is constantly overworking, this creates a feeling of stress in the other employees and without even being productive they sit in the office just to impress their employer; this practice should be avoided and the practice of giving best results by smart work should be awarded.
4. **Conduct Employee Surveys:** A meaningful employee survey is a wonderful approach to spot declining employee morale or rising work-related stress. Long-term corporate success depends on

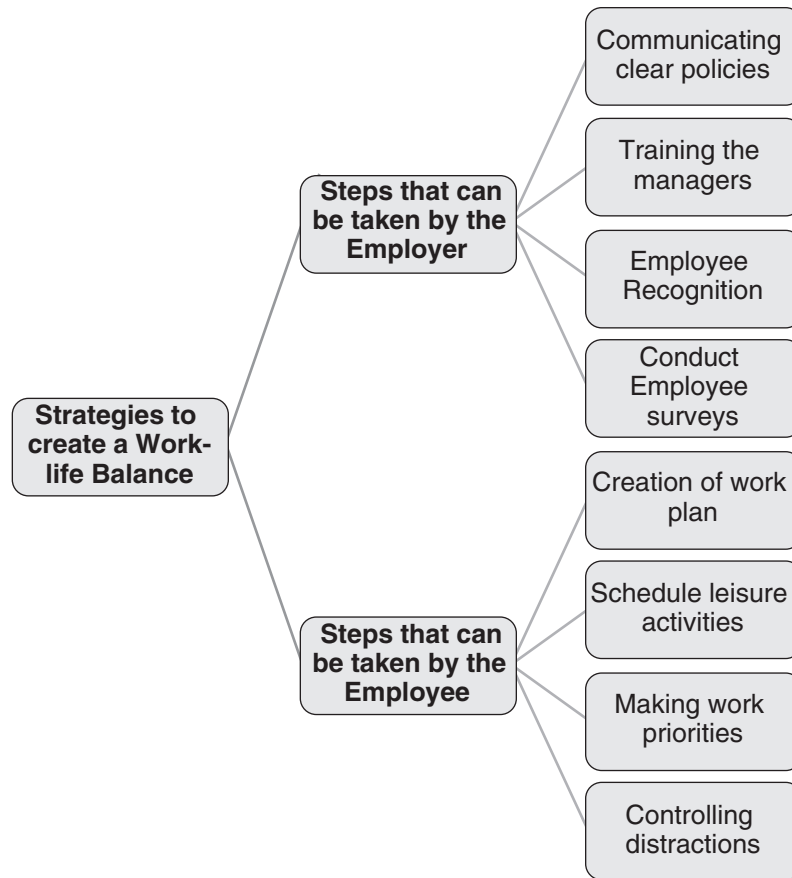


Figure 2.2: Strategies to Create a Work-life Balance

cultivating an environment where people feel they can balance their personal and professional lives. A happier, healthier, more devoted, and more productive workforce will result from employers placing a high priority on their employees’ wellbeing, stress management, and personal life.

- 5. Outsourcing:** When the firm has a lot of work pressure and the workforce in comparison to the goal is less, the company should outsource some employees for a particular period of time. Outsourcing helps to reduce stress on the existing employees.

B. Steps That Can be Taken by the Employee

The following steps can be taken by the employee for maintaining a work-life balance:



1. **Creation of Work Plan:** An individual must plan his responsibilities and arrange his time effectively so that he has enough time for job and career development while also making time for leisure and personal work. A plan can be designed which will segregate the weeks' time between the professional and personal work.
2. **Pulling out of Energy-wasting Activities:** People should refrain from time- and energy-consuming unnecessary activities that don't contribute to their professional or personal lives. A worker who uses effective time management will experience less stress.
3. **Setting Enough Time for Relaxation:** Better work-life balance is made possible by taking adequate breaks from work and relaxing, which also tends to increase professional or workplace productivity and gives plenty of space to both professional as well as personal activities. Employees should engage themselves in practicing Yoga and Pranayama, following correct postures at work, taking a balanced diet, exercising and even meditating for a fixed time period every day.
4. **Making Work Priorities:** Employees frequently neglect their work and wind up performing a lot of work at the last minute. Better planning can help employees avoid avoidable delays, giving them more time for personal tasks.
5. **Control Interruptions and Distractions:** Employees should try to stay focused while performing a task in the workplace and always try to fix a time period for performing this task. Employees should try to reduce any interruption during this fixed period assigned for a particular task.
6. **Schedule Leisure Activities:** Employees should try to schedule fun activities or plan holidays with friends and family; this will reduce the stress level and strike a balance in personal and professional life.

ACTIVITY

Imagine you are owner of a fintech company; the workers work there for day and night and every issue is a financial issue which requires double checking after performing a particular task. You can clearly see that your employees are facing difficulty in maintaining a work-life balance. How would you help your employees? Make a list of activities you will offer to your employees.



2.4 Human Resource Audit: Introduction

The auditing procedure is used by organisations to monitor the varied actions and results of their numerous people. It is a process through which the finance department evaluates and verifies the financial records of any department. In the context of the HR department, it is an action that regularly evaluates the efficacy of all human resource policies, practices, and activities carried out by the people employed by the organisation. HR audits are used to plan and measure financial data, enhance processes, and serve as a tool for organisational development. Auditing of human resources is an essential component of HR management that is used to evaluate different aspects of personnel operations. It evaluates the effectiveness of the policies and procedures pertaining to human resources and gives feedback on the degree to which operating managers are meeting their obligations.

2.4.1 Features of Human Resource Audit

A human resources audit will include the following features:

- ◆ An HR audit is an investigation of how well an organization's human resources department is operating.
- ◆ It's a research method that digs into the inner workings of a company to learn more about the people there, the policies they implement, and the daily operations that keep the business running. Human resources auditing helps find and fix the places where real performance falls short of expectations.
- ◆ It's a metric that can tell you whether the HR department is following the rules or not, as well as how well your employees are doing. Human resources audit must take immediate action to correct the problem.
- ◆ Human resource audits are performed once a year, either in-house by knowledgeable personnel or by outside specialists in HRM who have a thorough working knowledge of auditing procedures.
- ◆ Human resources audit reports are sent up the chain of command in the event of a mistake being made in the report.



2.4.2 Objectives of Human Resource Audit

A human resources audit objectives to accomplish the following:

- ◆ Human resources audits ensure that the HR division is running smoothly. As part of its mission, it assesses the HR department's working conditions and the thoroughness with which its rules and procedures are put into practise.
- ◆ Errors made by human resources while carrying out their duties are quickly identified via audits and appropriate remedial actions are implemented.
- ◆ The HR processes are examined to determine if they are being executed in accordance with the company's established rules and norms.
- ◆ It's an indicator for the HR division's flaws and triumphs. The HR department is audited to determine if it is fulfilling the organization's rules and regulations in terms of things like hiring, education, posting, advancement, working atmosphere, handling complaints, and so forth.
- ◆ Human resources audits evaluate the various business processes within an organisation to identify wasteful or unnecessary spending. Human resource management encompasses a broad range of activities, such as recruiting new workers, selecting and training them, keeping hold of promising ones, dividing up the workforce, and so on.
- ◆ The regular evaluation of employee behaviour and activities via HR audits helps keep workers disciplined and aware of their own personal accountability for the sake of the business.
- ◆ In addition, it reveals the HR division's trouble spots. Thus, actions are done to boost the efficiency of the HR department. That's why it's important to keep an eye on their performance and praise them suitably if they start showing signs of development.
- ◆ By doing so, HR management is transformed from a theoretical to a measurable field.
- ◆ Human resources audits should also help businesses be ready to defend themselves in court if any of their troublesome workers decide to sue the company.



2.4.3 Kinds of Human Resource Audit

There are several kinds of audits that may be classified based on the following criteria:

- (a) **Time Frame:** Most organisations conduct an irregular audit, which means that the time period for auditing is not specified; it may occur once a year or once every three years. Yet, due to the changing times, audits should take place on a specified time-period and on a frequent basis so that a continual check can be maintained on the workers' performance.
- (b) **Manner:** Assessment in this sort of auditing may be performed by any of the following:
 - ◆ **Internal Control:** Internal management conducts this sort of audit inside the organisation in order to analyse and supervise the HR department's operations.
 - ◆ **External Review:** The external audit may take place inside or outside of the organization's facilities. It is carried out by external specialists who have been contracted specifically for this reason. Unlike internal audit, the conclusion of external audit review is always neutral.
- (c) **Function:** Audits may be classified according to their function as follows:
 - ◆ **Compliance Check:** A compliance audit determines whether or not all departments are adhering to the organization's rules and regulations.
 - ◆ **Organizational Best Practices Audit:** The duties performed by the HR department are compared to the 'best practices' of the other organisation in this audit. Efforts should be taken to ensure that their procedures are the "best practices" among all other comparable organisations.
 - ◆ **Strategy Review:** Strategic auditing assesses the significance of HR practices to the achievement of the organization's strategic objectives. It also monitors employee improved results by offering them with safe working conditions.



- ◆ **Job-Specific Inspection:** This audit focuses on the HR department's unique functions. These duties involve hiring, training, remuneration, and promoting, among others.

2.4.4 Strategies of Human Resource Audit

The following are numerous ways that auditors might use to analyse HR functions:

- ◆ **Comparison Strategy:** The development of one organisation is compared to the success of another organisation in this technique. The outcomes of both organisations are comparable. In this situation, the other organisation is regarded as a model organisation, and the goal is to accomplish the same outcome as the model organisation.
- ◆ **External Authority Strategy:** External experts establish the benchmarks for comparison in this strategy, and the internal auditors of the organisation utilise these yardsticks to assess their job.
- ◆ **Analytical Technique:** In certain circumstances, a statistical or analytical technique must be used to construct statistical performance metrics using current information from the organisation. To assess performance, for example, particular mathematical procedures are necessary to quantify the rate of absenteeism, the quantity of income collected, and so on. As a result, this statistical method assists auditors in obtaining the necessary information.
- ◆ **Regulatory Strategy:** Past performance and actions of workers are evaluated in this technique to ensure compliance with organisational norms and regulations and the absence of any violations of legal obligations.
- ◆ **Management by Objectives (MBO) Strategy:** In this technique, the auditor requests that department heads and operational managers identify specific goals for their departments. The extent to which these goals are met may readily assess the performance of departmental personnel. This evaluation is then used by the HR audit to verify the employee's true performance and compare it to the stated objectives.



2.4.5 Procedure of Human Resource Audit

HR audit takes the following steps to make sure the evaluation is accurate:

- ◆ **Step 1-Determining the Goals:** The HR audit is the first step in an organization's history. It evaluates the functions and activities of the HR department, following the law and order, and ensuring that the HR strategies are in line with the corporate strategies. The organization's goal, schedule, and plans made by the HR audit must be aligned in order to ensure success.
- ◆ **Step 2-Drafting Rough Plan:** An auditor should create a framework for their audit plan to identify the number of people needed, cost, and tools needed for the whole audit process. This plan should include policies, areas need more attention, and best information can be gathered.
- ◆ **Step 3-Gathering Information:** Background data is essential for an auditor to understand internal and external factors that can affect the HR auditing process. External factors include the organization's goals, policies, and people doing their jobs in different parts of the organisation.
- ◆ **Step 4-Selecting Data Collection Method:** HR auditors use various methods to gather information, such as the interview method, questionnaire method, task force method, and observation method. The time and cost of the assessment are also set ahead of time to ensure an efficient and timely process.
- ◆ **Step 5-Finalizing Audit Plan:** The sole responsibility of the assessor is to have a clear idea of the goals to be reached, the methods to be used, the areas to be covered, and the amount of time and money needed for the whole auditing process before finalising the audit plan. Background information and new information can help improve an auditing plan.
- ◆ **Step 6-Getting All Audit Information:** The assessor must gather information from various sources to understand the HR department's strengths and weaknesses. This information is then compared to the final audit plan and the HR auditor should have gathered all the information needed to do their job.



- ◆ **Step 7-Putting Together an Audit Report:** The HR department is assessed through an assessment programme which covers tasks such as hiring, training, promoting, rewarding, keeping employees, moving them to new jobs, transferring them, and retiring. The audit also looks at the working environment, how employees do their jobs, the HR unit's goals, and the policies and strategies used by HR audit and HRIS. The auditor then reviews the whole valuation process and writes a detailed audit report.
- ◆ **Step 8-Decision Based on Final Audit Report:** HR is the last step in the organisation's decision-making process, which involves asking auditors for suggestions to make decisions. The HR auditor can provide valuable insights into how the HR department sets goals and strategies, and employees perform their jobs.

2.4.6 Advantages of Human Resource Audit

The advantages of HR audit are as under:

- ◆ **Communication of Strategic Plans:** Strategic plans are essential for organisations to achieve their goals, and workers share their ideas on how to achieve them. The HR auditor must persuade management to reveal these goals to workers to engage in the decision-making process.
- ◆ **Role Clarity:** HR audits should be used to raise employee knowledge of their involvement in HRD and encourage upper management to offer assistance. Clear job and responsibilities should be followed, as this will ensure the organisation's best interests are met.
- ◆ **Enhancing Competence:** HR audit helps to determine the competence level of an organisation by looking at strengths and weaknesses of the current administrative structure. It helps to establish strategies to increase productivity and improve employee performance. This can be done through HRIS, working practices, role and responsibilities delegation, clarity, and information exchange.
- ◆ **Future Preparation:** HR auditing is essential for the HR department to prepare for future challenges and assess employee performance. It also advises on environmental, policy creation, training, promotion, maintenance, counselling, and more.



- ◆ **Evaluation of Return on Investment:** Organisations invest a significant amount of money in HR development to achieve a higher Return on Investment (ROI). HR auditing determines ROI and establishes the need for different training courses to be used most effectively for the development of human resources and the organisation. Developing these programmes cost-effective also equips management to perform these duties with ease.
- ◆ **Enhancing Employee Involvement:** Human resource audits can be used to gain employee involvement through employee performance planning, discussing ambitions, recording duties, and providing a pleasant working environment.

2.4.7 Disadvantages of Human Resource Audit

The disadvantages of HR audit:

- ◆ **Managers See Audits as a Threat:** Managers in certain organisations may be concerned about HR audits due to the fear of detection and potential for wrongdoing. Organizations may use audit ratings to judge performance, but manager evaluations should take into account the implementation of remedial steps to mitigate the guilt. However, certain unethical criminal behaviour cannot be avoided and must be dealt with.
- ◆ **Lack of Well-Established Performance Criteria:** Organisations lack set metrics and performance criteria for evaluating the efficacy of the HR audit process, so it is recommended that top management should not undertake audits without acceptable metrics and perform requirements. A meaningful audit process may be used to create measures and performance criteria.
- ◆ **Absence of Unity:** Managers must possess relevant abilities and impartiality to effectively analyse data, as the audit is often outsourced to auditors with experience and knowledge. During auditing, the senior audit specialist should be aware of potential misunderstandings that may arise.

**IN-TEXT QUESTIONS**

1. An HR manager need to align HRM policies with _____ strategy.
 - (a) Corporate
 - (b) Competitor's
 - (c) Government
 - (d) None of these
2. Careful evaluation of a training programme provides information on _____.
 - (a) Topic selection
 - (b) X-factor of a trainer
 - (c) Employees reaction
 - (d) All of these
3. The _____ leader is responsible to design the strategies for the organisation.
 - (a) Business Leader
 - (b) corporate Leader
 - (c) Country head
 - (d) All of these
4. The benefits of flexible working conditions include _____.
 - (a) Improving customer service
 - (b) Enhance the quality of communication between employee and supervisor
 - (c) Better goal setting
 - (d) None of these
5. Diversity in workforce includes _____.
 - (a) Similarities in culture
 - (b) Difference in physical abilities
 - (c) Difference in gender
 - (d) All of these



Notes

6. HRD is beneficial at _____.

- (a) Macro level
- (b) Micro level
- (c) Both the levels
- (d) None of these

2.5 Summary

In this chapter students learnt about different emerging challenges of HRD namely workplace diversity, employee empowerment, work life balance. These challenges play a crucial role in the life of an employee. Starting from workforce diversity which means recruiting people from different backgrounds to work in a corporate space is called workplace diversity. It tends to create a innovative talent pool, more ideas flow in the workplace, profits increase for the firm and creativity is ensured in each task being performed. It also comes with challenges related to mind-set of a person and communication between two different cultures, etc. Nowadays, employee's role has changed he is not just a worker, but he is a contributor and is empowered to take part in different decisions of the firm this takes us towards employee empowerment which has many merits and some demerits discussed in the chapter above. It can bring a lot of cost saving for the company but is a very big challenge for the human resource department. Another important concept is Work life balance. It is the amount of time you spend doing your job compared with the amount of time you spend with your family and doing things you enjoy. Employees face challenges to develop a proper balance between their professional and personal life, therefore some strategies like creation of work plan, setting enough time for relaxation, controlling distractions, etc. can be followed by the employee.



