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Exam Code : HRD

Human Resource Development

SEMESTER - IV

BACHELOR IN BUSINESS ADMINISTRATION

BLOCK - 1

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SEMESTER 4
BACHELOR IN BUSINESS ADMINISTRATION
HUMAN RESOURCE DEVELOPMENT
BLOCK 1

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COURSE INTRODUCTION

The course “Human Resource Development” of B.B.A. 4th semester which will focus on the different aspects of issues related to development of the human resource in an industry or in an organistaion. An organisation’s efficiency depends on the efficiency of its human resource. Therefore, the organisation must emphasis on the development of its human resource; it requires proper emphasis on training of its people to enhance their skill. At the same time, the organization must review the performance of its employees so that any shortcomings on their part can be removed without delay. The human resource manager is also concerned with motivation of employees and draws up an effective compensation plan in order to retain the existing employees and attract the new talent towards the organization.So this course will help you in gaining knowledge which you have to be applied in solving the complicated problems of human resource management.

This course consists of fifteen units.This is the first block of the course which is consists of eight units.which are devided into two blocks: Block 1 and Block 2

Block 1 deals with the basic concepts of Human Resource Development,planning and organising the HRD system, Individual development, career development, management development, Introduction to Organisational Development, role of OD practitioners and group behaviour and team development.

Block 2 concentrates on the concepts of training and development, performance appraisal, quality of work life, benefits and servioces, human resource research, employees working time management and manageing global human resource.

While going through this block, you will get some boxes marked with “ACTIVITY” which will help you in making your learning more active and efficient. And, at the end of each section, you will get “CHECK YOUR PROGRESS” questions. These have been designed to self-check your progress of study. It will be better if you solve the problems put in these boxes immediately after you go through the sections of the units and then match your answers with “ANSWERS TO CHECK YOUR PROGRESS” given at the end of each unit.

BLOCK 1: INTRODUCTION

This is the first block of the course 'Human Resource Development'. The Block is divided into 8 units and is primarily a learner oriented Self learning material, as it satisfies the requirements of the learners in the filed of 'Human Resource Development'.

This block comprises of the following eight units:

The first unit introduces us to overview of Meaning of HRD, Characteristics of HRD, Objectives and benefits of HR, Difference between HRD ad HRM and HRD methods

The second unit gives us a concept of HRD Planning,HRD Philosophy,HRD Sub-systems,HRD Objectives,HRD Policies,HRD Action plan and Strategy,Organising the HRD System and forms of HRD Organisation

The third unit gives us an idea on the Evolution of Individual Development,Role in Individual Development,Responsibilities in Individual Development,Understanding Employees' Learning,Learning organization, Improving Individual Development through Learning

The fourth unit will help us in concept and definition of career development, Career planning process, Stages of career development and Career development programmes

The fifth unit gives us a broad idea on meaning of Management development, Importance of management Development, Steps in Management Development Process and Methods of Management Development

The sixth unit will help us in understanding the definition of Organizational Development (OD), Objectives of OD, Characteristics of OD, Historical Background, Second-Generation OD, Values, Assumptions, and Beliefs in OD,Implications of OD Values and Assumptions

The seventh unit gives us an idea on concept of OD Practitioner, Role of OD Professional in Organisations, Competencies Required for an OD Professional and scope of the Role of an OD Professional

The eight unit introduces us to Meaning of Group and Group behaviour, Types of Groups, Stages in group development,Group cohesiveness, Meaning of Team, Types of Team and Difference between group and team

The Block is devided into eight units:

UNIT 1: Introduction to Human Resource Development

UNIT 2: Planning and Organising the HRD System

UNIT 3: Individial Development

UNIT 4: Career Development

UNIT 5: Management Development

UNIT 6: Introduction to Organizational Development

UNIT 7: Role of OD Practitioner

UNIT 8: Group Behaviour and Team Development

UNIT 1: INTRODUCTION TO HUMAN RESOURCE DEVELOPMENT (HRD)

UNIT STRUCTURE

1.1 Learning Objectives
1.2 Introduction
1.3 Meaning of HRD
1.4 Nature/Characteristics of HRD
1.5 Objectives and Benefits of HRD
1.6 Functions of HRD
1.7 Difference Between HRD and HRM
1.8 HRD Methods
1.9 Let Us Sum Up
1.10 Further Reading
1.11 Answers to Check Your Progress
1.12 Model Questions

1.1 LEARNING OBJECTIVES

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

- learn the meaning of HRD
- discuss the characteristics of HRD
- describe the objectives and benefits of HRD
- differentiate between HRD and HRM
- learn the HRD methods

1.2 INTRODUCTION

For an organization, productivity is important but now-a days retaining of human resources is also plays a vital role as human resource is an important factor of production. All the other factors (like machine, material, building, plants etc.) will be useless if able and trained persons are not available to work upon these factors. The present business organizations or companies are associated to mature and wise human resource persons and to enhance their abilities the companies offer with proper training and development programs for the benefit of the company.

So, in this unit first let us discuss the concept of HRD. Then will get some idea on the characteristics, objectives and benefits of HRD. Also you will be able to differentiate between HRD and HRM.

1.3 MEANING OF HRD

Human Resource Development (HRD) is the framework for helping employees develop their personal and organizational skills, knowledge, and abilities.

The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers.

Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, monitoring, succession planning etc.

HRD can be understood in two issues i.e. in *Macro level* and *Micro level*. At macro level HRD referred as “the improvement in qualities and productivity of employees” and in micro level “the improvement in the quality of mangers and the employees so as to get higher level of productivity and improvement in the quality of work. Let us discuss some of the definitions given by different scholars:

According to Mclean and McLean as “Human Resource development is any process or activity that initially or over the longer term has the potential to develop adult’s work-based knowledge, expertise, productivity and satisfaction whether for personal or group team gain, or for the benefit of the organization ,community, nation or ultimately the whole community”.

According to T. V. Rao: “HRD is a process by which the employees of an organization are helped, in continuous and planned way to:

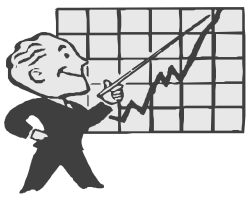
1. Sharpen their capabilities required to perform various functions associated with their present or expected future roles;
2. Develop their general capabilities as individuals and discover and exploit their inner potentials for their own and organizational development purposes; and

3. Develop an organizational culture in which supervisor–subordinate relationship, team work, and collaboration among sub-units become strong and contribute to the professional well-being, motivation and pride of the employees.

Micro Level: At micro level, human resource development is related with grass-root development in organisations. It is well received by companies' management as they realized its importance and foresee its future contribution for the individual and organizational development. Generally, HRD at micro level talks about organisation's human resource planning, selection, training, performance appraisal, development, potential appraisal, compensation, organizational development etc. HRD involvement in all these areas mainly aims at developing new capabilities in people so that they could meet the present job challenges and prepare to accept future job requirements.

Macro level: At macro level, HRD is related with development of people for the nation's well being. At this level, it involves health, skills, capabilities and attitudes of people which are more useful in development of nation as a whole. While calculating the national income and economic growth, HRD examines the individuals' potential, attitudes, skill, aspirations, knowledge etc; and develops a concrete base for economic planning. However, HRD at macro level is not yet popular as it is at micro level.

But in this unit we are going to discuss human resource development at micro level.



CHECK YOUR PROGRESS

Q 1: What is HRD

.....

.....

.....

Q 2: Fill in the blanks:

a. At macro level, HRD is related with ..... of people

b. HRD at micro level deals with human resource planning, ... and training.

1.4 NATURE /CHARACTERISTICS OF HRD

The nature or characteristics can be discussed as follows:

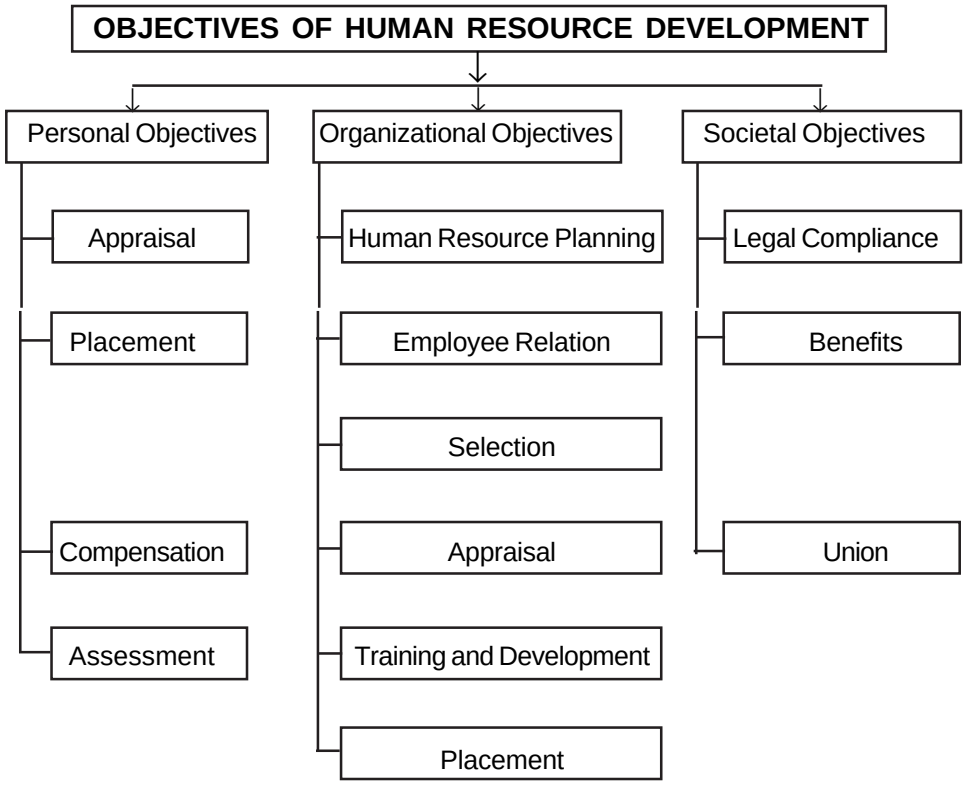
1. HRD is a continuous process
2. HRD is a planned development effort
3. HRD is a system
4. HRD is quality of life
5. HRD helps in professional well-being and work motivation.

Now let us discuss the above in detail:

1. **HRD is a continuous process:** HRD is a process as it involves the methods and techniques like training and development, performance appraisal, career development, grievance redressal etc.
2. **HRD is a planned development effort:** HRD is a set of planned and systematic activities designed by the organization for its employees so that they could learn the skills to meet the current and future requirement.
3. **HRD is a system:** HRD is a system as it consists of several sub-systems like performance appraisal, training, role analysis etc.
4. **HRD is quality of life:** HRD is concerned with improving the quality of work life so that the employees get greater satisfaction and which will result into higher level of productivity.
5. **HRD helps in professional well-being and work motivation:** HRD helps in motivating the employees by means of training, development of personality etc.

1.5 OBJECTIVES AND BENEFITS OF HRD

The following are some of the objectives and benefits of HRD:



From the diagram above it is clear that HRD is associated with three types of objectives i.e. Personal, organizational and societal objectives.

Human resource development provide programs to orient, train and develop personnel by improving skills, knowledge, capabilities and competencies required to perform well on the job.

By offering programs designed to promote personal and professional career growth, they enable organizations to improve efficiency, productivity and profitability.

The aims and objectives of HR development programs include planning development programs based on identified performance gaps by enabling individuals to achieve short-term and long-term career goals and supporting succession planning by implementing leadership development programs.

HR development programs also help organizations comply with local, state and federal regulations.

From the above discussion it is clear that HRD plays a very important role in every part of management in an organization. The following are some of the benefits of human resource development in an organization:

1. It helps in growth and development of the employees
2. It helps in improving the performances of the employees by making them aware of their weakness and talents.
3. It facilitates with an environment where the employees can take full advantages
4. It generates information about employees for personnel functions like training, placement, selection etc.
5. It leads to organizational effectiveness which will minimize costs and maximize profitability.

1.6 FUNCTIONS OF HRD

As we discussed that HRD is an important aspect in any organization, its practices provides a broader perspective for any organization to grow more dynamic, adaptable and thereby improve performance continuously. Now, in this section let us discuss the functions of HRD. They are as follows:

a. Training and Development
b. Organization Development
c. Career Development



CHECK YOUR PROGRESS

Q3: What are the characteristics of HRD.

.....

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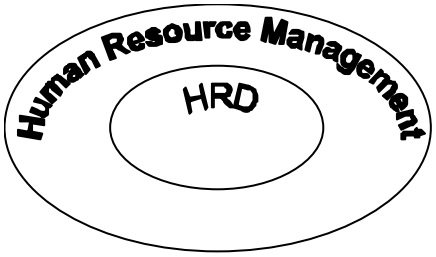
.....

Q4: Fill in the blanks

a. HRD is concerned with .....of work life
b. HRD is a set of planned & .....activities
c. HRD helps in motivationg the employees by means of ..... and devlopment

1.7 DIFFERENCE BETWEEN HRD AND HRM

HRM is a broader concept and HRD is a part of it. *Human resource management* is the art of managing human workforce in an organization to its optimum,on the other hand *Human Resource development* is a process of developing the standard of learning and performance to enhance both the individual and the organization. The following are some of the differences between HRM and HRD.



Human resource development is part and parcel of Human Resource Management. The following are some of the differences that are discussed:

HRD	HRM
HRD is a sub section of HRM	HRM itself is a large system in an organization
HRD only deals with the development part	HRM deals with all aspects of the human resources function
HRD is concerned with employee skills development	HRM is concerned with recruitment, rewards among others
HRD functions can be informal like mentorships	HRM functions are mostly formal
HRD is process oriented function	HRM is result oriented function

1.8 HRD METHODS

The systematic way of developing the competencies and motivation of the individuals in an organization is called the HRD methods. Human Resource Development focuses on improving employees'

knowledge, skills, and abilities. Methods of HRD focuses on informing and guiding the employees with the necessary knowledge to succeed on their job, more specific abilities that help to accomplish any task or responsibility or personal and organizational skills that improve communication and efficiency of the organization. The following are some of the methods:

1. **Manpower planning:** Manpower Planning which is also called as Human Resource Planning consists of putting right number of people, right kind of people at the right place, right time, doing the right things for which they are suited for the achievement of goals of the organization.
2. **Performance appraisal:** Performance Appraisal is the systematic evaluation of the performance of employees and to understand the abilities of a person for further growth and development.
3. **Training and development:** I**t** is a subsystem of an organization. It ensures that randomness is reduced and learning or behavioral change takes place in structured format.
4. **O.D Techniques:** Organizational development can be a strategy to deal with change within the office. Organizational development is the strategic organization-wide effort to improve effectiveness in a company. Many organizations may make use of several O.D Techniques for development of their human resources. They include team-building group, organizational mirroring etc.
5. **Compensation and reward:** The Compensation and Reward techniques includes designing and administering compensation philosophy, strategy and systems, compensation benchmarking, executive compensation and other competency or function based compensation practices in an organisation



CHECK YOUR PROGRESS

Q5: State any two differnces between HRM and HRD

a .....

b. .....

Q6: What is the performance appraisal and OD techniques methods of HRD

.....

.....



1.9 LET US SUM UP

In this unit we have discussed the following:

- Human Resource Development (HRD) is the framework for helping employees develops their personal and organizational skills, knowledge, and abilities.
- The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers.
- At micro level, human resource development is related with grass-root development in organizations.
- At macro level, HRD is related with development of people for the nation's well being.
- The nature or characteristics can be discussed as follows:
  a. HRD is a continuous process
  b. HRD is a planned development effort
  c. HRD is a system
  d. HRD is quality of life
  e. HRD helps in professional well-being and work motivation.
- HRM is a broader concept and HRD is a part of it. *Human resource management* is the art of managing human workforce in an organization to its optimum and *Human Resource development* is process of developing learning and performance to enhance both the individual and the organization.
- Methods of HRD focuses on Manpower planning, Performance appraisal, Training and development, O.D Techniques and Compensation and reward.



