PGCM (S4) 04

MANPOWER PLANNING AND RESOURCING

SEMESTER - IV

MASTER OF COMMERCE
(HRM Specialisation)

BLOCK - 2

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

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MASTER OF COMMERCE

MANPOWER PLANNING AND RESOURCING
(HRM Specialisation)

Block 2

DETAILED SYLLABUS

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Evolution of Individual Development, Role in Individual Development, Responsibilities in Individual Development, Understanding Employees' Learning, Learning organization and Improving Individual Development through Learning

UNIT 11: Career Management **Page No. : 200-217**

Concept of Career Management, Career Stages, Career Dynamics, Career Management Process,Career Management Policies, Career Planning Process, Talent Management and Succession Planning

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Employee turnover, its causes and remedies, Cost of employee turnover, Importance of employee turnover, Employee exit process

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BLOCK INTRODUCTION:

This is the second block of the course 'Manpower Planning and Resourcing'. The Block is divided into 8 units which are related to the differnt concepts of manpower planning.

This block comprises of the following seven units:

The eighth unit introduces us to concepts of Induction, Benefits of an Induction Program, Types of Induction, Designing an Induction Program, Documentation and On-the-job Training

The ninth unit gives us a broad idea on the Meaning of training, Training objectives,Importance of training and development and Methods of training

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

The eleventh unit will help us in knowing Concept of Career Management, Career Stages, Career Dynamics, Career Management Process,Career Management Policies, Career Planning Process, Talent Management and Succession Planning

The twelvlth unit gives us a broad idea on Employee turnover, its causes and remedies, Cost of employee turnover, Importance of employee turnover, Employee exit process

The thirteenth unit will help us in understanding the Meaning of HRD, Characteristics of HRD, Objectives and Benefits of HRD, Difference Between HRD ad HRM and HRD Methods

The forteenth fifteenth unit gives us an idea on Meaning of HR Research,Characteristics of HR Research,Objectives of HR Research and Importance and Methods of HR Research

The fifteenth unit gives us an idea on Concept of Competency Mapping, Methods of Competency Mapping, Knowledge management ,Concept of Training Outsourcing , Meaning and Importance of Management Development, Objectives of Management Development, Steps in Management Development Process and Methods of Management Development

The Block is divided into eight units:

UNIT 8: Induction

UNIT 9: Training and Development

UNIT 10: Individual Development

UNIT 11: Career Management

UNIT 12: Employee Turnover

UNIT 13: Introduction to Human Resource Development

UNIT 14: Human Resource Research

UNIT 15: Recent trends in Human Capital Development

UNIT- 8: INDUCTION

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

8.3 Concept of Induction

8.4 Benefits of an Induction Program

8.5 Types of Induction

8.6 Designing an Induction Program

8.7 Documentation

8.8 On-the-job Training

8.9 Let Us Sum Up

8.10 Further Reading

8.11 Answers to Check Your progress

8.12 Model Questions

8.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- discuss the meaning and importance of induction
- outline the components of an induction program and its effective design.
- describe the different types of induction.

8.2 INTRODUCTION

As we discussed in the last unit, selection is the process of choosing the best among the candidates who applied for the job in the organization. Once a candidate is selected, he or she should be made familiarized with the job, the organization, and the organizational members through induction or orientation so as to enable him/ her to contribute to the maximum. This chapter discusses in details about induction- its meaning and benefits, types of induction and how to design a suitable induction programme.

8.3 CONCEPT OF INDUCTION

Introduction of a new member into an already existing group of people is a very common feature. Remember your own joining in college or university, where you were told about the college or the university, the rules and regulations of the institutions, details of the academic programmes, examination pattern and regulations, and you were also introduced to the teachers taking all the different subjects. In all probability, you also attended the 'freshers welcome' organized by your seniors in order to help you get familiarized with the seniors of your college or university or department. Similarly, when an employee joins an organization, it is the responsibility of the organization to make the person familiar to the new surroundings. This very process by which new employees are introduced to the organization is known as induction. Induction is also known as 'orientation' and 'indoctrination'.

Let us now have a look at few important definitions of induction before we summarize our understanding of what induction is.

According to Billimoria, "induction is a technique by which a new employee is rehabilitated into the changed surroundings and introduced to the practices, policies and purposes of the organization."

Armstrong defines induction as "the process of receiving and welcoming an employee when he first joins a company and giving him basic information he needs to settle down quickly and happily start work."

In other words, induction is the process through which a new employee is introduced to the organization in order to make the employee feel comfortable and at home in the organization. When a new entrant joins an organization, he is a stranger to the organization, the job, and the co-workers and this causes an anxiety in him / her. Induction serves as a mechanism by which this initial anxiety is reduced to a great extent and helps in facilitating the employees in settling down.

Induction program, therefore, has the following objectives:

- To reduce initial anxiety in the new entrants.
- To familiarize the new employees with the organization and its

various departments, the key people, the job, and the work environment.

- To reduce cultural shock faced by the new entrants.
- To facilitate the transition from an outsider to an insider.
- To reduce exploitation by unscrupulous co-workers.

8.4 BENEFITS OF INDUCTION PROGRAM

A well designed orientation or induction programme offers the following benefits to the new comer as well as the organization:

a) An effective induction programme helps in overcoming fears and helps the person perform better on the job. The induction program helps the newcomer in knowing more about:
   - The job, its content, policies, rules and regulations.
   - The people with whom he/she is supposed to work and interact and report.
   - The terms and conditions of employment.

b) A well designed induction programme makes the newcomer feel at home and helps him in adjusting and adapting to the demands of the job and get along with people in the organization

c) Induction also creates a good impression of the organization in front of the new entrants. This helps the organization in creating a positive image of itself and helps attract potential candidates in the future.

d) A good induction program goes a long way in minimizing the cultural shock of the new entrant or the new employee.

e) Induction is the process by which information about the organization is communicated to the new employees. Thus, induction serves as a valuable source of information to the new recruits who have no idea whom to ask for information.

Thus, induction or orientation has a lot of benefits, not just for the candidates but also for the organization. In the subsequent section, we shall have a look at the design of an induction program.

8.5 TYPES OF INDUCTION

Induction programs can be of the following types:

Informal versus Formal Induction

Informal induction is unplanned induction program. Informal induction program involves a simple introduction of the organization to the newcomer. This is mainly carried out in small and medium sized organizations. Informal induction programs are very brief and last for an hour or so. Informal inductions can again be of two types:

i) **Supervisory system:** As the name suggests, in supervisory system the immediate supervisor conducts the orientation program. Supervisor briefs the newcomer about the job, the department, the organization, introduces to the colleague and takes him round the various other departments.

ii) **Buddy system:** In case of buddy system, the supervisor assigns the responsibility of induction to an old employee. The old employee acts as a friend, philosopher, and guide for the new employee. The old employee or the 'buddy' arranges meetings with key people and provides relevant papers and information to the newcomer.

Formal induction is a planned program carried out by the organization in order to integrate the new employee in to the system. Formal induction programs are usually conducted by large organizations and such programs are carefully designed

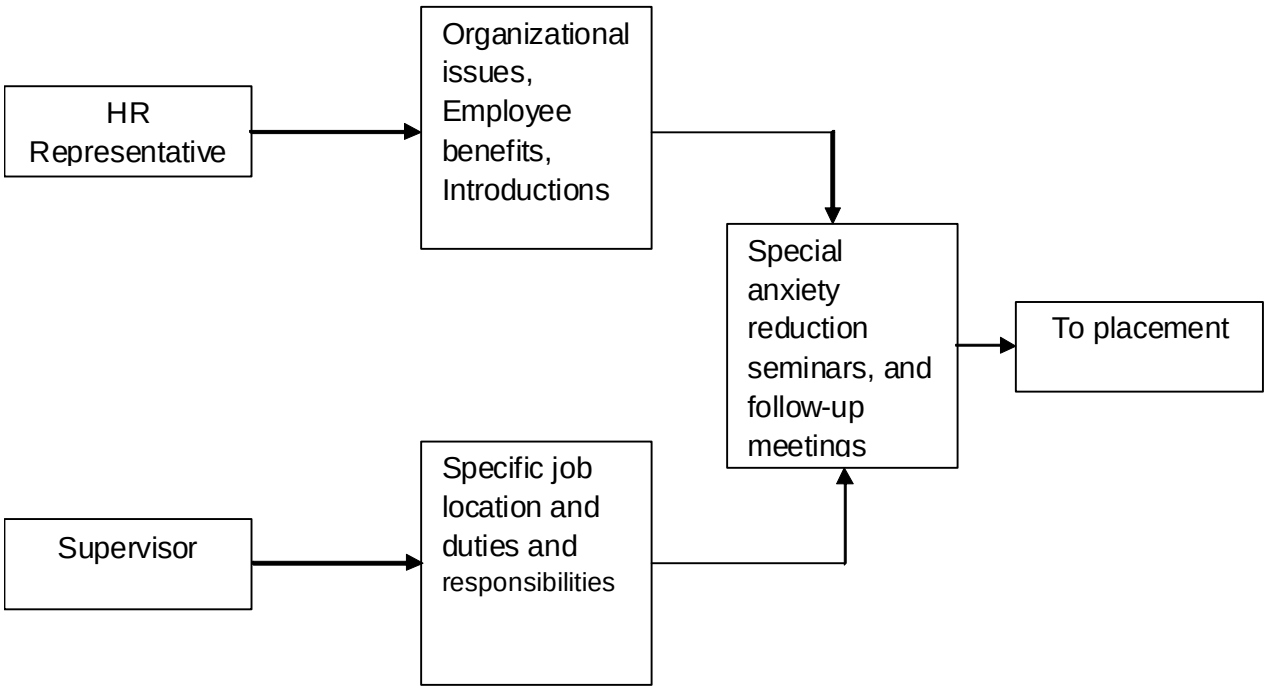


Figure 8.1. Formal induction program (source: Human resource management: text and cases by K. Aswathappa)

Responsibility of a formal induction program rests on the HR specialists. Formal induction programs can be divided into three phases:

- **Phase I – General induction:** General induction refers to that part of the induction program which focuses on introducing the newcomer to the organization. It includes explaining the vision, mission, objectives, history and philosophy of the organization to the new entrant. The newcomer is also briefed about the service conditions, pay and perks, promotion and personnel policies of the organization. Duration of the general induction may range from a few days to a few weeks.
- **Phase II – Specific induction:** This induction is given by the supervisor of the newcomer and focuses specifically on the job role. The new employee briefed about the job, shown his/her place of work, introduced to his/ her colleagues, and briefed about the processes and customs involved in performing the job. Depending on the nature of the job and the organization, specific induction may range between a few weeks to a few months.

- **Phase III – Follow-up Induction:** Follow-up induction is a verification aimed at understanding whether the new employee is getting himself adjusted with the job and the organization or not. It also checks the understanding of the company policies and procedures by the newcomer.

Individual versus Collective Induction

Apart from formal and informal induction programs, orientation programs can also be classified on the basis whether new hires are inducted individually or in groups. Individual orientation means inducting each person separately into the organization. Individual orientation takes more time and is more expensive as resources are spent on one person at a time. Moreover, individual induction approach is less likely to develop homogeneous views and attitudes.

Collective orientation, on the other hand, is a program where new hires are inducted in groups. As such, the process becomes less costly and time consuming. At the same time, collective orientation generates homogenous views and attitudes in the newcomers and it becomes easier for the organizational managers to integrate them in to the organization.

Investiture versus Divestiture Induction

Investiture orientation seeks to endorse the usefulness of the characteristics that the person brings in to the job. In case of investiture induction, efforts are not expended to modify the characteristics of the newcomer. Most high-level appointments follow this kind of induction because the person is appointed on the basis of what he/ he can bring to the organization.

Divestiture orientation, on the other hand, seeks to make certain modification in the new hires in order to ensure a better fit between the new hire and the organization. Divestiture induction is followed for induction of fresh hires at the entry level positions and also in inducting new hires in the military, police services, religious cults, and sports teams or clubs.