2.6 Answers to In-Text Questions

1. (a) Corporate
2. (c) Employees reaction
3. (a) Business Leader
4. (b) Enhance the quality of communication between employee and supervisor
5. (d) All of these
6. (c) Both the levels

2.7 Self-Assessment Questions

1. Explain the Agencies of Labour Welfare.
2. Explain the features and significance of Employee Welfare.
3. What are the Advantages and Disadvantages of HR Audit?
4. Explain the kinds and strategies of HR Audit.
5. Explain the strategies to create a Work-life Balance.

ACTIVITY

Organize a class seminar on the topic, “Importance of HR Audit for Present Day Organizations”. Also prepare an assignment on the same topic and provide your viewpoint.

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2.9 Suggested Readings

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Strategic HRD Perspectives

Dr. Pankaj Sharma

Assistant Professor
School of Open Learning, University of Delhi

Dr. Manpreet Kaur

Sri Aurobindo College of Commerce and Management
Ludhiana

Dr. Nidhi K. Yadav

GIDC Rajju Shroff ROFEL Institute of Management Studies

STRUCTURE

- 3.1 *Learning Objectives*
- 3.2 *Introduction*
- 3.3 *Career Planning*
- 3.4 *Systems Development*
- 3.5 *HR Accounting*
- 3.6 *Physical Resources for HRD*
- 3.7 *Financial Resources For HRD*
- 3.8 *Summary*
- 3.9 *Answers to In-Text Questions*
- 3.10 *Self-Assessment Questions*
- 3.11 *References*
- 3.12 *Suggested Readings*

3.1 Learning Objectives

- ◆ Objectives of Coaching.
- ◆ Types and Stages in Coaching Process.
- ◆ Process of Career Planning.
- ◆ Design, Administration, Structure and Functions of the HRD System.



- ◆ HR Accounting its Features, Concepts, Goals, Methods, Benefits.
- ◆ Physical Resources and Financial Resources for HRD.

3.2 Introduction

Depending on the needs of the specific client, coaching may be provided in a variety of settings and contexts. The phrase “coaching” often refers to techniques for assisting people in achieving their goals, overcoming life transitions, and discovering personal achievement. Along with putting a focus on career goals and aspirations, coaching often takes into account personalities, habits, skills, and expertise. In any endeavour to bring out the best in a certain employee, coaching is a crucial component. An individual’s improvement in what they are doing is the main responsibility of a coach. The typical procedure is the individual identifying areas for growth with the assistance of the coach, building skills or competences on the job. Coaching involves encouraging, encouraging, and guiding others to gain higher levels. Coaching is a continual process of objectives and intended results that eventually result in increased expertise. Training and orienting personnel to the reality of the job is a directed procedure carried out by the management.

3.2.1 Objectives of Coaching

The objectives of the coaching are as follows:

- ◆ Assisting employees in realising their managerial potential.
- ◆ Assisting workers in developing a better understanding of their strengths and shortcomings.
- ◆ Giving personnel the chance to examine the dynamics of their behaviour and gain deeper understanding of it.
- ◆ Assisting employees in developing a greater awareness of their surroundings.
- ◆ Improving employee’s ability to provide and receive effective feedback, both personally and professionally.
- ◆ Encouraging employees to identify objectives for future development.
- ◆ Motivating and supporting workers to come up with solutions to their difficulties and create a plan of action.



- ◆ Assisting employees in objectively assessing how well they are doing with various goals.
- ◆ Creating a compassionate environment for employees to share and talk about their disputes, anxieties, worries, and issues.

3.2.2 Types of Coaching

The following are the different types of coaching:

- ◆ **Enterprise Coaching:** It is usually done within the limitations imposed on the person or group in order to achieve corporate goals.
- ◆ **Executive Coaching:** It is frequently provided by coaches working outside the business whose services are sought for a predetermined amount of time or number of coaching sessions.
- ◆ **Life Coaching:** A life coach helps clients better understand their thoughts, feelings, and options as well as their own priorities and goals so they may take the required actions to enhance their lives, accomplish their goals, and feel happier.
- ◆ **Occupation Coaching:** A career coach assists employees in determining what they want and need from their careers, after which they may make decisions and take the necessary steps to achieve their goals while balancing the rest of their life.
- ◆ **Group Coaching:** Individuals in groups are worked with by group coaches to help them improve as a group. The advantages of individual coaching are combined with the resources of groups in group coaching.
- ◆ **Productivity and Performance Coaching:** Coaches assist employees in closing performance gaps and creating strategies for future professional growth by collaborating with them, their managers, and others.
- ◆ **Coaching for New Personnel:** The purpose of coaching is to make clear to the leader's key stakeholders the most crucial duties of his or her new position. This kind of coaching places a lot of emphasis on assisting the new leader in assimilating and achieving his/her corporate goals.
- ◆ **Relationship Coaching:** A relationship coach assists two or more individuals in creating, modifying, or enhancing their connections. The setting might be professional, private, or different.



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- ◆ **Potential Development Coaching:** A coach is a specialist who helps people who have been identified as essential to a business's future or who are included in its succession plan. Assessment, competency development, or aid with project planning and execution may be the main areas of focus for a coach.
- ◆ **Future Development Plan Coaching:** Coaches who assist employees in understanding the findings of their evaluations and feedback. They also help clients develop growth plans based on comments, test results and other pertinent information.
- ◆ **Behavioural Coaching:** This kind of coaching can benefit those who are already successful in their existing roles or who are taking on new duties that require a modification in certain behaviours.
- ◆ **Legacy Coaching:** The legacy coach assists leaders who are leaving a significant position to choose the legacy they want to leave behind. The coach also offers advice on stepping down from a leadership position.
- ◆ **Succession Coaching:** The succession coach assists in screening prospective employees for senior management positions and gets them ready for advancement to more senior positions. Any business that is undergoing development or leadership transition may employ this form of coaching. In some businesses, it could be essential to hire distinct experts for coaching and assessment.
- ◆ **Social Skills Coaching:** Clients may view themselves through the eyes of others by using video recording and comments. By adjusting their words, how they utter those words, and the body language they use to transmit their intended meanings, the coach assists clients in changing how they interact with others and influence them.
- ◆ **Team Coaching:** A team is a group of people who share a common goal, vision, strategy, and ground rules for achieving that goal. A team coach is someone who works with the team leader and individual team members to help them achieve goals.

3.2.3 Stages in Coaching Process

A wise coach will avoid giving the student too many instructions and will emphasise asking the right questions more. This five-step coaching technique is also presented linearly to represent a complete coaching



discussion. Each individual encounter might need to be adaptable in order to meet the needs of the person.

(a) Stage 1: Setting Objectives: Any coaching engagement has to get off to a clear start with a purpose. Coaching can help to overcome obstacles or deal with performance gaps. Asking the following questions can help to explain the conversation's goal or purpose:

- ◆ What do you want to achieve at the end of this discussion?
- ◆ After today, what will success look like?
- ◆ What goals do you have for our time together? It is obvious that reaching shared understanding when there is a performance difference can be difficult, but this is the first step in having a good coaching session and should be as well explained as feasible.

(b) Stage 2: Perceiving via Evaluation: While giving a coaching session, it is important for the coach to be able to create an environment where the participants can broaden, self discover and productively engage with the coach. This is because leaders may believe they already understand the problem or have all the information they need to solve the problem. Take into consideration the following questions:

- ◆ What three lessons did you learn from the previous work?
- ◆ What three things in particular will you alter moving forward?
- ◆ What are the top three skills you are concentrating on developing to get ready for next roles? Avoid using leading or trigger phrases like “why” or “right” in the evaluation questions. Focus more on assisting the coaching participant in getting ready for the upcoming future. The past might be difficult to describe and cannot be changed, but the future is a blank slate that is full of opportunity.

(c) Stage 3: Feedback: Coaching is a powerful tool for boosting self-awareness and generating fresh concepts. Focus on the behaviour rather than your own perception of it, and underline how the conduct affects the coaching participant's ability to achieve the intended business and interpersonal goals. The coach has to consider the following statements to make environment cordial for the employees:



Notes

- ◆ *Good comment noting significance of input:* Everyone was able to comprehend the presentation and commit to the call to action because to the manner you gave it.
- ◆ *Coach observing participant's non-verbal cues while coaching:* Tell me more about what you like most about XYZ as your entire face lights up when you talk about it.
- ◆ *Positive criticism that emphasises conduct and impact:* Let the team down when they missed the deadline. What can you do to prevent this from occurring again?

(d) Stage 4: Deciding Targets: This is where assessment and feedback are put into practise to carry out the conversation's objective. Help the coaching participant choose a quantifiable objective that will push and challenge them yet has a minimum 50% probability of being successful. A goal with a poor likelihood of success will probably result in disengagement. Consider the following questions:

- ◆ What are the three crucial things you must do to succeed?
- ◆ When are you going to complete these tasks?
- ◆ What links can you make between the particular actions and performance objectives?

(e) Stage 5: Follow Up: An excellent coach can help participants overcome challenges and find the support they need to succeed. In order to ensure that participants' agreed-upon goals are followed up on, a coach must demonstrate two abilities such as recognizing the participant's accomplishments and growth. These two abilities are necessary for carrying out and supporting action plans. During this stage consider the following questions:

- ◆ When will we check in to see how you're doing and what you're achieving?
- ◆ Who will be there to cheer you on when you reach your goals?
- ◆ What could stand in your way, if anything, to stop you from achieving them? Effective coaching is the foundation of strong leadership, just like breathing is to singing. Follow these five stages to improve your coaching abilities and grow the team.



Great leaders and coaches grasp these opportunities by having the spirit to inquire, listen, and act on what they learn.

3.3 Career Planning

Career planning plays a crucial role in career management. Career planning is a proactive process that empowers individuals to take charge of their professional journeys. It helps individuals make informed decisions, develop relevant skills, adapt to changes, manage risks, and achieve long-term career satisfaction and success. By incorporating career planning into career management, individuals can navigate their careers with intention and purpose. Career planning refers to the process of helping individuals identify and pursue their career goals and aspirations within an organization. It involves working collaboratively with employees to assess their skills, interests, and values and aligning them with available career opportunities.

In career planning, HR professionals typically engage in the following activities:

- 1. Assessing Individual Strengths and Interests:** HR professionals use various tools and techniques, such as assessments, interviews, and self-reflection exercises, to help individuals gain a better understanding of their strengths, interests, and values. This information forms the basis for career exploration and decision-making.
- 2. Identifying Career Paths:** HR professionals provide guidance on the different career paths and opportunities available within the organization. They help individuals understand the skills and experiences required for various roles and assist in creating a roadmap for career progression.
- 3. Setting Career Goals:** HR professionals work with employees to set specific, measurable, attainable, relevant, and time-bound (SMART) career goals. These goals are aligned with the individual's aspirations, organizational needs, and the broader talent management strategy.
- 4. Creating Development Plans:** HR professionals assist individuals in creating personalized development plans to acquire the necessary skills and experiences for their desired career paths. This may



involve recommending training programs, job rotations, mentorship opportunities, or additional education.

- 5. Monitoring Progress:** HR professionals regularly review and assess the progress of individuals' career plans. They provide feedback, support, and resources to help individuals stay on track and make adjustments if needed.

3.3.1 Process of Career Planning

The process of career planning involves the assessment of the factors affecting career options in order to make an informed choice about career goals and their execution strategy. The process of career planning involves several steps that individuals can follow to effectively manage their careers. Here is a general outline of the process:

- 1. Self-Assessment:** The employee must do a truthful evaluation of himself from the standpoint of career planning as the first step in the career planning process. This enables him to understand his current situation and his future plans. In the first step of the career planning process, the employee must make a realistic assessment of himself from a career planning perspective. This helps him know where he stands as of now and where he intends to go from here. There are several techniques available for the self-assessment of individuals. These include the strength and weakness balance sheet, the likes and dislikes survey, the Myers Briggs Type Indicator (MBTI) assessment technique, and the type focus assessment. A brief explanation of each of these techniques is provided as follows:
 - (a) Strength and Weakness Balance Sheet:** Here, the employee is asked to prepare a list of his strengths and weaknesses. An analysis of this balance sheet identifies the employee's strengths that can aid in professional advancement and his flaws that could limit those alternatives. His weaknesses would enable him to concentrate on areas of development.
 - (b) The Likes and Dislikes Survey:** An employee can use this strategy to become conscious of his preferences at work. The employee would then be allowed to select a career objective that matches his tastes. Additionally, it might aid the worker



in understanding how his own attitude towards work can limit his employment prospects.

(c) Myers-Briggs Type Indicator (MBTI) Assessment Technique:

This quiz seeks to understand an employee's psychological preferences and personality. In reality, it aids in employees comprehending their preferences, attitude, and behaviour. An employee could use this assessment method to determine if he is an extrovert or an introvert, whether his attitude is one of judging (decisive and rational) or perceiving (open-ended and random), and whether he prefers an objective or subjective interpretation of information. This method assists the employee in evaluating his psychological traits in a highly organized manner.

(d) Type-Focused Assessment: This method aids in comprehending an individual's personality type and temperament. It enables the person to get an understanding of his own personality, and once he knows it, he will be better able to choose his job and alter his behaviour.

2. **Explore Career Options:** The employee now tries to connect himself with the professional options available to him in the company based on his self-evaluation. The employee begins this stage by attempting to determine the professional possibilities that are open to him. In order to find suitable career alternatives, the employee needs to explore both traditional and non-conventional sources. From now on, career planning becomes the collective responsibility of both the individual and the organization.
3. **Set Career Goals:** Based on self-assessment and career exploration, employees have to set clear and specific career goals. He needs to define what he wants to achieve in terms of job title, responsibilities, salary, and personal development. One has to ensure that goals are realistic and align with one's values and long-term aspirations.
4. **Develop a Career Action Plan:** In this step, one has to create a step-by-step plan outlining the actions needed to achieve the career goals. The employee needs to break down the goals into smaller, manageable tasks and set deadlines, further identifying the skills,



experiences, and knowledge needed to acquire and determine how to accomplish the goals.

- 5. Skill Development:** The employees learn what their competency requirements are from the perspective of career advancement at this level. When individuals clearly identify the training and education needed to achieve their professional goals, they should immediately start looking for the best learning resources. The organization should assume responsibility for giving the staff the training they need to advance in their careers. It might use an approach that would help employees learn in an efficient manner. Any method, including self-learning, on-the-job training, distance learning, online training, work-based learning, and action learning, may be used.
- 6. Network and Build Relationships:** Employees should cultivate a professional network by connecting with colleagues, mentors, industry professionals, and alumni. They should attend industry events, join professional associations, and engage in networking activities. Building relationships can provide valuable insights, job leads, and support throughout the career advancement process.
- 7. Implement and Evaluate:** Finally, employees should put their career action plan into action by actively pursuing opportunities aligned with the goals. They should monitor the progress regularly, reassess plans, and make adjustments as needed. Organizations usually develop career paths for employees and gradually move them along those paths through promotions, transfers, and, in some cases, demotions
- 8. Adaptability and Lifelong Learning:** Career planning is an ongoing process. One has to embrace change and be open to new opportunities that may arise.

3.4 System Development

3.4.1 Design & Administration of HRD Systems

HRD programs can be applied while dealing with the challenges and issues of an organization. They can be utilized for the induction of a new employee, training and mentoring of the employees to be more



productive. The HRD programs must be designed in such a way that the organization and its employees can achieve their goals effectively. Designing an effective HRD system includes a set of processes that involve four basic steps:

1. Assessment of needs
2. Designing an HRD system
3. Implementation
4. Evaluation

1. Assessment of Needs: Some needs or gaps can be identified by using HRD interventions in the organization. A need, which can be described as a deficiency and may occur in organizational goals or employee performance. In the case of organizational performance, the need analysis process provides solutions of the problems that how an organization can boost its performance strategies in order to make them strong and effective. In simple words, an HRD manager can identify performance-related gaps:

- ◆ When something should happen, is not happening. When something should not happen, is happening for example, the performance gaps are to be identified by using the below-mentioned formula:
- ◆ $Standard\ (expected)\ performance - Actual\ performance = Gap$

The identified gap can be used to:

- ◆ Set up the priorities for increasing HRD work.
- ◆ Identifying a particular training program for the employees.
- ◆ Designing an evaluation method and criteria.