1.10 FURTHER READING

- T V Rao (35034); *Human Resources Development: Experiences, Interventions*, Strategies; Sage India.
- Uday Kumar Haldar (2009), *Human Resource Development*; 1st Edition; Oxford University Press India.
- Deb (2012); *human Resource Development: Theory Practices*, 1st Edition; Ane Books India.
- M S Tomar, B S Yadav (2010); *Human Resource Development In India (Conceptual Analysis And Strategies)*; Shree Publishers & Distributors

1.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q.1: Human Resource development is any process or activity that initially or over the longer term has the potential to develop adult's work-based knowledge, expertise, productivity and satisfaction whether for personal or group team gain, or for the benefit of the organization ,community, nation or ultimately the whole community

Ans to Q.2: a. development b. selection

Ans to Q.3: a. HRD is a continuous process

b. HRD is a planned development effort

Ans to Q.4: a. quality b. systematic c. training

Ans to Q.5: a. HRD only deals with the the development part and HRM deals with all aspects of human resources function

b. HRD functions can be informal and HRM functions are formal

Ans to Q.6: a. Performance Appraisal is the systematic evaluation of the performance of employees and to understand the abilities of a person for further growth and development.

b. OD is the strategic organization-wide effort to improve effectiveness in a company.



1.12 MODEL QUESTIONS

Q 1: Define Human Resource Development.

Q 2: Outline the characteristics of HRD.

Q 3: Discuss the objectives and benefits of HRD.

Q 4: Outline the difference between HRD and HRM.

Q 5: Discribe the various methods of HRD.

*** ***** ***

UNIT 2: PLANNING AND ORGANIZING THE HRD SYSTEM

UNIT STRUCTURE

2.1 Learning Objectives

2.2 Introduction

2.3 HRD Planning

- 2.3.1 HRD Philosophy
- 2.3.2 HRD Sub-systems
- 2.3.3 HRD Objectives
- 2.3.4 HRD Policies
- 2.3.5 HRD Action plan and Strategy

2.4 Organising the HRD System

- 2.4.1 Forms of HRD Organisation

2.5 Let Us Sum Up

2.6 Further Reading

2.7 Answers to Check Your Progress

2.8 Model Questions

2.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- describe the philosophy of HRD.
- explain HRD policies
- explain HRD action plan and strategy
- explain organizing the HRD system.
- describe the forms of HRD Organisation

2.2 INTRODUCTION

In the last unit, you have studied about the basics of HRD. In this unit we are going to discuss about planning and organizing the HRD system. Planning system of HRD comprises of their beliefs that is its philosophy, its various subordinated systems, goals and objectives, policy and strategy for implementation. Organizing system for HRD system embraces various

structures, activities; responsibilities of HRD, and quality traits of HRD administrator. In every organisation, people are appointed to carry out task of the HRD System. All the corporate, public or private enterprises, government organisations, hospitals, schools, requires a plan of various activities of human resource development incorporating its efforts at differentstages into an integrated plan with details regardingits their beliefs that is its philosophy, its various subordinated systems, goals and objectives, policy and strategy for implementation.

In this unit we are going to discuss in detail about philosophy and policies of HRD. Further we are also going to discuss HRD action plan and strategy, organizing the HRD system and forms of HRD organization. In the next unit, we will discussabout individual development.

2.3 HRD PLANNING

Planning system of HRD comprises of their beliefs that is its philosophy, its various subordinated systems, goals and objectives, policy and strategy for implementation.

2.3.1 HRD Philosophy

One of the most vital and crucial part of HRD plan is HRD philosophy. HRD philosophy symbolizesand represents all principles, morals, belief and opinionsthat are believedby themanaging bodyof an organisation with regards to its employees' progress, growth and development. HRD philosophy which is well-established has two significant functions of developing a management style and bringing clarity in the organisational goals. For the accomplishment of HRD programme beliefs which are consideredvital are as follows:

1. Most important asset of an organisation is human beings.
2. Humans have capabilityto develop to an infinitelevel.
3. If the feeling of 'belonging' among the employees is developed by the organisation then it creates a feeling of commitment towards the work and theorganisation in the employees.

4. It is likely that employees will have a sense of 'belonging' if appropriately care of their satisfaction , fundamental and needs of higher order is taken by the organisation.
5. When employees' get opportunities and various prospects to find out and discover and use potential fully, it enhances their commitment towards the work.
6. To make certain subordinates progress and use of competences, build a vigorous and encouraging work culture, and to position models to be pursued are the responsibilities of every manager.
7. All the managers at thesuperiorrankin an organisational levelhave an additionalresponsibility towards HRD function for ensuringitsefficiency and success.
8. A healthy, vigorous and encouraging work culture is symbolised by zeal, support, openness, trust and teamwork.



CHECK YOUR PROGRESS

Q1. What does HRD Philosophy symbolises?

.....

.....

2.3.2 HRD Sub-Systems

Once the HRD philosophy of an organisation is set and established, the plan of HRDshouldindicatethe severalsubordinated or sub-systems or tools those are to be utilised. Analyzing various roles involved in a job, recruitment process, selection and appointment process, transfer or job rotation, Recognition and rewards, disciplinary, training and development, performance appraisal, counseling, feedback, career and succession planning, data storage of HRD etc. are various subordinated or sub-systems. Amongst these various sub-systems training is deliberated as the utmost vibrant and important sub-system. Training is so vital that many organisations consider it equivalent and identical to HRD. On

the other hand this is inappropriate, as training single-handedly is inadequate to fetch the preferred changes inthebeliefs of the organization.So, the training activity should be supported by other sub-systems to bringthe desired changes in an organisation.

2.3.3 HRD Objectives

The next significant step, after describing the HRD sub-systems, is to lay down the HRD goals and objectives.All the HRD activities are planned towards achieving this objectives.While defining these HRD objectives, a substantial thought must be given to the various departmental objectives in an organisation, objectives of an organisation as a whole and other social objectives. All objectives and goals within an organisation should support and must be mutually interlinked. If there is obstruction between them the situation becomes disastrous. So, it becomes necessary to have 'matrix'of all the objectives and goals that are conjointly co-operative.

By and large, objectives of organisations' are efficiency, assistance and returns; objectives of employees are respectable salaries, good environments, financial safety, and opportunities to progress and develop. Objectives should be attainable and measurable and must be defined in such ways to be 'feasible' and quantifiable so that level of attainment can be measured.Though, if extremely qualitative in nature it can become measurable by implying working sub-objectives with probable association to the fundamental objective.For example; objective which has a low degree of verifiability such as "to sustain high morale and healthierhuman relations" in this case someoperative sub-objectives might be established like (i) less absenteeism in organisation (ii) low employee turnover rate of the organisation (iii) time bound grievance settlement procedure etc. Hence, the objective "to sustain high morale and healthier human relations" is verified in relationship of these added concrete measures.



CHECK YOUR PROGRESS

Q2. How HRD objectives must be defined?

.....

.....

2.3.4 HRD Policies

Policies are the subsequent imperative portion of HRD plan. Policies are universal statements that give direction to the thinking and action in the process of decision-making. As it only gives direction to in the process of forming a decision so there is possibility of having alternatives. Else they would be termed asrules instead of policies.Comprehensive HRD policies are vital foundation for good HRD practices. Policies are foundation for management to act by principles rather than convenience. If the policies are not framed all the decisions taken are on interim basis, resulting in inappropriateconsequences. While framing HRD policies following areas should be taken into consideration:

Selection Policy: Organisational selection policy must provide clear guidelines regarding the following:

i) Reservation: caste wise reserved seats.

ii) Employing: localities, relatives of present employees, employees of competitors etc.

iii) Promotions of employees.

iv) Preference for physically challenged persons.

v) Retirement of employee: age, length of service or efficiency.

vi) Role of union if any in recruitment of employees.

vii) Job preview: Giving an idealistic preview of a job is inappropriate. All the aspects of the job whether positive or negative must be informed to the job applicant. For example an applicant must be informed regarding how she/he will be supervised, what role he needs to perform etc. As per the researches

viii) Expenditure: All the expenditure expected to be incurred during selection procedure foradvertisements, assessment, training, travel etc.

Training Policy: Organisational training policy must provide clear guidelines regarding the following:

i) Training Needs: It should be clearly stated that how the training needs is to be determined?

ii) Training Content: In what wayshould training coursebe designed or planned?

iii) Follow-up and Evaluation Method: In what way follow-up and appraisal of training must be conducted?

iv) Post-Training: In what manner post-training support must be given?

Compensation Policy: Organisational **c**ompensation policy must provide clear guidelines regarding the following:

i) Wage rate: One of the major policy issues is to determine the organisational wages which should be relative to the market and the industry rates. Wages to be paid to employees should be equal, lower or higher level than those prevalent in market or industry has to be determined.

ii) Relationship between the salaries and wages given to various cadres.

iii) Appreciation to be specifiedon the basis of individual performance.

Policy regarding Arrangement for work: Organisational policy regarding arrangement for work must provide clear guidelines regarding the following:

i) Working hours: Daily work hours, duration of rest and pauses etc.

ii) Leaves and vacation

iii) Working conditions

Policy Regarding Employee Service: Organisational policy regarding employee service must provide clear guidelines regarding the following:

i) Employee welfare
ii) Systematising co-operative societies
iii) Celebration of festivals
iv) Re-creational centres
v) Sports
vi) Budgeting of family.

Industrial Relations Policy: At this point the organisation should clearly direct the magnitude of its conviction towards collective bargaining. Further, rights of workers toselect the union and their union leadermust be directed. The organisational policies concerning third party interferenceduring the industrial disputes must be stated.



CHECK YOUR PROGRESS

Q3. What is meant by policies?

.....

.....

2.3.5 HRD Action Plan and Strategy

HRD Action Plan: The last step of HRD plan is to prepare an action plan for each subsystem of HRD. The action plan should specify every information and method regarding implementation of sub-system. It should also provide details regarding various stages and itsfinancing source.

Policy Integration : To attain organisations success it is very important that there should be integration of its corporate policy and HRD policy. When HRD policy becomes an integral part of corporate policy and is set within, it assists in accomplishing the organisational goals and objectives in more effective manner by providing path and rationality to HRD programmes. HRD department has a dual role in formulation of policy to attain this integration. First, while formulating corporate policy it needsto be involved and secondly, while formulating own policy it has to consider corporate policy and maintain consistency between them.These dual roles have to be played concurrently in a parallel procedure.

HRD Strategy: An appropriate HRD strategy for the whole organization leads towards its growth.Anall-inclusive HRD strategy must be reinforced by HRD systems ranging from top level to bottom level employees. It is imperative to continuously scan the environment to discover opportunities and be prepared to face threats. There ought to be balance and consistency between HRD strategy and corporate strategy. They must go hand in hand.

The HRD strategy must provide responsesfor the following:

i) Whether HRD objectives, policies, programmes and strategies of the organization are specified clearly or simply implied

ii) Whether there is consistency between all the HRD activities and organization's mission, vision, goals and objectives, policies, and environment?

iii) In what manner is the performance of HRDfunction in relationto improve the fit amongst theindividual employee and the work?

v) Whether the aptplanning and methodsare being used to assess and enhance the corporateperformance?

A model, where human resource development strategies are aligned with an organisations life cycle strategies is developed by Schein. According to the model, at the embryonic stage of an organisation there is unity, founder has the leading and dominant role, there are no proper procedures, lack of planning and politics plays a major role. In such a phase, need to have HRD is not recognised by the founder, there are inadequate management professionals, unexpected changes, problems related to succession and HRD might need to promote itself aggressively is the strategic implication of HRD at this stage.

When an organization is in growth stage there are various cultural modifications, less unity, management at middle level is emerged, diversification, acceptance of people for change or new thinking is challenge, and there are differences in line and staff employees

giving rise to conflicts. In this phase strategic implication of HRD is to initiate various activities such as induction programme for new recruits, career development plans, development of management, formulating and developing teams with high performance, participating in change management, sustaining and reinforcing organizations beliefs and cultural values.

When in maturity stage the organizations beliefs and values are institutionalized, there are development changes, disinterest may also sometimes prevail. In this phase the HRD function is already recognized and well established. Sustaining and bringing innovative approach in all the HRD activities should be the strategy.During the decline stage, many crucial decisions have to be taken; environment is sometimes aggressive where organizational culture becomes the defense mechanism. In this phase restoring confidence amongst the employees, reassuring and organizing activities to overcome major issues should be the strategy.



CHECK YOUR PROGRESS

Q4. What is role of HRD department in formulation of policy to attain integration?

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2.4 ORGANISING THE HRD SYSTEM

HRD activity can be cost effective, if there is specific type of organisational structure where formal intended relationship amongst sub-systems and roles are defined in an organisation. Formalised structure is sometimes considered rigid and also blocks creativity of internal talent.On the contrary, formalised structure brings clarity as individual power, authority and limits of decisionare defined role wise; therefore all human efforts in an organisation are channelized on the accuratepath.Organising function is a procedure of building a positive work environment where teams can work

effectively and efficiently by a manager. This is done by eliminating conflicts among employees over responsibilities and work, thus bringing order and harmony out of confusion. It is implied that the job roles should be designed or redesigned in such a way that human factor is recognised and employees are motivated.

2.4.1 Forms of HRD Organisation

In an organisation, HRD function can be organised in four diverse ways on the basis of the size, nature, structure, activities, and types etc. of the organization. The following are the four methods of performing HRD function through:

i) the existing Personnel Department;
ii) a separatedepartment;
iii) a committee; and
iv) Chief Executive Officer.

If within an organisation, HRD functions are being performed by the existing personnel department there is certainly not a necessity to form a separate HRD department. But it is advised to distinct employees' performing activities of HRD from the employees who are carrying out activities of administrative personnel to bring role clarity.This can be done by giving them HRD designation. However, many times it might perhaps be noticed that even though the prevailing personnel department have the directive for executing functions of HRD; it lacks the essential competency, trustworthiness and inspiration. In these circumstances one must remember that competency can be developed and motivation can be acquired but trustworthiness cannot be acquired.In such a situation, it might turn out to be vital for an organisation to create a separate HRD department where size must be given special consideration.Low profile and flat structure with small size department is considered worthwhile. All associates of the department can be given designation of HRD managers,however according to the tasks assigned and responsibilities set they may possibly be given different salary

scales.This is essential for protecting the, HRD climate and keeping it free from envy.To streamline hassle-free reporting and action, the HRD department needto have direct structural linkage with the chief executive. This will also expedite HRD function in times of change leadership. The HRD department mustsimilarly have robust connectionsamongst its subordinated systems as well asall other sections in the organisation.

The activity of HRD may perhaps be allotted to a committee or to the chief executive officer in a medium or small size organisation.In the former situation where the HRD function is allotted to a committee or task force, the trustworthiness of the associates, who are usually line managers having added responsibility of HRD. It's essential for the efficiency of the team, that eachassociate of the team must ensure optimistic approach towards the activity of HRD and must try to increase HRD skills adequately. The organisations in which committee culture is prevalent and the associate members are able contribute enough time for HRD task; committee or a task force method of organisation for HRD is expected to be effective.

In organisations where Chief Executive Officer (CEO) is handed overresponsibility to carry out the activities of HRD, there are generally two threatsinvolved. First, the HRD activities might be observed through substantial cynicism by the juniors in organisation. Second, other tasks of CEO's might give him only minute spell for activities of HRD. For evading these risks appoint someone must be appointed under CEO who can efficiently handle HRD activities. Simultaneously, he must prepare a checklist of HRDactivities so that a track can be maintained of HRD duties.



CHECK YOUR PROGRESS

Q 5. What are the four methods of performing HRD function?

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Designing a New Human Resource Development System

Designing a new human resourcedevelopment system is a very crucial process and while designing must give deliberations to the following:

1. The foremost purpose of the systemmust be the organisations overall development. The emphasis of the system must be to improve analytical and problem-solving proficiencies and on building a more exposed organisation so that employees' commitment obtained.
2. The prevailing culture and the several circumstantial factors such as size, technology adopted, type of work, skill level of employees and their support to HRD and accessibility to external supportmust are taken into consideration. A small organisation may conglomerate numerous activities of HRD into one while a big size might need every single HRD function to be allocated independently. Technology and work type within an organisation is to be considered while deciding the various components of HRD system.

For example in a service based organisation customer needs are given top priority as a sub-system. HRD system needs to be gradually introduced in organisations with low level of people's skills.Amount of resources available for HRD and its design system in an organisation are determined by its own support. Accessibility to external support makes sure apt observing. Suppose the HRD activity is planned like intrusion to transform prevailing beliefs of an organisation then it becomes essential for sufficient preparation cautiously, scrutinize carefully as well as do rigorous follow-up. To

facilitate and restrain employees it will be useful todo force field analysis. This will also bring clarity regarding which force is in favour of this change and support in system designing. For example, if organisation culture favours neutrality in the new system it can be reinforced.