Serial versus Disjunctive Induction

Orientation is serial when an experienced employee inducts a newcomer. Induction is called disjunctive when newcomers do not have predecessors available to guide them and to model their behaviour. Serial induction is

helpful in maintaining the traditions and customs of the organization. However, serial induction serves as barrier to change and if the experienced employee is apathetic towards the organization then this trait will be passed on to the newcomers also. Disjunctive orientation offers the benefit of developing more creative employees as they are not burdened by any traditions or customs and in such cases it becomes easier to bring organizational changes. However, it also has the potential to create deviants as they lack the basic understanding of the culture f the organization.

LET US KNOW



Induction at Mahindra and Mahindra

Companies are trying to make their induction programs interesting and different. This can be attributed to the saying that 'first impression is the last impression'. Research on induction has shown that an employee decides on the first 180 days of his time with the company whether he is going to stay with the company or not. Therefore, an effective induction plays an important role in keeping the employees attracted to the organization. Mahindra and Mahindra, for example, designed an innovative induction program where they took their new employees on what they called a 'Bharat Darshan'. The trainees visited the MVML Pune Factory in Chakan, Mahindra Retail in Bangalore, Mahindra Satyam in Hyderabad, M&M Development Centre in Nasik, Mahindra Holidays in Chennai. They also spent a two-day fun weekend at Club Mahindra resort in Pondicherry where they got an opportunity to interact with Anand Mahindra, Vice Chairman and Managing Director of Mahindra and Mahindra. *(source:https://economictimes.indiatimes.com/jobs/companies-reinventing-induction-programmes-for-fresh-recruits-to-include-play-and-work/articleshow/8718188.cms)*

8.6 DESIGNING AN INDUCTION PROGRAM

It is important to understand that different groups of employees within

the organization require different induction training. Thus, separate induction programs should be designed for separate categories of employees, for example, separate induction programs for managerial and non-managerial employees.

While we have seen the benefits of an induction program in promoting the engagement levels of the new employees, it is also true that not all induction programs are successful. Let us have a look at the key factors which should be kept in mind while designing a successful induction program.

a) **Determining specific learning objectives:** In order to design effective induction programs, it is important to first determine the specific objective for which the induction program has been planned. The objectives give direction to the induction program and also help in designing and developing the content of the program. Objectives also serve as benchmarks against which success of the induction programs are evaluated.

b) **Determining content of the program:** Selection of the content is crucial to the success of the induction program. Many a times, induction programs become overloaded with information and it becomes difficult for the newcomer to grapple with all the information. Therefore, prudence must be exercised regarding the 'amount of information' disseminated in an induction program. One question which designers need to ask is 'does the employee need to know this?' Only that information which essential for them to know should be communicated during the induction program.

c) **Choosing the delivery strategy:** After deciding upon the content of the induction program, decision should be made as to how the content will be delivered. The method of delivery is important because it is the means by which we can gain the interest of the new employee in the induction program. Instead of selecting a single method of delivery organizations basically use a blended approach by combining several different delivery methods. A healthy mix of videos, presentations, interactive sessions and walking around can go a long way in making the program interesting and spiking the interest of the newcomers

d) Participation by others: Although the responsibility of the entire induction program rests on the HR, other departments must make meaningful contribution to the induction program by making sure that they do all that should be done to ensure a smooth flow of the induction program.

e) Creating an environment conducive for orientation: Apart from focusing on the objectives, content, and mode of delivery, efforts should be made to make the environment energetic and conductive for the new employees. Organizations today use a lot of games and activities to keep the newcomers charged up during the entire duration of the induction program.

Thus, the following points need to be kept in mind while designing an induction program to make it more effective.

LET US KNOW



Trends in Induction

Studies have shown that well-designed induction programs improve engagement of employees with the organization as well as their productivity at work. Organizations now-a-days are using technology to make their induction programs even more effective. Organizations are using e-learning platforms to do multiple audience induction program across various locations. Employee handbooks are now being replaced by intranet links and all joining formalities are completed electronically. Even automated alerts are generated for each department to prepare for the welcoming of the new employee.

8.7 DOCUMENTATION

Induction programs are conducted to make the employee familiar with the organization. As discussed in the previous section, induction programs need a lot of planning in order to provide just the right amount of information to the new hire. And this includes a lot of documentation work to be done. Following is a list of the orientation items and documents which

must be included in a formal orientation program:

- Welcome information outlining the company's background, and its vision and mission statement in order to make clear what the company stands for and what are its values and objectives.
- Current organizational chart helps the new hire understand his position in the entire organization vis-a-vis the reporting relationships.
- Policies and procedures of the organization or the policy handbook of the organization makes the employee aware of the various policies and procedures of the organization.
- Rule book makes the employee aware of the rules and regulations of the organization.
- A map of the entire facility helps the employee locate the various centres and department in the organization.
- Telephone numbers, e-mail addresses, and locations of key personnel and help desk personnel.
- Computer passwords and security cards.
- A copy of employee's specific job goals and job description in order for him/ her to better understand the job.
- Terms and conditions of job including remuneration, working hours, holidays and promotional avenues to make the terms and conditions of employment clear.
- List of employee benefits including insurance plans so that he/ she is aware of the benefits being offered to him apart from the remuneration for work.

While designing an induction or orientation program, it is also important to keep in mind that the following follow-up activities are taken care of:

- Ensure that employee has completed the required paperwork, including benefit enrollment forms;
- Revisit the employee's performance standards;
- Schedule the first performance appraisal meeting.

8.8 ON THE JOB TRAINING

In the previous section, we discussed about induction programs in detail. In this section we will try to understand the nature of on-the-job training. But before we discuss about on-the-job training let us examine the meaning of training.

Training refers to the imparting of specific skills, abilities, and knowledge to an employee. It is an attempt to improve the current performance of the employee by increasing the employee's ability to perform a job. Thus, training is an act of imparting specific skills to the employee which enables him to do his job better. Training methods are usually classified into two types:

a) On-the-job training

b) Off-the-job training

On-the-job training refers to methods that are applied in the work place while the employee is at work. Off-the-job training, on the other hand, refers to the methods of training which are used away from the place of work.

On-the-job training is the only training method followed in many organizations. On-the-job training includes orientation or induction, job-instruction, apprenticeship, internship, and coaching and rotation on the job. On-the-job training offers the benefit of being inexpensive, time saving, and causing least disruption during the work. On-the-job training offers instant feedback to the trainees which help them in correcting mistakes, if any.

A systematic on-the-job training involves the following steps:

Step 1 – Prepare the learner

The trainee is prepared in terms o his existing skills. He/ she is put at ease and the purpose for which the training is conducted is explained. The trainer must create interest in the trainee to learn the operations and the whole job is explained to the trainee.

Step 2 – Present the operation

The trainee is presented with the job operations at a normal pace as a

model to copy. While demonstrating the job operations the trainer must explain the quality and quantity of improvements desired. The steps need to be explained repeatedly and, if required, the work may be demonstrated at a slower pace.

Step 3 – Do a tryout

In the next step, the trainee is asked to try out the trainer's instructions. The trainer corrects any mistakes and, if necessary, do some of the complicated steps the first few times.

Step 4 – Follow up

In the last step, the trainee does the job independently without any supervision. The trainee is designated with a fellow co-worker for help. Faulty work patterns are corrected and good work must be rewarded.



CHECK YOUR PROGRESS

Q1. Choose the correct answer:

1. An induction program which focuses on maintaining the individual quality of an employee is called:
   a. Investiture orientation
   b. Formal orientation
   c. Informal orientation
   d. Serial orientation
2. Orientation training is a type of:
   a. On-the-job training
   b. Off-the-job training
   c. Both (a) and (b)
   d. Neither (a) nor (b)
3. Which of the following is not done by an induction program:
   a. Reduces the initial anxiety of the candidates on joining the organization
   b. Establishes a healthy rapport of the new hire with his/ her co-workers, superiors and subordinates

c. Facilitates exploitation of the newcomer by unscrupulous workers of the organization

d. Improves the image of the organization in front of the new hires

4. Collective orientation offers the benefit of:

a. Time saving

b. Cost saving

c. Both (a) and (b)

d. None of the above

5. Which of the sequence of steps is correct with respect to on-the job training:

a. Presenting the operation, doing a try out, following up, preparing the learner

b. Following-up, preparing the learner, doing a try out, presenting the operation

c. Preparing the learner, presenting the operation, doing a try out, following-up

d. Preparing the learner, presenting the operation, following-up, doing a try out



8.9 LET US SUM UP

- Induction is the process through which a new employee is introduced to the organization in order to make the employee feel comfortable and at home in the organization.
- Informal induction program involves a simple introduction of the organization to the newcomer.
- Formal induction is a planned program carried out by the organization in order to integrate the new employee in to the system.
- Formal induction programs can be divided into three phases: general induction, specific induction and follow-up induction.
- Individual orientation means inducting each person separately into the organization.

- Collective orientation is a program where new hires are inducted in groups.
- Investiture orientation seeks to endorse the usefulness of the characteristics that the person brings in to the job.
- Divestiture orientation seeks to make certain modification in the new hires in order to ensure a better fit between the new hire and the organization.
- Orientation is serial when an experienced employee inducts a newcomer.
- Induction is called disjunctive when newcomers do not have predecessors available to guide them and to model their behaviour.
- Training refers to the imparting of specific skills, abilities, and knowledge to an employee. It is an attempt to improve the current performance of the employee by increasing the employee's ability to perform a job.



8.9 FURTHER READING

1. S. S. Khanka(2016); *Human Resource Management: Text and Cases,* S. Chand, New Delhi.
2. V S P Rao(2009); *Human Resource Management: Text and Cases,* Excel Books.
3. George W. Bohlander and Scott A. Snell, Cengage(2000); *Principles of Human Resource Management,* New Delhi.



8.10 ANSWERS TO CHECK YOUR PROGRESS

Answers:

1. (a) Investiture orientation
2. (a) On-the-job training
3. (c) Facilitates exploitation of the newcomer by unscrupulous workers of the organization
4. (c) Both (a) and (b)

5. (c) preparing the learner, presenting the operation, doing a try out, following-up



8.11 MODEL QUESTIONS

1. What is induction? What purpose does induction serve?
2. What are the different types of induction?
3. 'Proper selection of employees makes induction redundant'. Comment.
4. Explain the contents of an effective induction program.
5. What are the factors that must be kept in mind while designing an induction program?
6. 'Induction is beneficial not just for the new employee but also for the organization'. Explain.
7. Write short notes on:
    a. Formal induction
    b. Buddy system of induction
    c. Supervisory system of induction
8. As a HR manager of XYZ Limited, a large scale steel manufacturing unit, design an induction program for the newly recruited management trainees.
9. What do you understand by training? What is on-the-job training?
10. Explain the steps involved in on-the-job training.

*** ***** ***

UNIT 9: TRAINING AND DEVELOPMENT

UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 Introduction to Training and Development

- 9.3.1 Meaning of training
- 9.3.2 Training objectives
- 9.3.3 Importance of training and development
- 9.3.4 Career development

9.4 Methods of training

9.5 Let Us Sum Up

9.6 Further Reading

9.7 Answer to Check Your Progress

9.8 Model Questions

9.1 LEARNING OBJECTIVES

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

- explain meaning and objectives of training
- discuss the importance of training and development in an organization.
- explain methods of training
- discuss the need of aligning employees growth with organizational growth.
- describe Career development.

9.2 INTRODUCTION

In this unit, we will discuss the importance of training and development in an organization. Here, we will also discuss various aspects related for training and development. Only proper training and development can generate competent people who are essential/valuable to keep an organization ahead of the others that means they can better ensure the survival of an organization. Thus training and development are started to be considered as an important function of human resource management.

It has become necessary to get the commitment of employees along with the growth in quality movement (concepts of human resource management) in order to achieve the organizational goals successfully. Therefore it has become the duty of the management team of an organization to try hard to make the training programme effective. Training encompasses a multitude of courses through which the skills of employees are tried to be developed. Moreover it is also an important tool to control the attrition rate as it helps in motivating employees, achieving their professional and personal goals, increasing the level of job satisfaction etc.