Although after identifying the importance of need assessment, the process is taken lightly or interrupted, mainly due to the following reasons:

- ◆ It is time-consuming.
- ◆ Costly.
- ◆ Inefficient staff for need analysis.
- ◆ Don't want to face the right reasons.



2. Designing an HRD System: The next step of the HRD process is designing the HRD system. If the system includes any kind of Training and Development (T&D) programme, the below-mentioned activities are normally included in this step:

1. Identifying the objectives of the intervention.
2. Developing a lesson plan.
3. Making or buying the suitable learning material for the trainees.
4. Selection of a trainer.
5. Select the method to implement the training programme.
6. Scheduling the HRD programme.

Once the need assessment is done, it becomes essential to work on the issues that were identified during the need assessment phase. The task starts with developing a lesson plan with reference to the objectives identified during the need assessment. Further, it becomes very important to select the trainer who can deliver the exact HRD programme decided by the organization. Now, it is totally an organization's decision whether they want to select the trainer from their internal sources or external sources. In the case of internal resources, if they have already hired an HRD professional to provide the training (depending on the expertise and availability of the trainer), they can always call him or her. Otherwise, organizations have to go to external sources like consulting firms, outsourcing firms, etc.

The designing stage also includes selecting and developing material for the HRD programme. It includes the methods and techniques for providing the training programme like online or offline training and how it can be delivered, such as PowerPoint, video, work sheets, books, etc. Further, it can be a challenge for the organizations to develop the material by themselves or buy it from outside vendors. Moreover, scheduling the HRD programme is another challenge for the organisation. Many issues need to be considered like hours of the session, break time, scheduling activities according to



the availability of the trainees in case of different shifts in the organisation and the priorities of their routine task in the organisation.

- 3. Implementation:** The ultimate aim of the need assessment and designing the HRD programme is to implement it successfully. This means that the HRD programme must be delivered using the most suitable methods and techniques. There can be many issues while delivering the HRD programme such as proper execution, the learning environment, technical issues, etc.
- 4. Evaluation:** This is the final step of the HRD programme. It is a stage where the output of the programme is checked. This is an important step, but sometimes improper evaluation can provide the wrong results. On the other hand, appropriate evaluation gives the results of the employee's learning and development and how effective the programme was for the employees and organization. These details help managers to make the decisions regarding several aspects of HRD programme like:
 - ◆ Regularly conducting the HRD programme.
 - ◆ Repeating the trainer or vendor.
 - ◆ Re-use of training methods and techniques.
 - ◆ Budgeting the HRD programme.

Thus, it is essential that HRD professionals present the facts about the effectiveness of the HRD programme on whether there is a change in the employee's or organizations performance and overall productivity of the programme.

3.4.2 Structure of the System

- 1. Acknowledge the Existence of HRD:** In any organisation, the existence of HRD system must be recognised by the HRD managers. The HRD manager is responsible for multiple functions performed by the employee, and he has to report directly to the CEO in case any conflicts occur.



2. Establish the Priorities for the Functions: The personnel department and its function are not considered as important as the other functions in several organizations because of their nature of performance. Now, it has also become important to give them an identity as a major function, as they are directly responsible for the development of the employees.

3. Balance Between Diversity and Incorporation: Basically, HRD is responsible for: (1) Training, (2) Industrial Relations (IR) and (3) Human resource management. These three major functions have their own identities and importance as per the situation and the requirements. They can be performed individually or also at a time as per the needs of the department.

For example, the person who is responsible for T&D can also provide input to the departmental head at the time of the performance appraisal.

4. Forming the Relationship Between the External and Internal HRD Systems: HRD systems have to work with both external and internal systems, and it is advisable to establish a link between both systems for smooth working and mechanisms.

5. Emerging Controlling Mechanisms: A good HRD system always considers the proper monitoring of on-going tasks. It takes proper feedback in the sense of the development and effectiveness of the HRD programme and these inputs can be utilized while designing another HRD programme or functions for the organization.

3.4.3 Functions of the System

1. Developing Reviews: There are many sub-systems that work under the HRD system. They should be responsible for providing proper feedback about ongoing programmes to each other so that the system can work on loopholes in the future. For example, the HOD is responsible for providing the feedback on the training done by his or her departmental members so that it can be considered at the time of performance appraisal.

2. Matching the Qualitative and Quantitative Judgments: In many phases of HRD, like performance appraisal, it is difficult to measure



it in quantity because several variables with a lot of information are there to evaluate it. On the other hand, it is also important to measure it in the qualitative decisions. Hence, there should be a proper balance between qualitative and quantitative decisions.

There are many phases of HRD, if we take performance appraisal for example, then here too it is very difficult to measure the same in quantity as several variables with a lot of information are there to evaluate it.

On the other hand, it is equally important to measure it in qualitative decisions, hence there should be a proper balance between both qualitative and quantitative decisions.

3. **Adjusting the Internal and External Professionals Equally:** Every organization needs to develop internal experts for the lesson plans and trainings, which can be utilized at the time of implementation of HRD programmes. Utilizing internal sources can be a cost-saving factor for the organization. On the other side, organization may use external resources, in cases of non-availability of internal sources or for a topic that can only be taken up by a particular expert only. In need of a special lesson plan, an organization should not take its steps back due to various factors, such as cost, time and environment.
4. **Growth Planning for the HRD Programme:** The introduction of various stages for HRD can depend upon the need of the organization. Many phases need great amount of planning to implement and develop with proper preparation. Running for fast implementation can be less effective and results in loss of productivity. Each and every phase should be implemented with planning and scheduled optimally so that everyone in the HRD programme can be benefit. The introduction of different phases can include:
 - ◆ **Geographical Phase:** Starting with the introduction of a few units, departments or items of the company and gradually to another area.
 - ◆ **Vertical Phase:** Introduction from top to bottom or bottom to top level of the organization.
 - ◆ **Functional Phase:** Introduction of various key functions, their sub functions of the company such as – recruitment & selection followed by orientation.



3.5 HR Accounting

Human resources accounting is the process of identifying and measuring your organisation's Human Resources (HR) budget. The term can be slightly misleading, as it implies that HR spending is something to be tracked and analysed like financial or operational expenses. Human Resource Accounting is a broad term that refers to collecting, analysing, and reporting data about employee benefits, compensation practices, and benefits in general.

It is easy to define human resource accounting. Human Resource Accounting tracks and manages employees' costs and values, including performance, compensation, benefits, and training. HR professionals use various tools to track and analyse data, such as employee surveys, performance reviews, and compensation and benefits reports. In addition to tracking employee performance, HR professionals also need to track the performance of the organisation as a whole. For example, HR professionals need to track the success of recruitment and retention efforts as well as the success of initiatives that improve employee morale and satisfaction.

Human Resource Accounting is necessary for any organisation that wants to know how well its employees are performing and how to improve more. In addition to tracking employee performance, HR professionals also need to track the success of recruitment and retention efforts as well as the success of initiatives that improve employee morale and satisfaction.

In order to track employee performance effectively, HR professionals need to use a variety of tools. One important tool is an employee survey. An employee survey is a method for collecting data from employees about their experiences with their employers. Another essential tool is a performance review. A performance review is a method for evaluating an employee's performance against desired standards. Finally, HR professionals also need to track compensation and benefits reports. A compensation and benefits report is a report that provides information about an employee's salary, benefits, and other compensation details.

3.5.1 Main Features of Human Resource Accounting

- ◆ **Human Resource Management:** It involves everything from hiring and firing to training and development.



- ◆ **Employee Benefits:** This includes things like health insurance and retirement benefits.
- ◆ **Payroll:** Includes things like payroll taxes, employee overtime costs, and other expenses related to compensation and payroll processes.
- ◆ **Compensation:** Things like salary, bonuses, stock options, and other forms of payment that employees receive are included.
- ◆ **Human Capital:** Includes things like work hours, absenteeism, turnover rates, etc.
- ◆ **Records Management:** This involves everything from keeping track records to tracking equipment usage.
- ◆ **Benefits Administration:** This involves keeping track of benefits provided by employers, such as vacation days or paid time off.
- ◆ **Recruitment & Selection:** This involves recruiting new employees as well as screening job applicants to fit into the organisation's culture.

3.5.2 Concept of Human Resource Accounting

Human Resource Accounting definition refers to a system of accounting that tracks the financial, human, and non-financial aspects of an organisation's employees. It is used to measure the effectiveness of an organisation's human resources strategy and to evaluate the performance of employees. A Human Resource Accounting system should include metrics that measure employee engagement, training effectiveness, and productivity. It should also track employee turnover and absenteeism. The primary purpose of a Human Resource Accounting system is to provide an accurate and reliable record of employee performance. It should also be used to measure the effectiveness of employee training programs and evaluate employees' performance.

3.5.3 The HR Accounting Process Involves the Following

- ◆ Identifying and understanding the needs of the organisation and its employees.
- ◆ Identifying and developing the appropriate human resources.



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- ◆ Implementing effective recruitment, selection, training, development, and compensation programs.
- ◆ Maintaining an accurate and up-to-date HR system.
- ◆ Ensuring that all employees are treated equally and fairly.
- ◆ Maintaining an accurate and up-to-date payroll system.

3.5.4 Human Resource Accounting Goals Include the Following

- ◆ It aids the organisation in planning allocated personnel expenditures well in advance, including procurement prices, training expenses, the price for expansion of human possessions, salaries, and so on.
- ◆ Human resource bookkeeping is just one of the best means to measure the expenditures done by an organisation on the personnel as well as the exact worth of these resources. All the decisions concerning the workforce, working in a particular organisation are based on the HRA.
- ◆ Once the monitoring has entire mathematical details regarding the human possessions of the organisation, they start considering it as a vital part of all their choices. This addition improves the managerial ideology as the organisation becomes clear about the affordable results of the personnel.
- ◆ The HRA system helps the administration of any type of organisation to evaluate the employees on the basis of their performance and their criteria and supply them with incentives appropriately.
- ◆ In order to estimate the worth of personnel, an organisation has to adhere to certain concepts and treatment according to the standards established by the Human Resource Department.
- ◆ In case there are any upcoming changes in the worth of the human properties operating in the organisation, a personnel audit offers an indicator to the authority ahead of time so that appropriate steps can be required to preserve the most beneficial human properties of the organisation.
- ◆ It aids the administration in scrutinising whether the readily available human resources are utilised in the most effective feasible means or



not, i.e. there must be the optimal application of the labour force. There ought to be no exploitation of workers in the organisation.

3.5.5 Methods of Human Resource Accounting

- ◆ **Historic Expense:** Historical costs are based on actual human resources expenses. There are two types of such expenses: purchase expenses and learning expenses. Training and development expenses are included in the acquisition price. Although this approach is easy to apply, it does not show the true value of human assets.
- ◆ **Replacement Price:** Unlike historical price, which considers the actual price sustained by workers, substitute expense considers the nationwide cost of replacing today's employees.
In order to calculate the replacement price, various kinds of expenditures are considered, both in terms of procurement and price determination. The substitute expense is usually much higher than the historic expense.
- ◆ **Requirement Expense:** Rather than using historic or replacement prices for valuing human assets, some businesses use basic prices just as they do for physical and monetary assets. Based on their hierarchical placements, employees of a company are categorised into different groups for utilising common costs. Every classification of a staff member is dealt with in terms of standard expenses, and their value is determined.
- ◆ **Present Value of Future Earnings:** In this method, the value of future earnings for a number of individuals is approximated as much as their retired life. It is marked down at a predetermined price to acquire the here-and-now value of such revenues. Today's worth of future revenues is used when it comes to financial assets, but this approach does not result in an appropriate measurement of human resources.
- ◆ **Procurement Cost Approach:** A key aspect of this method is the capitalisation of historical costs. The company incurs these costs to improve its business performance. The expenses incurred in employment are capitalised and written off over a period of time. The unamortised portion of the cost has to be written off against the revenue and loss account of the particular year.



- ◆ **Replacement Cost Approach:** Under this technique, one considers how much it costs to replace existing sources as well as, thus, how much it costs to replace a company's current resources. The method also stands for a current market problem. This approach is often repetitive unless the company wishes to replace its current resources. This, too, is a tough approach as frequently the substitute is not identical.
- ◆ **Present Value of Future Profits Method:** The capitalisation of wage technique is another method to capitalise wage income. It involves estimating future earnings up to the employee's or worker's retirement age and marking the worth accordingly to acquire the present value.
- ◆ **Anticipated feasible worth:** The above techniques reviewed thus far are based on price consideration. For that reason, these methods might give information for theoretical objectives but do not mirror the real worth of human assets compared to these techniques.
- ◆ **Economic Value Method:** The economist refers to an asset's current market value as the asset's 'value.' This approach has a number of strengths, but it requires a certain amount of work. First, the future benefits and an appropriate interest (discount) rate are estimated. Then, the present value of future benefits is calculated.
- ◆ **Competitive Bidding Method:** This is also known as the opportunity cost method. Opportunity cost is the tangible benefit of choosing an alternative path. Once HRA has been audited, each bidder's total amount of capital expended is recorded. The return on investment is determined by comparing the dollar amount bid with the amount spent.

3.5.6 Benefits of Human Resource Accounting

Human Resource Accounting is a process that helps organisations manage their human resources. There are many advantages to using HR accounting software, including:

- ◆ **Assists in Determining ROI:** HRA is an accounting system that recognises the expense made on an organisation's personnel. Once the investment is computed, an organisation can quickly calculate the exact ROI by determining the earnings made by the organisation. This will assist in monitoring how much they should spend on the personnel to attain optimum ROI.



- ◆ **Inspires Employees:** Staff members get motivated to enhance themselves once they familiarise their real value in the eyes of the personnel accounting system of the organisation. The amount invested in them will motivate them to boost the output symmetrical to the organisation's financial investment.
- ◆ **Boosts Process of Choice Making:** HRA works as a centre to get information about the actual value of personnel operating in the organisation. This information assists the administration in making appropriate choices regarding organisational concerns.
- ◆ **Sign of Health of the Organisation:** HRA functions as an indication of the well-being of any kind of organisation. The quantity of investment made on the personnel of any organisation aids in gauging the amount of revenue that might be gained in the future.
- ◆ **Assist in Figuring Out the Requirement of Recruitment:** HRA reports on the changes in obtaining returns as well as how much expense needs to be made on the manpower of the organisation. If the earnings are high demand for hiring brand-new staff members, and if no earnings are gained, no more employment occurs. These decisions are based on the information given by HRA.
- ◆ **Ascertain Unfavorable Results of the Programs:** HRA system additionally assists in establishing the negative impacts of numerous programs running in the organisation.
- ◆ **Facilitates Organising and Executing HR Plans:** HR policies of an organisation include plans regarding human resources functions such as promotion, training, demotion, transfer etc. Appropriate organisation and implementation of these plans are vital for every organisation's smooth functioning. This feature is controlled by the Human Resource Accounting system of an organisation.

3.6 Physical Resources for HRD

3.6.1 Types of Physical Resources in the Workplace

There are four general categories of physical resources in the workplace:

- ◆ Materials
- ◆ Equipment



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◆ Environment

◆ People

1. Materials: Supervisors play a vital role in ensuring that their employees have the resources to do their jobs effectively and efficiently. One of the most important resources that supervisors must provide is raw materials. Raw materials can include solids, liquids, and gases, and it is essential that they are of high quality and free from hazards.

Supervisors can help boost productivity and improve the quality of their team's products or services by ensuring that their employees have access to the best possible materials. In today's competitive marketplace, providing high-quality raw materials is essential for any organization that wishes to succeed.

2. Equipment: Anyone who has ever worked with tools, equipment, or machinery knows that safety is of the utmost importance. Moving parts can cause serious injuries if not properly guarded, and defective equipment can be just as dangerous. That's why ensuring all tools and machines are properly designed and maintained is important. Guards should be in place to protect workers from moving parts, and fail-safes should be in place to prevent accidents. In addition, all equipment must be properly calibrated and suited for the task. Taking these precautions can help ensure a safe work environment for everyone.

3. Environment: The Occupational Safety and Health Act of 1970 requires employers to provide a workplace free from recognized health and safety hazards. This includes protecting workers from hazardous atmospheres, noise, temperature extremes, humidity, and improper workstation design.

OSHA standards also require employers to provide personal protective equipment, such as respirators and earplugs, to workers exposed to hazardous conditions. In addition, employers must have a written safety plan that includes procedures for responding to emergencies. By following these regulations, employers can help create a safe and healthful work environment for their employees.



4. People: As any business owner knows, employees are a valuable asset. They provide the skills and labour necessary to keep the business running smoothly. But employees are not just a financial investment but also a physical resource. Just like any other equipment, employees must be well-maintained to function properly. This means ensuring they are in good physical shape, sober at work, and not abusing drugs. Of course, this is not always easy to achieve.