3. Appropriate links amongst the various sub-systems should be built while designing a human resource development system for these standing committees or ad-hoc committees' or task groups can be formed with different objectives and purposes.
4. There should be monitoring mechanism provision such as a periodical review in the human resource development system. For assessment and review purpose employees performing other functions may also be involved.
5. It is very important to introduce various sub-systems phase wise in planning human resource development system for its effectiveness.Every sub-system has to be designed cautiously through progression phases put together one above the other. This includes:
   (i) Geological phasing: Initially initiate sub-system only in some departments of an organisation and gradually in other departments.
   (ii) Vertical phasing: Initially sub-system can be launched level wise a single or a small number at a time in the organisation and gradually can be expanded upwards or downwards.
   (iii) Functional phasing: The sub system can be introduce on the basis of one function in an organisation and subsequently trailed by added functions.
   (iv) Complexity planning: The modest form of sub-system can be introduced first, gradually followed by the complex forms.

Responsibilities of HRD Department

1. Primary job of department of HRD is to clutch with the prevailing beliefs and philosophy of the topmost managing authority and if there is come contradiction between top management

philosophy and philosophy of HRD it must persuade top management to modify its philosophy.

2. For devising the precise personnel policies all the relevant inputs shall be provided to the top management or the PersonnelDepartment by the HRD department.
3. The line managers must be persistently motivated for learning anddevelopment by the HRD department.
4. The HRD department must constantly design and conduct experiment with innovative approach to put together the right form of HRD environment and accomplish goals of organisation. It should be more of task oriented and its activitiesmust not be at thecost of organisational goals.
5. The HRD department must regularly take feedback, arrange workshops to review the organisational environment and also monitor effectively the functioning of its varioussub-systems.
6. The HRD department must strive to gain the confidence of employeeunions by eliminatingdisbelieve, fright and doubts amongst them for its actions and encourage them to achieve victory.

Whose Responsibility is HRD?

HRD personnel and line managers have the shared responsibility and accountability of HRD function in an organisation.HRD department can plan and arrange for tools for practice by line managers, while linemanagers have the accountability for using these mechanisms for subordinates' development. For the success of HRD, it is necessary that HRD department constantly receives demands from line managers and follow-up action must be taken by line managers.

Accordingly, following are the responsibilities of the line managers:

i. Appeal the organisations HRD professional to plan and presentsystem which are participatory such as quality circles, autonomous workgroups, appraisal and review system, stress management programmes etc.

ii. Implementation of numerous HRD mechanisms, identify and recognise the complications faced and backing required for attaining success.

iii. Analysing the consequences ofnumerous HRD mechanisms for creating anenvironment of support, openness and faith in the organisation with the support of HRD manager.

iv. Providing on-the job training constantly and developing problem solving skills amongst their subordinates.

v. Inviting external professionals to gain insight into their HRD experience.

vi. Providing adequate budget for HRD drives.



CHECK YOUR PROGRESS

Q6. Who has the responsibility of HRD function in an organisation?

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Traits of HRD Manager

Apart from proficient information of numerous sub-systems of HRD, the following are quality traits which an HRD manager must possess:

i. He must have trust in the capabilities of individuals to modify and progress during any life phase.

ii. He must have persistent longing to develop as well as learn and consider others learning also as important as his. His right attitude can bring success to the function he is performing.

iii. He must possess high motivation to help others and give priority to group goals instead of personal goals.

iv. He must be a proactive by initiating and implementing novel ideas and a good communicator which will help in selling his ideas to others within organisation.

v. He must be a good listener and have adequate patience to see the results of his efforts.

vi. He must possess leadership qualities, a non- bias attitude, show respect for knowledge of other functions, able to work in groups and teams.

vii. He must maintain harmonious relationswith top management and allother departments within the organisation.

viii. He must have understanding of humanbehaviour individually and in groups.



2.5 LET US SUM UP

In this unit, we had discussed –

- Planning system of HRD comprises of their beliefs that is its philosophy, its various subordinated systems, goals and objectives, policy and strategy for implementation.
- HRD philosophy symbolizes and represents all principles, morals, belief and opinionsthat are believed by the managing body of an organisation with regards to its employees' progress, growth and development.
- Selection and appointment process, Transfer or job Rotation, Recognition and rewards, Disciplinary, training and development, performance appraisal, counseling, feedback, career and succession planning, data storage of HRD etc. are various subordinated or sub-systems. Amongst these various sub-systems training is deliberated as the utmost vibrant and important sub-system.
- All objectives and goals within an organisation should support and must be interlinked.
- Policies are foundation for management to act by principles rather than convenience. If the policies are not framed all the decisions taken are on interim basis, resulting in inappropriate consequences.
- The action plan should specify every information and method regarding implementation of sub-system.
- An all-inclusive HRD strategy must be reinforced by HRD systems ranging from top level to bottom level employees. It is imperative to

continuously scan the environment to discover opportunities and be prepared to face threats.

- For success of any organisation it is very important that there should be integration of its corporate policy and HRD policy. When HRD policy becomes an integral part of corporate policy and is set within, it assists in accomplishing the organisational goals and objectives in more effective manner by providing path and rationality to HRD programmes
- An appropriate HRD strategy for the whole organization leads towards its growth. An all-inclusive HRD strategy must be reinforced by HRD systems ranging from top level to bottom level employees.
- HRD activity can be cost effective, if there is specific type of organisational structure where formal intended relationship amongst sub-systems and roles are defined in an organisation.



2.6 FURTHER READING

1. Gupta Santosh (2008); Human Resource Development: Concept and Practices ;Gupta,Santosh;, Second Edition, 2008.
2. Future of HRD, Rao,T.V.; Macmillan India, 2005.
3. Principles of Human Resource Development; Jerry Gilley, Steven Eggland, Ann Maycunich Gilley; Basic Books, 2002
4. Human Resource Development: Learning & Training for Individuals & Organizations; John P. Wilson; Kogan Page Publishers, 2005
5. Learning Organizations: Developing Cultures for Tomorrow's Workplace; John Renesch, Sarita Chawla; CRC Press, 2006

2.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q.1: HRD philosophy symbolizes and represents all principles, morals, belief and opinionsthat are believed by the managing body of an organisation with regards to its employees' progress, growth and development.

Ans to Q.2: The objectives should be attainable and measurable. They must be defined in such ways that they become 'feasible' and 'verifiable' or 'operational'.

Ans to Q.3: Policies are general statements, which gives direction to the thinking and action in the process of decision-making.

Ans to Q.4: HRD department has a dual role in formulation of policy to attain this integration. First, while formulating corporate policy it needs to be involved and secondly, while formulating own policy it has to consider corporate policy and maintain consistency between them. These dual roles have to be played concurrently in a parallel procedure.

Ans to Q.5: The following are the four methods of performing HRD function through: the existing Personnel Department; a separate department; a committee Chief Executive Officer.

Ans to Q.6: HRD personnel and line managers have the shared responsibility and accountability of HRD function in an organisation.



2.8 MODEL QUESTIONS

Q1. Explain the beliefs essential for success of any HRD Programme.

Q2. Write a short note on: HRD sub-systems.

Q3. Explain HRD objectives with suitable example.

Q4. Explain in detail various areas of considerations while formulating HRD policies.

Q5. Explain the various human resource development strategies that are aligned with an organisations life cycle stages.

Q6. Describe the various methods of performing HRD function.

Q7. Explain the various considerations while designing human resource development System.

Q8. Explain the responsibilities of HRD department.

Q9. Explain the responsibilities of the line managers.

Q10. Explain the quality traits of HRD manager.

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UNIT 3: INDIVIDUAL DEVELOPMENT

UNIT STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 Evolution of Individual Development

3.4 Role in Individual Development

3.5 Responsibilities in Individual Development

3.6 Understanding Employees' Learning

3.7 Learning organization

3.8 Improving Individual Development through Learning

3.9 Let Us Sum Up

3.10 Further Reading

3.11 Answers to Check Your Progress

3.12 Model Questions

3.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- describe evolution of individual development.
- identify roles in individual development.
- explain responsibilities in individual development.
- describe learning partnership and how employees learn.
- explain learning organization
- describe improving individual development through learning

3.2 INTRODUCTION

In the last unit, you have studied about HRD Philosophy, HRD policies, HRD action plan and strategy, organizing the HRD system and forms of HRD organization. In this unit, we are going to discuss about individual development. The emphasis of individual development is upon the significance of individual progress, development and growth which can be attained by formal as well as informal learning activities. The

apprehension is on employees' hard work to advance their capabilities, knowledge, skills, apt attitude and behavior for existing employments. This procedure is mentioned as "training" by most of them. Individual development is more extensive as compared to training as it comprises of all types of learning activities from both formal as well as informal situations. In individual development all employees irrespective of hierarchical level are engaged and this learning can be done through online synchronize or unsynchronized methods, through on-job training or class room training methods. While training focuses on knowledge and skill development which is generally conducted formally for employees who require particular skill or knowledge to perform particular job.

In this unit, we are going to discuss about evolution of individual development, roles in individual development and responsibilities in individual development. Further we are also going to discuss about learning partnership, how employees learn, learning organization and improving individual development through learning. In the next unit we will discuss about career development.

3.3 EVOLUTION OF INDIVIDUAL DEVELOPMENT

Earlier training activity was considered as basis for development of the organization, the prevalent concept was, more trained employees will improve the organization, however in fifties failure of formal training to bring this development was a mounting issue. The training cost was high and this idea considered only the supply-side theory of organizational development. This resulted in loss of interest of employees as most of the training conducted were not need based.

Later, in the sixties and seventies, need based training programs which created impacts on organizations learning system were emphasized. Benefits of behavioral objectives and appraisal schemes were also considered but this was not the regular practice or rule but an exception.

Emergence of several studies on HRD in late seventies and early eighties bought the focus on the professional development and establishing professional standards in HRD.

In the nineties, several studies on learning, need based activities etc. changed the focus of HRD to be more objective oriented. All the HRD activities were carried as per organizations and employees need. This led to stating clearly objectives of performance, system of transfer learning, more involvement of managers in formal learning, responsibility of employees for self-learning. The focuses of HRD professional was on designing need based learning activities and bring the change in the organization.

Over a period of time individual development is evolved from embracing over development of skills or acquiring knowledge to personal growth and development to be acceptable for employment. For all the levels in an organization learning activities are focused for self-improvement apt for present and diversified employment with widespread delivery mechanism.

3.4 ROLE IN INDIVIDUAL DEVELOPMENT

There are various roles which a HRD professional in an organization needs to execute concurrently. Individual development activity is one of the activities to be carried out by a HRD professional. There are generally three roles included while performing this activity namely instructor, instructional designer, and contract training consultant. The HRD professional becomes learning agent when the functions of instructor and instructional designer are pooled together.

HRD professionals' role as an instructor in individual development:

i) Emphasis on instruction is foundation in individual development so his role is significant and crucial.

ii) All the tasks have same importance and shall be treated equally. The following tasks are to be performed by HRD professional in the role of an instructor:

   a. Need assessment.
   b. Development of instructional strategies.
   c. Decide and select apt methods of instructions.
   d. Deliver instructions.
   e. Evaluation of all the learning activities.

HRD professionals' role as an instructional designer in individual development:

i) The focus of instructional designer in individual development is on improving performance of employees leading to overall increase in efficiency of the organization and designing the well defined learning activity is crucial and primary responsibility. They design the learning activity which is delivered by others.

ii) The following tasks are to be performed by HRD professional in role of an instructional designer:

   a. Design, develop and plan.

   b. Development of evaluation measurement scale to know the impact of learning.

   c. Carry out developmental activities for career development.

Contract training consultant role in individual development:

i) They are important for individual development at times they may be required to do many tasks of an instructor also. The following tasks are to be performed by contract training consultant:

   a. Deliver training sessions and conduct workshops for employee learning.

   b. Give on-job training both formally and informally.



CHECK YOUR PROGRESS

Q1. What are the roles of HRD professionals in individual development?

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3.5 RESPONSIBILITIES IN INDIVIDUAL DEVELOPMENT

Individual development is a collective responsibility of all the concerned for overall organizational development. As the motive is to enhance knowledge, competency, skills and attitude of an individual for

present employment on the basis of need of employee and the organization. There are many arguments in favor and against regarding responsibilities of HRD professionals, line managers, and trainers in individual development and sometimes they create confusion in responsibilities which results in conflicts.

HRD professionals have higher level of knowledge regarding adult learning and instructional skills but are not responsible for enhancing employee performance and appraisal. Neither they can assess nor reinforce employees.

Line Managers have accountability for employee performance and appraisals. However, they cannot be held responsible for individual development as they lack expertise of training.

Trainers have only some degree of impact to enhance the employee performance resulting in overall organizational growth even though they are professionals responsible for employee learning and development. They are professionals and skilled in planning, designing, developing and overall presentation and implementation of training programmes.

Gilley and Maycunich (2000) opined that as the managers are accountable for employee performance and the appraisal they should have key responsibility for the employees growth and development and implementation of learning process. Learning accomplishments enhances the productivity, so managers must also undergo the same. Good communication and interpersonal skills of managers marks out performance of employee and leads to influential learning. Those managers who lack these critical skills are not in capacity to manage their work.

HRD professionals are change agents; they have talent of winning trust of employees and they are performance advisors in an organization. They bring in learning partnership by teaming up with manager as learning process implementers and imparting details of this process. Learning partnership is bought through various activities of development for enhancing performance, efficiency and productivity of organization. This helps the HRD professionals to focus on their core activities to plan, design and implement all the activities related to development when managers are not capable enough to perform instructional designers function.

Learning Partnerships: According to Gilley (2000), "Learning partnerships are outcome of collective efforts of employees, mangers, and HRD professionals to take full advantage of learning and its results". Mercquardt (1996) was of opinion that managers owe to form learning partnerships, categorized by planning, then its applications and further reflection. Planning encompasses a joint effort made by employees and managers to identify the gap amongst the present knowledge and skills of the learner and those necessitated by the learning prospects. Learning partners prepare objectives for learning and detailed plan of action to achieve those objects, and if required undergo learning which is prerequisite.



CHECK YOUR PROGRESS

Q2. What is motive of individual development?

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Q3. What is accountability of line managers?

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3.6 UNDERSTANDING EMPLOYEES LEARNING

In an organization carrying out learning activity is the prime responsibility of learning agents, so it is out most important for them to investigate in what manner adult learns. Learning is a technique of acquiring set of knowledge by experiencing the event or studying with an objective to learn. Learning is basically an art of procuring knowledge, competency, attitude, skills, and morals that are recalled and applied. Learning brings a desired modification in attitude and behavior from end to end experience. Learning embraces desired changes. In an organization, to bring preferred changes and transformation in adult learners is the responsibility of the learning agents who are also regarded as change agents. This nurtures enhanced performance resulting in more efficiency and profits of an organization. Further, it also leads towards employees' individual growth and development.

There are various theories having diverse opinions regarding in what manner learning takes place. Following are various theories of learning which advocates its preferred method of learning:

1. **Behaviorist Theory:** In this theory, human beings and machines are equated and there is stimulus and response relationship established. In machines stimulus is presented as input with an operative condition that is controlled to get output or result which is predetermined. In the same manner the motive of learning is to get predetermined performance and behavior.
2. **Social Learning Theory:** Social learning is a manner in which individuals' learning takes place from observation or by being a member of a social or cultural group. With this association, there is enough potential for observation based learning, even though behavior is not replicated by the choice of learner. Social learning is also founded on stimulus and response relationship where observed behavior is like stimulus and its reinforcement is a response when the learner admires and respects ones behavior.
3. **Cognitive Theory:** In cognitive theory human being and brain is associated. Only one thing that separates human being from other living species is the brain which has capability of thinking critically and problem solving. Foundation of this theory is that motive of learning is to direct the brain to be involved in thinking critically and solving problem. Therefore, it contrasts from behaviorist and social learning theory as there is absence of external stimulus and response and the learning activities control is in learner himself.
4. **Gestalt Theory:** Gestalt means 'unified whole'. Gestalt theory is dominion of cognitive theory, but encompasses the entire personality. Believers of Gestalt theory consider that the gestalt –the whole is always more than the summation of its fragments or pieces. According to this theory, the individuals' psychological organization is always inclined to go in a single direction: all the time near a gestalt which is good; an association of whole that is routine, modest and steady.