9.3 INTRODUCTION TO TRAINING AND DEVELOPMENT

The prime focus of all the aspects of human resource development is to create the most superior workforce for the organization who can confer the utmost service to the customers along with accomplishing their own goals side by side. Thus the purpose of human resource development is to help the employees to develop their skills, knowledge and abilities through proper training.

Every organization should try to retain people with the right skills and talent. This is possible only when the organization is ready to invest in employee's future growth and able to show them the path to fulfill their dreams.

Different people may have different views about the career development programme - like for typical employee it is a path of upward mobility, for manager it is a retention and motivational tool while the top management views it as a tool for succession planning. Ultimately it can be concluded with the fact that these efforts bring the high potential candidates into focus who can be groomed for greater responsibility in future.

In nutshell, this unit has included the various aspects of training and development programmes meant for the employees of an organization. These developmental programmes bring up an improvement in the knowledge, skills and attitudes of employees who then become more valuable for the organization to thrive in this competitive world. To make the employee

competent, the organization conduct training programmes for them by using different methods of training that are described in the subsequent part. Now a day, organizations are also giving interest on the career development aspect of the employees.

9.3.1 Meaning of training

Training is a learning process that encompasses the development of skilled behaviour in the individual. Through this process of training a person is able to acquire knowledge, sharpen his skill, concepts and rules etc along with brining changes in his attitudes and behaviours in order to enhance his performance.

Training is a device to reflect an employee's present position besides comparing this with his future after some point of time. It builds up the confidence of employees about their ability to handle the responsibilities competently.

In general, training helps the employees in following ways:-

- It makes them aware about the ways to reach their destiny.
- It accustoms them the procedures of achieving their desired goals.
- It gives them the knowledge essential to execute their job responsibilities.
- It enables them to develop their skills.
- It helps them to develop the right type of attitudes.

However, to be utmost effective, the training program should be always motivational and engaging in nature.

9.3.2 Training objectives

The first and foremost step needed for making a training programme successful is to set the training objectives effectively. It is possible to develop the clear guidelines for an effective training programme only when training objectives are based on needs. Training objectives specify the expected result of the training

programme and have the great significance to a number of stakeholders, these are:

(i) Trainer

(ii) Trainee

(iii) Designer

(iv) Evaluator

(i) Trainer:- Training objectives are valuable for the trainer as because these are the basis to measure the progress of trainees and make the required adjustments accordingly. Besides it, the trainer is also able to correlate these objectives with the particular segments of training.

(ii) Trainee:- Training objectives sketch an image of the training programme in the mind of trainees that helps in reducing their anxiety to some extent along with increasing their attention for it. It can be commented that training objectives increase the chance/probability of successful completion of the training programme.

(iii) Designer:- Training objectives specify why and how the training programme has to be designed and what is to be achieved in the end of it. The training designer then look for the training methods, training equipment and training content to achieve those objectives and accordingly execute the training.

(iv) Evaluator:- It is known to us that training objectives clear out the expected performances of trainees which in turn help an evaluator to measure the progress and judge the performance of trainees in due course of time.

9.3.3 Importance of training and development

The importance of training can be understood with the help of following points:

- **Development of human resources:-** It provides the opportunity for developing both the technical and behavioural skills in the employees of an organization.

- **Development of skills of employee:-** Besides enhancing the job knowledge and skills of employees at each level, training and development again helps the development of overall personality of employees.
- **Productivity:-** Productivity of employee can be increased by improving the effectiveness of employees with efficient usage of resources.
- **Team spirit:-** Training and development builds up the sense of team work, team spirit and inter-team collaborations among the employees.
- **Organization culture:-** Training and development tries to create a learning environment that facilitates the development and improvement of the organizational health and culture.
- **Organization climate:-** It brings up such a climate in the organization that develops the positive perception and feeling about the organization among the employees. These feelings may be passed to the employees from their leaders, subordinates or peers etc.
- **Quality:-** It is the continuous effort of training and development programme to improve upon the quality of work and work-life.
- **Healthy work-environment:-** Training and development always tries to build up a healthy working environment in the organization where there is a good employee-work relationship. In such an environment it becomes easy to align both the individual and organizational goals effectively.
- **Health and safety:-** Training and development tries to prevent the accident and other situations that may affect the health of employees through their awareness about the health and safety measures adopted by the organization.
- **Morale:-** Morale of the work force can be improved through the process of training and development.
- **Image:-** A better corporate image can be portrayed through the process of training and development.

- **Profitability:-** Training and development tries to build up the positive attitudes of employees towards the profit objective of the organization.

9.3.4 Career development

The ultimate goal of an employee's growth is his career development. Career of an employee of an organization refers to the specific job that he performs along with the associated responsibilities and activities with the job.

Career planning specifies the guide-line for career development. Thus it is important to have the proper career planning in an organization in order to design an effective career development process for it. Generally career planning is a process whereby an individual sets career goals and identifies the means to achieve them and when the organization intervenes in this planning, it is known as organizational career planning. It means the designing of planned succession of jobs by a firm in order to develop its employees in the right way.

9.4 METHODS OF TRAINING

Basically there are two methods of training:-

(A) Cognitive method, and

(B) Behavioural method.

The aim of both the methods is same, that is, to bring the changes in the attitudes of trainees. It is important for the trainers to understand the pros and cons of each method along with its impact on trainees so that they can design the proper training method for them by considering their background and skills in mind. Besides the two methods there is also another method known as "Management development". The method is more future oriented and more concerned with the education of employees.

(A) COGNITIVE METHOD:- The basic concept of the method is to give theoretical training to the trainees. Through the various methods of cognitive

approach, it is tried to present the rules of doing something, written or verbal information and demonstration correlating the different concepts, etc in front of trainees. The methods under cognitive approach intend to bring the changes in knowledge and attitude of trainees by stimulating learning. The various methods that come under Cognitive approach are as follows:

1. LECTURES
2. DEMONSTRATIONS
3. DISCUSSIONS
4. COMPUTER BASED TRAINING (CBT)

1. LECTURES:- Lecture is one of the oldest methods of training and it means telling someone about something. In fact training is incomplete without a lecture session. This method is used with the intention to create understanding about a topic or to influence the behavior and attitudes of trainees.

Main Features of Lecture Method

Some of the main features of lecture method are:

- The lecture method is unable to identify and correct the misunderstandings of trainees
- Less expensive
- A large number of people can be addressed at the same time by using this lecture method
- Knowledge building exercise
- Less effective because lectures keep/make the trainee inactive for long periods of time.

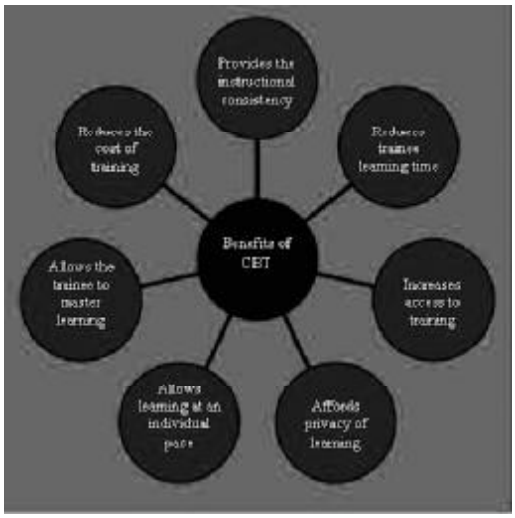
2. DEMONSTRATIONS:- It is a method of visual display that explains/shows how something works or how to do something. Here the trainer shows the trainees the methods of performing or doing the tasks of a job. To make it more effective, the demonstration method should always be accompanied with a session of discussion or lecture.

3. DISCUSSIONS:- The method basically focuses the interactions both among the trainees and between the trainer and trainees though it includes a session of lecturer to provide the learners a rough idea about training programme. In one sense, we can say that this method is an improved

version of lecture method as it facilitates the interaction and communication among the participants.

4. COMPUTER BASED TRAINING (CBT):- The demand of knowledgeable and skilled employees is increasing day by day due to world-wide expansion of companies and changing technologies that in turn has put the pressure on HR department to provide training at lower costs. In view of that many organizations have implemented CBT as an alternative to classroom based training.

Some of the benefits of Computer-Based Training are shown in the diagram:



Though internet is not a method of training, yet a recent survey has revealed that most of the organizations are delivering training to the employees through either internet or intranet. CBT is a gift of advanced electronic technology that does not entail the face-to-face interaction between the trainer and trainees.

(B) BEHAVIOURAL METHODS:- The Behavioral approach emphasizes more on giving practical training to the trainees and accordingly the methods under it are designed to give the trainee a chance to behave as they do in the job itself. These methods are best to develop the skills of employees. The methods that come under Behavioral approach are as follows:

(a) GAMES AND SIMULATIONS

1. BEHAVIOR-MODELING
2. BUSINESS GAMES
3. CASE STUDIES

4. EQUIPMENT STIMULATORS

5. IN-BASKET TECHNIQUE

6. ROLE PLAYS

[A] GAMES AND SIMULATIONS:

Games and simulations are the training methods designed with an intention to reproduce or simulate events, circumstances, processes that may actually take place in the job situation of trainee.

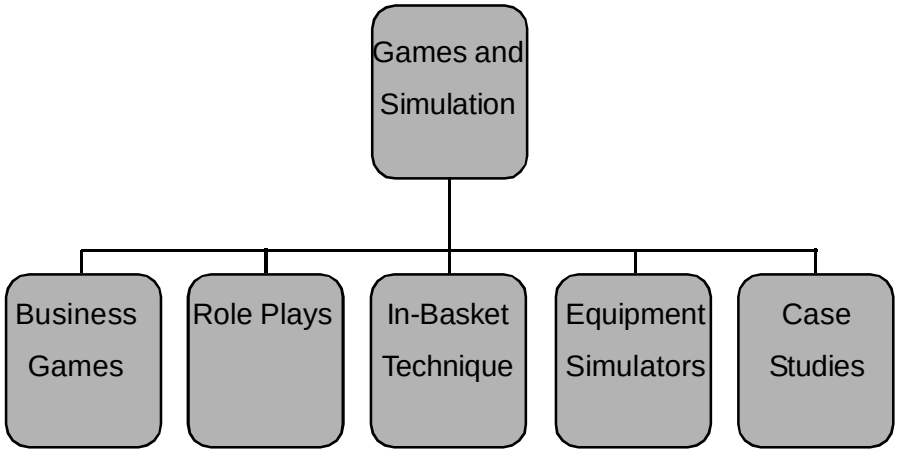
A training Game is a spirited activity or exercise that involves the active participation of trainees through which they compete with each other according to the defined set of rules.

Simulation means the imitation or idea or the opinion about an event that might occur in a real situation. It can entail intricate numerical modeling, role playing without the support of technology or combinations.

Training games and simulations are emerging as an effective tool for training because of its following key components that are quite essential for learning:

- Challenge
- Rules
- Interactivity

Some of the examples of this technique are:



Therefore it is possible to develop knowledge, skills, and attitudes of employees or to find out the concepts that may be useful in improving their performance through the methods of Games and Simulations because these

methods give the trainees an experience of the events, processes or games in a controlled setting.