But supervisors who try to create a safe and healthy work environment will find that it pays off in higher productivity and lower turnover rates. In short, taking care of workers is not just a moral responsibility; it's also good for business.

If they are not, they may be “walking in hazardous conditions.” Ignoring these important requirements could have devastating effects by increasing the workplace’s risk of injuries and illnesses.

3.7 Financial Resources for HRD

Financial resources are the funds and assets that finance an organisation’s activities and investments. In simple terms, financial resources are the monies that keep a business operating, and there are several ways a business will raise and use its financial resources.

Every organisation will have a framework or process in place for planning, organising, directing, controlling, and monitoring its financial resources and activities in order to deliver on the goals of the business. This is known as financial resource management (FRM) or financial management.

3.7.1 *Two Types of Financial Resources*

1. Internal Financial Resources: Internal sources of finance are funds that come from within a business. Examples include profits generated by the business, retained earnings, capital funding, and liquid assets. Liquid assets are business assets that can be easily converted into cash.

Because internal financial resources are generated from within the organisation, they are interest-free. This is typically considered to



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be more economical from a business point of view because it means the organisation doesn't have to pay interest – which would apply to borrowed capital and debt – granting the business a stronger financial position.

- 2. External Financial Resources:** External sources of finance are funds that come from outside a business. Examples include loans and credit from external sources, such as banks.

External financial resources are particularly helpful for new businesses, organisations that are looking to grow and expand, and businesses that are looking for new investors to provide funding and even guidance and expertise within the organisation. It's worth noting, however, that these sources of funding can mean partial loss of ownership within the business, as well as the added cost of interest payments.

3.7.2 Sources of Finance

- 1. Financial Institutions:** Banks and other financial institutions are a common source of external finance for businesses. Lenders and financial services can offer business financing and loans in addition to advice and guidance. According to the Association of Chartered Certified Accountants (ACCA), the global body for professional accountants, bank loans are among the most common forms of finance for small and medium-size businesses. Bank loans in this context are also known as commercial loans or business loans.
- 2. Capital Markets:** Capital markets include the stock market and the bond market. They effectively funnel savings and investment funding from people and institutions with capital to lend and invest into businesses that are seeking capital. In exchange, investors aim to receive a return on their investment through price appreciation – an increase in the value of their investment – and dividends.

An organisation's capital stock is the number of shares it is authorised to issue within the market, as recorded on its balance sheet and determined by its corporate charter.

**IN-TEXT QUESTIONS**

1. The series of positions that a person occupies throughout the life regarding job is classified as:
 - (a) Organization planning
 - (b) Career
 - (c) Career planning
 - (d) Learning plans
2. _____ is the first stage in career planning?
 - (a) Career development
 - (b) Career planning
 - (c) Self-assessment
 - (d) None of these
3. Which of the following is part of an employee's role in his or her own career development?
 - (a) Providing timely performance feedback
 - (b) Participating in career development discussions
 - (c) Establishing goals and career plans
 - (d) Offering a variety of career options
4. A set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands is known as:
 - (a) Human resource management
 - (b) Change management
 - (c) Human resource development
 - (d) Career Planning
5. What is the basic objective of human resource development activities in an organization?
 - (a) Improve employee knowledge
 - (b) Improved employee behaviour and skills
 - (c) Improve employee productivity
 - (d) All of these



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6. Which of the following is not a part of HRD activities?
 - (a) Training
 - (b) Branding
 - (c) Coaching
 - (d) Mentoring
7. What is the first step in effective career management?
 - (a) Setting clear goals and objectives
 - (b) Conducting a self-assessment
 - (c) Building a professional network
 - (d) Researching job market trends
8. What is the first step in career planning?
 - (a) Researching job opportunities
 - (b) Networking with professionals
 - (c) Assessing your skills and interests
 - (d) Applying for jobs
9. What is the purpose of networking in career planning?
 - (a) To collect business cards
 - (b) To impress others with your achievements
 - (c) To build professional relationships and gain opportunities
 - (d) To compete with others in your field
10. What is career planning?
 - (a) Finding a job that pays well
 - (b) Choosing a career at random
 - (c) A process of setting career goals and creating a roadmap to achieve them
 - (d) Switching careers frequently

3.8 Summary

HRD is the most important part of HRM, and it explains the significance of training needed for the employees or organization, which helps to develop unskilled employees into semi-skilled employees and semi-skilled employees into skilled employees and presents them as a valuable



source for the organization. It is also challenging to manage diversity in the workforce, and building policies towards work-life balance and integration. Moreover, the dynamics of market are changing rapidly due to technology and globalisation, and still working on HRD systems and strategies is a never ending challenge for HRD. The chapter emphasised on the concept of HRD systems and strategies.

HRD strategies direct the expected course of actions decided by the organisation to accomplish HRD tasks. In this chapter, these course of actions are explained in detail. Further, the functions of the HRD system denotes that HRD starts from the joining of a person which helps him to enhance his skills to perform the task as per organization's standards and also helps him to understand the right use of available resources. The process of career management in human resource development systems typically involves the following steps: (i) self assessment (ii) goal setting (iii) career planning (iv) skill development (v) performance management (vi) Networking and Relationship Building (vii) Mentoring and Coaching (viii) Job Mobility and Development Opportunities (ix) Evaluation and Progress Monitoring (x) Recognition and Rewards.

Career planning plays a crucial role in career management. Career planning is a proactive process that empowers individuals to take charge of their professional journeys. Career planning refers to the process of helping individuals identify and pursue their career goals and aspirations within an organization.

3.9 Answers to In-Text Questions

1. (b) Career
2. (c) Self-assessment
3. (c) Establishing goals and career plans
4. (c) Human resource development
5. (d) All of these
6. (b) Branding
7. (b) Conducting a self-assessment
8. (c) Assessing your skills and interests



9. (c) To build professional relationships and gain opportunities
10. (c) A process of setting career goals and creating a roadmap to achieve them

3.10 Self-Assessment Questions

1. What is career management? Explain its process in detail.
2. Explain the significance of career management in an organisation. What are the limitations of career management?
3. Differentiate between career management and human resource management. What are the requirements of effective career management in an organization?
4. Explain the steps involved in designing a human resource development system.
5. Explain the concept of career planning in detail.
6. What is workplace mentoring? Explain its significance and limitations.

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UNIT - III



Learning Technology for HRD

Dr. Kartikey Bhardwaj

Assistant Professor
SIMT, Kashipur
Uttarakhand

STRUCTURE

- 1.1 *Learning Objectives*
- 1.2 *Introduction*
- 1.3 *Introduction to Learning and HRD*
- 1.4 *Models of Learning*
- 1.5 *Curricula in HRD*
- 1.6 *Principles of Learning*
- 1.7 *Individual and Group Learning*
- 1.8 *Assessment Centre*
- 1.9 *Transactional Analysis*
- 1.10 *Behaviour Modeling and Self-directed Learning*
- 1.11 *Evaluating the HRD*
- 1.12 *Summary*
- 1.13 *Answers to In-Text Questions*
- 1.14 *References*
- 1.15 *Suggested Readings*

1.1 Learning Objectives

- ◆ Comprehending the concept of learning and HRD, their various models and curriculum.
- ◆ Understanding the principles of learning, difference between individual and group learning.



- ◆ Understanding assessment centre, transactional analysis, behaviour and self-directed modelling.

1.2 Introduction

Human Resource Development (HRD) has undergone a significant transformation with the integration of learning technology. In the contemporary corporate landscape, where adaptability and continuous learning are imperative, technology has emerged as a catalyst for enhancing HRD processes. The relevance of learning technology in HRD lies in its ability to bridge the gap between traditional training methods and the dynamic demands of the modern workforce. As industries evolve, so do the skill requirements, and learning technology ensures that employees stay equipped with the latest knowledge and competencies. One of the key drivers of the relevance of learning technology in HRD is its capacity to provide personalized and adaptive learning experiences. Traditional one-size-fits-all training programs often fall short in addressing the diverse needs and learning styles of employees. With the advent of artificial intelligence (AI) and machine learning, HRD professionals can now leverage technology to create tailored learning paths for individuals. This personalization not only enhances the effectiveness of training but also ensures that employees can learn at their own pace, leading to better retention and application of knowledge.

Moreover, the recent trends in learning technology for HRD emphasize the importance of mobile and microlearning. With the ubiquity of smartphones and the increasing preference for on-the-go learning, mobile platforms have become integral to HRD strategies. Microlearning, which involves delivering content in small, digestible chunks, aligns with the shorter attention spans of modern learners. This trend caters to the need for just-in-time learning, allowing employees to acquire information when they need it, enhancing productivity and performance. Furthermore, the integration of data analytics in HRD has become a game-changer. Learning platforms now generate vast amounts of data on employee performance, engagement, and learning preferences. Analyzing this data can provide valuable insights for HRD professionals to tailor their strategies, identify areas for improvement, and measure the impact of training initiatives. Predictive analytics, powered by machine learning algorithms, can forecast future skill gaps and help organizations proactively address workforce development needs.



In the context of remote work and global collaboration, social learning platforms have gained prominence in HRD. These platforms facilitate knowledge sharing, collaboration, and peer-to-peer learning, breaking down geographical barriers. Social learning not only fosters a sense of community among employees but also taps into collective intelligence, allowing organizations to harness the expertise of their workforce.

1.3 Introduction to Learning and HRD

Learning and Human Resource Development (HRD) play pivotal roles in shaping individuals and organizations. In a rapidly evolving global landscape, the ability to learn and adapt is crucial for personal and professional success. This section delves into the key concepts of learning and HRD, exploring their significance and impact. Learning technology has become an indispensable tool for HRD, providing solutions to the evolving challenges of the modern workplace. The relevance of technology lies in its ability to offer personalized, mobile, and immersive learning experiences. Recent trends, such as the integration of AI, VR, AR, data analytics, and social learning platforms, underscore the dynamic nature of learning technology in HRD. As organizations continue to prioritize employee development in the face of rapid technological advancements, leveraging learning technology will be crucial in ensuring a skilled, adaptable, and high-performing workforce.

1.3.1 Understanding Learning

Learning is a dynamic process of acquiring knowledge, skills, attitudes, and behaviors through various experiences, interactions, and reflections. Learning in the workplace refers to the continuous acquisition of knowledge, skills, and competencies by employees to enhance their professional growth and contribute effectively to organizational goals. It encompasses formal training programs, informal on-the-job experiences, and self-directed learning initiatives. In the dynamic modern workplace, learning is a strategic imperative, fostering adaptability and innovation. It involves staying current with industry trends, embracing new technologies, and collaborating with peers. A culture of continuous learning empowers employees to evolve with the evolving demands of their roles, ultimately contributing to organizational success and individual career advancement.



1.3.2 Meaning of Human Resource Development (HRD)

Human Resource Development (HRD) is a comprehensive organizational strategy focused on enhancing the skills, knowledge, and capabilities of employees. It encompasses training, education, and professional development initiatives designed to optimize individual performance and contribute to organizational effectiveness. HRD aims to align employee growth with business objectives, fostering a dynamic, skilled workforce capable of adapting to evolving industry demands. It involves talent management, leadership development, and creating a learning culture within the organization. By prioritizing the continuous improvement of human capital, HRD plays a pivotal role in ensuring long-term success, innovation, and sustainability for both individuals and the organization.

1.3.3 The Relationship Between Learning and HRD

Learning and Human Resource Development are interconnected elements that empower individuals and organizations. A commitment to continuous learning, combined with effective HRD strategies, ensures that both individuals and organizations remain competitive and resilient in the face of constant change. Embracing these concepts is essential for fostering a culture of growth, innovation, and success. Learning and Human Resource Development are intricately linked, forming the foundation for individual and organizational growth. For instance, consider a scenario where an organization identifies a need for its employees to enhance their project management skills. The HRD team, in collaboration with learning professionals, designs a comprehensive training program. This program integrates theoretical concepts (learning) with practical applications (HRD) to ensure that participants not only understand project management principles but also acquire the necessary skills to implement them effectively.

1.4 Models of Learning

1.4.1 Behavioral Learning Model

The Behavioral Learning Model is a psychological theory that emphasizes observable behaviors shaped by external stimuli and responses. Rooted



in behaviorism, it suggests that learning occurs through conditioning, where repeated associations between stimuli and responses lead to learned behaviors. Reinforcement, whether positive or negative, influences the likelihood of behavior repetition. It downplays internal mental processes and focuses on measurable outcomes. Applied in education and training, this model underscores the importance of shaping desired behaviors through systematic reinforcement and repetition, promoting skill acquisition and behavior modification by emphasizing the role of external factors in the learning process.

1.4.2 *Cognitive Learning Model*

The Cognitive Learning Model centers on internal mental processes, emphasizing how individuals acquire, organize, and use information to learn. Unlike behaviorism, it explores mental structures such as memory, perception, and problem-solving. Cognitive learning involves understanding, reasoning, and applying knowledge, fostering critical thinking and problem-solving skills. Learners actively process information, forming connections and building mental frameworks. This model highlights the role of memory, attention, and perception in learning, emphasizing comprehension and meaningful understanding. It's widely applied in education, emphasizing not just observable behaviors but the intricate cognitive processes that underlie them, aiming for deeper comprehension and long-term retention of knowledge.

1.4.3 *Constructivist Learning Model*

The Constructivist Learning Model posits that individuals actively construct knowledge through personal experiences, interactions, and reflections. Rooted in the idea that learners build understanding based on existing cognitive structures, it stresses the role of social interactions and hands-on experiences. Learning is a dynamic process where learners engage in problem-solving, critical thinking, and collaboration to construct their own meaning. This model encourages active exploration, diverse perspectives, and the integration of new information into existing mental frameworks. It prioritizes the development of higher-order thinking skills and acknowledges the influence of cultural and contextual



factors on knowledge construction, fostering a learner-centric approach to education.

1.4.4 Experiential Learning Model (KOLB)

The Experiential Learning Model, developed by David Kolb, emphasizes learning through direct experience and reflective observation. It consists of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Learners engage in hands-on experiences, reflect on them, draw conclusions, and apply insights to future situations. This cyclical process encourages a holistic understanding of concepts, catering to various learning styles. By combining action and reflection, the model promotes a continuous learning cycle that enhances problem-solving skills and the ability to adapt to new challenges.

1.5 Curricula in HRD

Human Resource Development (HRD) curricula serve as the blueprint for cultivating a dynamic and skilled workforce within organizations. These structured plans outline the systematic development of employees, encompassing diverse learning initiatives tailored to organizational objectives. HRD curricula include a range of programs, from leadership and technical skill development to fostering a culture of continuous learning and diversity and inclusion training. Thoughtful design, incorporating various learning modalities, ensures that employees not only acquire essential skills but also contribute effectively to organizational success. In this context, HRD curricula play a pivotal role in aligning individual growth with the strategic goals of the organization. Few types of curricula have been discussed below:

1.5.1 Training Curriculum

Crafting an effective training curriculum for Human Resource Development (HRD) involves a systematic approach to address organizational needs and enhance employee capabilities. The curriculum should begin with a thorough needs analysis, identifying skill gaps and aligning training objectives with strategic business goals. Core components often include leadership development programs, performance management training, di-



iversity and inclusion workshops, and technical skill enhancement courses. The curriculum design should incorporate a variety of learning methods, such as workshops, e-learning modules, and on-the-job training, catering to diverse learning styles. Regular evaluations and feedback loops ensure ongoing refinement, keeping the curriculum current and impactful in nurturing a skilled and motivated workforce.

1.5.2 Leadership Development Curriculum

A Leadership Development Curriculum is a structured framework designed to nurture and enhance the leadership capabilities of individuals within an organization. It typically includes modules addressing various aspects of leadership, such as communication skills, strategic thinking, emotional intelligence, and decision-making. The curriculum may incorporate experiential learning, mentorship programs, and workshops, providing a holistic approach to leadership development. By focusing on the cultivation of essential leadership qualities, this curriculum aims to empower individuals to drive organizational success, inspire teams, and adapt to the ever-evolving challenges in today's dynamic business landscape.

1.5.3 Diversity and Inclusion Curriculum

A Diversity and Inclusion Curriculum within HRD is a strategic initiative aimed at fostering an inclusive workplace by addressing biases, promoting understanding, and building a culture of equity. It typically includes workshops and training modules that explore topics such as unconscious bias, cultural competency, and inclusive leadership. The curriculum seeks to sensitize employees to diverse perspectives, enhance teamwork, and create an environment where all individuals feel valued. By instilling awareness and promoting inclusivity, this curriculum contributes to a workplace that celebrates diversity, encourages collaboration, and maximizes the potential of every team member.