5. **Adaptive Learning:** Learning of an organization or an individual through various experiences and its reflection is known as adaptive learning. Following is the manner in which adaptive learning takes place: (1) to promote and achieve an identified goal an action is taken by the organization;(2) there are certain external and internal consequences of action taken;(3) the analysis of consequential change is done to know its goal congruence; and (4) on the basis of the consequence a new action is taken or the preceding action is improved (Marquardt, 1996, 38).
6. **Constructivist Learning:** The procedure of constructing knowledge and meaning on the basis of experiences through own control, direction and critical replication of activities learned is known as constructive learning. This theory is founded on the conviction that the center of the learning activity is learner, not the trainer. In a situation, where the learner is aware and well versed about what is to be learned, the constructivist method is utmost effective. This method is meaningful when learners have existing experiences to construct their individual learning. Therefore, constructive theory comprehends on self-directed learning.
7. **Experiential Learning:** The experiences of the learner are explored to make its best use in experiential learning. It is apt to: (1) develop extremely multifaceted cognitive skills such as appraising, apt decision making, and blending; (2) Assertive influence on the learners' attitude, ethics, believes and values ;(3) persuade understanding and empathy; (4) refine interpersonal and communicational skills; and (5) unlearn destructive attitude or negative behavior (Klob, 1984).
8. **Transformative Learning:** Transformative Learning is based on changes in individual by adopting certain techniques through which there is transformation in the perspectives which one holds. Adults rebuild the perception through that instruct their understanding about their world and themselves, which facilitates them to gain additional understanding of their own beliefs and value systems, along with

accomplishing more self-assurance and self-esteem. Mezirow (1997) has mentioned to this as “frames of reference that define a person’s world.”

9. **Humanistic Theory:** All the individuals are unique and have distinct potential is the foundation of humanistic theory. Further all individuals have natural learning capability, so the motive of learning is to motivate and inspire the individuals to explore their fullest distinct potential and develop. Andragogy is a type of humanistic theory. Andragogy is a Greek derivative word from Anere that is “adult” and agogus, stands for “leader of,” and denotes to the art and science of the helping and supporting learning in adults. Adults learn in a different way from children; HRD learning professionals must comprehend that their learners or trainees are adults and they must be treated like adults.



CHECK YOUR PROGRESS

Q4. List the various theories of learning?

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The Myth of Fixing Employee Weaknesses

Individual developments activities are planned and crafted by majority of organizations to overcome employee weaknesses (Clifton and Nelson, 1992).These activities are carried out with a false faith that if the employees’ weaknesses are fixed then their output or productivity is enhanced in the short or long period of time. With this prevalent myth that if the employees’ weaknesses are fixed then their output or productivity is enhanced and organizations become ready for competition, most of the individual development programmes are implemented. These tactics conquest the hard work done by the organization for enhancing performance of employee and convey a wrong message about the organization and its employees. However, the fact remains that by fixing weaknesses of employees their performance can become average but not outstanding (Buckinghan and

Coffman, 1999). Achieving merit or excellence is the effect of building or focusing on the strengths of employees and their weaknesses to be managed rather than eliminating them (Clifton and Nelson, 1992).

1. **Identifying Strengths:** Refining performance of the organization as a whole needs a shift of basic and essential philosophy from weakness fixing to strength building and management of weaknesses. For implementing this, identification of strengths of employees is first task of HRD professionals for which accomplishments, attitude and behavior of the employees need to be analyze in detail. Clifton and Nelson (1992) recognized four characteristics demonstrating strengths of the individuals:
   a. Passion or intensified desire from within to achieve something.
   b. Accomplishment of task which gives higher level of satisfaction.
   c. Good grasping and rapid learning is shown when something can be easily and quickly learned.
   d. Performing areas where excellence is achieved without cognizance of the phases involved.
2. **Building on Strengths:** On the basis of aforementioned four characteristics a chief list of strengths shall be formulated by the employees and managers as suggested by Clifton and Nelson (1992).The personal chief list shall be bought together and compiled, and accordingly single strength to be enhanced in a month shall be segregated by employees and managers.

Employees must:

a. Select strength to be developed which shall give them employment opportunity on regular basis;
b. Use this strength repeatedly as much as possible throughout the month;
c. Record in what manner it is used and know the consequences of those results.

Managers must:

a. Discuss informally and motivate employees for his efforts during whole month;

b. Deliberate the number of times strength was utilized throughout the month and what are its consequences;

c. Enquire with employees regarding their feeling about using and focusing the strengths and whether their performance was enhanced or not.

Managers have a duty to motivate employees continuously for enhancing their strengths through continuous practice and its replication. Employees have to be dedicated and put in lots of efforts that shall be reflected for replenishment and this shall be a continuous cycle.

Managing Weaknesses: The first step of weakness management is to identify the weaknesses as believed by Clifton and Nelson (1992).As compared with strengths identifying weaknesses is much easier as most of the times it is indicated by others over the years. However, some of the behavioral signs are influential signs of weaknesses:

a. Learning at slow pace exhibits employees incapability to master easy jobs and activities.
b. Defensive or self-protective behavior concerning own performance.
c. Obsessive or compulsive behavior whereby employees are struggling to recompense for their bad performance.

The management of identified weaknesses makes the big difference. According to Clifton and Nelson (1992), HRD professionals and managers can include four strategies that will support employees in curtailing their weaknesses, comprising:

a. Delegating- Giving add on responsibility
b. Partnering- Achieving synergy by giving task to two employees' with strengths for accomplishing goal.
c. Preventing-recognize circumstances in which employees constantly fail.
d. Accepting alternatives- different methods shall be accepted and followed.



CHECK YOUR PROGRESS

Q5. What are the some of the behavioral signs are influential signs of weaknesses?

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3.7 LEARNING ORGANIZATION

Peter Senge (1990) has defined learning organization as, “a place where people continually expand their capacity of creating results they really want, where patterns of thinking are broadened and nurtured, where collective aspiration is free and where people are continually learning to learn”.

Senge (1990) recognized five disciplines that embody essential characteristics of learning organizations they are:

a. Shared vision is evolved considering mission, vision, goals and objectives of the organization and understanding of the employees’ joint views of these mission and goals of the organization.

b. Mental models embrace altogether those ethics, principles, values, attitudes, and suppositions that customs one’s overall view fundamentally. Mental models are backed by belief systems, experiences, understanding, structural arrangements, and cultures which direct and help during decision making and lead individuals.

c. Personal mastery is an outcome of attainment of individual proficiency and capability through experience at work and formal learning activities.

d. Team learning raises spirits of collaboration and communication, directing towards synergy and high opinion between members.

e. System thinking comprises investigation and replication of overall facets of organizational existences, like its goal, mission, culture, structure, practice of management and its strategies.

Learning organizations comprises of four subsystems:

a. Learning comprises of individuals, team, and organizational learning.

b. Organization comprises of four vital dimensions its vision, culture, structure and strategy.
c. People comprising all stakeholders of the organization.
d. The knowledge comprises of its assimilated management.

Benefits of a learning organization: Learning organizations vigorously encourages, ease, and plunder learning collectively. Following are benefits of learning organization

a. Sustaining competition and innovation.
b. Helps in facing to external pressures.
c. Customers' needs are associated with available resources by k knowledge enrichment.
d. Enhanced quality at all levels of productivity.
e. Organizations brand image is enhanced by being people oriented.
f. Change swiftness is increased inside the organization.



CHECK YOUR PROGRESS

Q6. What are the four subsystems of learning organizations?

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3.8 IMPROVING INDIVIDUAL DEVELOPMENT THROUGH LEARNING

For any organization key to success is Individual development through learning. It is many times observed that after undergoing training process still several individuals are unsuccessful for the reason that whatever is learned is not applied at workplace. Reinforcement is lacking. Everyone has collective responsibility for learning process in an organization. There are several strategies for augmenting the learning process and averting failure. Before learning it is significant to recognize readiness for learning and self-direction levels. During learning attainment, it is imperative that the learner is competent enough for understanding technical details and communicate to avoid confusion. Post learning, reinforcement from

managers shall be given and flexibility for application of learned knowledge to be made available. Further, post learning assessment of skills shall be done. For sustaining continuous learning process appreciation and incentives are key elements.



3.9 LET US SUM UP

In this unit we discussed the following:

- The emphasis of individual development is upon the significance of individual progress, development and growth.
- In individual development all employees irrespective of hierarchical level are engaged and this learning can be done through online synchronize or unsynchronized methods, through on-job training or class room training methods
- Over a period of time individual development is evolved from embracing over development of skills or acquiring knowledge to personal growth and development to be acceptable for employment.
- There are three roles of HRD professionals in individual development while performing this activity namely instructor, instructional designer, and contract training consultant.
- The HRD professional becomes learning agent when the functions of instructor and instructional designer are pooled together.
- Individual development is a collective responsibility of all the concerned for overall organizational development.
- HRD professionals have higher level of knowledge regarding adult learning and instructional skills but are not responsible for enhancing employee performance and appraisal
- Line Managers have accountability for employee performance and appraisals. However, they cannot be held responsible for individual development as they lack expertise of training.
- HRD professionals are change agents; they have talent of winning trust of employees and they are performance advisors in an

organization. They bring in learning partnership by teaming up with manager as learning process implementers and imparting details of this process.

- According to Gilley (2000) Learning partnerships are outcome of collective efforts of employees, mangers, and HRD professionals to take full advantage of learning and its results.
- Learning can be defined as a process through which knowledge is gained through studying or by experience. There are various theories having diverse opinions regarding in what manner learning takes place.
- Individual developments activities are planned and crafted by majority of organizations to overcome employee weaknesses (Clifton and Nelson, 1992).However, the fact remains that by fixing weaknesses of employees their performance can become average but not outstanding (Buckinghan and Coffman, 1999).Achieving merit or excellence is the effect of building or focusing on the strengths of employees and their weaknesses to be managed rather than eliminating them (Clifton and Nelson, 1992).
- Senge (1990) recognized five disciplines that embody essential characteristics of learning organizations. Later Marquardt (1999) stated that learning organizations comprises of four subsystems: learning, organization, people, and knowledge.
- There are several strategies for augmenting the learning process and averting failure before learning, during learning attainment and Post learning.



3.10 FURTHER READING

1. Human Resource Development: Concept and Practices; Gupta, Santosh; Second Edition, 2008.
2. Future of HRD, Rao,T.V.; Macmillan India, 2005.
3. Principles Of Human Resource Development; Jerry Gilley, Steven Eggland, Ann Maycunich Gilley; Basic Books, 2002

4. Human Resource Development: Learning & Training for Individuals & Organizations; John P. Wilson; Kogan Page Publishers, 2005
5. Learning Organizations: Developing Cultures for Tomorrow's Workplace; John Renesch, Sarita Chawla; CRC Press, 2006

3.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q.1: There are three roles HRD professionals in individual development while performing this activity namely instructor, instructional designer, and contract training consultant.

Ans to Q.2: The motive of individual development is to enhance knowledge, competency, skills and attitude of an individual for present employment on the basis of need of employee and the organization

Ans to Q.3: Line Managers have accountability for employee performance and appraisals. However, they cannot be held responsible for individual development as they lack expertise of training.

Ans to Q.4: a. Behaviorist Theory b. Social Learning c. Cognitive Learning theory d. Gestalt theory e. Adaptive f. Constructivist Learning g. Experiential Learning h. Transformative Learning i. Humanistic Theory.

Ans to Q.5: Some of the behavioral signs are influential signs of weaknesses: Learning at slow pace exhibits employees' incapability to master easy jobs and activities. Defensive or self-protective behavior concerning own performance. Obsessive or compulsive behavior is observed whereby employees' struggle to recompense for their bad performance.

Ans to Q.6: Learning organizations comprises of four subsystems: learning, organization, people, and knowledge. Learning comprises of individuals, team, and organizational learning. Organization comprises of four vital dimensions its vision, culture, structure and strategy. People comprise of all stakeholders' of the organization. The knowledge comprises of its assimilated management.



3.12 MODEL QUESTIONS

Q1. Describe the evolution of individual development.

Q2. Explain the various roles of HRD professionals in individual development.

Q3. Explain the responsibilities in individual development.

Q4. Write a short note on: Learning Partnership

Q5. Explain the various theories of learning

Q6. Write a short note on: Constructivist Learning

Q7. Describe the myth of fixing employees weaknesses

Q8. Explain how the strengths are identified.

Q9. Explain how strengths are build and weaknesses are managed.

Q10. Explain the five disciplines that embody essential characteristics of learning organizations.

Q11. Write a short note on: Improving Individual Development through Learning.

*** ***** ***

UNIT 4: CAREER DEVELOPMENT

UNIT STRUCTURE

4.1 Learning Objectives

4.2 Introduction

4.3 Meaning and definition of career development

4.4 Career planning process

4.5 Stages of career development

4.6 Career development programmes

4.7 Let Us Sum Up

4.8 Further Reading

4.9 Answers to check your progress

4.10 Model Questions

4.1 LEARNING OBJECTIVES

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

- learn the concept and meaning of career development
- discuss the career planning process
- describe the stages of career development
- learn the career development programmes

4.2 INTRODUCTION

In this unit we will get the idea on the concept of career development.Career planning and development is of recent origin. Career Planning & development is a holistic approach for objective description of the career progression path for all levels of employees in an organization. After discussing the meaning of career development we will be discussing career planning process, the stages of career development and at the end of this unit you will get some idea on career development programmes.

4.3 MEANING AND DEFINITION OF CAREER DEVELOPMENT

Before discussing the concept of career development, let us first know what the term "career means". The following are some of the definition given by the scholars and the management authors:

A/c to Super and Hall, "A sequence of positions occupied by a person during the course of his life time"

A/c to Greenhaus and Schein the following are several themes of the meaning of career-

- **The property of an occupation or organization**: career describes the occupation itself, or an employee's tenure with an organization.
- **Advancement:** career denotes one's progression and increasing success within an occupation or organization.
- **Status of a profession:** some use the term career to separate the "profession" such as law or engineering etc.
- **Stability of a persons work pattern:** From the point itself it is clear that career is the stability of persons work pattern.

There are two dimensions of career. They are:

1. *Organizational perspectives:* This is company's view point and it implies that career development is important as it provides an orderly succession plan of competent persons to occupy key posts and prepare them in time so that they are ready to occupy the post as and when such opportunity arises.
2. *Personal perspective:* Here the individual career goals are identified and efforts are made to assist him to achieve the same.

So, an individual's signifies the positions held by him throughout his work life. Career Development means Staying Sharp in Current Skills.Career Development is the process of increasing an employee's potential for advancement and career change.

Career development is a continuous process in the career graph of a person .It is "an ongoing process by which the individual's progress through a series of stages, of which is characterized by a relatively unique set of issues theme and tasks".

Career development involves managing our career either within or between organizations. It also includes learning new skills, and making improvements to help you in your career. Career development is an ongoing, lifelong process to help you learn and achieve more in your career which we have already discussed.

4.4 CAREER PLANNING PROCESS

Career planning is an activity performed by the individual to understand and attempt to control his /her own work life. It is a process of becoming aware of self, opportunities, constraints, choices and consequences, identifying career related goal and sequence of steps to attain a specific career goal.

A/c to Schemerhorn Hunt and Osborn, "career planning is a process of systematically matching career goals and individual capabilities with opportunities for their fulfillment"

Career Planning is very important for an organisation.

- **Proper Sequence:** It is a proper sequence of job related activities vis-à-vis experience which include sale experience at different hierarchical level of an individual, which lead to an increasing level of responsibilities, status power, achievement & rewards.
- **Organisational-centered:** Individual centered career is an individually perceived sequence of career progression within an occupation.

Now, let us discuss the process of career planning:



Fig 4.1 : Career Planning Process

The career planning process is a type of a cyclical model and each step will inform the next step. The career planning starts with the self assessment stage which is followed by career exploration, goal setting, preparation and then taking action.

1. **Self Assessment:** When the individual decides to plan his career, the first thing he does is to assess himself thoroughly. Self assessment revolves around the thoughtful consideration, reflection, and evaluation of the interests, personality characteristics, values, and skills through a variety of methods, such as the use of a whole host of career-related tools and instruments. Assess and review involves the following questions:
   - Assess himself/herself and what's important to him/her
   - Which parts of his//her job do you like/dislike? (Think skills, not techniques)
   - What motivates him/her?
   - What limits his//her choices?
2. **Career exploration and Research:** This is the section stage of career planning process. In this stage the individual tries to do a SWOT analysis keeping in mind his capabilities and growth opportunities. The exploration and research is all about being in information gathering mode. This is the time to explore, collect, and organize all available (and pursue not-so-available) resources to eventually begin analyzing them to see what top options arise. Again in this stage the following action arises:
   - Investigate occupations satisfying the individuals requirements
   - Identify an area that will use your skills and experiences.
3. **Set goals and decision making:** After exploration and research process, the individual tries to set goals for his/her career and take decision accordingly. The goals can be short-term or long-term.
4. **Preparation:** After deciding and setting goals the individual tries to prepare himself for action towards the achievement of his goal.
5. **Take action:** This stage is about literally being proactive with career plans and following through with what the individual decided on doing.