Procedure of Behaviour Modeling Technique

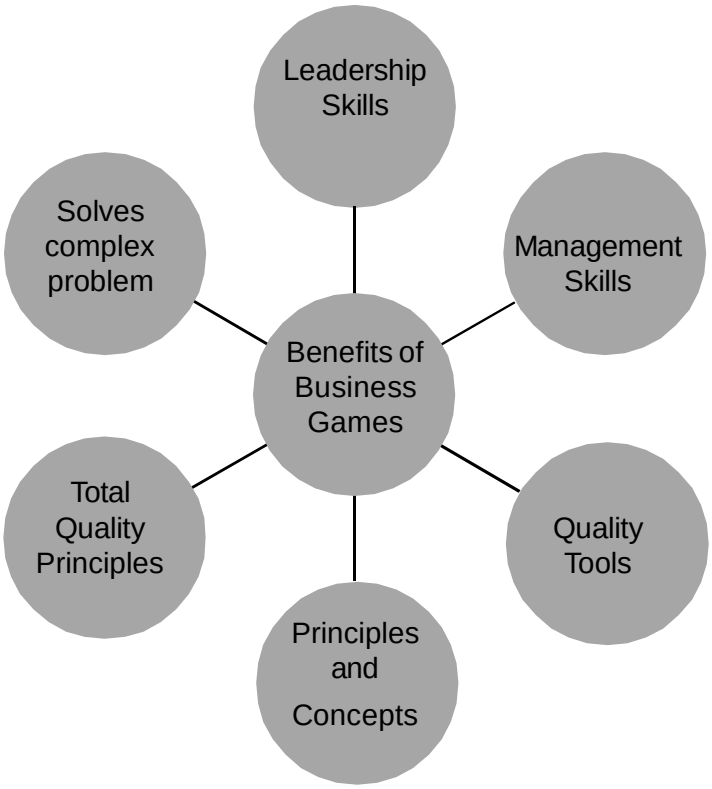
In this method, trainees are shown the videotape of some processes or behaviors that are incorporated along with the games and simulation section because once the trainees see the videotape, they practice the behavior through role plays or other kind of simulation techniques. Behavior modeling that focuses mainly the development of behavioral and interpersonal skills can be used successfully in

- Sales training
- Interviewee training
- Interviewer training
- Safety training
- Interpersonal skills training

2. Business games: The business game method also tries to present the way of functioning of an industry, company, organization, consultancy, or subunit of a company in front of the trainees. Here in this method, trainees are first provided with some information about a particular situation and then they are asked to make decisions that they feel best in the favour of the company. A feedback is then provided to the trainees explaining the impact of their decisions. The same process is repeated again and again until some meaningful results came out.

Some of the benefits of the business games are:

- Development of leadership skills
- Improved application of total quality principles
- It develops skills in using quality tools
- Strengthening of management skills
- Proper demonstration of principles and concepts
- Effective exploration and solution of complex problem



3. Case studies: It is a method that tries to simulate and reflect the decision-making situation in the classroom that the trainees may find in reality being the managers, staff, HR or CEO at their work place. The aim of case study method is to acquaint the trainees with a particular problem rather than finding out the solution for it. Understanding of advantages and disadvantages of such problems is more important than finding out their solutions. Thus it has become the objective of case study method to make the trainees capable of applying known concepts and ideologies and ascertain new ones at the time of handling the work related problems.

Case Study method focuses on:

- Building up of decision making skills
- Assessing and developing Knowledge, Skills and Attitudes (KSAs)
- Development of communication, interpersonal and management skills
- Development of procedural and strategic knowledge

4. Equipment simulation:- Here in this method, some mechanical devices are used that are known as equipment simulators.

Equipment simulators can be used in giving training to:

- Air Traffic Controllers
- Taxi Drivers
- Telephone Operators
- Ship Navigators
- Maintenance Workers
- Product Development Engineers
- Airline Pilots
- Military Officers

5. In-basket technique: In this method, trainees are provided with a log of written text or information and requests, such as memos, messages, and reports etc to handle so that it helps them in the following ways: -

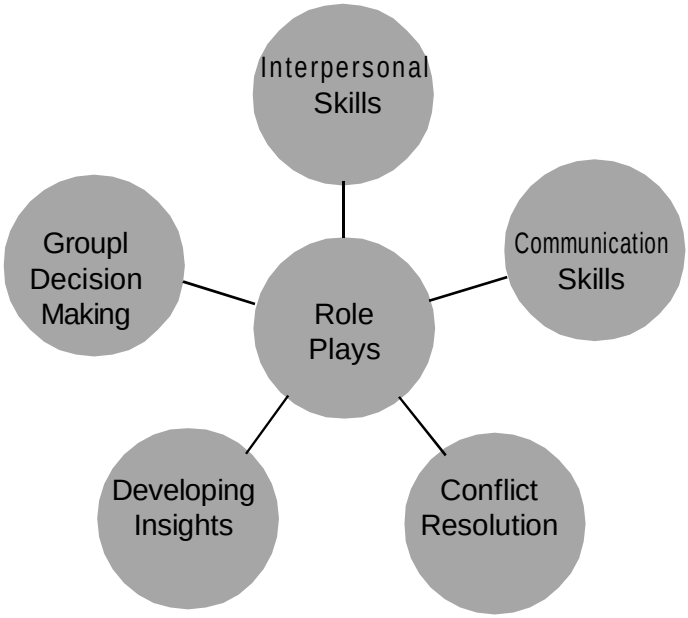
- Builds up decision making skills
- Assess and develops Knowledge, Skills and Attitudes (KSAs)
- Develops communication and interpersonal skills
- Develops procedural and strategic knowledge



6. Role play training method: In this method of Role play training, each participant is given a role to play that acts as a simulation for him or her. Before playing the role the trainees are provided with some information about it for example description of the role and the concerns, objectives, responsibilities, emotions etc associated with the role. Being familiar with their role, next the participants act out their roles respectively by interacting

with each other. Role Playing method is important for

- Improving interpersonal and communication skills
- Resolution of conflict
- Taking decision in group
- Developing insight into one's own behavior and its impact on others



There are various types of role plays, such as:

[i] Multiple Role Play

[ii] Single Role.

[iii] Role Rotation

[iv] Spontaneous Role Play



CHECK YOUR PROGRESS

Q 1: What is training ?

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Q 2: What are the two methods of training?

.....

.....

Q 3: State any two points indicating importance of training and developments.

.....

.....

MANAGEMENT DEVELOPMENT METHOD- Besides the cognitive and behavioural method, there is another method which is known as management development method. The method emphasizes more on making the employees a better performer by educating them through the process of training.

Management development method is further divided into two parts:

(a) On the job training: The method is based on the fact that it is possible to develop the abilities of an employee in its job place itself. The four techniques for on-the job development are:

1. COACHING
2. MENTORING
3. JOB ROTATION
4. JOB INSTRUCTION TECHNIQUE (JIT)

1. Coaching: In this method gives the employee an opportunity to receive feedback from an expert that helps in identifying their weaknesses and accordingly the way to rectify these.

2. Mentoring: In contrast of Coaching, Mentoring means an ongoing informal relationship that usually develops between a senior and junior employee. That means here the senior performs the role of a guide to his junior employees.

3. Job rotation: Job rotation means the intentional changing of job position of employees within a department, division or organization etc.

4. Job instruction technique (jit): Job Instruction Technique (JIT) uses a strategy with a focus on the development of knowledge (factual and procedural), skills and attitudes of trainees.

(b) OFF THE JOB TRAINING : There are many management development techniques that an employee can take in off the job. The few popular methods are:

1. SENSITIVITY TRAINING
2. TRANSACTIONAL ANALYSIS
3. LECTURES
4. SIMULATION EXERCISES

1. Sensitivity training: In this method it is tried to develop the social sensitivity and behavioral flexibility in the people so that in return they are able to understand themselves and others reasonably.

2. Transactional analysis: Transactional Analysis provides trainees with a realistic and useful method for analyzing and understanding the behavior of others. Learning from psychology are used in this method by trained experts in order to help the trainees to understand themselves better.

3. Lectures: In this method, the trainer speaks to a group of people about a topic without involving any kind of interaction between him and the trainees.



CHECK YOUR PROGRESS

Q 4: Match the following contents of left side with the right options given in the opposite side.

1. Sensitivity training
2. Lectures
3. Job instruction technique (jit)
4. Mentoring
5. Simulation exercises
6. Coaching
7. Job rotation
8. Transactional analysis

(a) off the job training

(b) on the job training



9.5 LET US SUM UP

In this unit we have discussed training and development of human resources. Training objectives provides the clear guidelines for developing/ designing an effective training programme in the organization as because these objectives are based on needs.

Training and development perform the various functions in an organization like optimum utilization of human resources, increase productivity, build up team spirit and organizational culture etc. There are a number of training methods available. Each one of them has their own advantage and disadvantage.

Alignment of employee's personal goals with the organizational goals and strategies is a must to create a win-win situation. The absence of alignment and congruence of both the two factors results a haphazard situation that leads to the loss of productivity. Career development is the ultimate goal of growth of an employee which is associated with career and career planning.



9.6 FURTHER READING

1. S. S. Khanka(2016); *Human Resource Management: Text and Cases,* , S. Chand, New Delhi.
2. V S P Rao(2009); *Human Resource Management: Text and Cases,* , Excel Books.
3. George W. Bohlander and Scott A. Snell, Cengage(2000); *Principles of Human Resource Management,* New Delhi.



9.7 ANSWER TO CHECK YOUR PROGRESS

Ans to Q 1: Training is a process that helps in improving behaviour.

Ans to Q 2: Cognitive method and hehavioural method.

Ans to Q 3: Improvement in quality and productivity.

Ans to Q 4: (a) off the job training -

1. sensitivity training
8. transactional analysis
2. straight lectures/ lectures
5. simulation exercises

(b) on the job training -

6. coaching
4. mentoring
7. job rotation
3. job instruction technique (jit)



9.8 MODEL QUESTIONS

Q 1: Define the term training and development. Bring out the importance of training and development in an organization.

Q 2: Explain the various methods of training.

Q 3: Define the term career, career planning and career development.

Q 4: Write short notes on

(a) Job rotation, (b) Lecture method of training, (c) On the job training.

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UNIT- 10: INDIVIDUAL DEVELOPMENT

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 Evolution of Individual Development

10.4 Role in Individual Development

10.5 Responsibilities in Individual Development

10.6 Understanding Employees' Learning

10.7 Learning organization

10.8 Improving Individual Development through Learning

10.9 Let Us Sum Up

10.10 Further Reading

10.11 Answers to Check Your Progress

10.12 Model Questions

10.1 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

10.2 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.

10.3 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.

10.4 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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.....

10.5 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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10.6 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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.....

10.7 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 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?

.....
.....

10.8 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.



10.9 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.



10.10 FURTHER READING

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

4. Kogan (2005); *Human Resource Development: Learning & Training for Individuals & Organizations*; Page Publishers.



10.11 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.



10.12 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.

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UNIT- 11 : CAREER MANAGEMENT

UNIT STRUCTURE

11.1 Learning Objectives

11.2 Introduction

11.3 Concept of Career Management

11.4 Career Stages

11.5 Career Dynamics

11.6 Career Management Process

11.7 Career Management Policies

11.8 Career Planning Process

11.9 Talent Management

11.10 Succession Planning

11.11 Let Us Sum Up

11.12 Further Reading

11.13 Answer to Check Your Progress

11.14 Model Questions

11.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- discuss the meaning of career management
- explain the career management process
- describe the meaning and significance of talent management and succession planning

11.2 INTRODUCTION

So far, we discussed about recruiting and selecting the right candidates for the organization and inducting them or integrating them into the organizational system. However, the role of human resource management does not stop here. In fact, most employees nowadays have started demanding a rewarding career in place of a simple job. Individuals today want jobs that challenge them, excite them, and offer rewarding growth

opportunities. Nonetheless, managing the careers of employees has become a major work of HR managers in organizations.

In this unit, we shall discuss about career management and its relevance. We shall also discuss about the career management process and policies. And lastly, we will discuss about talent management and succession planning in the context of career management.

11.3 CONCEPT OF CAREER MANAGEMENT

Even before we attempt to understand what career management is, it is pertinent for us to understand what the term 'career' means. We use the term 'career' in our everyday conversations, and by using the term 'career' we refer to jobs, or to courses in colleges and universities, or to promotions and hikes in salary, or even career long term aspirations of people. But what does career actually mean?

The concept of career can be examined from two aspects. The first aspect is the objective view of career and is defined as all the positions occupied by a person during his work-life. Thus, career comprises of a series of wok related activities – in terms of increasing level of responsibility, status, power, and rewards – that provide continuity, order and meaning to a person's life (Schein, 1996). The second aspect deals with the subjective view of career. This subjective view takes into consideration the shifting of a person's values, attitudes, and motivation in relation to his work. In both the objective as well as the subjective view, the person occupying the career is at the centre of the definition.