1.5.4 Technical Skills Development Curriculum

A Technical Skills Development Curriculum in HRD is crafted to enhance the proficiency and expertise of employees in specific technical domains



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essential for their roles. This curriculum comprises targeted training programs, workshops, and hands-on experiences focused on acquiring and refining technical competencies. Whether in areas such as IT, data analytics, or industry-specific skills, this curriculum aims to keep employees abreast of the latest technological advancements. By providing structured learning paths, it ensures that individuals not only meet current job requirements but also adapt to evolving technical landscapes, contributing to organizational innovation and competitiveness.

By incorporating these models and curricula into HRD practices, organizations can create comprehensive and effective learning programs that align with their strategic goals and enhance the skills and competencies of their workforce.

1.6 Principles of Learning

The Principles of Learning form the bedrock of educational theory, guiding educators in understanding how individuals acquire, retain, and apply knowledge. In this class, we will explore fundamental principles that underpin effective learning processes, shedding light on the intricacies of cognitive development, motivation, and the role of the environment in shaping educational outcomes.

1.6.1 Principle of Readiness

The Principle of Readiness in learning suggests that individuals are most receptive to new information and skills when they are mentally and emotionally prepared. It emphasizes the importance of aligning instruction with the learner's level of readiness to maximize the effectiveness of the learning experience. This principle underscores the idea that learners are more likely to engage and benefit from the learning process when the content matches their current state of readiness and interest.

1.6.2 Principle of Exercise

The Principle of Exercise in learning asserts that repeated practice and reinforcement enhance the retention and mastery of new knowledge or skills. This principle emphasizes the importance of active engagement



and application to solidify learning. Through consistent exercises and practical applications, learners can reinforce their understanding and build proficiency in the subject matter.

1.6.3 Principle of Effect

The Principle of Effect in learning posits that experiences accompanied by positive emotions and satisfaction are more likely to be remembered and learned effectively. It highlights the impact of emotional engagement on the retention and recall of information. By creating a positive and enjoyable learning environment, educators can enhance the overall effectiveness of the learning process.

1.6.4 Principle of Intensity

The Principle of Intensity in learning suggests that the vividness or strength of a stimulus influences the depth of learning. Intense and emotionally charged experiences tend to be more memorable and impactful, leading to better retention. This principle underscores the significance of creating engaging and emotionally resonant learning experiences to enhance the intensity of the learning process.

1.6.5 Principle of Recency

The Principle of Recency in learning emphasizes that recently acquired information is more likely to be remembered than older material. This principle underscores the importance of reinforcing and reviewing key concepts shortly after learning to enhance retention and recall.

1.6.6 Principle of Feedback

The Principle of Feedback in learning stresses the importance of providing timely and constructive feedback to learners. Effective feedback enhances understanding, corrects misconceptions, and encourages continuous improvement, fostering a more impactful and adaptive learning experience.

Understanding and applying these Principles of Learning empowers educators to create dynamic and effective learning environments.



By recognizing the diverse ways in which individuals absorb and retain information, educators can tailor their approaches to cater to the unique needs of learners, fostering a lifelong love for learning and intellectual growth.

1.7 Individual and Group Learning

Individual and group learning are integral facets of the educational and professional development landscape, each presenting unique dynamics and opportunities. Individual learning revolves around personal growth, allowing learners to tailor their educational journeys based on their pace, preferences, and strengths. It fosters autonomy and self-directed exploration, enabling individuals to delve deeply into specific topics or skills. On the other hand, group learning brings a collaborative dimension, promoting shared knowledge and diverse perspectives. Collaborative environments, such as team projects or workshops, harness the collective intelligence of a group, encouraging discussion, problem-solving, and interpersonal skills. Both individual and group learning are essential in cultivating a well-rounded and adaptable skill set. Individual learning provides the foundation for personal expertise, while group learning nurtures collaboration and the ability to thrive in team-oriented settings. In today's dynamic and interconnected world, a balanced approach that integrates both individual and group learning is crucial, allowing individuals to excel in their unique strengths while contributing effectively to collective goals. Whether in academic settings or professional contexts, understanding and harnessing the dynamics of individual and group learning contribute to a holistic and effective learning ecosystem.

1.8 Assessment Centre

An Assessment Centre in the context of training serves as a comprehensive and dynamic method for evaluating the skills, competencies, and potential of individuals in a simulated work environment. Typically used for employee development, these centers employ a variety of assessment methods such as role-playing, group exercises, and presentations. The objective is to gauge not just technical skills but also interpersonal and



leadership qualities. Participants undergo real-world scenarios, allowing assessors to observe their problem-solving abilities, communication skills, and how they collaborate within a group. The insights gained from Assessment Centres play a pivotal role in tailoring training programs, identifying areas for improvement, and aligning individual development with organizational goals. This holistic evaluation approach goes beyond traditional testing methods, offering a nuanced understanding of an individual's capabilities and potential, contributing to a more targeted and effective training strategy.

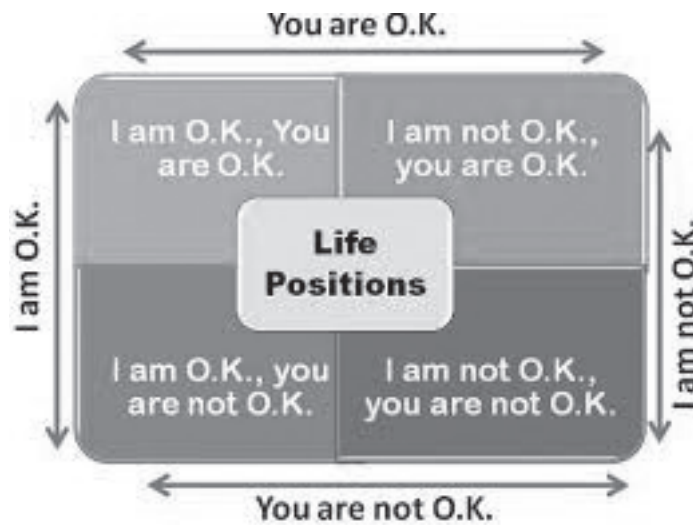
Moreover, Assessment Centres in training facilitate a multi-dimensional assessment, providing participants with constructive feedback on their performance. This feedback not only highlights strengths but also identifies areas for growth, fostering a culture of continuous improvement. The interactive and dynamic nature of Assessment Centres allows for a realistic evaluation of how individuals respond to challenges and collaborate in team settings, offering valuable insights into their leadership potential and adaptability. Additionally, the collaborative nature of Assessment Centres promotes peer learning as participants engage with diverse perspectives and approaches. Overall, in the realm of training, Assessment Centres stand as a robust tool for identifying, nurturing, and maximizing the potential of individuals within an organization, contributing to the overall development and success of both the employees and the company.

1.9 Transactional Analysis

Transactional Analysis (TA) is a psychological theory and therapeutic approach developed by Eric Berne in the 1950s. Grounded in the belief that interpersonal interactions are transactional, TA explores how individuals communicate and relate to each other based on three ego states: Parent, Adult, and Child. The Parent ego state reflects learned behaviors and attitudes from authority figures, the Adult ego state represents rational thinking and problem-solving, while the Child ego state encompasses emotions, feelings, and learned behaviors from childhood. These ego states influence communication patterns and can lead to either constructive or unproductive interactions.



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Source: <https://businessjargons.com/life-positions.html>

TA is widely applied in various fields, including counseling, psychotherapy, education, and organizational development. In counseling and psychotherapy, TA helps individuals understand and modify their communication patterns, fostering healthier relationships and personal growth. In education, TA principles are utilized to enhance communication between teachers and students, creating a positive learning environment. In organizational development, TA is employed to improve workplace dynamics, communication, and leadership skills.

The “Games People Play,” Berne’s seminal work on TA, delves into common patterns of dysfunctional communication and behavior, shedding light on how individuals engage in repetitive, often destructive, interactions. Thomas A. Harris further popularized TA with his book “I’m OK, You’re OK,” emphasizing the importance of achieving a healthy “Adult” ego state to enhance communication and relationships.

In summary, Transactional Analysis provides a valuable framework for understanding human interactions, communication dynamics, and personal development. Its versatility in application across various domains underscores its enduring relevance and impact on fostering effective communication and positive relationships. TA continues to be influential in the fields of psychology, counseling, education, and organizational development, shaping how individuals and groups navigate their social and professional interactions.



1.10 Behaviour Modeling and Self-Directed Learning

Behavior Modeling and Self-directed Learning are two powerful concepts in the realm of education and personal development, each contributing to the enhancement of skills and competencies through distinct approaches.

Behavior Modeling, rooted in social learning theory, involves observing and replicating the behaviors of others who demonstrate desired skills. This process is particularly effective when individuals can witness real-life examples of successful performance. The modeling approach helps learners grasp new skills more efficiently by providing tangible demonstrations and promoting a “learning by doing” mindset. Bandura’s social cognitive theory underscores the importance of modeling in acquiring new behaviors and skills, emphasizing the impact of observational learning on individual development.

On the other hand, Self-directed Learning places the learner in control of their educational journey, empowering them to set goals, identify resources, and manage their own progress. This approach acknowledges the individual’s autonomy and intrinsic motivation, promoting a sense of ownership over the learning process. Self-directed learners are encouraged to seek out information, engage in critical thinking, and adapt their learning strategies to suit their preferences and pace. Knowles’ andragogy theory highlights the importance of self-directed learning in adult education, recognizing that adults are more motivated to learn when they perceive the relevance of the content to their lives and have the autonomy to direct their learning experiences.

These two approaches often intersect, with self-directed learners utilizing behavior modeling as one of their chosen strategies for acquiring knowledge and skills. By combining the observational learning aspect of behavior modeling with the self-directed learning model, individuals can tailor their learning experiences to align with their unique preferences, thereby fostering a comprehensive and personalized approach to skill development and knowledge acquisition. In essence, these concepts contribute to a holistic and adaptable learning experience that empowers individuals to take charge of their growth and development.



1.11 Evaluating the HRD

Evaluating Human Resource Development (HRD) initiatives is essential for organizations to gauge the effectiveness of their investment in employee growth and organizational learning. The evaluation process involves assessing the impact of training programs, learning interventions, and other HRD initiatives on individual and organizational performance. One widely used model for evaluation is Donald Kirkpatrick's Four-Level Training Evaluation Model, which includes reaction, learning, behavior, and results.

At the initial level, assessing participants' reactions provides insights into the perceived value and relevance of the HRD program. Feedback mechanisms, such as surveys and focus groups, help in understanding participants' satisfaction, engagement, and the overall effectiveness of the training experience. Moving to the learning level, evaluation focuses on measuring the knowledge and skills acquired by participants. Pre- and post-training assessments, skills tests, and other formative evaluations are employed to quantify the extent of learning.

The behavior level assesses the transfer of acquired knowledge and skills into the workplace. Observing changes in on-the-job behaviors, task performance, and application of new skills provides a tangible measure of the program's impact. Additionally, follow-up assessments and manager feedback contribute to understanding how well employees are integrating their learning into their daily work routines. The ultimate level of evaluation, results, involves measuring the broader impact on organizational outcomes. This may include improvements in productivity, increased sales, enhanced customer satisfaction, or other key performance indicators directly linked to the HRD initiative. By aligning HRD goals with organizational objectives, this level of evaluation demonstrates the tangible value and return on investment for the organization.

Beyond the Kirkpatrick model, organizations may also utilize other evaluation frameworks and methodologies to tailor their assessment processes to specific HRD initiatives. Continuous feedback loops, regular monitoring, and adapting evaluation strategies to changing organizational needs ensure that HRD initiatives remain relevant and effective over time. In conclusion, evaluating HRD is a multi-faceted



process that spans reactions, learning, behavior, and results. A robust evaluation strategy not only provides organizations with insights into the effectiveness of their training programs but also informs future HRD initiatives, ensuring a continuous cycle of improvement and alignment with organizational goals.

IN-TEXT QUESTIONS

1. The Principle of Recency suggests that individuals are more likely to remember recently acquired information than older material. (True/False)
2. Behavior Modeling emphasizes learning through observation and replication of behaviors demonstrated by others, contributing to skill development. (True/False)
3. Self-directed Learning involves learners relinquishing control of their educational journey, allowing external sources to dictate their learning path. (True/False)
4. The Four-Level Training Evaluation Model by Donald Kirkpatrick includes the levels of Reaction, Learning, Behavior, and Results, providing a comprehensive framework for HRD program assessment. (True/False)
5. The Principle of Intensity in learning suggests that intense and emotionally charged experiences are less likely to be remembered and impactful. (True/False)
6. Learning is a _____ process of acquiring knowledge?

(a) Regular	(b) Continue
(c) Dynamic	(d) Some time
7. The Behavioral Learning Model is a psychological theory?

(a) Psychological theory	(b) Human theory
(c) Modern theory	(d) old theory
8. The Experiential Learning Model, developed by _____?

(a) Fillip	(b) David Kolb
(c) George R. Terry	(d) P.C. George



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9. A Technical Skills Development Curriculum in HRD is crafted to enhance the proficiency and expertise of _____ in specific technical domains?

(a) Managers

(b) BOD

(c) Employees

(d) Accountants

10. The Principle of Intensity in learning suggests that the vividness or strength of a stimulus influences the depth of learning?

(a) True

(b) False

1.12 Summary

In conclusion, the evaluation of Human Resource Development (HRD) initiatives is a multifaceted process crucial for organizations striving to enhance employee growth and organizational learning. Drawing from Donald Kirkpatrick's Four-Level Training Evaluation Model, organizations can systematically assess the impact of HRD programs. Beginning with participant reactions, organizations gauge satisfaction and engagement, while also considering concepts such as Behavior Modeling and Self-directed Learning. Moving to the learning level, assessments measure knowledge and skill acquisition. The behavior level assesses the application of learning in the workplace, where Behavior Modeling is particularly relevant, emphasizing observational learning for skill development. The results level focuses on the broader impact on organizational outcomes, ensuring alignment with strategic goals. This comprehensive approach, inclusive of various learning methods and models, ensures that HRD initiatives are not only effective in enhancing individual and organizational performance but also adaptable to diverse learning styles and preferences. Continuous feedback loops and the adaptation of evaluation strategies contribute to the ongoing refinement of HRD initiatives, fostering a culture of continuous improvement and sustained organizational success. Incorporating concepts such as Behavior Modeling and Self-directed Learning further enriches the HRD landscape, emphasizing the importance of observational learning and individual autonomy in the pursuit of skill development and knowledge acquisition. In essence, by evaluating HRD initiatives, organizations can optimize their investments, empower employees, and cultivate a dynamic



learning environment that adapts to the evolving needs of the workforce and the organization.

CLASS ACTIVITY

Organize a group project where students collaborate on designing a comprehensive Human Resource Development (HRD) curriculum for a fictional organization. Each group can incorporate elements such as Behavior Modeling, Self-directed Learning, and diverse evaluation strategies like Kirkpatrick's model. Groups present their curriculum, emphasizing how they address individual and group learning dynamics. This activity encourages students to apply theoretical concepts practically, fostering teamwork, creativity, and a deeper understanding of HRD principles.

Organize a group project where students collaborate on designing a comprehensive Human Resource Development (HRD) curriculum for a fictional organization. Each group can incorporate elements such as Behavior Modeling, Self-directed Learning, and diverse evaluation strategies like Kirkpatrick's model. Groups present their curriculum, emphasizing how they address individual and group learning dynamics. This activity encourages students to apply theoretical concepts practically, fostering teamwork, creativity, and a deeper understanding of HRD principles.

1.13 Answers to In-Text Questions

- | | |
|----------|-----------------------------|
| 1. True | 6. (c) Dynamic |
| 2. True | 7. (a) Psychological theory |
| 3. False | 8. (b) David Kolb |
| 4. True | 9. (c) Employees |
| 5. False | 10. (a) True |

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UNIT - IV



Human Resource Training Development

Dr. Puja Goel

Shaheed Bhagat Singh College, University of Delhi

Dr. Bhardwaj Shukla

Assistant Professor of Commerce School of Open Learning
University of Delhi

STRUCTURE

- 1.1 *Learning Objectives*
- 1.2 *Introduction*
- 1.3 *Concept of Training*
- 1.4 *The Role of Training Manager*
- 1.5 *Benefits and Effectiveness of Training*
- 1.6 *Retraining*
- 1.7 *Summary*
- 1.8 *Answers to In-Text Questions*
- 1.9 *Self-Assessment Questions*
- 1.10 *Suggested Readings*

1.1 Learning Objectives

- ◆ Defining the terms training, development and education.
- ◆ Outlining the areas and types of training.
- ◆ Listing the various training methods that are currently employed.
- ◆ Evaluating the effectiveness of training programmes.