In this stage the individual tries to accomplish the goal that has been set up by him.It would include: attending training courses, producing CVs, networking, applying for jobs etc.



CHECK YOUR PROGRESS

Q1. Define career.

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.....

Q2. Name the steps of career planning process.

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4.5 STAGES OF CAREER DEVELOPMENT

Stages of career development

The main stages in a career development cycle include: development stage, exploration stage, establishment stage, late-career stage and declining stage.

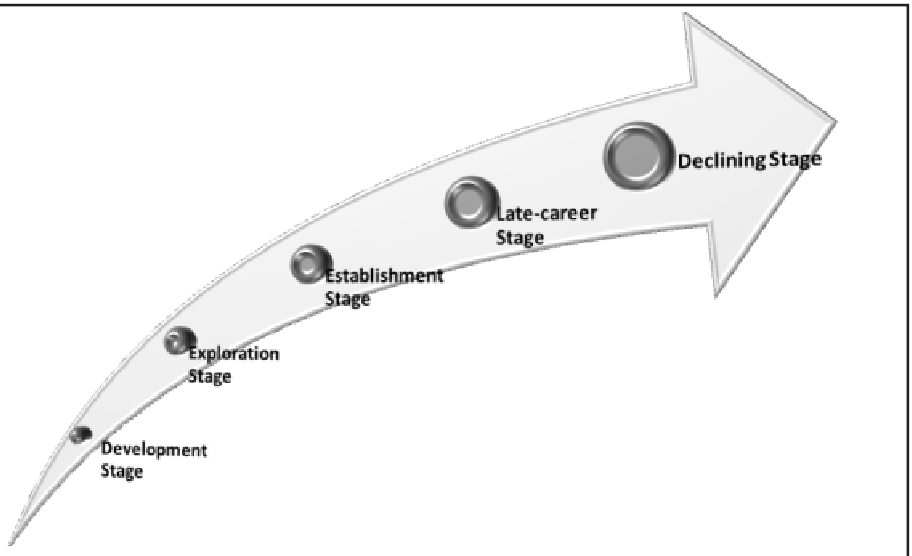


Fig 4.2 : Stages of career development

1. **Development stage:**This stage begins from birth and normally lasts until 14 years old. This is the period in which children want to affirm themselves and have been affected very much by the relationship with family, school and society.

In the beginning of this stage, Games play an important role in developing children's recognition.

In the end of this stage, children have developed ideas about their own hobbies and abilities, maybe with some practical ideas about their future careers.

2. **Exploration stage:** This stage often lasts from 15 years old to 24 years old. In this period, people have many different career choices and they often tend to choose job careers in which they have been counseled, tutored or the jobs they think will fit their abilities and wishes. The most important in this stage is that people need to develop a broad knowledge and a variety of job skills.

3. **Establishment stage:** This stage is from the age of 25 to 44. This is the main stage in the career of a person.

   In the beginning of the stage, some people have found their suitable jobs and these helped them have long and settled standings in their career lines. As usual, people pursue their original career choices, but there are still many people considering that this stage is only a trial period to continually test their skills and incentives for advancement in career. Establishment stage includes 3 periods:

   - *Trial period:* From the age of 25 to about 30, in this period, people work primarily to find out whether the career choice they made is suitable or not.
   - *Stable period*: Normally from the age of 30 to 40, in this period, people often have identified their own career goals and have specific plans to decide what should continually be done to reach those goals. There are two tendencies, continuing the path chosen or turning to another job career.
   - *Mid-Career crisis period:* This period lasts from mid thirties to mid forties. During this period, people often compare what they have tried to pursue, the difficulties in career they have, what they have to sacrifice, the loss they have endured to follow their career path as well as their career ambitions with the achievements they have got in career such as position, salary and so on.

4. **Late-career stage:** This period continues from the age of 45 to 60. There are many people who jump directly from stable period to this stage without having experienced all the difficulties and failures in mid - career crisis period.
5. **Declination stage:** Declination stage is the final stage when people are old, less healthy and clairvoyant. In this period, the sense of responsibilities toward the job has decreased and they must accept the new role of the young generation.

4.6 CAREER DEVELOPMENT PROGRAMMES

We have already discussed on the two perspectives of career development. They are:

1. Organizational perspective
2. Personal perspective

Now, the career development programmes are based on these two perspectives. These are discussed as follows:

1. **Career development programme based on organizational perspectives:** The programmes that comes under it are given below:
   a. *Challenging initial tasks:* if an employee face challenging task at the earlier stage and has become successful then that person has a better chance of career success during the later period.
   b. *Information dissemination:* the company management should publish documents containing information like eligibility conditions for promotion, special training or experience etc.
   c. *Assessment centre:* this centre's provides an opportunity to assess the knowledge, skill and ability of the employees.
   d. *Career counselling:* this assists the assessee to know his performance against the standards expected by the organization.
   e. *Career guidance seminars and workshop:* The seminars and workshops must be organized by the management which gives an opportunity for the managers and the supervisors to interact with each other.

f. *Training and development:* This helps organization to improve its knowledge base, to become successful in market by attaining and sustaining competitive advantages.

2. **Career development programme based on personal perspectives:** Employees plan their career and constantly strive and work towards achieving their individual goals. Following are the suggested steps in preparing an individual career plan:
   a. Strength and Weakness (Identify one's own skill, needs land values)
   b. Aim and Objectives (Develop specific goals)
   c. Opportunities and threats

CHECK YOUR PROGRESS

Q3. How does career development programme help in an organisation?

.....

.....

Q4. What is stable period?

.....

.....



4.7 LET US SUM UP

In this unit we have discussed the following:

- Career Development is the process of increasing an employee's potential for advancement and career change. Career development is a continuous process in the career graph of a person .It is "an ongoing process by which the individual's progress through a series of stages, of which is characterized by a relatively unique set of issues theme and tasks".
- Career planning is an activity performed by the individual to understand and attempt to control his /her own work life. It is a process of becoming

aware of self, opportunities, constraints, choices and consequences, identifying career related goal and sequence of steps to attain a specific career goal.

- The career planning starts with the self assessment stage which is followed by career exploration, goal setting, preparation and then taking action.
- The main stages in a career development cycle include: development stage, exploration stage, establishment stage, late-career stage and declining stage.
- The two perspectives of career development are: Organizational perspective and Personal perspective



4.8 FURTHER READING

1. Human Resource Development: Concept and Practices; Gupta,Santosh;, Second Edition, 2008.
2. Future of HRD, Rao,T.V.; Macmillan India, 2005.
3. Principles Of Human Resource Development; Jerry Gilley, Steven Eggland, Ann Maycunich Gilley; Basic Books, 2002
4. Human Resource Development: Learning & Training for Individuals & Organizations; John P. Wilson; Kogan Page Publishers, 2005
5. Learning Organizations: Developing Cultures for Tomorrow's Workplace; John Renesch, Sarita Chawla; CRC Press, 2006

4.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: A sequence of positions occupied by a person during the course of his life time"

Ans to Q No 2: Self Assessment,Career exploration and Research,Set goals and decision making,Preparation and Take Action.

Ans to Q No 3: They help in challenging initial tasks,give proper guidance

seminars ,worshops and career conselling,provides training and development.

Ans to Q No4: Normally from the age of 30 to 40, in this period, people often have identified their own career goals and have specific plans to decide what should continually be done to reach those goals. There are two tendencies, continuing the path chosen or turning to another job career.



4.10 MODEL QUESTIONS

Q1: Define Career.

Q2: Discuss the steps in Career Planning Process.

Q3: Explain the stages of Career Development.

Q4: Explain the differnt career development programmes.

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UNIT 5: MANAGEMENT DEVELOPMENT

UNIT STRUCTURE

5.1 Learning objectives

5.2 Introduction

5.3 Meaning of Management Development

5.4 Importance of Management Development

5.5 Objectives of Management Development

5.6 Steps in Management Development Process

5.7 Methods of Management Development

5.8 Let Us Sum Up

5.9 Further Readings

5.10 Answers to Check Your Progress

5.11 Model Questions

5.1 LEARNING OBJECTIVES

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

- learn the concept of management development
- discuss the importance of management development
- discuss the steps of management development process
- describe the methods of mangement development

5.2 INTRODUCTION

In this we are going to discuss the concept of management development. According to definition given by Wikipedia; "**Management Development** is best described as the process from which managers learn and improve their skills not only to benefit themselves but also their employing organizations".

Now in this unit, we are going to discuss the objectives and approaches of management development.

5.3 MEANING OF MANAGEMENT DEVELOPMENT

As discussed above, management development is a process by which the managers learn and develop skills to benefit themselves and to the employees in the organization. The future of any organization depends firmly upon the competencies and dynamics of the people working in the organization. So, it is very important to provide the employees with proper training and consultation so that they can equip themselves for higher and responsible positions.

So, management development is an activity which is associated with improving the performance of the employees providing with the personal growth & development and make adjustment for future upgradation in the organization. This process generally includes development of cognitive (thinking, idea generation, and decision making), behavioral (choosing appropriate attitudes and values), and environmental (suiting management style to the situation) skills.

The following are some of the definitions given by the scholars:

A/c to Edwin B. Flippo: “Management development is the process by which mangers acquire not only skills and competency in their present jobs but also capabilities for future managerial tasks of increasing difficulty and scope”.

A/c to Terry L. Leap et al.: “Management development simply means training reserved for those who currently are, or who are about to become, mangers”.

A/c to Garry Dessler: “Management development is any attempt to improve managerial performance by imparting knowledge, changing attitudes, or increasing skills”.

5.4 IMPORTANCE OF MANAGEMENT DEVELOPMENT

From the above definitions and discussion we can say that management development includes development of skills such as planning, organising, leading and developing resources. Highly motivated employees can gain a lot amount of learning and other benefits for their organisation by

implementing the management development programme. Now we are going to discuss the importance of management development programmes.

1. **Optimization of Resources:** Management development programmes helps the mangers to optimize the resources of the organization to achieve the goals
2. **Awareness:** Management development programmes makes certain that each employee in the organization is aware of the latest managerial practices, work and techniques.
3. **Development of skills:** It helps the mangers in improving the leadership styles, communication skills, managerial skills and motivation.
4. **Management thoughts to action philosophy:** It helps the managers to understand and share the philosophy and values of the business.
5. **Identification of potentials:** Management development process ensures that the mangers are provided with right experience and training and development.



CHECK YOUR PROGRESS

Q1: What is Mangement Development?

.....

.....

Q2: State any three importance of Managment Development.

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.....

5.5 OBJECTIVES OF MANAGEMENT DEVELOPMENT

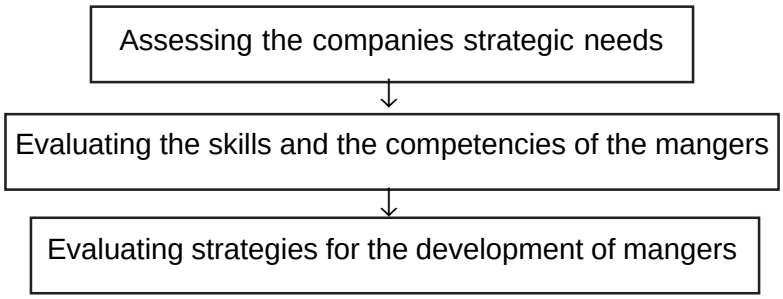
The management development programmes are introduced so as to meet some specific objectives. Let us discuss the objectives in the following ways:

1. To improve the performance of the employees/managers etc.
2. To identify the employee with required potential and prepare them for senior positions.

3. To increase the morale of the members of the management group.
4. To improve the thought process and analytical ability.
5. To understand the problems of the human relations and improve relation skills.
6. To understand the conceptual issues relating to economic, social and technical areas.
7. To increase the versatility of the management group.
8. To keep the employees apace with the changes and development in their fields.
9. To simulate creative thinking.

5.6 STEPS IN MANAGEMENT DEVELOPMENT PROCESS

The following are the steps that are involved in management development process:



The first step of management development process is the evaluation of the future requirement of the human resources and their managerial requirements in an organization on the basis of business strategies and assessing the companies strategic needs.

The second step is the evaluation of the present skills and competencies of the mangers which are assessed in the line with future strategies. The skills and the competencies are generally assessed wit the help of performance evaluation techniques.

The next and the last step is the evaluation of the strategies for the development of managers. The organization in this step decides if there is any gap found in manager's present skills and competencies with the future

requirements, then how they should proceed with the process of developing the managers to meet the future managerial requirements. The organization decides on the key aspects of the management development programmes like their objectives, costs and benefits and the assessment techniques.



CHECK YOUR PROGRESS

Q3: Fill in the blanks:

a. Management Development is process fof cognitive, behavioural and ..... skills

b. the last step of mangement Development is ..... of strategies

c. Mangement Development is to improve ..... performance

Q4: Write down the steps involved in Mangement Development process

.....

.....

.....

Q5: Write two objectives of Management devlopement

a. .....

b. .....

5.7 METHODS OF MANAGEMENT DEVELOPMENT

The following are the various methods of management development programmes:

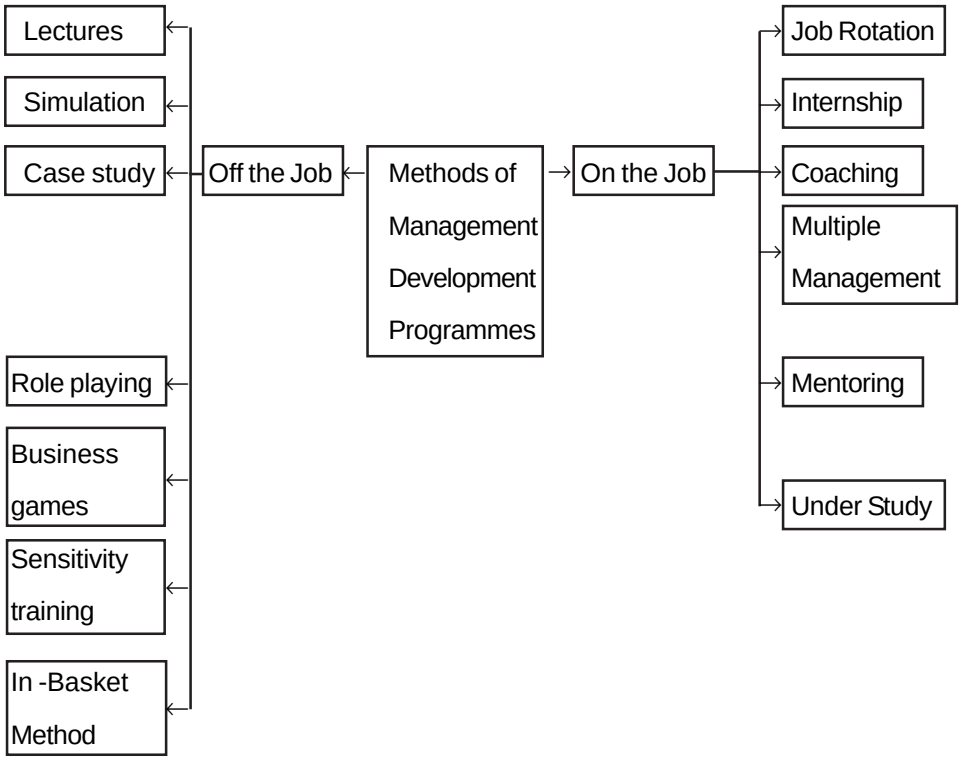


Fig 5.1 : Methods of management development Programmes

Now, let us discuss these methods. On the job methods are widely used in the small organizations. This method of management development uses more knowledgeable, experienced and skilled employees, such as mangers, supervisors to give training to less knowledgeable, skilled, and experienced employees. This technique is useful for certain groups of employees like scientific and technical personnel. Now let us discuss the methods under mangement devlopment in the following ways:

1. **Job Rotation:** Job Rotation is a management approach where employees are shifted between two or more assignments or jobs at regular intervals of time in order to expose them to all verticals of an organization. It is a pre-planned approach with an objective to test the employee skills and competencies in order to place him or her at the right place.
2. **Coaching:** Under this method, the supervisor imparts job knowledge and managerial skills to his subordinates. The emphasis in this method is given to the subordinates is through learning by doing.
3. **Multiple Management:** This is system in which permanent advisory committees of mangers study problems of the company and makes recommendations to higher management.