An examination of both the subjective as well as the objective view of career reveals the following important characteristics:

- Career develops over a period of time;
- Success of the career must be judged by the individual;
- Psychological success- which refers to feeling a sense of personal accomplishment- is the most important element in one's career; and
- Typical career of a person involves several positions, transitions and organizations nowadays.

Now that we understand what career is, let us examine the meaning of career management. Career management may be defined as the provision of opportunities for people to develop their abilities and their careers in order to ensure that the organization has the flow of talent it needs and to satisfy their own aspirations. It includes both organizational actions and individual efforts aimed at setting career goals, formulating, and implementing strategies and monitoring the results (Greenhaus). Career management focuses on integrating the goals of the organization with the needs of the individual employees. More specifically, career management includes activities such as career development initiatives by the organization, career-oriented realistic appraisals, and posting open job positions.

Thus, the aim of career management is:

- To ensure continues flow of talent in the organization;
- To provide the employees guidance, support and encouragement which helps in fulfilling their potential; and
- To provide promising employees a sequence of learning activities and experiences that will equip them for future roles and positions of responsibility.

11.4 CAREER STAGES

As mentioned in the section above, career refers to the different positions occupied by a person during his/ her work-life. Careers can therefore, be divided into different stages. Usually, career can be divided into 5 stages- exploration, establishment, mid-career, late career and decline. Let us have a look these different career stages in order to understand the career management process better:

Exploration Stage: Exploration stage refers to the phase where one makes transition from college to work. During this stage career choices are made by what the person observes and hears from teachers, friends, family, and relations.

Establishment Stage: Establishment stage starts when one picks up a job. This includes the first experiences on the job and is characterized by committing mistakes, learning from those mistakes, and taking additional responsibilities.

Mid-career Stage: Mid-career stage refers to the stage typically reached between the age of 35 and 50 years. People in this stage are no longer viewed as learners. In fact, mistakes committed at this stage are taken seriously. Also, at this stage, one may continue to show improved performance, or level off, or begin to decline. Performer will continue to grow, however, several people may feel 'plateaued'. Plateauing is a condition of stagnating in one's current job. It is important to ensure that these 'plateaued people' do not lose interest in their job.

Late career Stage: This is the stage when individuals have settled down at a certain level and relax a bit and plays the role of an elderly statesperson. At the same time, they also feel concerned about their future. People in their late career stage need to be treated with respect as people who are still contributing to the growth and development of the organization. They also need to be reassured about their future.

Decline Stage: This stage marks the end of the individual's career with the organization and the person's attention turns to retirement. This disengagement may happen in a phase-wise manner starting with part-time engagement before the individual finally retires or it may be completed in one single step of retirement. Retirement is a huge transition in an individual's life and organizations these days conduct training programs to make this transition smooth.

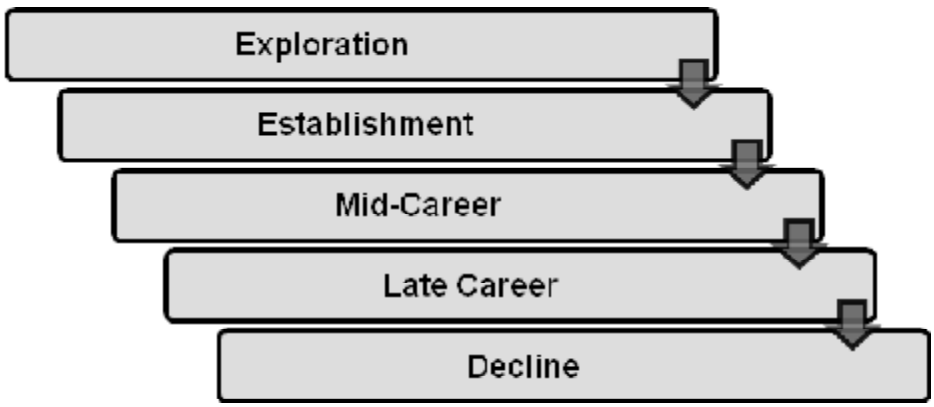


Figure 11.1: Stages of Career



CHECK YOUR PROGRESS

Q1: Define Career Management.

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Q2: What are the different career stages?

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11.5 CAREER DYNAMICS

The career management process should be aligned with the career dynamics. Career dynamics refers to how the careers progress, that is, the ways in which people move through their careers when they are promoted, or by enlarging their roles and responsibilities, or make more use of their skills and abilities. The three stages of career progression- expanding, establishing, and maturing are depicted in figure 11.2. Establishment is the stage of getting a strong footing right in the beginning. Expansion refers to the growth of the individual in his/ her respective career. Maturing is the phase where the person gains experience and matures towards his late career stage. The figure also shows how individuals progress or fail to progress through stages at different rates. The growth curve signifies the development of the person in the chosen career, with rapid progress being made in the establishment stage, followed by the expanding stage and progress starts increasing at a decreasing rate towards the maturation stage. On the other hand, decline refers to a low rate of progress throughout the three stages of career progression. This means that the individual's rate of progress is very low. Plateauing refers to the state where one makes rapid progress for some time, but after that enters into a state of stagnation. Organizational interventions play a significant role in upliftment of the plateauing and declining careers of individuals.

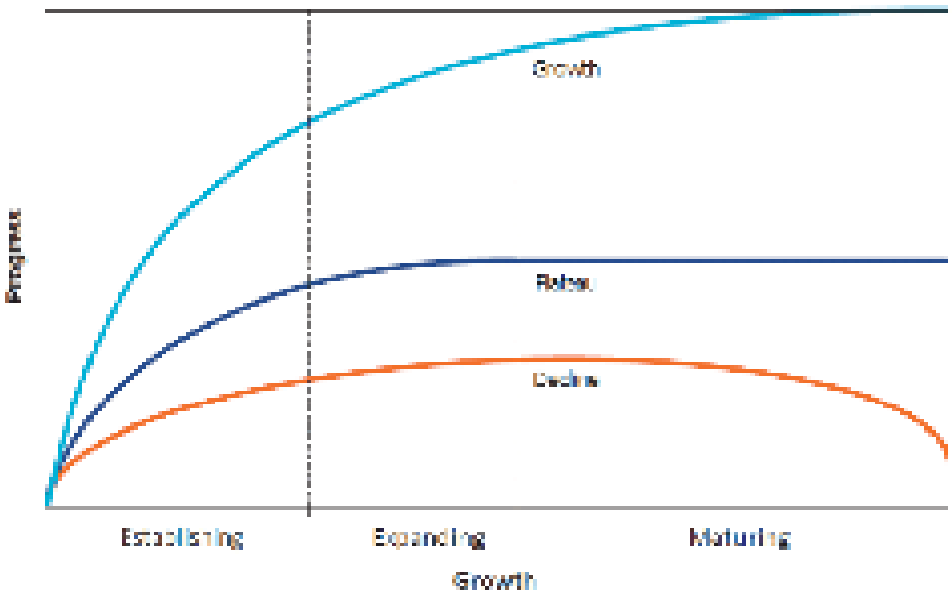


Figure 11.2: Career progression stages (source: Armstrong's Handbook of Human Resource Management Practice)

11.6 CAREER MANAGEMENT PROCESS

Career management process consists of the following five steps (as shown in figure 11.3):

1. Career management strategy
2. Assessment
3. Planning
4. Development
5. Evaluation

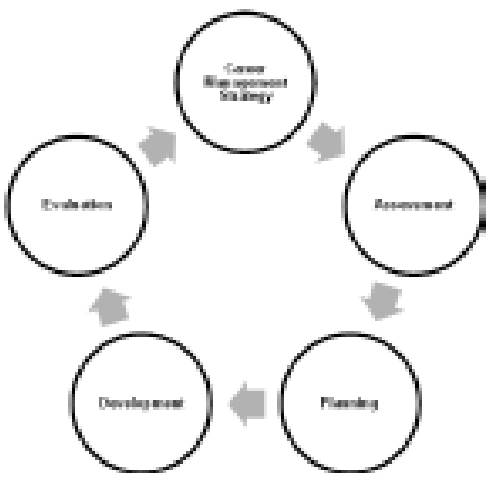


Figure 11.3: Career Management Process

Let us discuss these five steps in the following ways:

1. **Career Management Strategy:** The career management process starts with the career management strategy of the organization. A well crafted career management strategy should cover the following important points:
   - Choice of the model of career development: supported self-development, corporate career management, or career partnership.
   - Clear career paths.
   - Policy of promoting from within or hiring from outside.
   - Choice between one-size-fits-all career development initiatives or flexible approaches.
   - Choice between career progression based on long-term loyalty or short-term commitments.
2. **Assessment:** The second step in the career management process involves making assessment of the individual's strengths and weaknesses. Assessments can be made by the individual in terms of self-assessments or it can be made by the organization. Assessments are also known as talent audits. The basic purpose of making an assessment is to understand the suitability of a person for a particular career and to overcome the weakness revealed by the talent audits.
3. **Planning:** Planning involves determining the type of career the individual wants and matching his/ her strengths with the chosen career. It also involves charting career paths and set career goals. The planning phase uses information from the assessments made in the earlier stage and performance and potential appraisal records. This helps in making individual career plan for the employees.
4. **Development:** Development phase of career management involves taking actions to develop the skills, knowledge and abilities of the employees to do future jobs. This involves career counselling, mentoring, coaching, job rotation, etc.
5. **Evaluation:** The last stage in the career management process involves evaluating the career management process in terms of its effectiveness. All said and done, evaluation of career management process is not an

easy task. Evaluation becomes difficult because career success is highly subjective. Another major hurdle is that career success or failure cannot be attributed to only career management practices and strategies. Successes and failures are influenced by a lot of other factors beyond the control of the employee.

Regardless of these problems of evaluation, monitoring and evaluation of career development activities must be done in order to ensure that needs of all groups of employees are being met.

11.7 CAREER MANAGEMENT POLICIES

Policies guide actions. Career management policies are statements that guide the actions of managers in planning for the careers of organizational members. In order to make career planning and development successful, it is pertinent for organizations to examine certain career management related policy areas.

One such area for organization is, to what extent the organization is going to 'make' or 'buy' talent. Organizations need to ask whether it should grow its own talent by following a policy of promoting talent from within; or it should rely on external recruitment which focuses on bringing fresh blood to the organization.

The second policy area which needs attention is policies for dealing with plateaued employees. Some managers may continue to work effectively however; there might be some who get bored and frustrated. It is important for the organization to decide whether to arrange for lateral movement of such employees to provide them with the much needed challenging work or to arrange temporary assignments or secondments outside the organization.



CHECK YOUR PROGRESS

Q3: Write the five steps of career management process

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Q4: What is Career management policy?

.....

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11.8 CAREER PLANNING PROCESS

Career planning refers to the process by which individuals set career goals and identifies the means to achieve them. Organizational intervention in the career planning process is referred to as organizational career planning. The process of career planning involves the following steps:

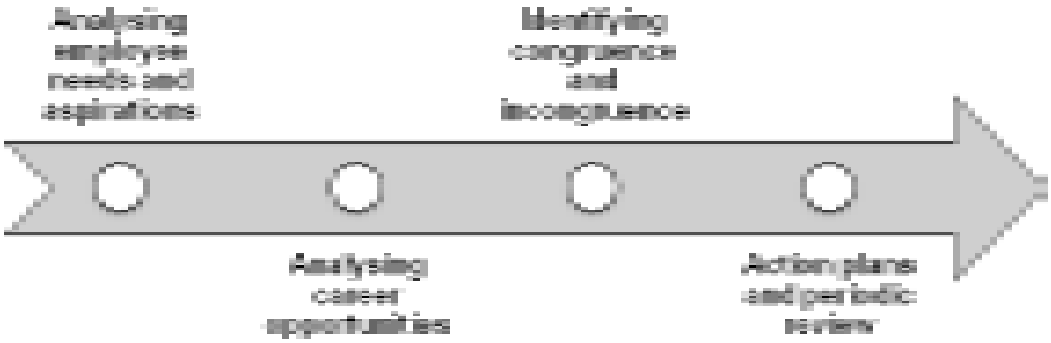


Figure 11. 4: Career planning process

a) **Analysing employee needs and aspirations:** The first step in the career management process is identifying the needs and aspirations of each individual employee. This assessment of needs and aspirations must be objectively done because many a time's employee's aspirations may not be in tune with reality. Assessments are done using the personnel inventory of the employees from where information regarding their knowledge, skills, and abilities are extracted.

b) **Analysing career opportunities:** After determining the aspirations and needs of employees, human resource managers need to analyze the various career opportunities available in the organization. This calls for an examination of the various career paths- which refers to the sequential and progressive path or line through which one moves towards his/ her career goal.

c) **Identifying congruence and incongruence:** The third step involves comparing the aspirations with the opportunities available in the

organization. Such a mechanism of match and mismatch of career aspirations and opportunities enables the organizations to develop realistic career paths for the employees.

d) **Action plans and periodic review:** Having identified the match appropriate action needs to be taken to develop the employee to progress in that career path. If there is a mismatch, it is important to formulate an alternative strategy. After initiating these strategies, it is also necessary to review the same at frequent intervals. This helps the organization in understanding whether the human resources of the organization are put to optimum utilization or not.