1.2 Introduction

After appointment in the organisation, employees join the next phase for their personnel development programme, i.e., to gain necessary training and learn skills that will be helping them in handling their future job. Every company must have a systematic training programme for the growth and development of its employees.

1.3 Concept of Training

Training is the process of increasing the knowledge and skills for doing a particular job. It is an organized procedure by which people learn knowledge and skills for a definite purpose. The purpose of training is basically to bridge the gap between job requirements and present competence of an employee. Training is aimed at improving the behaviour and performance of a person. It is a never-ending or continuous process. Training is closely related with education and development but needs to be differentiated from these terms.

Training and Education: Training is any process by which the aptitudes, skills, and abilities of employees to perform specific jobs are increased. On the other hand, education is the process of increasing the general knowledge and understanding of employees. Thus, education is wider in scope and more general in purpose than training. Training is job-oriented or occupational having an immediate utilitarian objective and the major burden of training falls upon the employers. Training is vocational whereas education is general and major burden of training falls upon the employers. Education is person-oriented while training is job-oriented. Training is essentially practical consisting of knowledge and skills required to perform specific tasks. On the contrary, education is theoretical consisting of concepts aimed at stimulating analytical and creative faculties of the individual. Education generally refers to formal instruction in a school or college, whereas training is often imparted at the workplace. There is some education in all training and in all education, there is some training. The two are complementary and both involve development of talent and human potential.

Training and Development: Employee training is distinct from management development. Training is a short-term process utilizing a systematic and



organized procedure by which non-managerial personnel learn technical knowledge and skills for a definite purpose. It refers to instructions in technical and mechanical operations like operation of a machine. It is designed primarily for non-managers. It is for short duration and for a specific job-related purpose.

On the other hand, development is a long-term education process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose. It involves philosophical and theoretical educational concepts, and it is designed for managers. It involves broader education, and its purpose is long-term development.

Training involves helping an individual learn how to perform his present job satisfactorily. Development involves preparing the individual for a future job and growth of the individual in all respects. Development complements training because human resources can exert their full potential only when the learning process goes far beyond simple routine.

1.3.1 Importance of Training

A well-planned and well-executed training programme can provide the following advantages:

- 1. Higher Productivity:** Training helps to improve the level of performance. Trained employees perform better by using better method of work. Improvements in manpower productivity in developed nations can be attributed in no small measure to their educational and industrial training programmes.
- 2. Better Quality of Work:** In formal training, the best methods are standardized and taught to employees. Uniformity of work methods and procedures helps to improve the quality of product or service. Trained employees are less likely to make operational mistakes.
- 3. Less Learning Period:** A systematic training programme helps to reduce the time and cost involved in learning. Employees can more quickly reach the acceptable level of performance. They need not waste their time and efforts in learning through trial and error.
- 4. Cost Reduction:** Trained employees make more economical use of materials and machinery. Reduction is wastage and spoilage together



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with increase in productivity help to minimize cost of operations per unit. Maintenance cost is also reduced due to fewer machine breakdown and better handling of equipments. Plant capacity can be put to the optimum use.

5. **Reduced Supervision:** Well-trained employees tend to be self-reliant and motivated. They need less guidance and control. Therefore, supervisory burden is reduced, and the span of supervision can be enlarged.
6. **Low Accident Rate:** Trained personnel adopt the right work methods and make use of the prescribed safety devices. Therefore, the frequency of accidents is reduced. Health and safety of employees can be improved.
7. **High Morale:** Proper training can develop positive attitudes among employees. Job satisfaction and morale are improved due to rise in the earnings and job security of employees. Training reduces employee grievances because opportunities for internal promotion are available to well-trained personnel.
8. **Personal Growth:** Training enlarges the knowledge and skills of the participants. Therefore, well-trained personnel can grow faster in their career. Training prevents obsolescence of knowledge and skills. Trained employees are a more valuable asset to any organisation. Training helps to develop people for promotion to higher posts and to develop future managers.
9. **Organisational Climate:** A sound training programme helps to improve the climate of an organisation. Industrial relations and discipline are improved. Therefore, decentralization of authority and participative management can be introduced. Resistance to change is reduced. Organisations having regular training programmes can fulfil their future needs for personnel from internal sources. Organisational stability is enhanced because training helps to reduce employee turnover and absenteeism.

1.3.2 Types of Training

Training is required for several purposes. Accordingly, training programmes may be of the following types:



- 1. Orientation Training:** Induction or orientation training seeks to adjust newly appointed employees to the work environment. Every new employee needs to be made fully familiar with the job, his superiors and subordinates and with the rules and regulations of the organisation. Induction training creates self-confidence in the employees. It is also known as pre-job training. It is brief and informative.
- 2. Job Training:** It refers to the training provided with a view to increase the knowledge and skills of an employee for improving performance on-the-job. Employees may be taught the correct methods of handling equipment and machines used in a job. Such training helps to reduce accidents, waste and inefficiency” in the performance of the job.
- 3. Safety Training:** Training provided to minimize accidents and damage to machinery is known as safety training. It involves instruction in the use of safety devices and in safety consciousness.
- 4. Promotional Training:** It involves training of existing employees to enable them to perform higher level jobs. Employees with potential are selected and they are given training before their promotion, so that they do not find it difficult to shoulder the higher responsibilities of the new positions to which they are promoted.
- 5. Refresher Training:** When existing techniques become obsolete due to the development of better techniques, employees have to be trained in the use of new methods and techniques. With the passage of time, employees may forget some of the methods of doing work. Refresher training is designed to revive and refresh the knowledge and to update the skills of the existing employees. Short-term refresher courses have become popular on account of rapid changes in technology and work methods. Refresher or re-training programmes are conducted to avoid obsolescence of knowledge and skills.
- 6. Remedial Training:** Such training is arranged to overcome the shortcomings in the behaviour and performance of old employees. Some of the experienced employees might have picked up appropriate methods and styles of working. Such employees are identified and correct work methods and procedures are taught to them. Remedial training should be conducted by psychological experts.



7. Sensitivity Training: Employees who receive sensitivity training become more welcoming and sensitive to the diversity that exists in the workplace. It improves communication among team members and makes it possible to form positive interpersonal bonds with them. Sensitivity training teaches employees how to act positively and encouraging all employees to develop suitable behavioural and emotional behaviours towards everyone. It also helps the employees to understand the feelings and emotions of other employees and workers.

1.3.3 Identifying Training Needs

All training activities must be related to the specific needs of the organisation and the individual employees. A training programme should be launched only after the training needs are assessed clearly and specifically. The effectiveness of a training programme can be judged only with the help of training needs identified in advance. In order to identify training needs, the gap between the existing and required levels of knowledge, skills, performance and aptitudes should be specified. The problem areas that can be resolved through training should also be identified.

Training needs can be identified through the following types of analysis:

- 1. Organisational Analysis:** It involves a study of the entire organisation in terms of its objectives, its resources, resource allocation and utilization, growth potential and its environment. The important elements that are closely examined in this connection are:
 - ◆ **Analysis of Objectives:** This is a study of short-term and long-term objectives and the strategies followed at various levels to meet these objectives.
 - ◆ **Resource Utilization Analysis:** How the various organizational resources (human, physical and financial) are put to use is the main focus of this study. The contributions of various departments are also examined by establishing efficiency indices for each unit. This is done to find out comparative labour costs, whether a unit is under-manned or over-manned.
 - ◆ **Environmental Scanning:** Here the economic, political, socio-cultural and technological environment of the organisation is examined.



- ◆ **Organisational Climate Analysis:** The climate of an organisation speaks about the attitudes of members towards work, company policies, supervisors, etc. Absenteeism, turnover ratios generally reflect the prevailing employee attitudes. These can be used to find out whether training efforts have improved the overall climate within the company or not.
2. **Task or Role Analysis:** This is a detailed examination of a job, its components, its various operations and conditions under which it has to be performed. The focus here is on the roles played by an individual and the training needed to perform such roles. The whole exercise is meant to find out how the various tasks have to be performed and what kind of skills, knowledge, and attitudes are needed to meet the job. Questionnaire, interviews, reports, tests, observation and other methods are generally used to collect job related information from time-to time.
 3. **Person Analysis:** Here the focus is on the individual in a given job. There are three issues to be resolved through manpower analysis. First, we try to find out whether performance is satisfactory and training is required. Second, whether the employee is capable of being trained and the specific areas in which training is needed. Finally, we need to state whether poor performers on the job need to be replaced by those who can do the job. Other options to training such as modifications in the job or processes should also be looked into. Personal observation, performance reviews, supervisory reports, diagnostic tests help in collecting the required information and select particular training options that try to improve the performance of individual workers. An appropriate programme that meets the company's objectives, task and employee needs may then be introduced.

1.3.4 Designing a Training Programme

In order to achieve the training objectives, an appropriate training policy is necessary. A training policy represents the commitment of top management to employee training. It consists of rules and procedures concerning training. A training policy is required:



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- ◆ To indicate the company's intention to develop its employees.
- ◆ To guide the design and implementation of training programmes.
- ◆ To identify the critical areas where training is to be given on a priority basis.
- ◆ To provide appropriate opportunities to employees for their own betterment.

A training programme is an integral part of human resource management. It consists of the following inter-related steps:



Figure 1.1: Steps of Designing a Training Programme

1. Identification of Training Needs: The technological changes taking place is the main cause of identification of the training needs in an organisation. Earlier the people were acquiring training through apprenticeship and vocational courses, which are not sufficient in the modern era of industrialization. It is necessary to identify the training needs because of the following reasons:

- ◆ Adoption of new techniques in an organisation and introduction of modern working methods. For example, computerization of the office as has been done in railways bookings or airline bookings.
- ◆ Poor performance by the workers is reflected by low output, lack of initiative, incompetence and bad decisions. This requires systematic training of the workforce.
- ◆ Wide gaps between what workers should be doing and what they are doing.
- ◆ Analysis of the strengths and weaknesses of an organisation may reveal the areas of weaknesses which need to be handled seriously.

More information could be obtained from the organisation's human resource plan. While preparing plans, the current skills with expected needs for future should be kept in mind and the deficiencies



be highlighted. Some organisations prepare ‘skills-inventories’ classifying employees according to their qualifications, technical knowledge, skills, performances and attitudes should be specified. The problem areas that can be resolved through training should also be identified.

- 2. Setting Training Objectives:** Once the training needs are identified, the next step is to set training objectives in concrete terms and to decide the methods to be adopted to achieve these objectives. The overall aim of any training programme is to increase organizational effectiveness. However, each training programme must also have specific objectives such as increased productivity, improved quality, better human resource planning, better health and safety, prevention of obsolescence and enhanced personal growth. These objectives contribute to organizational effectiveness.
- 3. Organisation of Training Programme:** Every training programme includes trainees, trainers, a training period and training material. These constituents of training are discussed below:
 - (a) Selection of the Trainees:** The proper selection of trainees is of major importance if permanent and gainful results are to be obtained. A trainee should be trained for the kind of job he likes and is fitted to perform. In this respect, training is closely related to the selection of personnel. Careful screening of candidates for training will raise the effectiveness of the training programme. Moreover, the trainee must be given the proper background information before he starts learning the new skills and knowledge. In case of supervisory training, it is better to include all supervisors and other employees considered suitable for promotion to such posts.
 - (b) Preparation of the Instructor:** The instructor or trainer is a key figure in an effective training programme. He can contribute immeasurably to its success. Qualified instructor may be obtained from inside or outside the organisation. Trainee needs many qualifications besides knowing how to do the work. He must be able to divide the job into logical parts so that he may take up one part at a time without losing his perspective of the whole. The trainer needs professional expertise in order



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to fulfil his responsibility. An effective instructor or trainer can present the operations involved in doing a particular job by various ways.

(c) Determination of Training Period: The length of the training period depends upon the skill to be acquired, the trainee's learning capacity and the training methodology used. For instance, a simple indoctrination programme for clerks may require an hour a day over a period of one week, while a course in computer programming may be given two hours a week for 15 weeks. The use of effective and visual material usually helps to reduce the training time. To maintain interest and secure maximum accomplishment, no single session should last longer than two hours.

(d) Training Methods and Material: There are several on-the-job and off-the-job methods of training. The choice of any method would depend upon the specific objectives of the training programme. To increase the effectiveness of training, some written material is usually desirable as a basis for instruction, review and reference. A complete outline of the whole course should be made with the main topics included under each heading. The training material should be distributed among the trainees well in advance so that they may come prepared in the lecture class and may be able to understand the subject prepared in the lecture class and may be able to understand the subject quickly and may remove their doubts by asking questions from the instructor.

4. Evaluation of Training: Training is indispensable for both the organisation and the individuals working therein. It is very costly and time-consuming process. It is essential to determine its effectiveness in terms of achievement of specific training objectives. Self-graded tests and programmed learning kits provide the necessary feedback to a person on his progress on a particular subject. Evaluation of training would provide useful information about the effectiveness of training as well as about the design of future training programmes. It will enable an organisation to monitor the training programme and also to modify its future programmes of training.



IN-TEXT QUESTIONS

1. _____ helps to improve the level of performance. Trained employees perform better by using better method of work.
2. Training is the process of increasing the general knowledge and understanding of employees. (True/False)
3. Which of the following is not a step in training process?
 - (a) Identification of training needs
 - (b) Setting training objectives
 - (c) Organisation of training program
 - (d) Step by step learning
4. _____ involves training of existing employees to enable them to perform higher level jobs.
5. _____ training seeks to adjust newly appointed employees to the work environment. Every new employee needs to be made fully familiar with the job, his superiors and subordinates and with the rules and regulations of the organisation.

1.4 The Role of Training Manager

1.4.1 *The Role of Training Manager*

The role of a training manager is to develop, implement, and oversee training programs that help employees acquire new skills, knowledge, and attitudes to meet the demands of the organization and achieve its goals. The specific responsibilities of a training manager may vary depending on the size and complexity of the organization, but some common duties and tasks include:

1. **Identifying Training Needs:** A training manager is responsible for identifying the training needs of the organization through conducting needs assessments, analyzing performance data, and consulting with managers and employees.



- 2. Developing Training Programs:** A training manager designs and develops training programs that are aligned with the organization's objectives, goals, and values. This may include creating training materials, identifying training methodologies, and selecting appropriate delivery methods.
- 3. Delivering Training:** A training manager is responsible for delivering training programs through classroom instruction, online courses, and other learning methods. They ensure that the training is relevant, engaging, and effective.
- 4. Managing Training Resources:** A training manager is responsible for managing training resources such as training facilities, equipment, and materials. They ensure that these resources are available when needed and are effectively utilized.
- 5. Evaluating Training Effectiveness:** A training manager evaluates the effectiveness of training programs by conducting post-training assessments, analyzing performance data, and seeking feedback from participants and stakeholders.
- 6. Continuous Improvement:** A training manager is responsible for continuously improving training programs by incorporating new methods, technologies, and best practices. They stay up-to-date on industry trends and developments to ensure that training programs are relevant and effective.
- 7. Collaborating with Stakeholders:** A training manager collaborates with managers, subject matter experts, and other stakeholders to ensure that training programs are aligned with organizational objectives and goals.

Overall, the role of a training manager is critical to the success of an organization. They play a key role in ensuring that employees have the knowledge and skills needed to meet the demands of the organization and achieve its goals.

1.4.2 Duties/Responsibilities of Training Manager

Training manager reviews existing training programs; suggests enhancements and modifications to improve engagement, learning, and retention



and/or to meet the changing needs of clientele, the organization, or the industry.

- ◆ Ensures that training materials and programs are current, accurate, and effective.
- ◆ Maintains knowledge of new methods and techniques for training, and training requirements applicable to the organization and/or industry.
- ◆ Identifies problems and opportunities such as operational changes or industry developments that training could improve.
- ◆ Conducts or facilitates required and recommended training sessions.
- ◆ Collaborates with vendors and third-party training providers to arrange employee registration for and participation in outside training programs.
- ◆ Ensures that training milestones and goals are met while adhering to approved training budget.
- ◆ Prepares and implements training budget.
- ◆ Performs other related duties as assigned.