4. **Mentoring:** Mentoring refers to teaching by an intelligent and trusted guide and advisor. A/c to Eric Parsloe, "Mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be."
5. **Understudy:** The understudy method is considered a somewhat different approach from those described above, that a certain person is specifically designated as the heir-apparent. The understudy method makes the trainee an assistant to the current job holder. The trainee learns by experience, observation and imitation. The advantage of this method is that training is conducted in a practical and realistic situation.

Now let us discuss the various methods under off the job management development programmers. There are many management development techniques that an employee can take in off the job. They are discussed as:

1. **Lectures:** Lecture is given to enhance the knowledge of listener or to give him the theoretical aspect of a topic. This method is used to create understanding of a topic or to influence behavior, attitudes through lecture. A lecture can be in printed or oral form.
2. **Simulation:** Simulations are different from work as they are designed to reproduce or simulate events, circumstances, processes that take place in trainees' job. Simulation is creating computer versions of real-life games. Simulation is about imitating or making judgment or opining how events might occur in a real situation.
3. **Case study:** Case Studies try to simulate decision making situation that trainees may find at their work place. It reflects the situations and complex problems faced by managers, staff, HR, CEO, etc. The objective of the case study method is to get employees to apply known concepts and ideologies and ascertain new ones. The case study method emphasize on approach to see a particular problem rather than a solution.
4. **Role playing:** Employees are given with some information related to description of the role, concerns, objectives, responsibilities, emotions,

etc. Then, a general description of the situation, and the problem that each one of them faces, is given.

5. **Business Games:** Business games are the type of simulators that try to present the way an industry, company, organization, consultancy, or subunit of a company functions. Basically, they are based on the set of rules, procedures, plans, relationships and principles.
6. **Sensitivity Training:** Sensitivity training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility.
7. **In -Basket Method:** It provides trainees with a log of written text or information and requests, such as memos, messages, and reports, which would be handled by manager, engineer, reporting officer, or administrator.



CHECK YOUR PROGRESS

Q6: Write any two methods of managment development process

.....

.....

Q7: Fill in the blanks:

a. ..... method provides trainees with a log of written text.

b. .....is the method that is related to description of role and responsibilities.

c. ..... is a method computer version of real-life games.

d. The understudy method makes the ..... an assistant to the current job holder.



5.8 LET US SUM UP

In this unit we have discussed the following:

- Management development is a process by which the managers learn and develop skills to benefit themselves and to the employees in the organization.
- Management development is an activity which is associated with improving the performance of the employees providing with the personal growth & development and make adjustment for future upgradation in the organization.
- The importance of management development programmes. Are also discussed, they are : Optimization of Resources, Awareness, Development of skills, Management thoughts to action philosophy, Identification of potentials
- There are certain steps in management development process:
  a. The first step of management development process is the evaluation of the future requirement of the human resources
  b. The second step is the evaluation of the present skills and competencies of the mangers which are assessed in the line with future strategies.
  c. The next and the last step is the evaluation of the strategies for the development of managers.
- The methods of management development programmes are discussed as : Job Rotation, Coaching, Multiple Management, Mentoring, Understudy, Lectures, Simulation, Case study, Role playing, Business Games, Sensitivity Training and In -Basket Method



5.9 FURTHER READING

- T V Rao (35034); *Human Resources Development: Experiences, Interventions*, Strategies; Sage India.
- Uday Kumar Haldar (2009), *Human Resource Development*; 1st Edition; Oxford University Press India.

- Deb (2012); *human Resource Development: Theory Practices*, 1st Edition; Ane Books India.
- M S Tomar, B S Yadav (2010); *Human Resource Development In India (Conceptual Analysis And Strategies)*; Shree Publishers & Distributors

5.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q.1: Management development means training reserved for those who currently are, or who are about to become mangers.

Ans to Q.2: a. Development of skills b. Identification of potentials c. Optimization of Resources

Ans to Q.3: a. Enviornmental b. Evaluation c. Managerial

Ans to Q.4: a. evaluation of the strategies for the development of managers
b. evaluation of the skills and competencies
c. assessing the companies strategic needs.

Ans to Q.5: 1. To improve the performance of the employees/managers
2. To identify the employee with required potential and prepare them for senior positions.

Ans to Q.6: a. Simulation b. In -Basket Method

Ans to Q.7: a. In basket b. Role playing c. simulation d. trainee



5.11 MODEL QUESTIONS

Q1: Define Mangement Development

Q2: Write the significance of management development

Q3: Outline the objectives of mangement development

Q4: Discuss the steps that are involved in management development process.

Q5: Expalin the differnet methods of management development.

*** ***** ***

UNIT 6: INTRODUCTION TO ORGANIZATIONAL DEVELOPMENT

UNIT STRUCTURE

6.1 Learning Objectives

6.2 Introduction

6.3 Definition of Organizational Development

6.4 Objectives of Organizational Development

6.5 Characteristics of Organizational Development

6.6 Historical Background of Organizational Development

6.7 Second-Generation of Organizational Development

6.8 Values, Assumptions, and Beliefs in Organizational Development

6.9 Implications of Organizational Development Values and Assumptions

6.10 Let Us Sum Up

6.11 Further Readings

6.12 Answers To Check Your Progress

6.13 Model Questions

6.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- learn the definition of organisational development
- discuss the objectives and characteristics of Organisational Development
- describe the historical background of Organisational Development and recognise the values ,assumptions and beliefs in OD
- discus the implications of OD values and assumptions

6.2 INTRODUCTION

In this unit we are going to dicuss the concept of organisational development. Organizational development (OD) is a conceptual, organization-wise effort to increase an organization's effectiveness and viability. In this unit we are going to discuss the the main objectives of OD

and its characteristics. Again, we will be able get some idea about the values, assumptions and beleifs in OD.

At the end of this unit you will be able to know the various implications of OD values and its assumptions.

6.3 DEFINITION OF ORGANISATIONAL DEVELOPMENT

In this section we are going to discuss the meaning and definition of OD. Different people have defined Organizational Development (OD) differently. According to Koontz, “OD is a systematic, integrated and planned approach to improve the effectiveness of the enterprise. It is designed to solve problems that adversely affect the operational efficiency at all levels”. Burke has defined OD as “a planned process of change in an organization’s culture through the utilization of behavioural science technology, research, and theory”. In the opinion of French and Bell, “OD is a systematic approach to organizational improvement that applies behavioural science theory and research in order to increase individual and organizational well-being and effectiveness”.

Therefore, OD can be defined as a long-term, more encompassing change approach meant to improve individual as well as organizational well-being in a changed situation.

6.4 OBJECTIVES OF ORGANISATIONAL DEVELOPMENT

The main objectives of organisational development may be mentioned as follows:

1. To improve organizational performance as measured by profitability, market share, innovativeness, etc
2. To make organization better adaptive to its environment.
3. To make the members willing to face organizational problems and to make contribute creative solutions to the organizational problems.
4. To improve internal behavioural patterns such as interpersonal

relations, inter group relations, level of trust and support among the role players.

5. To understand one's own self and others, openness and meaningful communication, and involvement in planning for organizational development.



CHECK YOUR PROGRESS

Q 1: Define OD.

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Q 2: Write any three objectives of OD

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6.5 CHARACTERISTICS OF ORGANISATIONAL DEVELOPMENT

The salient characteristics of OD implied in its definition are gathered as follows:

a. OD is a systematic approach to planned change. It is a structured cycle of diagnosing organizational problems opportunities and then applying expertise to them.

b. OD is grounded in solid research and theory. It involves the application of our knowledge of behavioural science to the challenges that the organizations face.

c. OD recognizes the reciprocal relationship between individuals and organizations. It acknowledges that for organizations to change, individuals must change.

d. OD is goal oriented. It is a process that seeks to improve both individual and organizational well-being and effectiveness.

e. OD is designed to solve problems in an organistaion.

6.6 HISTORICAL BACKGROUND OF ORGANISATIONAL DEVELOPMENT

Organization Development emerged largely from applied behavioral sciences. The history of OD is rich with the contributions of behavioural scientists and practitioners.

Systematic OD activities have a recent history and, to use the ***analogy*** of a mangrove tree, have at least four important trunk stems. One trunk stem consists of innovations in applying laboratory-training insights to complex organizations. A second major stem is survey research and feedback methodology. Both stems are intertvine with a third, the emergence of action research. Paralleling these stems, which are to some extent linked, is a fourth stem – the emergence of the Tavistock sociotechnical and socioclinical approaches. The key actors in these stems interact with each other and are influenced by experiences and concepts from many fields. These disciplines include social psychology, clinical psychology, family group therapy, ethnography, the theatre, general semantics, social work, system theory, mathematics and physics, philosophy, client-centred therapy, survey methodology, experimental and action research, human resource management, organizational behaviour and general management theory.

6.7 SECOND-GENERATION OD

The context for applying OD approaches has changed to an increasingly ***turbulent*** environment. While practitioners still rely on OD basics, they are giving considerable attention to new concepts, interventions, and areas of application. Among the directions of interest in second-generation OD are:

- Organizational Transformation,
- Organizational Culture,
- The Learning Organization,
- High-performance Teams,
- Total Quality Management,
- Visioning and Future Search,
- Business Process Reengineering.



Turbulent: Characterized by unrest, disorder or insubordination.

The field of OD is emergent in that a rapidly increasing number of behavioural scientists and practitioners are building on the research and insights of the past as well as rediscovering the utility of some of the earlier insights.



CHECK YOUR PROGRESS

Q 3: Fill in the blanks:

a. OD is the systematic approach of ..... change.

b. OD is a .....oriented process.

c. Survey research and ..... are the second major trunk stem of OD.

Q 4: Name any four directions of interest in second - generation OD-

a. ..... b. ..... c. ..... d. .....

6.8 VALUES, ASSUMPTIONS, AND BELIEFS IN OD



Cognitive: Connected with mental process of understanding of attaining knowledge through thought, experience and the senses.

A set of values, assumptions, and beliefs constitutes an integral part of OD, shaping the goals and methods of the field and distinguishing OD from other improvement strategies. These values and assumptions developed from research and theory by behavioural scientists and from the experiences and observations of practicing managers.

Definition 1: A ***belief*** is a proposition about how the world works that the individual accepts as true; it is a ***cognitive*** fact for the person.

Definition 2: ***Values*** are also beliefs and are defined as: beliefs about what is desirable or 'good' (e.g., honesty) and what is undesirable or 'bad' (e.g., dishonesty).

Definition 3: ***Assumptions*** are beliefs that are regarded as so valuable and obviously correct that they are taken for granted and rarely examined or questioned.

Thus, values, assumptions and beliefs are all cognitive facts or propositions. Values, assumptions and beliefs provide structure and stability for people as they attempt to understand the world around them.

OD values tend to be humanistic, optimistic, and democratic. Humanistic values proclaim the importance of the individual; respect and dignity. They assume that everyone has intrinsic worth, and view all people as having the potential for growth and development. Optimistic values presume that people are basically good, that progress is possible and desirable in human affairs, and that rationality, reason, and goodwill are the tools for making progress. Democratic values assert the sanctity of the individual, the right of people to be free from arbitrary misuse of power, the importance of fair and equitable treatment for all, and the need for justice through the rule of law and due process.

Values have always been an integral part of OD. In 1969, Warren Bennis proposed that OD practitioners (change agents) share a set of normative goals based on their humanistic/democratic philosophy. He listed the normative goals as follows:

Normative Goals: Normative goals of O. D. are as follows–

1. Improvement in interpersonal competence.
2. A shift in values so that human factors and feelings come to be considered legitimate.
3. Development of increased understanding between and within working groups in order to reduce tensions.
4. Development of more effective “team management”, that is, the capacity for functional groups to work more competently.
5. Development of better methods of conflict resolution. Rather than usual bureaucratic methods which rely mainly on suppression, compromise, and unprincipled power, more rational and open methods of conflict resolution are sought.
6. Development of organic rather than mechanical system.

He then went on to state what he believed to be the central value underlying OD theory and practice:

“The basic value underlying all organization development theory and practice is that of choice. Through focused attention and through the collection and feedback of relevant data to relevant people, more choices become available and hence better decisions are made”.

These values and assumptions may not seem profound today, but in the 1950s and 1960s they represented a radical departure from accepted beliefs and assumptions. Beliefs such as trust and respect for the individual, the legitimacy of feelings, open communication, decentralized decision making, participation and contribution by all organization members, collaboration and cooperation, appropriate use of power, authentic interpersonal relations, and so forth were seldom ***espoused*** and rarely implemented in the vast majority of organizations at the time.



Espoused: To adopt or support a cause

CHECK YOUR PROGRESS

Q 5: What do you mean by “Beliefs”?

.....

.....

.....

Q 6: What do you mean by “Assumptions”?

.....

.....

.....

Q 7: Match the following:

a. Optimistic values	1. Importance of the individual , to view all people as having the potential for growth and development.
b. Democratic values	2. Rationality, reasons and goodwill are the tools for making progress.
c. Humanistic values	3. The importance of fair and equi table treatment for all, and the need for justice through the rule of law and due process.

6.9 IMPLICATIONS OF OD VALUES AND ASSUMPTIONS

Some implications of OD assumptions and values for dealing with individuals, groups, and organizations are as follows:

Implications for dealing with individuals: Two basic assumptions about individuals in organizations pervade organization development. The first assumption is that most individuals have drives toward personal growth and development if provided an environment that is both supportive and challenging. Most people want to develop their potential. The second assumption is that most people desire to make, and are capable of making, a greater contribution to attaining organization goals than most organizational environment permit. The implications of these two assumptions are straightforward; as follows–

Ask '! listen '! support'! challenge'! encourage risk taking'! permit failure'!

'!remove obstacles and barriers'! give autonomy'! give responsibility'! '!set high standards'! reward! success etc.

Implications for dealing with groups: Several assumptions relate to the importance of work teams and the collaborative management of team culture. First, one of the most psychologically relevant reference groups for most people is the work group, including peers and boss. What occurs in the work group at both the formal and informal levels, greatly influences feelings of satisfaction and competence. Second, most people wish to be accepted and to interact cooperatively with at least one small reference group, and usually with more than one group, such as a work group, the family, or social/religious group, and so on. Third, most people are capable of making greater contributions to a group's effectiveness and development. Implications of these assumptions are several but especially important is that leaders adopt a team leadership style, not a one-to-one leadership style. To do this leader need to give important work to teams, not individuals.

Implications for designing and running organizations: Clearly, traditional hierarchical forms of organization – fairly steep pyramid, emphasis on top-down, directives, grouping by specialized function, adherence to the chain of command, formalized cross-functional communications, and so on – are obsolete. They cannot meet the needs of the marketplace. Therefore, experimenting with new organization structures and new forms of authority is imperative. In addition, a growing awareness that "win-lose" organizational

situations, in which one side wins and the other side loses, are dysfunctional over the long run and highlight the need for a "win-win" attitude. Creating cooperative rather than competitive organizational dynamics is a primary task of the organization's leaders.

It is possible to create organizations that on the one hand are human, developmental, and empowering, and on the other hand are high performing in terms of productivity, quality of output, and profitability. Evidence of this assumption comes from numerous examples where "putting people first" paid off handsomely in profits and performance. The implication is that people are an organization's most important resource; they are the source of productivity and profits and should be treated with care.



6.10 LET US SUM UP

In this unit we have dicussed the following:

- Organisation Development is a systematic, integrated and planned approach to improve the effectiveness of the enterprise.
- Objectives of OD are:
  1. to improve organizational performance.
  2. to make organization better adaptive to its environment.
  3. to make the members willing to face organizational problems.
  4. to improve internal behavioural patterns.
  5. to Understand one's own self and others, openness and meaningful communication.
- The characteristics of OD are:
  (a) OD is a systematic approach to planned change.
  (b) OD is grounded in solid research and theory.
  (c) OD recognizes the reciprocal relationship between individuals and organizations.
  (d) OD is goal oriented.
  (e) OD is designed to solve problems.
- ***Belief*** is a proposition about how the world works that the individual accepts as true; it is a cognitive fact for the person.