11.9 TALENT MANAGEMENT

Talent management is the current buzzword in the HR world. The term was popularized by McKinsey during the 1990s. Talent management refers to the efforts to create a 'pipeline' or pool of talent people and ensuring that the workforce development is inclusive, accessible, and focussed on developing organizational capabilities.

Talent management becomes imperative for organizations in this age of competition where organizations are fighting over talent. Talent management is essential in order to ensure that skilled employees are available to accomplish organizational goals.

There are quite a few talent management initiatives being undertaken by organizations. Some of them are described below:

- **Talent audit:** Talent audit refers to the process of determining the strengths and weaknesses of the individuals in order to assess their capacity for contributing to organizational goals. It also serves as an input for career planning and career management activities.
- **Talent relationship management:** Talent relationship management refers to reaching out to talented employees and encouraging them contribute further to the organizational goals. The primary purpose of this is to make them more committed to the organization.
- **Learning and development:** Learning and development play a very important role in not just developing talent but also in retaining them.

- **Attraction and retention policies:**This involves designing attractive jobs, compensation packages, exciting career opportunities and a fun and enjoyable work environment to attract capable candidates from outside the organization and also to retain the one's already working for the organization.
- **Performance Management:** Performance management refers to the range of HR activities that enable, encourage, coordinate and support employees to achieve their objectives. It also monitors, measures and rewards employees for their performance.
- **Coaching:** Coaching is another talent management strategy as it helps the line managers share their wisdom and knowledge. Both managers who coach and employees who get coached have the opportunity to develop their potential.

These are some of the talent management initiatives being taken by organizations.



LET US KNOW

In the age of technology, the notion of career and career paths is undergoing sea change. This is even more evident in the recently published Deloitte Global Human Capital Trends Survey which clearly identified "building 21st century career" as the third most important trend. The reason career planning and development is such a major concern is because the jobs being performed are being dramatically re-designed due to technological interventions. Therefore, recent research is suggestive that career paths linked to organizational hierarchy may not really work, because the changing nature of the job may not really have the career paths aligned to the organizational hierarchy!!

(Source: https://www.peoplematters.in/article/career/how-do-the-professionals-need-to-keep-track-of-the-evolving-hr-tech-18389?utm_source=peoplematters&utm_ medium= interstitial&utm_ campaign=learnings-of-the-day)

11.10 SUCESSION PLANNING

We observed in the previous section that talent management is concerned with making talent available to the organization according to the requirement. We also understand that organizations are perpetual or eternal in nature; and for any organization to run on a continuous basis requires the succession of persons to fill key positions. And this is done through succession planning.

Succession planning is an executive inventory report indicating the individuals who are ready to move to higher positions in the organization. It is the process of ensuring suitable supply of successors for current and future senior or key jobs arising from business strategy, so that the careers of individuals can be planned and managed to optimise the organizations' needs and individuals' aspirations.

Succession can happen from both internal as well as external sources. Succession from internal sources is more advantageous than from external sources. This is because existing employees are more knowledgeable about the processes, policies, and culture of the organization. Secondly, succession planning from internal sources motivates the existing employees and they feel a greater level of belongingness to the organization. However, organizations should not solely depend on internal sources for succession. External sources allow inflow of new bold to the organization, which means people with new and different ideas join and infuse a sense of creativity and innovativeness. Also, internal talent may not always be available. Then, companies are forced to scout the outside labour market. Thus, organizations while planning for succession must look at both external as well as internal sources.

So, we have come across two terms- first, career planning and second, succession planning. Are these two terms same or synonymous? Or are they different? Although the terms career planning and succession planning are not same or synonymous, however, they are similar. While career planning is for all employees at all levels in the organization, succession planning is needed only for key positions at higher levels. And

therefore, career planning by its very nature includes succession planning. This means, career paths are already chalked out so are the succession paths. And in case of any vacancy arising, the career plan is well supported by the succession plan. Thus, career plan and succession plan are both interdependent and complimentary to each other.

Biswajeet Pattanayak lists the following core activities in the succession planning process:

- Analysis of the demand for executives, managers, and professionals by level, function and skills.
- Audit of existing executives and inventory of likely future supply from both internal and external sources.
- Planning individual career paths based on objective estimates of future needs and drawing on reliable appraisal and assessment of potential.
- Undertaking career counselling in the context of future requirements for executives and managers.
- Accelerated promotion schemes with development targeted against the future needs of the organization.
- Training and development activities to groom people for future roles.
- Planned recruitment to fill short-term vacancies and provide people for development to meet future needs.
- The actual process by which jobs are filled includes recruitment procedure, internal appointment procedure, methods of assessment, internal search mechanism and often, use of computer-based information systems.



CHECK YOUR PROGRESS

Q1. Choose the correct answer:

1. _____ is a process by which individuals set goals and try to achieve them:
   a. Career management
   b. Career planning
   c. Goal setting

d. Succession planning

2. The condition of stagnating in one's current job is technically known as:
    a. Under-achievement
    b. Non-performance
    c. Decline stage of career
    d. Plateauing
3. Which of the following statements is not correct about careers:
    a. Career is built over a period of time
    b. Career can be divided into five different stages
    c. Success of a career is measured by the HR manager
    d. Career refers to the shifting of a person's values, attitudes, and motivation in relation to his work
4. Which of the following statements is true:
    a. Succession planning is done only from external sources
    b. Succession planning is same as career planning
    c. Succession planning focuses on filling the key positions in the organization
    d. Career counselling is not a succession planning activity
5. _____ are statements that guide the actions of managers in planning for the careers of organizational members
    a. Career management
    b. Career planning
    c. Career management policies
    d. Talent management



11.11 LET US SUM UP

- The concept of career has two aspects – the objective view and the subjective view.
- Objectively, career can be defined as all the positions occupied by a person during his work-life.
- Subjectively, career refers to the shifting of a person's values, attitudes, and motivation in relation to his work.
- Career management is the provision of opportunities for people to develop their abilities and their careers in order to ensure that the organization has the flow of talent it needs and to satisfy their own aspirations.
- Careers can be divided into five stages - exploration, establishment, mid-career, late career and decline.
- Plateauing refers to the condition of stagnating in one's current job.
- Career dynamics refers to how the careers progress, that is, the ways in which people move through their careers.
- Career management process consists of five steps, namely, career management strategy, assessment, planning, development and evaluation.
- Career planning refers to the process by which individuals set career goals and identifies the means to achieve them.
- Organizational intervention in the career planning process is referred to as organizational career planning.
- Career planning involves four steps: analyzing employee needs and aspirations, analyzing career opportunities, identifying congruence and incongruence, and action plans and periodic review.
- Talent management refers to the efforts to create a 'pipeline' or pool of talent people and ensuring that the workforce development is inclusive, accessible, and focused on developing organizational capabilities.
- Succession planning is the process of ensuring suitable supply of successors for current and future senior or key jobs arising from

business strategy, so that the careers of individuals can be planned and managed to optimize the organizations' needs and individuals' aspirations.

- Succession planning may happen from both internal as well as external sources.
- Succession planning is planning for the higher levels and key positions whereas career planning is for all the executives of the organization.
- Succession planning is a part of career planning.
- Succession planning and career planning are complementary and interdependent processes.



11.12 FURTHER READING

1. S. S. Khanka(2016); *Human Resource Management: Text and Cases,* , S. Chand, New Delhi.
2. V S P Rao(2009); *Human Resource Management: Text and Cases,* , Excel Books.
3. George W. Bohlander and Scott A. Snell, Cengage(2000); *Principles of Human Resource Management,* New Delhi.



11.13 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q1: Career management is defined as the provision of opportunities for people to develop their abilities and their careers in order to ensure that the organization has the flow of talent it needs and to satisfy their own aspirations.

Ans to Q2: Different career stages are: Exploration Stage, Establishment Stage, Mid-career Stage, Late career Stage and Decline Stage

Ans to Q3: Career management process consists of the following five steps:

1. Career management strategy
2. Assessment
3. Planning
4. Development
5. Evaluation

Ans to Q4: Career management policies are statements that guide the actions of managers in planning for the careers of organizational members.

Ans to 5:

1. (b) Career planning
2. (d) Plateauing
3. (c) Success of a career is measured by the HR manager
4. (c) Succession planning focuses on filling the key positions in the organization
5. (c) Career management policies



11.14 MODEL QUESTIONS

1. What do you understand by the term 'career'? Explain the objective and subjective aspect of career.
2. What is career planning? What are the steps involved in the career planning process?
3. What is career management? What are the steps involved in the career management process?
4. Define career management? What are the aims of career management?
5. Explain in brief the different career stages?
6. What are career stages? Explain the career stages in brief. What do you understand by career dynamics? Explain.
7. 'Organizational career planning is just a waste of money. It develops the employees skills and talents and then, one fine day the employee quits.' Do you agree or disagree with the statement? Give reasons.

8. What is talent management? What are the different talent management initiatives taken by organizations?
9. What is succession planning? State the importance of succession planning for organizations.
10. Elaborate the relationship between succession planning and career planning.
11. Write short notes on:
    a. Career planning
    b. Talent management
    c. Career dynamics
    d. Career stages
    e. Career management

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UNIT- 12: EMPLOYEE TURNOVER

UNIT STRUCTURE

12.1 Learning Objectives

12.2 Introduction

12.3 Employee turnover

12.4 Employee turnover – causes and remedies

12.5 Cost of employee turnover

12.6 Importance of employee turnover

12.7 Employee exit process

12.8 Let Us Sum Up

12.9 Further Reading

12.10 Answers to Check Your Progress

12.11 Model Questions

12.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- discuss the meaning of employee turnover and its types
- identify the causes of employee turnover and remedies to it.
- explain the cost of employee turnover.
- discuss the employee exit process.

12.2 INTRODUCTION

We have seen in the previous units that, organizations invest a lot of time, effort, and money in recruiting and selecting new employees, inducting them to the values and culture of the organization, and then training and developing their skills and managing their careers. When employees leave, organizations are not able to earn the return on the investments they made in their human resources. It is therefore, important for managers to understand why employees leave organizations.

In this unit, we shall discuss and try to understand the concept of employee turnover. We will also examine the causes of employee turnover

and costs associated with it. Lastly, we will try to understand the employee exit process and explore remedies available to counter employee turnover.

12.3 EMPLOYEE TURNOVER

Before we try to understand the meaning of employee turnover, let us have a look at a few definitions of turnover.

Abassi defines employee turnover as "the rotation of workers around the labour market; between firms, jobs and occupations; and between the states of employment and unemployment."

According to Price, "turnover is the ratio of the number of organizational members who have left during the period being considered divided by the average number of people in that organization during the period."

Mamoria defines turnover as "the rate of change in the working staff of a concern during a definite period."

Therefore, in simple words, turnover reflects the shifting of the workforce into and out of the organization. It signifies the extent to which old employees leave and new employees enter in to the organization. Employee turnover thus reflects the fluctuations in the workforce.