1.4.3 Skills of Training Managers

Being a high-profile training manager he requires a unique set of skills, including:

- 1. Strong Communication Skills:** A training manager must be able to communicate effectively and efficiently with employees, management, and stakeholders. They must be able to present ideas, concepts, and training materials in a clear and concise manner that is easily understandable to others.
- 2. Leadership and Management Skills:** A successful training manager must be able to lead and manage a team of trainers and ensure that they are delivering high-quality training programs that meet the needs of the organization and employees.
- 3. Analytical Skills:** Training managers must be able to analyze training needs and develop effective training programs that address the needs of the organization and employees.
- 4. Planning and Organizational Skills:** Training managers must be able to plan and organize training programs effectively, from



scheduling training sessions to developing training materials and resources.

5. **Technical Skills:** A training manager must be comfortable with technology and be able to use training tools and software to develop and deliver training programs.
6. **Flexibility and Adaptability:** A successful training manager must be able to adapt to changing circumstances, such as new technologies or changes in the business environment, and adjust training programs accordingly.
7. **Interpersonal Skills:** Training managers must be able to build strong relationships with employees, management, and stakeholders and be able to work collaboratively with them to achieve organizational goals.
8. **Coaching and Mentoring Skills:** A successful training manager must be able to coach and mentor employees to help them develop their skills and achieve their full potential.

1.4.4 Challenges of Training Manager

1. **Determining Training Needs:** When implementing a training program, organizations need to determine the specific skills and knowledge that employees need to perform their jobs to the best of their ability. The training program needs to address both the learner's needs and the organization's needs as a whole. If the needs of the individual and the organization are not assessed, this can lead to wasted resources and ineffective training.
2. **Allocating Resources:** To ensure a high-quality training experience, organizations need to allocate the necessary resources. Designing and delivering development programs can be costly and organizations need to plan effectively to ensure a balance between the quality of training and the resources required. This can be especially challenging for small to medium-sized organizations that are dealing with restricted budgets.
3. **Identifying the Best Training Method:** Resources aren't the only limitation to consider when identifying the best type of training method for employee training programs. Organizations also need to pay attention to the specific needs of their employees. There are a



variety of training methods available including on-the-job training, in-person training, and online learning or e-learning and everyone responds differently depending on their learning style.

4. **Keeping Employees Engaged:** Engagement is commonly considered one of the biggest challenges of corporate training. Between managing daily responsibilities, busy schedules, and competing priorities, employees may find it difficult to get started with or complete their training. Learners also become disengaged when the training isn't interesting or doesn't appeal to their learning style.
5. **Measuring the Impact of Training:** Measuring the impact of training can be a significant challenge for organizations as it can be difficult to quantify the benefits of a training program and align them directly to business outcomes. It's important to measure the impact of training as it enables organizations to better demonstrate the value to stakeholders and make data-driven decisions to adjust programs where necessary.
6. **Encouraging Employee Feedback:** Another aspect of a successful training program is determining the engagement levels of employees. How can an organization adjust programs to meet the needs of their learners if they don't know what their employees think about the training sessions? By gathering feedback from employees during and after training, organizations gain insights into what is working effectively and where improvements need to be made. However, encouraging feedback can be a challenge if employees feel uncomfortable making negative comments or feel they can't influence positive changes.
7. **Sustaining Employee Development:** To ensure the most impactful and long-lived outcomes of training, it needs to go beyond a one-on-one session. This means organizations need to consider the long-term outcomes of training prior to implementation, alongside the target short-term goals.
8. **Managing Resistance to Change:** Another common challenge faced in the implementation of employee training programs is managing the resistance to change from employees. Resistance happens due to a number of reasons: employees are weary of the unknown, they are uncertain about the benefits, they have a lack of understanding



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about the changes being made, or they are worried about the impact on their day-to-day responsibilities.

9. Actioning Applied Knowledge: Research has shown that on average, learners forget up to 70% of what they've learnt within the first 24 hours after a training experience. This is known as the 'Forgetting Curve' and describes how the percentage of knowledge retained decreases as more days pass after training. This is a common challenge across education and training and requires strategies to help learners retain knowledge.

10. Awarding Employee Development: Finally, organizations face challenges around recognizing and rewarding their employees for their achievements. Different outcomes require different types and levels of award. For example, the most common award for professional development is a certificate of completion that the recipient can add to their resume and portfolio. More significant recognition of professional development sees employees gain promotions or awarded bonuses. Certificates of completion incur costs for every award that is issued but once they are in the hands of recipients they offer very little return to the issuing organization.

IN-TEXT QUESTIONS

6. Under _____ type of training an attempt is made to duplicate, as nearly as possible, the materials, equipments and conditions found in the real workplace.
7. Role playing is a technique included under off-the-job training programmes. (True/False)
8. Which of the following is a technique under on-the-job methods?
(a) Case study (b) Conference training
(c) Discussion (d) Job rotation
9. The JIT method is a four-step instructional process involving preparation, presentation, performance try out and follow up. (True/False)
10. _____ is a relationship in which a senior manager in an organisation assumes the responsibility for grooming a junior person.



1.5 Benefits and Effectiveness of Training

Training is useful to both employers and employees in the following ways:

1.5.1 Benefits of Training to Employers

1. **Higher Productivity:** Trained employees perform better by using better method of work.
2. **Better Quality of Work:** Trained employees are less likely to make operational mistakes. Uniformity of work methods and procedures helps to improve the quality of product/service.
3. **Cost Reduction:** Trained employees make more economical use of materials and machinery. Reduction in wastage/spoilage together with increase in productivity helps to minimize cost of operations per unit.
4. **Reduced Supervision:** Supervisory cost is reduced as well-trained employees tend to become self-reliant and motivated.
5. **Low Accident Rate:** Trained employees adopt the right work methods and make use of the safety devices. Therefore, the frequency of accidents gets reduced.

1.5.2 Benefits of Training to Employees

1. **Self-confidence:** Training helps to improve the self-confidence of an employee. It enables him to approach and perform his job with enthusiasm.
2. **Higher Earnings:** Trained employees can perform better and thereby earn more.
3. **Safety:** Training helps an employee to use various safety devices. He can handle the machines safely and becomes less prone to accidents.
4. **Adaptability:** Training enables an employee to adapt to changes in work procedures and methods.
5. **Promotion:** Through training, an employee can develop himself and earn quick promotions.



6. New Skills: Training develops new knowledge and skills among employees. The new skills are a valuable asset of an employee and remain permanently with him.

1.5.3 Effectiveness of Training

Training effectiveness is the degree to which trainees are able to learn and apply the knowledge and skills acquired during the programme. It is influenced by the attitudes, interests, values and expectations of the trainees and the training environment. A training programme is likely to be more effective when the trainees want to learn, are involved in their jobs and have career plans. Contents of training programme and the ability of trainers also determine training effectiveness to a certain extent. The following criteria may be used to measure the effectiveness of training:

- 1. Reactions:** Trainees' reaction to the objectives, contents and methods of training, are good indicators of effectiveness. In case the trainees considered the programme worthwhile and liked it, the training can be considered effective.
- 2. Learning:** The extent to which the trainees have gained the desired knowledge and skills during the training period is a useful basis of evaluating training effectiveness.
- 3. Behaviour:** Improvements in the job behaviour of the trainees reflect the manner and extent to which the learning has been put to practice.
- 4. Results:** Productivity improvements, quality improvements, cost reduction, accident reduction, reduction in labour turnover and absenteeism are the outcomes of training which can be used for evaluating effectiveness.

1.5.4 Essentials of a Good Training Programme

Training is an important tool of management capable of making significant contribution to the goals of the organisation. Training tends to improve the performance of employees by narrowing the gap between expectations and achievements. Because of its significant role, it is essential to have



an effective training programme in the enterprise. An effective training programme should possess the following characteristics:

- (a) The contents of training programme should be chalked out after identifying the training needs or goals. It should have relevance to the job requirements.
- (b) An effective training programme should be flexible. It should make due allowance for the differences among the individuals as regards ability, aptitude, learning capacity, emotional make-up, etc.
- (c) A good training programme should prepare the trainees mentally before they are imparted any job knowledge or skill.
- (d) An effective training programme should be conducted by well-qualified and experienced trainers.
- (e) An effective training programme should emphasize both theory and practice. It should help in acquiring knowledge and its application.
- (f) An effective training programme should have the top management's support. The top management can greatly influence the quality of training in the organisation by the policies it adopts and the extent to which it supports the training programme.
- (g) An effective training programme should be supported by a system of critical appraisal of the outcome of the training efforts.

1.6 Retraining

Retraining is the process of providing training to persons who underwent training earlier in their job. Retraining programme are generally arranged for employees who have long been in the service of an organisation. Such programmes are designed to avoid obsolescence of a person in terms of job requirements. Retraining is required on account of the following factors:

- (i) Some employees concentrate on a narrow task and lack all-round knowledge and skills. Training is required to widen their knowledge and attitudes.
- (ii) Employees who are called back to work after layoff are given training so as to handle highly skilled jobs.
- (iii) Due to technological changes some jobs may become unnecessary. Employees working on such jobs are retrained for other jobs.



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- (iv) Retraining is necessary to develop a versatile workforce capable of performing more than one job.
- (v) Retraining becomes necessary when the knowledge and skills of employees become obsolete due to rapid changes in technology. With automation and computerization, new skills become necessary.
- (vi) Due to changes in demand for goods and services, some new jobs are created. Retraining of existing staff is needed to handle new jobs.

Retraining may be required at all levels. But it is more common for rank-and-file workers. This is so because technological changes make an immediate impact on these people. Moreover, they are less equipped to foresee their personal needs and, therefore, require greater assistance than others. Workers need refresher courses to help them recall what they have forgotten. They require retraining when work tools and methods change due to technological progress.

IN-TEXT QUESTIONS

11. _____ is the process of providing training to persons who underwent training earlier in their job.
12. An effective training programme should be flexible. (True/False)
13. Training helps an employee to use various safety devices. He can handle the machines safely and becomes less prone to accidents. (Yes/No)

1.7 Summary

Training is a planned programme designed to improve performance and to bring about measurable changes in knowledge, skills, attitude and social behaviour of employees. Training makes employees versatile, mobile, flexible and useful to the organization. Development is future-oriented training, focusing on the personal growth of the employee. Learning principles are the guidelines to the way people learn most effectively. More effective training incorporates more of these principles. The various types of training include: skill training, refresher training, diversity training, and literacy training. In order to have effective training programmes, the system's approach is recommended. The systems approach consists of three phases: need assessment, implementation and evaluation. Formal training



methods include (i) on-the-job training covering job instruction training, coaching, mentoring, job rotation, apprenticeship training, committee assignments and (ii) off-the-job training including lectures, conferences, simulation exercises and programmed instructions. Training can be evaluated at five levels: reaction, learning, behaviour, organization and result.

1.8 Answers to In-Text Questions

- | | |
|------------------------------|-----------------------|
| 1. Training | 8. Social environment |
| 2. False | 9. True |
| 3. (d) Step by step learning | 10. Understudy |
| 4. Promotional training | 11. Retraining |
| 5. Orientation training | 12. True |
| 6. Vestibule | 13. Yes |
| 7. True | |

1.9 Self-Assessment Questions

1. What are the reasons for the growing usage of external training in present day organizations?
2. What do you mean by 'training'? Distinguish between training, development and education.
3. Explain the various methods of training.
4. Explain whether and how the effectiveness of training programmes can be evaluated.
5. Distinguish between on-the-job and off-the-job training and explain two methods of each.

1.10 Suggested Readings

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UNIT - V



Methods of Training Within the Industry

Ms. Garima Sirohi

Assistant Professor

School of Open Learning, Delhi University

STRUCTURE

- 1.1 *Learning Objectives*
- 1.2 *Introduction*
- 1.3 *Management Development Programme*
- 1.4 *Difference between Training and Development*
- 1.5 *Advantages of Training and Development*
- 1.6 *Methods of Training within the Industry*
- 1.7 *On-the-Job Training*
- 1.8 *Off-the-Job Training*
- 1.9 *Vestibule Training*
- 1.10 *Evaluation of Effectiveness of Training and Development*
- 1.11 *Strategies of Training Programme*
- 1.12 *Summary*
- 1.13 *Answers to In-Text Questions*
- 1.14 *Self-Assessment Questions*
- 1.15 *References*
- 1.16 *Suggested Readings*

1.1 Learning Objectives

- ◆ Comprehending the concept of Training and Management Development Programme.
- ◆ Learning the characteristics and objectives of Management Development Programme.



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- ◆ Understanding the difference between Training and Development Programme.
- ◆ Learning all the Benefits of Training to employers and employees.
- ◆ Learning all the methods of Training including On-the-job and Off-the-job methods with strategies for making training effective.

1.2 Introduction

Training involves enhancing one's knowledge and skills to perform a specific job. It is a systematic method through which individuals acquire the necessary knowledge and skills for a specific purpose. The primary objective of training is to address the disparity between job demands and an employee's current proficiency. The focus of training is on enhancing an individual's behavior and performance. It is an ongoing and perpetual process, closely associated with education and development, yet distinct from these concepts.

1.3 Management Development Programme

By implementing a deliberate and purposeful learning approach, management development programs strive to enhance managerial effectiveness. In contrast to conventional training methods, these programs concentrate on enhancing the conceptual and interpersonal abilities of managers and leaders through systematic and organized procedures. The primary objective of such programs is to raise awareness among managers regarding evolving challenges in the corporate landscape.

1.3.1 Characteristics of Management Development Programme

- 1. Ongoing Process:** Given that managerial skills are not acquired overnight, the process is continuous rather than a singular event. Learning is a perpetual aspect that extends throughout an executive's entire professional journey.
- 2. Enhances Performance:** The aim of management development is to better equip managers with the skills necessary to perform at their optimal levels.



3. **Structured Procedure:** Instead of learning in a random or trial-and-error fashion, it follows a systematic process to prepare managers and executives for the evolving dynamics of the corporate world.
4. **Directed Progress:** Professionals guide managers to undertake their work sequentially, ensuring that their developmental journey progresses systematically towards achieving goals and mastering essential aspects.
5. **Remedial Focus:** Management development programs are tailored to address each manager's specific needs, addressing both functional and personal weaknesses in order to enhance overall competency.

1.3.2 Objectives of Management Development Programmes

1. Engaging in management development programs assists managers and executives in preserving and sustaining their performance over their lifetimes, even in the face of challenging circumstances.
2. It contributes to elevating the current performance standards of managers and executives.
3. It aids in preparing existing employees to evolve into proficient managers in the future, enabling them to adeptly navigate various situations.
4. This programme facilitates the organization's ability to secure a sufficient number of qualified managers to fulfil its present and anticipated needs.
5. It ensures the effective and efficient utilization of the organization's management resources.

1.4 Difference between Training and Development

Employee training differs from management development. Training is a brief process that employs a methodical and structured approach, where non-managerial staff acquires technical knowledge and skills for specific purposes. It pertains to guidance in technical and mechanical operations, such as operating machinery. Its primary focus is on non-managerial staff, has a short duration, and serves a particular job-related objective.



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In contrast, development is a prolonged educational process utilizing a systematic and organized approach through which managerial personnel gain conceptual and theoretical knowledge for general purposes. It encompasses philosophical and theoretical educational concepts and is tailored for managers. Development entails a broader education scope, serving long-term goals.

Training assists individuals in learning how to effectively perform their current job. Development, on the other hand, prepares individuals for future roles and overall personal growth. Development complements training, as the full potential of human resources can only be realized when the learning process extends beyond simple routine tasks.

IN-TEXT QUESTIONS

1. An effective training programme should be flexible. (True/False)
2. _____ training aims to duplicate, as nearly as possible, the materials, equipments and conditions found in the real workplace.
3. The term _____ refers to classroom-based training designed for semi-skilled jobs, especially when a substantial number of employees need simultaneous training for identical tasks.

1.5 Advantages of Training and Development**1.5.1 Advantages to Employers**

1. **Enhanced Productivity:** Well-trained employees exhibit improved work performance through the application of more efficient methods.
2. **Improved Work Quality:** Trained personnel are less prone to operational errors, contributing to a consistent and enhanced quality of products or services.
3. **Cost Efficiency:** Trained employees demonstrate economical use of materials and machinery, resulting in reduced wastage and overall operational cost per unit.



4. **Supervision Reduction:** The need for extensive supervision diminishes as well-trained employees become self-reliant and motivated in their roles.
5. **Lower Accident Rates:** Trained employees adopt appropriate work methods and utilize safety measures, leading to a decrease in the frequency of workplace accidents.