- ***Values*** are also beliefs and are defined as what is desirable or 'good' (e.g., honesty) and what is an undesirable or 'bad' (e.g., dishonesty).
- ***Assumptions*** are beliefs that are regarded as so valuable and obviously so correct that they are taken for granted and are rarely examined or questioned.
- We have also discussed the implications of OD values and asumptions, like implication for dealing with individuals, groups and implications for designing and running organisations etc.



6.11 FURTHER READING

1) Wendell L. French, Cecil H. Bell, (2006), *"Organization Development: Behavioral Science Interventions For Organization Improvement"*, Pearson Higher Education.

2) S. Ramnarayan & T V Rao (2011), *"Organization Development: Accelerating Learning And Transformation"*, Sage India.

3) Madhukar Shukla (1999), *"Understanding Organisation"*, Pretice Hall.

4) Kavita Singh (2010), *"Organizational change and development*", Excell Books.

6.12 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q.1: OD is a systematic approach to organizational improvement that applies behavioural science theory and research in order to increase individual and organizational well-being and effectiveness.

Ans to Q.2: 1. Improve organizational performance as measured by profitability, market share, innovativeness, etc.

2. Make organization better adaptive to its environment.
3. Make the members willing to face organizational problems and contribute creative solutions to the organizational problems.

Ans to Q.3: a. Planned b. goal c. Feedback method

Ans to Q.4: a. The Learning Organization b. High-performance Teams c. Total Quality Management d. Visioning and Future Search

Ans to Q.5: A *belief* is a proposition about how the world works that the individual accepts as true; it is a cognitive fact for the person.

Ans to Q.6: *Assumptions* are beliefs that are regarded as so valuable and obviously correct that they are taken for granted and rarely examined or questioned.

Ans to Q.7: a-2, b-3, c-1



6.13 MODEL QUESTIONS

Q 1: Define Organizational Development and state its characteris.

Q 2: Explain the concept of values, assumption and beliefs in Organizational Development.

Q 3: Discuss the implication of Organizational Development values and assumptions dealing with individuals, groups and organizations.

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UNIT 7: ROLE OF OD PRACTITIONER

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 OD Practitioner

7.4 Role of OD Professional in Organisations

7.5 Competencies Required for an OD Professional

7.6 Scope of the Role of an OD Professional

7.7 Let us sum up

7.8 Further Reading

7.9 Answers to check your progress

7.10 Model Questions

7.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- who is an OD Practitioner
- role of an OD Professional in organisations
- the competencies and skills required for an OD Professional
- scope of the role of an OD Professional

7.2 INTRODUCTION

In this unit we are going to discuss the various concepts related to OD Practitioners.OD Practitioner refers to human resources in an organisation who do Organizational Development. Organizational Development Practitioners are people who are entrusted with the job to carry out the planned change process in the organization.At the end of this you we will get afair idea on the competencies and skills required for an OD Professional and scope of the role of an OD Professional.

7.3 OD PRACTITIONER

An OD Practitioner is specifically a person who specializes in OD as a profession. He is also known as an OD consultant or a change agent

as he tries to bring about change into an organisation. OD practitioners may be internal or external consultants who offer professional services to organisations, including their top managers, functional department heads and staff groups. They share a common set of humanistic values promoting open communications, employee involvement and personal growth and development. They are skilled and experienced in the social processes of organisations like decision making, communications etc. They have expanded their skill sets to include more concern for organizational effectiveness and greater attention to the technical, structural and strategic parts of organizations. They help organisations to cope with the pressures of change.

Another set of people to whom the term OD practitioner applies are those specializing in the fields related to OD like human resource management, organisation design, quality control, information technology and business strategy. A growing number of professionals in these related fields are gaining experience and competence in OD, mainly through working with OD professionals on large-scale projects and through attending OD training sessions. They are OD practitioners in the sense that they apply their special competence within an OD-like process, typically by engaging OD professionals and managers to design and implement change programs.

As per studies conducted, another set of people to whom the term OD practitioner applies are the increasing number of managers and administrators who have gained competence in OD and who apply it to their own work areas. Managers are trying to gain competence in OD through interaction with OD professionals in actual change programs and by attending formal OD training programs. The rapid changes taking place in today's competitive world has made it a necessity for managers to possess OD skills.

There are two types of OD practitioners or consultants- internal and external.

A. Internal Practitioner- Internal consultants belong to the organization and may be a line manager or from the HR department. There are certain advantages and disadvantages of internal practitioners which are mentioned below:

Advantages:

1. As they are already working in the organization they have easy access to information.
2. They are familiar with the organization culture and norms.
3. They have personal interest in making the organization successful.
4. They are less costly compared to external consultants.
5. They know the power structure in the organization.

Disadvantages:

1. The internal consultant may not be objective in his views as he is himself a part of the organization.
2. They may lack the necessary expertise to solve the particular problem faced by the organization.
3. They may not possess the necessary power and authority.
4. People in power may try to use them for their own advantage

B. External Practitioner- They are hired from outside to help and organization to change and become more effective. External consultants or practitioners have some advantages and disadvantages which are as follows-

Advantages:

1. They are more formal in their approach and specialized in their area and carry the rich experience of working with different organizations.
2. They are more objective in their viewpoint as they are not a part of the organization.
3. They cannot be easily influenced by the power structure in the organization.
4. They have greater freedom of operation and tend to have a more independent attitude about risk-taking and confrontations with the organization.

Disadvantages:

1. They are unfamiliar with the organizational system.
2. They are unfamiliar with the culture, communication systems, formal or informal systems of the organization and may take more time in getting relevant information.
3. Organization members may not accept them easily as they are from outside.
4. Hiring an external consultant may involve more cost.



CHECK YOUR PROGRESS

Q1: Who is an OD practitioner?

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Q2: How many types of OD practitioners are there?

……

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7.4 ROLE OF OD PROFESSIONAL IN ORGANISATIONS

An OD professional helps an organisation to bring about effective change by using various OD methods and techniques .OD professionals have roles that are either internal or external to the organization. Internal consultants are members of the organization and may be located in the human resources department or report directly to a line manager. They may perform the OD role exclusively, or may combine it with other tasks like compensation practices, training or labour welfare. For example, firms like Disney, Microsoft, Boeing, Procter and Gamble etc have their own specialized internal OD consulting groups who serve both line and staff departments within the organisation.

External consultants are not members of the client organisation; they generally work for a consulting firm or themselves. Organizations hire external consultants to provide a particular expertise that is unavailable

internally, to bring a different more objective viewpoint into the organization development process.

The OD practitioner's role can also be examined in terms of its marginality in organizations and in terms of the emotional demands made on the practitioner.

The role of internal and external consultant at various stages of the OD process is explained below:

1. **Entry and Contracting:**This is the initial phase where it is easier for an internal OD professional as he has ready access to clients and information, can understand easily the underlying problems. So, he is time efficient.

   An external OD professional needs more time to learn about the company and build up new relationships but has the advantage of selecting clients who can help him in his project and not engaging with clients who do not align well with his value system.

2. **Diagnosis:** In this phase an OD professional or consultant tries to diagnose the problem faced by the organisation.Here, the internal consultant has more ready access to data and people and is more likely to understand any hidden meaning behind the data. But it may be difficult for him to objectively view the data as he himself is a part of the organization.

   For an external consultant, problem diagnosis may be more difficult but he will be more objective in his viewpoint and may enjoy more authority as he may be seen as an expert from outside. And also members of the organisation may feel more secure in revealing confidential information to an outside expert rather than an internal person.

3. **Designing and Implementing Interventions:** This is the phase where interventions need to be designed and implemented to solve the specific organizational problem. Here both the consultants have to depend upon free and informed choice and commitment from organizational members to bring about change. In a hierarchical organization, if the internal consultant is a member of senior management, then he may find it difficult to differentiate between real commitments and lip service to management.

4. Evaluating : At this stage, evaluation of the OD process takes place. It may be easier for the internal consultant as he will be there in the organisation to constantly monitor or evaluate and make necessary adjustments to make the change a permanent part of the organisation. An external consultant has a limited period within the organisation and may not be there to see long term results.

A better approach by organisations would be to combine both external and internal consultant to make an OD effort successful.

a. Concept of Marginal Roles: The OD professional's role is by definition marginal. A marginal person is one who successfully connects the boundaries between two or more groups with different goals, value systems and behavioural patterns. The OD professional plays a marginal role by bringing opposite viewpoints of different groups together, helping two or more groups to confront each other with their problems and solve their problems, increases co-ordination and integration between groups.

b. Emotional Demands on the OD Professional

The OD professional is in an emotionally demanding role. Change is by nature stressful and the OD professional becomes the main point for change. He must understand emotions well to help the members of the organization to overcome their fear and anxiety related to change and ambiguity at each stage of planned change. Any change process must address difficult issues related to change like fear of the unknown, anxiety and anger. The OD professional should be emotionally intelligent enough to provide psychological support, handle conflict situations and overcome resistance to change.

c. Use of Knowledge and Experience

Traditionally, the OD professional's role in a change process was to work with organisation members to find out their problems, to help them to identify their strengths and weaknesses and to help them to solve their problems by themselves by acting as their guide. Their approach was more client-centred i.e. they used more the client's knowledge and experience. But today the role of OD professional

has shifted from being client-centred to consultant-centred i.e. he takes the role of an expert where he proposes certain changes based on his knowledge and experience and plans with organisational members on how to implement the changes.

Hence, it can be concluded that an OD professional's role is not an easy one and it may keep changing at different phases of the change process. He needs to play the role of a fact-finder, trainer, psychologist, problem-solver mentor, influencer and a motivator. He has to possess various skills to perform these roles effectively and to improve the effectiveness of the organisation.

7.5 COMPETENCIES REQUIRED FOR AN OD PROFESSIONAL

An OD professional needs to possess certain competencies or skills to help an organization bring about effective change. Some of these competencies or skills are discussed below:

1. **Diagnostic Ability:** An OD professional should be able to find out the exact problem faced by the organisation and its root cause for which he should be an expert in fact finding. This competency is very important because a wrong identification of problem will give a complete wrong direction to the change process. He should know how to involve organizational members in diagnosis.
2. **Intrapersonal Skills:** An OD professional must know his own values, feelings and purposes as well as the integrity to behave responsibly in a helping relationship with others. He must have active learning skills and a reasonable balance between his rational and emotional sides.
3. **Interpersonal skill:** An OD professional must be able to create and maintain effective relationship with individuals and groups within the organization and help them to gain the competence needed to solve their own problems. He must be able to establish trust and rapport with organization members so that they feel confident in sharing detailed information with him and work together effectively.

4. **Participation Skills:** An effective OD practitioner must be able to help the organization in redesigning and implementing the change plan which should be clear and simple, based on data, result-oriented and measurable.
5. **Contracting skill:** An OD practitioner must have the ability to establish proper contract or agreement with the client organization where the various resources needed and utilised for the change process and the role of the consultant and client are clearly mentioned. This helps in building up realistic expectations and identifying the important factors which will lead to the success of the OD interventions.
6. **Empathy:** It is an important skill for an OD professional. He must be able to understand the fears, concerns and emotions of organisational members and empathize with them.
7. **Knowledge of Organization Development Theories:** It is very important for an OD practitioner to have a thorough knowledge of OD techniques and the various theories and models of planned change. He has to know what type of intervention will be applicable in which type of situation. He must be also clear about his role, position and responsibilities in the client organization.
8. **Mentoring and Coaching:** This skill is needed by an OD professional to effectively guide and provide feedback to others so that they can enhance their knowledge and skills required to solve a problem or achieve a task.
9. **Managing Conflict:** He should be an expert in conflict resolution and effectively deal with conflict between two individuals or between groups.
10. **Developing client capability:** The OD professional should have the ability to carry out the change process in such a way that the client organisation is better able to plan and implement a successful change process in the future on their own using methods of planned change.

11. **Evaluation skill:** The OD professional should be able to evaluate the effects of a change process and apply control techniques if any deviations have occurred from the original plan.

7.6 SCOPE OF THE ROLE OF AN OD PROFESSIONAL

Organisation Development is an emerging practice and still developing the characteristics of an established profession. There is wide scope for an OD professional because change is something which will always occur in organisations and they will need OD experts or professionals to help them manage this change. An individual may be an internal OD consultant or an external consultant.

Career choices widen when people obtain training and experience in OD. Those people who undergo the basic training in OD generally become internal consultants and take on OD role as temporary assignments in order to gain higher managerial positions. Other people who take higher degrees in OD generally become external consultants opening their own firms or join a university as a faculty and do part-time consulting or join a firm as a high-level internal consultant. External consultants generally are older, have more managerial experience and spend more time in OD than internal practitioners.



CHECK YOUR PROGRESS

Q3: What is the role of an OD practitioner in organizations?

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Q4: What are the competencies required for an OD professional.

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Q5: What is the scope of the role of an OD professional?

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.....



7.7 LET US SUM UP

In this unit, it has been tried to understand who is an OD practitioner. The term OD practitioner applies to individuals specializing in OD as a profession, people from related fields who have gained some competence in OD, and managers having the OD skills necessary to change and develop their department.

OD practitioners may be of two types- internal and external. Both the types have their advantages and disadvantages.

The OD professional's role has been explained through internal and external consultants, marginal role and emotional demands on him.

The competencies required for an OD professional are diagnostic ability, interpersonal skills, intrapersonal skills, empathy, participation skills etc

There is a wide scope for an OD professional in today's world which constantly keeps changing.



7.8 FURTHER READING

1. Singh, K., (2010). Organisation Change and Development, Excel Books, New Delhi.
2. French, W.,Bell H.C. and Vohra V.(2013). Organisation Development, Pearson Education, India
3. Cummings, T. and Worley, C., (2015). Organization Development and Change, Cengage Learning,Delhi.
4. Kanter,R.M.(1993). The Change Masters: Corporate Entrepreneurs at Work, Thomson, New York



7.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q.1: An OD practitioner helps an organisation to bring about effective change by using various OD methods and techniques. He is

specifically a person who specializes in OD as a profession. He is also known as an OD consultant or a change agent as he tries to bring about change into an organisation.

Ans to Q.2: There are two types of OD practitioners. They are internal practitioners and external practitioners.

Ans to Q.3: An OD professional needs various competencies and skills like diagnostic skill, intrapersonal skill, interpersonal skill, participation skill, contracting skill, knowledge of OD theories, empathy, ability to develop client's capability to solve their own problems in future and evaluation skill

Ans to Q.4: OD professional's role may be that of an internal consultant or an external consultant in an organization. He also has an emotionally demanding role as he has to understand the emotions of people affected by change. Today the role of OD professional has also shifted from being client-centred to consultant-centred i.e. he takes the role of an expert where he proposes certain changes based on his knowledge and experience and plans with organisational members on how to implement the changes.

Ans to Q.5: The OD practitioner's role has a wide scope as change is something which will constantly take place and organizations will be requiring the help of these practitioners to help them to cope with these changes and improve organizational effectiveness.



7.10 MODEL QUESTIONS

Q1. Who is an OD practitioner? Why is an OD practitioner so important for organizations?

Q2. In your opinion who is better – an internal or external OD practitioner? Discuss their advantages and disadvantages.

Q3. Explain the role of OD professionals in organizations.

Q4. Discuss the skills and competencies required by an OD practitioner.

Q5. What is the scope of the role of an OD professional?.

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UNIT 8: GROUP BEHAVIOUR AND TEAM DEVELOPMENT

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

8.3 Meaning of Group and Group behaviour

8.4 Types of Groups

8.5 Stages in Group Development

8.6 Group cohesiveness

8.7 Meaning of Team

8.8 Types of Team

8.9 Difference between Group and Team

8.10 Let Us sum Up

8.11 Further Reading

8.12 Answers to Check your progress

8.13 Model Questions

8.1 LEARNING OBJECTIVES

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

- learn the concept and meaning of group and team
- discuss the difference between group and team
- discuss the different types of groups and teams
- describe group cohesiveness
- learn the stages of group development

8.2 INTRODUCTION

In this unit we will get some idea on the concept of Group Behaviour and team development. Two or more individuals, interacting and Interdependent, who have come together to achieve particular objectives can be referred as a group. Normally the individual gets confused the term team and group but team is different from group. We will discuss the

difference between group and team and also the different types of groups and team that exists.

Again at the end of this unit you will get to know about group cohesiveness and the ways and techniques used in team building performance.