LET US KNOW



Measurement of Employee Turnover

Employee turnover rates can be measured by using either the separation method or the replacement method. Separation method measures the quits, discharges, retirements, and deaths. The replacement method, on the other hand, estimates the accession and separation. The formulas for the same are given below:

Separation method:

= (No. of separations during the period/ Average no. of workers in the same period) x 100

Replacement method:

= (No. of workers replaced during the period/ Average no. of workers in the same period) x 100

Employee turnover can be of two types:

a) **Voluntary employee turnover:** Voluntary employee turnover refers to the turnover of employees which occurs when employees willingly choose to leave their positions. Examples of voluntary employee turnover include retirements and resignations.

b) **Involuntary employee turnover:** Involuntary employee turnover refers to the types of employee turnover which occurs when the employee is terminated from a position by the organization. Examples of involuntary turnover include layoff, retrenchments, discharge and dismissal.

Now lets us have a look at the different types of voluntary and involuntary employee turnover types.

i) **Resignation:** Resignation is when the employee decides to quit the organization on his own will or voluntarily on either professional or personal grounds. Reasons for resignation may vary from getting a better job, or to a change of career, or to marriage, or to relocation, or to just the need to spend more time with family. Resignations or voluntary turnovers can also be traced to employee dissatisfactions at work caused to due to pay or working conditions or colleagues or supervisors, just to name a few. Resignations disrupt the normal flow of work and resignations become a reason for concern for managers because usually the most capable employees resign and leave their organization.

ii) **Retirement:** Just like resignation, retirement is also initiated by the employee. However, there are certain differences between resignations and retirements. Retirement marks the end of an employee's career whereas resignations do not. Retirements results in the employee receiving retirements benefits (such as gratuity, provident fund, pension, etc.) whereas resignations do not offer such benefits (without a minimum qualifying service period). Lastly, retirements are planned by the organization and therefore predictable. However, resignations may happen any time and therefore, unpredictable. Retirement may happen again in two ways:

   a. **Compulsory retirement:** This refers to the retirement or end of services from the employee on reaching the age of superannuation.

b. Voluntary retirement: This refers to retirement plans which allow an employee to retire at an age younger than the superannuation age, subject to the fulfilment of certain criteria.

iii) Death: Employees may die during service. Deaths occurring due to workplace hazards fall under the Workmen's Compensation Act, 1923, where the dependants of the employees get compensation.

Normal separation of people from an organization owing to resignations, retirements, and deaths is called **attrition**. It is initiated by the employee, not the organization.

iv) Layoff: Layoff is a temporary removal of the employee from the payroll of the organization due to reasons beyond the control of the employer such as competition, reduction in the demand for the product, mergers and acquisitions, etc. Although temporary, layoffs have a powerful impact on the other employees. Layoffs affect the image of the company and induce a sense of fear amongst the other workers as the organization is now seen as an insecure place to work.

v) Retrenchment: Retrenchment is the permanent termination of the employer-employee relationship due to economic reasons such as poor demand for products, surplus staff, and general slow-down of the economy. While layoff is temporary, retrenchment is permanent. The employer ha to give three months' prior notice before retrenching workers.

vi) Discharge and dismissal: Discharge means termination of the services of an employee. Dismissal refers to the termination of services of an employee by the organization as a punishment. Discharge and subsequent dismissal happens for acts such as alcoholism at workplace, violation of rules, carelessness, violence and aggressive acts, unauthorized absence, insubordination, etc.



CHECK YOUR PROGRESS

Q1: Define Turnover.

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Q2: What is Lay-off?

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Q3: What is Retrenchment?

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12.4 EMPLOYEE TURNOVER – CAUSES AND REMEDIES

Causes of employee turnover may be classified into types:

i) Avoidable causes

ii) Unavoidable causes

Avoidable causes refer to the reasons which are under the control of management of the organization. Some of the avoidable causes of employee turnover are:

a) Lower wages or salaries: Insufficient wages and salaries are a predominant factor why employees leave organizations and join the competitor organizations.

b) Bad working conditions: Bad physical working conditions or working environment are another reason why employees leave organizations.

c) Management attitude: Apathetic or unsympathetic attitude of management creates frustration and compels people to leave their organizations.

d) Lack of opportunities for promotions: Employees work not just for the salary but also for growth in their careers. Lack of opportunities for growth, or in other words, lack of opportunities for promotions is another reason why employees leave their jobs.

e) Lack of proper training: Very closely associated with lack of opportunities for growth is lack of proper training. Lack of training does not allow the employees to develop and improve themselves.

f) Lack of proper incentives: Incentives serve as a source of motivation for the employees to work. Lack of incentives, de-motivate the

employees and as a result they begin to search for jobs in other organizations.

g) **Employee-management relationship:** Bitter relations between employees and management, is another reason why employees leave organizations.

h) **Lack of welfare facilities:** Welfare facilities such as medical and educational facilities, recreational amenities, also help in keeping the employees attached to the organization

Unavoidable causes refer to those reasons which are beyond the control of management or the organization. Examples of unavoidable causes are when workers have to leave the organization for management requirements, administrative actions, or for personal reasons.

Employee turnover hampers the productive flow of work in the organization. Although nothing much can be done about involuntary turnover, organizations must take proactive steps to reduce voluntary turnover of employees in the organization. Following are some of the remedies to manage huge voluntary turnover of employees from the organization:

- In order to retain employees in the organization, it is important to hire the right kind of people. While hiring, the organization must check for the person-organization fit (commonly referred to as P-O fit). This ensures that the employee fits in with the organization behaviourally and culturally. In case the person-organization fit is weak, then the employee will not stay with the organization for a very long time.
- We have seen during our discussion in the causes of turnover that salary is one of the basic reasons why employees leave their jobs. It is therefore important to compensate employees well in the organization. A competitive pay helps the organization keep the employee attracted to the job.
- Apart from salary, employees also want rewards and recognition at work. Therefore, a proper reward system needs to be created in the organization for rewarding good work. Organizational managers and supervisors may trained to offer praise whenever workers do their work in a nice and timely manner. The goal is to create an encouraging and positive work environment.

- Another major reason why employees leave their job is slow or no career progression. Organizations therefore, must devote time in career planning and career development activities. Showing employees a projected career path gives them a sense of direction. Organizations must also invest in training and development activities as most of the employees want to develop their skills over a period of time.
- Many employees leave work because of personal reasons such as change in location; need to spend more time with family, or to raise their children. Organizations can offer flexible working schedules which lets the employee adjust their work time and location.

12.5 COST OF EMPLOYEE TURNOVER

Employee turnover is costly for organizations. The following costs are involved when employees leave organizations:

- Cost of hiring: As an employee leaves, the organization has to plan to recruit again. This involves the cost of recruitment, selection tests, and interviewing. This also involves the investment of managerial time and effort.
- Cost training: The new incumbent has to be trained in order to perform the functions well. Training involves the cost of the training programme, and also the time of the supervisor and the personnel department.
- Cost involved in salary: Cost is also involved in the payment of salaries to the new incumbents.
- Newly recruited workers are likely to mishandle tools and equipments which might result in damages involving some cost.
- Cost of production also increases as the new workers or employees are not experienced in handling the work. This results in accidents and mistakes while doing the work.
- Work of the organization also suffers from frequent changes in the workforce as plans cannot be executed in proper time without proper human resources.

12.6 IMPORTANCE OF EMPLOYEE TURNOVER

We have already seen the costs involved in employee turnover and organizations are rolling out several strategies to retain their employees. In fact, turnover can be a symptom to deeper organizational issues and problems. Employee turnover therefore needs further investigation in order to determine the problems behind it.

Although employee turnover has been seen in a bad light and the term has earned a negative connotation so far, turnover has some positive effects also. Employers welcome and encourage some turnover- especially involuntary turnover- where the organization initiates separation of the employee generally due to misconduct, or poor performance, or insubordination. It is a huge cost to maintain employees who do not contribute positively to the goals of the organization. Involuntary turnover serves as a measure by which organizations can sack unproductive employees from their rolls. Managers must exercise caution in this case also because a low level of involuntary turnover might indicate that some poor performers are allowed to slide by. And, if involuntary turnover is very high, then this probably indicates problems with the recruitment process, i.e., the organization is not choosing the right candidates.



CHECK YOUR PROGRESS

Q4: What are the causes of employee turnover?

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12.7 EMPLOYEE EXIT PROCESS

Just as organizations have set processes for recruiting and selecting employees, it is essential that they also have a process for managing employee exit. Having a clear exit process helps the organization protect its business and assets and also helps the employee make the exit smoothly. The following points need to be kept in mind in order to make the exit process smooth:

a) **Having a clear exit policy:** Policies help guide managerial action and an exit policy specifies the exit process. Exit policy is the policy to ensure that employee terminations, including voluntary and involuntary terminations and terminations due to death of an employee are handled in a professional manner with minimal disruption to the workplace. An exit policy gives guidelines and specifies actions to be taken on the part of the employees with respect to voluntary as well as involuntary terminations. The exit policy of the organization must specify the following:
   - Exit policy must specify the minimum notice period that must be served by the employee upon his or her resignation.
   - Exit policy must also specify to whom the resignation is to be submitted.
   - Exit policy must specify the process to be followed during the exit process so that the employee can leave with dignity.
   - Exit policy must specify the items which must be returned by the employee before leaving the organization.
   - In case of discharge and dismissal, the organization must file the disciplinary notices, warnings, chargesheets, and copies of awards in case of arbitration and adjudication in the personal file of the employees.
   - Exit policy must also mention the process to settle claims in case of death of employees.

b) **Conducting an exit interview:** An interview that is conducted to understand the employee's perceptions about the job and the working environment before they leave the organization is called an exit interview. An exit interview serves as a valuable source of information regarding the organizational climate. A good exit interview system can help reduce voluntary turnovers and increase employee satisfaction and commitment by addressing certain issues because of which people might be leaving.

c) **Following an exit checklist:** An exit checklist must be prepared which enlists all the steps that must be completed. This acts as a guide so that HR managers do not forget anything when an employee leaves.

The checklist list must be completed by the supervisor and the human resource managers. An exit checklist may include the following items:

- Arrange for a formal handover of the charges of the employee to someone within the business or the organization.
- Conduct an exit interview.
- Notify other employees and concerned departments that the employee is leaving.
- A list of items to be collected from the employee which might include company laptop, cell phone, keys, security access cards, badges, identity cards, any other electronic devices, etc.
- Ask the employee to clear their desk.
- Process all outstanding payroll and adjust leaves accrued and expense incurred, if any.
- Delete computer access and remove them from company intranet.
- Ensure that both the supervisor and the employee sign the checklist.

Having an exit process ensures that the employee and the organization part on good terms, and helps the employee leave the organization with a sense of dignity.



CHECK YOUR PROGRESS

Q1. Choose the correct answer:

1. Reasons for layoff include all but:
   a. Seasonal fluctuations in demand
   b. Piling up of inventory
   c. Union activities of an employee
   d. Shortage of power and raw materials
2. When employees leave their job due to personal reasons:
   a. Involuntary turnover
   b. Voluntary turnover
   c. Both (a) and (b)
   d. None of the above
3. _____ is a temporary removal of the employee from the payroll of the organization due to reasons beyond

the control of the employer such as competition, reduction in the demand for the product, mergers and acquisitions

a. Dismissal
b. Retrenchment
c. Layoff
d. Resignation

4. _____ is the rotation of workers around the labour market; between firms, jobs and occupations; and between the states of employment and unemployment
   a. Job rotation
   b. Employee Turnover
   c. Labour rotation
   d. None of the above
5. Which of the following statements is correct about exit interview:
   a. It helps generate information about the organizational climate
   b. It is the interview conducted by the organizational managers with the employees who are leaving
   c. It helps in reducing employee turnover
   d. Exit interview is a mere formality and is a waste of time and money.