1.5.2 Advantages to Employees

1. **Boosted Self-Confidence:** Training contributes to the enhancement of an employee's self-confidence, empowering them to approach and execute their job with enthusiasm.
2. **Increased Earnings:** Well-trained employees demonstrate improved performance, leading to enhanced earning potential.
3. **Emphasis on Safety:** Training equips employees with the knowledge to use various safety devices, enabling them to handle machinery securely and reducing the likelihood of accidents.
4. **Adaptability:** Training fosters an employee's ability to adapt to changes in work procedures and methods.
5. **Career Advancement:** Training provides employees with opportunities for personal development, paving the way for swift career progression.
6. **Acquisition of New Skills:** Training facilitates the development of fresh knowledge and skills, serving as valuable assets that persist with the employee over the long term.

1.6 Methods of Training within the Industry

Over time, numerous organizations and training experts have formulated an extensive array of training methods and techniques. Diverse personnel categories within an organization, such as managerial and non-managerial, technical, administrative, skilled, unskilled, senior, junior, etc., may benefit from different training methods. Each organization must select the training methods and techniques that align with its specific training requirements. The various training methods can be categorized as follows:



Figure 1.1: Methods of Training

1.7 On-the-Job Training

The most efficient approach for training operational staff is considered to be on-the-job training. In this method, the employees receive training directly at their workplace from their immediate supervisor. Essentially, the worker acquires knowledge within the real work environment, adhering to the principle of ‘learning by doing.’ The subsequent methods of on-the-job training are detailed below:

1.7.1 Job Instruction Training (JIT)

The JIT (Job Instruction Training) method comprises a four-step instructional process involving preparation, presentation, performance trial, and follow-up. It is primarily utilized to instruct workers on how to carry out their current roles. A coach, who can be a trainer, supervisor, or colleague, guides the process. The four steps in the JIT method are as follows:

1. The trainee is provided with an overview of the job, its purpose, and the desired outcomes, emphasizing the relevance of the training.
2. The trainer demonstrates the job to provide the employee with a model to emulate.
3. The trainer illustrates the correct approach to performing the job.
4. Subsequently, the employee is allowed to replicate the trainer’s method. The demonstration and practice cycle is repeated until the trainee proficiently handles the job.



5. Finally, the employee performs the job independently without supervision.

1.7.2 *Mentoring/Coaching*

Mentoring involves a relationship wherein a senior manager in an organization takes on the responsibility of nurturing a junior individual. This relationship typically involves the transfer of technical, interpersonal, and political skills from the more experienced person. A mentor plays various roles, serving as a teacher, confidant, counselor, skill and intellect developer, host, guide, supporter, and facilitator in realizing the younger person's vision for their adult life. The primary goal of mentoring is to assist an employee in achieving psychological maturity and effectiveness while becoming integrated into the organization. In a workplace context, mentoring can occur at both formal and informal levels, contingent on the prevailing work culture and the commitment from top management. Formal mentoring initiatives can yield significant benefits when management invests time and resources in such relationship-building endeavors.

1.7.3 *Job Rotation*

This type of training involves moving a trainee from one job to another, providing them with a comprehensive understanding of the organization's functioning. The purpose of job rotation is to offer trainees a broader organizational perspective, a deeper comprehension of various functional areas, and a clearer sense of their own career goals and interests. Beyond alleviating monotony, job rotation enables trainees to establish connections with a diverse range of individuals within the organization, fostering future collaboration among departments. Cross-trained personnel contribute significant flexibility to organizations when transfers, promotions, or replacements become necessary. However, job rotation may present challenges, particularly when trainees are frequently assigned to various roles. In such cases, trainees often do not spend enough time in any single operational phase to develop a high level of expertise. Slow learners may find it challenging to integrate resources effectively, and trainees may become disoriented when exposed to rotating managers with differing operational styles. To optimize the effectiveness of the system,



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it should be customized to the needs, interests, and capabilities of each individual trainee, rather than following a standardized sequence for all trainees.

1.7.4 Apprenticeship Training

Many skilled workers, such as plumbers and carpenters, typically undergo formal apprenticeship programs. Apprentices are individuals undergoing training who dedicate a specified duration working alongside an experienced mentor, coach, or instructor. Similar to apprenticeships, assistantships and internships also require significant engagement from the trainee. An internship, a form of on-the-job training, typically integrates practical work experience with classroom instruction at trade schools, colleges, or universities. However, a notable drawback of the apprenticeship methods is the fixed duration of training provided to trainees. Individuals possess varying abilities and learn at different paces. Those who grasp concepts quickly may leave the program in frustration, while slow learners may require additional training time.

1.7.5 Committee Assignments

In this approach, trainees are tasked with resolving a real organizational challenge, requiring collaborative efforts to provide a solution. Assigning capable employees with significant committee responsibilities can provide them with a diversified experience and enhance their understanding of the personalities, issues, and processes shaping the organization. This process fosters the development of team spirit, encouraging employees to collaborate toward shared objectives. Nonetheless, it is crucial for managers to be aware that committee assignments have the potential to become notorious for consuming excessive time without yielding significant results.

The on-the-job methods mentioned above are cost-effective as workers simultaneously produce while learning. Immediate feedback is readily available, motivating trainees to observe and acquire the correct techniques. The likelihood of transfer-of-training issues is minimal because employees learn in the real work environment where the acquired skills are directly applied. However, on-the-job methods may disrupt production schedules,



as experienced workers may be unable to utilize the facilities used in training. Poor learners could potentially cause damage to machinery and equipment. Ultimately, if the trainer lacks effective teaching skills, the trainee may derive limited benefits.

1.8 Off-the-Job Training

It necessitates the worker to undergo training for a designated duration away from their regular workplace. Off-the-job methods focus on imparting both knowledge and skills related to specific tasks. Workers experience a stress-free learning environment without the pressures of their usual work responsibilities. Various off-the-job methods for training and development are outlined below.

1.8.1 Role Playing

It is described as a form of human interaction that includes realistic behavior within simulated scenarios. This training method emphasizes active engagement, hands-on experience, and practical application. Participants assume specific roles, such as the production manager, mechanical engineer, superintendents, maintenance engineers, quality control inspectors, foreman, workers, and similar positions. This method is primarily employed for enhancing interpersonal interactions and relationships.

1.8.2 Lecture-cum-discussion

Training delivered through specialized lectures is commonly referred to as 'classroom training.' This method is primarily associated with imparting knowledge rather than focusing on skill development. Special lectures may be conducted by executives within the organization or specialists from vocational and professional institutes. Some companies also adopt the practice of inviting experts to deliver special lectures to the staff, covering topics such as health, safety, productivity, and quality. The lecture method is suitable for providing instructions to large groups, resulting in a lower cost per trainee. However, it has its limitations, as learners may adopt a passive role. This approach deviates from the principle of learning by doing and constitutes one-way communication.



1.8.3 Programmed Instruction

In recent years, there has been a growing popularity for a method where the material to be learned is organized into a carefully structured sequence of units. These units are arranged from simple to more intricate levels of instruction. Trainees engage with these units by responding to questions or completing fill-in-the-blank exercises. Consequently, this approach is both resource-intensive and time-consuming.

1.8.4 Case Study

The case method serves as a way to replicate real-world experiences within a classroom setting. In this approach, trainees are presented with a problem or case that is somewhat related to the concepts and principles covered in previous instruction. They analyze the problem and propose solutions, which are discussed in the class. The instructor facilitates the process of reaching a consensus on the solution. This method provides trainees with the chance to apply their knowledge to practical problems. Cases can be employed in two ways: first, after the formal theory has been presented, allowing trainees to apply their theoretical knowledge to specific situations. Second, trainees may be given cases for written analysis and oral discussion in class without prior explanation of relevant concepts and theory. The case study method places significant demands on trainees, requiring a considerable level of maturity in the subject matter at hand.

1.8.5 Conference Training

A conference is a structured group meeting where participants actively engage in oral discussions with the aim of developing knowledge and understanding. It serves as an effective training tool for individuals in both the roles of conference member and conference leader. In the capacity of a conference member, individuals can enhance their learning by comparing their opinions with those of others. While the literal meaning of a conference is 'consultation,' in practice, it involves the sharing of information with a large audience. Typically held in a spacious hall, conferences allow participants to exchange views and pose questions.



In contemporary settings, video conferencing is also gaining popularity, enabling people to participate in conferences remotely.

1.8.6 Sensitivity Training

It provides individuals with ample opportunities for self-exposure and feedback. It encompasses experimenting with new behaviors and developing awareness. The main objective of this training approach is to minimize interpersonal conflicts by fostering improved relationships with others. It primarily emphasizes honing human skills as opposed to conceptual or technical abilities.

1.8.7 Simulation

Simulated environments replicate real-life conditions, providing trainees with a repeated multisensory experience of the scenario. This method is employed in situations where the actual task is costly and carries significant risks. It entails the faithful reproduction of real-life situations, making it particularly applicable in industries like aviation (for pilot training), driving schools, and the medical field (for training surgeons). The use of this technique helps minimize errors and is effective in forming a proficient team of experts.

1.8.8 In Basket

In this off-the-job training approach, a basket comprising diverse categories such as reports, letters, replies, and applications, each presenting a specific problem statement, is provided to the trainee. The trainees are then assigned a designated time limit to address the issue by issuing orders, making recommendations, delegating authority to subordinates, and distributing tasks. Consequently, trainees acquire decision-making skills through this method, which is a cost-effective training approach.

1.8.9 Management Games

In these games, trainee officials are divided into equal groups, each assuming the management of simulated companies. Every competing group



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is tasked with discussing a specific topic related to production, marketing, pricing, etc., and reaching a consensus on a particular choice. The groups then provide feedback on each other's decisions, receiving immediate evaluations of their performance. This approach fosters strong bonds among team members and contributes to the development of team spirit.

1.8.10 Management Grid

This is a long-term program which ranges from three to five years and is designed to enhance managerial skills, intergroup relations, and leadership style.

1.9 Vestibule Training

The term 'Vestibule training' refers to classroom-based training designed for semi-skilled jobs, especially when a substantial number of employees need simultaneous training for identical tasks. This method requires qualified instructors overseeing the training program, with a primary focus on learning rather than immediate production. Commonly applied in the training of clerks, machine operators, typists, and similar roles, vestibule training addresses the general challenges encountered in on-the-job training.

Vestibule training aims to replicate, as closely as possible, the materials, equipment, and conditions found in the actual workplace. When the training workload surpasses the capacity of line supervisors, the human resource department organizes vestibule training. This approach involves training workers on specific job tasks, aligning with their expected performance in their regular work settings.

Vestibule training is particularly appropriate in situations where it's impractical to burden line supervisors with training responsibilities and where specialized learning is necessary. Expert instructors and specialists lead the training sessions, allowing trainees to concentrate on learning without the distractions and pressures of the workplace. This method ensures that trainee activities do not disrupt regular production processes. Additionally, trainees have the opportunity to familiarize themselves with the work routine and overcome initial nervousness before transitioning to their actual workplace



1.10 Evaluation of Effectiveness of Training and Development

Training effectiveness is the measure of how well trainees are able to comprehend and apply the knowledge and skills acquired during a program. It is influenced by the attitudes, interests, values, and expectations of trainees, as well as the training environment. The effectiveness of a training program is likely to be higher when trainees have a genuine interest in learning, are engaged in their jobs, and have clear career plans. The content of the training program and the proficiency of trainers also play a role in determining effectiveness. Several criteria can be employed to gauge the effectiveness of training:

- 1. Reactions:** Trainees' responses to the objectives, content, and methods of training serve as reliable indicators of effectiveness. If trainees find the program valuable and express satisfaction, it can be considered effective.
- 2. Learning:** The extent to which trainees have acquired the desired knowledge and skills during the training period provides a meaningful basis for evaluating training effectiveness.
- 3. Behavior:** Positive changes in the job behavior of trainees indicate how effectively the learning has been applied in practice.
- 4. Results:** Outcomes such as improvements in productivity, quality, cost reduction, accident prevention, and reductions in labor turnover and absenteeism resulting from training can be used as tangible measures for evaluating effectiveness.

1.11 Strategies of Training Programme

Creating a successful training program requires meticulous planning and the consideration of various approaches to ensure the achievement of learning objectives. Below are several strategies to enhance the efficacy of a training initiative:

- 1. Needs Assessment:** Conduct a thorough assessment to pinpoint skills and knowledge gaps that the training program should address. Seek input from employees, managers, and stakeholders to understand specific training needs.



2. **Clear Learning Objectives:** Precisely articulate the learning objectives, ensuring they are Specific, Measurable, Achievable, Relevant, and Time-bound (SMART).
3. **Audience Analysis:** Comprehend the characteristics, backgrounds, and learning preferences of the target audience, tailoring the training content accordingly.
4. **Interactive Learning:** Incorporate engaging elements such as case studies, group discussions, simulations, and hands-on activities to actively involve participants in the learning process.
5. **Varied Training Methods:** Employ a mix of training methods, encompassing on-the-job, off-the-job methods, webinars, and self-paced resources, catering to diverse learning styles.
6. **Feedback Mechanism:** Establish a feedback system to gather input from participants during and after the training, using this information to assess program effectiveness and make necessary adjustments.
7. **Real-world Application:** Integrate real-world scenarios and examples for participants to relate to, bridging the gap between theory and practical application.
8. **Trainer Competence:** Ensure trainers are well-qualified, experienced, and possess effective communication and facilitation skills, with the ability to adapt to audience needs.
9. **Customization:** Tailor the training program to address specific organizational goals, challenges, and industry trends, enhancing relevance and applicability.
10. **Recognition and Rewards:** Implement a recognition system for outstanding participants, including certificates, badges, or other tangible rewards to motivate employees.
11. **Long-term Support:** Offer ongoing support and resources post-training to reinforce learning and assist participants in applying their new skills and knowledge on the job.

By integrating the above strategies, organizations can develop a comprehensive and effective training program that contributes to the professional development and success of their employees.

**IN-TEXT QUESTIONS**

4. _____ involves a relationship wherein a senior manager in an organization takes on the responsibility of nurturing or grooming a junior individual.
5. In _____ methods of training, the worker acquires knowledge within the real work environment, adhering to the principle of 'learning by doing.'
6. Programmed Instructions is a technique of _____ methods of Training.
7. The _____ method of training involves moving a trainee from one job to another, providing them with a comprehensive understanding of the organization's functioning.
8. _____ is a prolonged educational process utilizing a systematic and organized approach through which managerial personnel gain conceptual and theoretical knowledge for general purposes.
9. _____ helps to improve the level of performance. Trained employees perform better by using better method of work.
10. Which of the following is a technique under on-the-job methods?

(a) Case Study	(b) Conference Training
(c) Discussion	(d) Job Rotation

1.12 Summary

The chapter explores the significance of training in enhancing job-specific knowledge and skills. It emphasizes the benefits of a well-designed training program, including higher productivity and improved work quality. The Management Development Programme is introduced, focusing on its characteristics and objectives, such as ongoing engagement, performance enhancement, structured procedures, directed progress, and remedial focus. The distinction between Training and Development is highlighted, with training being a brief, structured process for non-managerial staff, while development is a prolonged, conceptual process tailored for managerial personnel. The chapter outlines the benefits of both training and development.



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The Methods of Training within the Industry are then discussed, categorizing them into On-the-job Training and Off-the-job Training. On-the-job methods include Job Instruction Training, Coaching, Mentoring, Job Rotation, Apprenticeship Training, and Committee Assignments. Off-the-job methods encompass Role Playing, Lecture cum Discussion, Programmed Instruction, Case Study, Conference Training, Sensitivity Training, Simulation, in Basket, Management Games, and Management Grid.

The chapter further explores Vestibule Training, which is classroom-based training for semi-skilled jobs, providing a stress-free learning environment away from the workplace. The evaluation or effectiveness of training and development is discussed, measuring effectiveness based on reactions, learning, behavior, and results.

Finally, strategies for designing a successful training program are presented. These strategies aim to enhance the efficacy of training initiatives and contribute to the professional development of employees

1.13 Answers to In-Text Questions

- | | |
|-----------------------|-------------------------------------|
| 1. True | 6. Off-the-job |
| 2. Vestibule Training | 7. Job Rotation |
| 3. Vestibule | 8. Management Development Programme |
| 4. Mentoring | 9. Training |
| 5. On-the-job | 10. (d) Job Rotation |

1.14 Self-Assessment Questions

1. How can the effectiveness of training and development program be evaluated?
2. What do you understand by training? Explain various methods of training.
3. What strategies are to be followed for an efficient Training Program?
4. Is training different from Development? If yes, elaborate.
5. Discuss the benefits of Training and Development Program.



6. What is vestibule training, and in what situations is it particularly appropriate?
7. What are the characteristics of Management Development Programmes?
8. Distinguish between on-the-job and off-the-job training and explain three methods of each.

1.15 References

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**Department of Distance and Continuing Education
University of Delhi**