8.3 MEANING OF GROUP AND GROUP BEHAVIOUR

A group is a collection of individuals who gather and interact for a common purpose. For example, a bird-watching club, a community association, a study group are all groups. They gather and usually focus their attention on an activity or common interest.

A/c to Schein, "a group is any number of people who (i) interact with one another (ii) are psychologically aware of one another and (iii) perceive themselves to be a group.

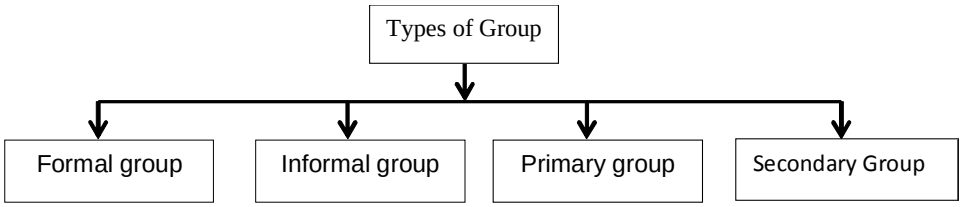
Group Behaviour

Group behaviour comes from the causes that contribute to the group's effectiveness. Group behaviour refers to the situations where people interact in large or small groups. Groups of a large number of people in a given area may act simultaneously to achieve a goal .

As groups function and interact with other groups, they develop their own unique set of characteristics including structure, cohesiveness, roles, norms and processes. As a result, groups may cooperate or compete with other groups, and intergroup competition can lead to conflict.

8.4 TYPES OF GROUPS

Within many organisations different groups are formed at different levels, formal groups, informal groups, primary groups and secondary groups. Some groups maybe deliberately formed, some groups are formed through an informal setting. Below we discuss briefly four forms of groups which are found within a company.



A formal group: This group is created within an organization to complete a specific role or task. This may be to oversea a launch of a particular product or service.

Informal groups: These groups are established by individuals within the organization that a need to interact with one another and who also believe that these informal groups meet a need that formal groups cannot meet within the firm.

Primary groups: These groups are within an organization a primary group is a small group that gets together and interacts regularly. A team leader with a small team is an example of a primary group. A family also is a primary group. Within the primary group, values, beliefs and culture are all very important.

Secondary group: When large number of people get together, who do not normally get together, these are called secondary groups. Within a secondary group, people to do not get to know each other as well as those in a primary group. When a secondary group is formed, individuals usually have their own agenda and goals. The relationship they form is not long term and there probably will not be much social interaction within a secondary group.



CHECK YOUR PROGRESS

Q1: What is a group?

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Q2: What is group Behaviour?

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Q3: What are the differnt types of groups?

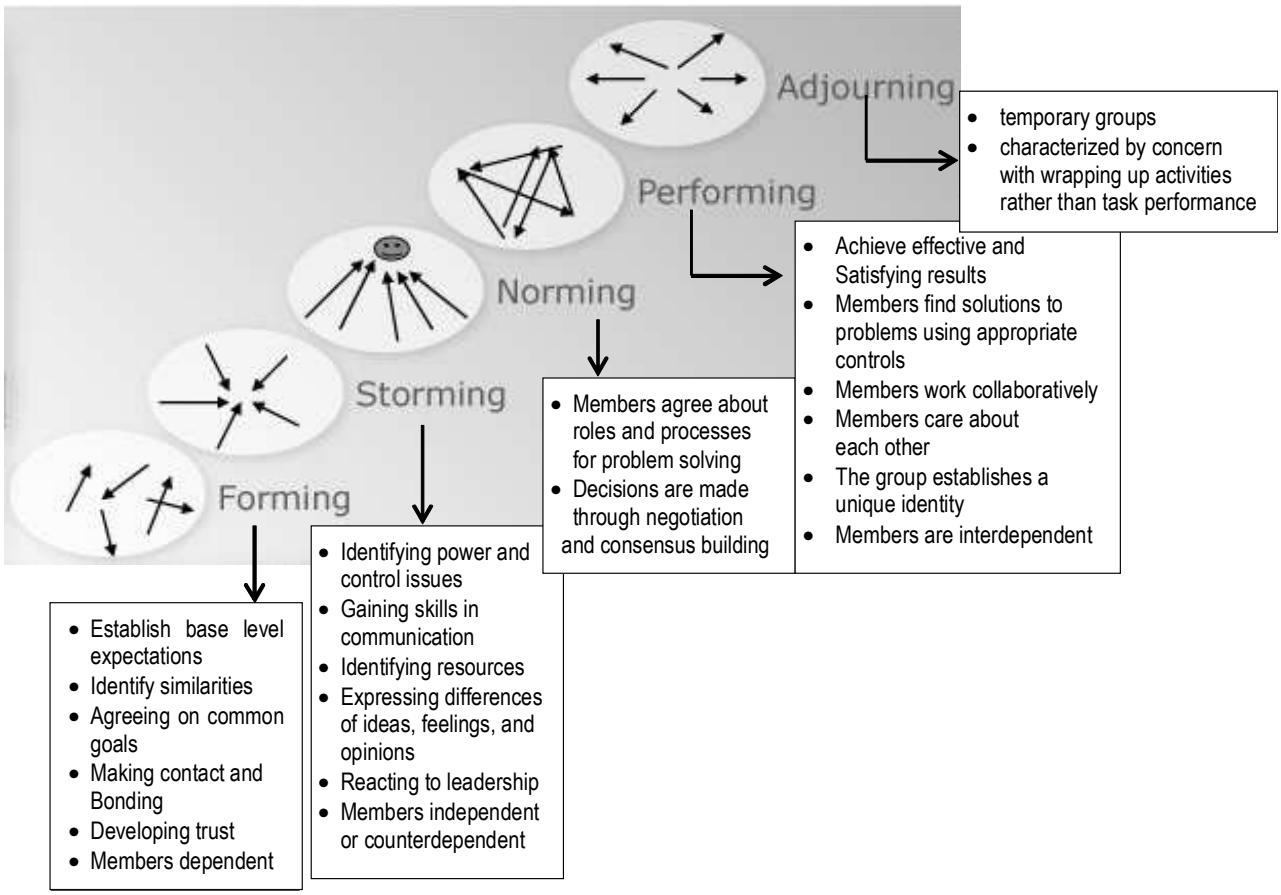
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8.5 STAGES IN GROUP DEVELOPMENT

Bruce Tuckman (1965) developed a 4-stage model of group development. He labelled the stages as:

Fig 8.1: Tuckman's stages of Group Development



Now let us discuss it in following ways:

1. **Forming:** Forming is the first stage in group development, which is characterized by much uncertainty. In this stage the Individuals are not clear on what they're supposed to do, the mission isn't owned by the group. No trust among the individuals developed and the norms of

the team are not established. In this stage people are not committed to the group.

2. **Storming:** The second stage in group development is characterized by intragroup conflict; because individuals want to modify the team's mission. Roles and responsibilities are articulated in this stage. Problems solving doesn't work well. In this stage anxiety arises because people push for position and power. Competition is high and level of participation by members is at its highest (for some) and it's lowest (for some).
3. **Norming:** The third stage in group development is norming which is characterized by close relationships and cohesiveness among the individuals in the group.
4. **Performing:** In the fourth stage of group development, the group is fully functional and performs towards goals achievement.
5. **Adjourning:** Adjourning is the final stage in group development for temporary groups which is characterized by concern with wrapping up activities rather than task performance.



CHECK YOUR PROGRESS

Q4: What are the five stages of group development?

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Q5: Match the following:

a.	wrapping of activities	1.	Norming
b.	cohesiveness among individuals	2.	Storming
c.	functional group	3.	Forming
d.	group norms not clear	4.	Performing
e.	high compition in the group	5.	Adjourning

8.6 GROUP COHESIVENESS

Group cohesiveness is the degree to which the individuals in the group are attached and attracted to each other, are motivated to remain in the group and mutually influence each other.

A/c to businessdictionary.com: Group cohesiveness is the "extent to which the members of a group find staying together to be in mutual interest".

A/c to M.E Shaw, members of highly cohesive groups are more energetic in group activities, are less likely to be absent from group meetings and are happy when the group succeed and sad when it fails, whereas members of less cohesive groups are less concerned about the groups activities.

Now, we will discuss the benefits of group cohesiveness:

- **Clear Communication:** The communication within the group is much more extensive. In other words, people who like each other communicate better and more frequently with each other.
- **Positive interaction:** Groups that are more cohesive have positive interactions with one another. People are friendlier and there is an increased feeling of the group as a whole. As a result, the group acts as a whole not as individuals.
- **Achieving Goal:** A group that has a high level of group cohesiveness is much more successful in achieving their goal. The feeling of togetherness in the group motivates members to achieve the desired goal and their efforts increase.
- **Group Satisfaction:** The members in groups that are cohesive are much more satisfied with that group. As a result, they are more willing to stay in the group longer and often recommend the group to others.



CHECK YOUR PROGRESS

Q6: What is Group Cohesiveness?

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Q7: Write two benefits of Group Cohesiveness.

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8.7 MEANING OF TEAM

In the earlier section we had discussed the meaning, the types and different stages of group, in this section we are going to discuss about "Team". In general we get confused with "team and "group", both are not same. A team is a more specialized kind of group. Team members also have a common objective or purpose like group , but focus on performance and collective improvement. An example would be a basketball team, a class project team, or emergency medical team.

A team is a form of group but it has some characteristics in greater degree than ordinary groups, including a higher commitment to group goal and higher degree of interdependence and interaction.

A team is a small group of people with different backgrounds, skills and knowledge who are drawn from different functional areas of the organization to work together on a specific and defined task.

Key Attributes of Effective Teams: Teams are effective means for management to democratize their organization and increase employee motivation. Following are some of the benefits of work team:

1. **Common Goal:** The individuals in the team sublimate their individual goals for the common goal of the group.
2. **Improvement in Motivation:** Work team helps in enhancing the employee motivation. Individuals perform better when they are working in presence of other.
3. **High level of productivity:** As the individuals work in a team, they have potential to create high level of productivity due to positive synergy created by them.
4. **Improved communication:** As there are interactions between the individuals in the organization, it leads to improved communication.
5. **Opportunity to Learn and Grow:** An effective team allows members the opportunity for individual improvement and growth.

8.8 TYPES OF TEAMS

There are basically four types of teams. Teams can be classified according to their objectives. They are

1. Problem solving Teams
2. Self Managed Teams
3. Cross Functional Teams
4. Virtual Teams

1. Problem solving Teams: In problem solving teams, 5 to 12 employees from the same department who meet for few hours every week to discuss ways of improving quality, efficiency and work environment. The problem-solving team is usually group who solve a particular problem or improve activities within their own department. Once they conduct the meeting and arrive at a proposed solution, they present their findings to the proper panel supervisors who may or may not implement the recommended course of action.

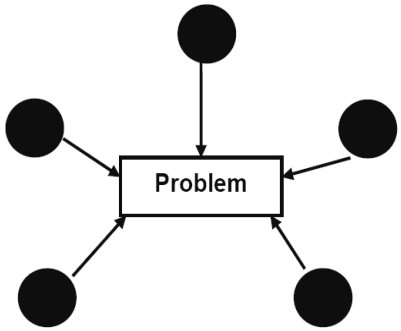
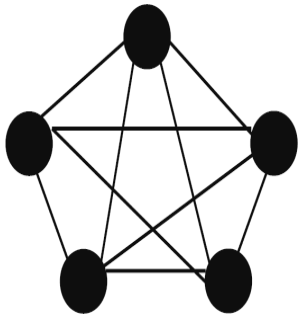


Fig: 3.1 Problem solving Teams

2. Self Managed Teams: Self managed teams generally comprised of 10 to 15 employees who take responsibilities from their supervisors. The following are some of the responsibilities:

a. Determination of work assignment
b. Control over pace of work
c. Determining and planning day to day activities
d. Managing duties



3.2 Self Managed Teams

3. **Cross Functional Teams:** This team composed of at least three members from diverse functional entities at the same hierarchical level working together towards a common goal. This team will have members with different functional experiences and abilities, and who will likely to come from different departments within the organization to exchange information, develop new ideas, solve problems and coordinate complex problems.

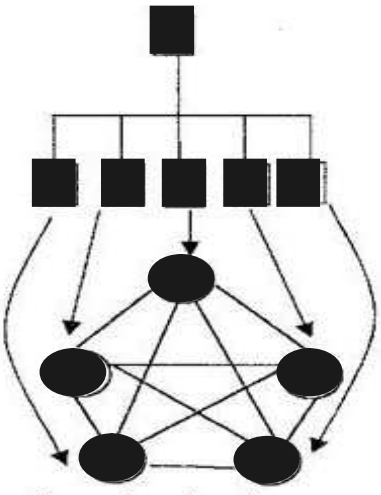


Fig : 3.3

4. **Virtual Teams:** Virtual teams are team of people who primarily interact electronically and who may meet face-to-face occasionally. They use computer technology to get connected with the dispersed members of the organization to achieve the common goal.

8.9 DIFFERENCE BETWEEN GROUP AND TEAM

Point of Difference	Group	Teams
Objectives	The main objective of group is the attainment of goals of the organization	The teams have their own specific objectives that they themselves deliver.
Organisation	Group are generally organized on the basis of hierarchy of superior - subordinate relationships	In team normal hierarchical consideration becomes obsolete.
Sharing of Information	In a group interaction is primarily is to share information	In team the purpose of team is collective performance.
Management	In group management is done by direction and control	In a team management is done by integration and self-control.
Communication	Communication is up and down between the subordinate and his/her superior	Communication is lateral
Leadership	Every work group have a strong clearly focused leaders	Teams don't have clearly focused leaders, it has shared leadership.

CHECK YOUR PROGRESS

Q8: Define Team.

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Q7: What are the four types of Teams?

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8.10 LET US SUM UP

In this unit we have discussed the following:

- A group is a collection of individuals who gather and interact for a common purpose.
- A group is any number of people who (i) interact with one another (ii) are psychologically aware of one another and (iii) perceive themselves to be a group.

- Group behaviour comes from the causes that contribute to the group's effectiveness.
- Within many organisations different groups are formed at different levels, formal groups, informal groups, primary groups and secondary groups.
- There are 5 stages model of group developmnet, they are: Forming, Storming, Norming, Performing, Adjourning
- Group cohesiveness is degree to which the individuals in the group are attached and attracted to each other, are motivated to remain in the group and mutually influence each other.
- A team is a form of group but it has some characteristics in greater degree tan ordinary groups, including a higher commitment to group goal and higher degree of interdependence and interaction.
- A team is a small group of people with different backgrounds, skills and knowledge who are drawn from different functional areas of the organization to work together on a specific and defined task.
- There are basically four types of teams.: Problem solving Teams, Self Managed Teams, Cross Functional Teams, Virtual Teams



8.11 FURTHER READING

- T V Rao (35034); *Human Resources Development: Experiences, Interventions*, Strategies; Sage India.
- Uday Kumar Haldar (2009), *Human Resource Development*; 1st Edition; Oxford University Press India.
- Deb (2012); *human Resource Development: Theory Practices*, 1st Edition; Ane Books India.
- M S Tomar, B S Yadav (2010); *Human Resource Development In India (Conceptual Analysis And Strategies)*; Shree Publishers & Distributors

8.12 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q.1: A group is a collection of individuals who gather and interact for a common purpose.

Ans to Q.2: Group behaviour refers to the situations where people interact in large or small groups.

Ans to Q.3: Formal group, Informal groups, Primary groups and Secondary group

Ans to Q.4: Forming, Storming, Norming, Adjourning and Performing.

Ans to Q.5: a---------5
b---------1
c---------4
d---------3
e---------2

Ans to Q.6: Group cohesiveness is degree to which the individuals in the group are attached and attracted to each other, are motivated to remain in the group and mutually influence each other.

Ans to Q.7: Group Satisfaction and Positive interaction

Ans to Q.8: A team is a small group of people with different backgrounds, skills and knowledge who are drawn from different functional areas of the organization to work together on a specific and defined task.

Ans to Q.9:
1. Problem solving Teams
2. Self Managed Teams
3. Cross Functional Teams
4. Virtual Teams



8.13 MODEL QUESTIONS

Q1: Define Group

Q2: Discuss the various types of Groups

Q3: Expalin the stages in group development

Q4: What is mweant by group cohesiveness

Q5: Define Team

Q6: Discuss the various types of Team

Q7: Outline the difference between Group and Team.

*** ***** ***



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