12.8 LET US SUM UP

- Turnover the rotation of workers around the labour market; between firms, jobs and occupations; and between the states of employment and unemployment.
- Voluntary employee turnover refers to the turnover of employees which occurs when employees willingly choose to leave their positions.
- Involuntary employee turnover refers to the types of employee turnover which occurs when the employee is terminated from a position by the organization.

- Resignation is when the employee decides to quit the organization on his own will or voluntarily on either professional or personal grounds.
- Compulsory retirement refers to the retirement or end of services from the employee on reaching the age of superannuation.
- Voluntary retirement refers to retirement plans which allow an employee to retire at an age younger than the superannuation age, subject to the fulfilment of certain criteria.
- Normal separation of people from an organization owing to resignations, retirements, and deaths is called attrition. It is initiated by the employee, not the organization.
- Layoff is a temporary removal of the employee from the payroll of the organization due to reasons beyond the control of the employer such as competition, reduction in the demand for the product, mergers and acquisitions, etc.
- Retrenchment is the permanent termination of the employer-employee relationship due to economic reasons such as poor demand for products, surplus staff, and general slow-down of the economy.
- Discharge means termination of the services of an employee. Dismissal refers to the termination of services of an employee by the organization as a punishment.
- Exit policy is the policy to ensure that employee terminations, including voluntary and involuntary terminations and terminations due to death of an employee are handled in a professional manner with minimal disruption to the workplace.
- An interview that is conducted to understand the employee's perceptions about the job and the working environment before they leave the organization is called an exit interview.



12.9 FURTHER READING

1. S. S. Khanka(2016); *Human Resource Management: Text and Cases,* , S. Chand, New Delhi.

2. V S P Rao(2009); *Human Resource Management: Text and Cases,* , Excel Books.
3. George W. Bohlander and Scott A. Snell, Cengage(2000); *Principles of Human Resource Management,* New Delhi.



12.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q1: Turnover reflects the shifting of the workforce into and out of the organization. It signifies the extent to which old employees leave and new employees enter in to the organization. Employee turnover thus reflects the fluctuations in the workforce.

Ans to Q2: Layoff is a temporary removal of the employee from the payroll of the organization due to reasons beyond the control of the employer such as competition, reduction in the demand for the product, mergers and acquisitions

Ans to Q3: Retrenchment is the permanent termination of the employer-employee relationship due to economic reasons such as poor demand for products, surplus staff, and general slow-down of the economy.

Ans to Q4: Causes of employee turnover may be classified into types:

i) Avoidable causes

ii) Unavoidable causes

Ans to Q5:

1. (c) Union activities of an employee
2. (b) Voluntary turnover
3. (c) Layoff
4. (b) Employee turnover
5. (d) Exit interview is a mere formality and is a waste of time and money



12.11 MODEL QUESTIONS

1. What do you mean by employee turnover? Why is it important for managers to understand employee turnover?
2. What are the different ways in which turnover of employees can be controlled? Is employee turnover always bad?
3. What do you mean by voluntary and involuntary turnover? Explain with examples.
4. What are the causes of employee turnover?
5. "Employee turnovers are very costly for organizations." Elucidate.
6. Explain the different types of voluntary employee turnovers.
7. Explain the different types of involuntary employee turnovers.
8. Why is it important to have an exit policy? Explain the guidelines that you will follow while managing the exit of an employee.
9. Write short notes on:
   i. Exit interviews
   ii. Resignations
   iii. Discharge and dismissal
   iv. Layoff
   v. Retrenchment

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UNIT 13: INTRODUCTION TO HUMAN RESOURCE DEVELOPMENT (HRD)

UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.3 Meaning of HRD

13.4 Characteristics of HRD

13.5 Objectives and Benefits of HRD

13.6 Difference Between HRD ad HRM

13.7 HRD Methods

13.8 Let Us Sum Up

13.9 Further Reading

13.10 Answers to Check Your Progress

13.11 Model Questions

13.1 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

13.2 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.

13.3 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.

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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.

13.4 CHARACTERISTICS OF HRD

The nature or characteristics can be discussed as follows:

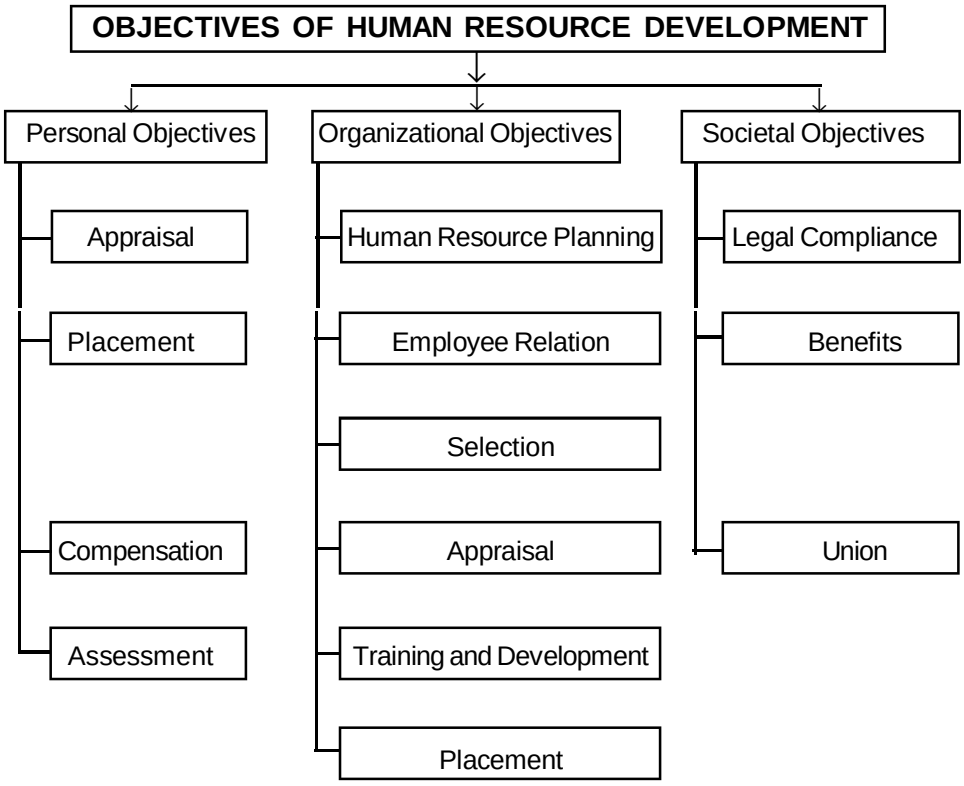
1. HRD is a continuous process
2. HRD is a planned development effort
3. HRD is a system
4. HRD is quality of life
5. HRD helps in professional well-being and work motivation.

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.

13.5 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.



CHECK YOUR PROGRESS

Q3: What are the characteristics of HRD?

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Q4: Fill in the blanks.

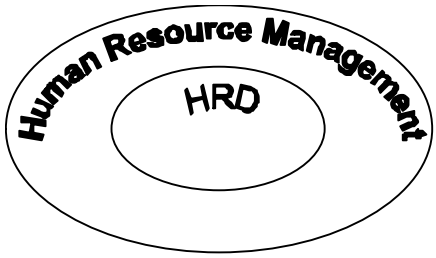
a. HRD is concerned with .....of work life

b. HRD is a set of planned & .....activities

c. HRD helps in motivationg the employees by means of ..... and devlopment

13.6 DIFFERENCE BETWEEN HRD AD 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

13.7 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:** It 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?

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13.8 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.



13.9 FURTHER READING

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13.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 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 No 2: a. development b. selection

Ans to Q No 3: a. HRD is a continuous process

b. HRD is a planned development effort

Ans to Q No 4: a. quality b. systematic c. training

Ans to Q No 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 No 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.



13.11 MODEL QUESTIONS

Q1: Define HRD

Q2: List the characteristics of HRD

Q3: What are the objectives and Benefits of HRD

Q4: Difference Between HRD ad HRM

Q5: Explain the different HRD Methods

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UNIT- 14: HUMAN RESOURCE RESEARCH

UNIT STRUCTURE

14.1 Learning Objectives

14.2 Introduction

14.3 Meaning of Human Resource Research

14.4 Characteristics of HR Research

14.5 Objectives of HR Research

14.6 Importance and Methods of HR Research

14.7 Let Us Sum Up

14.8 Further Reading

14.9 Answers To Check Your Progress

14.10 Model Questions

14.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- explain the meaning of Human resource research.
- explain the features and objectives of HR research.
- elucidate the segnificance of human resource research, preferably in the present day context
- explain the methods or techniques of personnel or human resource research

14.2 INTRODUCTION

In this unit, we are going to discuss the meaning of human resource research along with the segnificance of HR Research. You will know the characteristeis as well as the objectives of HR Research. The unit also states the different methods or techniques of HR Research in an organisation.

14.3 MEANING OF HUMAN RESOURCE RESEARCH

Human resource research is the task of searching for and analysing facts to find cartain guidelines to solve the human serource problems. This research is mainly concerned with the study of human behaviour and prepare

guidelines for their future guidance. Personnel or HR research in the cinestigatron and analysis of personnel and human behaviour with a view to setting the guidelines for the future.

Dale yoder has defined personnel or HR research as 'Personnel research implies searching, investigation, re-examination, reassessment and revaluation.'

According to Michael J. Jucius : 'Personnel research is the task of searching for and analysing facts relating to the end that personnel problems may be solved or guidelines governing their solutions derived.'

14.4 CHARACTERISTICS OF HR RESEARCH

1. Human Resource Research is very systematic in the sense that it is preplanned and properly designed. It involves a systematic procedure consisting of the following steps :
   (a) Formulation of a problem
   (b) Selection of hypothesis
   (c) Design of experiment
   (d) Description of Sampling
   (e) Collection of data
   (f) Analysis and interpretation of data
   (g) Report writing
2. It is objective and scientific as it is based on facts and avoids bias or prejudice.
3. It is purposive in nature, which means it stresses not only in accumulation of data but stresses to find out solution to specifui queries.
4. It is repeatable, which can be used independently by several researches at the same time.
5. It is different from casual observation of personnel activities as it is a designed on investigation and analysis.
6. HR Research is carried out to verify, check or disapprove assumptions.
7. HR Research tries to supplement knowledge and extend understanding.
8. HR Research can be categorised under pure research or applied research.

14.5 OBJECTIVES OF HR RESEARCH

The following are the main objectives of HR/Personnel resarch:

(i) The primary objective of Human Resource Research in to solve the personnel problems and to extend the knowledge of personnel to all those concerned.

(ii) HR Research aims at ratifying the present philosophy and principles and human factors and amends or develops wherever necessary the principles and practies of personnel management.

(iii) HR Research discovers ways to maintain abilities and attitudes of personnel at good or high levels on a continuing basis.

(iv) It measures current conditions in human resource management.



CHECK YOUR PROGRESS

Q1: What do you mean by human resource Reaserch?

.....

.....

Q2: Write at least five important characteristicis of HR research.

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.....

14.6 IMPORTANCE AND METHODS OF HR RESEARCH

Importance of HR research :

Human resource research is necessary to answer questions about such factors as absence records, safety problems, grievances, wage and salary rates, training executives, recruitment methods, selection techniques etc. Personnel decisions can be improved only through personnel/HR research because better information leads to better solutions. 'Good personnel management comes through analysing problems and applying experience and knowledge to particular situations'. HR/Personnel research

can offer valuable insights for managers as they attempt to increase employee productivity and satisfaction while reducing absenteism and turnover.

Methods of HR Research :

There are many ways to research the states of personnel management in an organisation. Some of the important ones are given below:

1. **Historical Studies** : Here past records are examined thoroughly. Exit interviews are conducted to elicit opinions of former employees. In an exit interview people who are leaving the organisation are asked to state problems that caused them to resign. This information is then used to correct problems so that others will not leave.
2. **Case studies :** In case studies, Certain individual situations are closely analysed to identify issues of importance. Based on the conclusions drawn from such an analysis, steps to be taken in future are indicated. This method permits an indepth investigation of key situations though it doesn't represent general conditions.
3. **Survey method :** In this method, assigned data are collected through a questionnaire or structured interview. The use of questionnaire gives employees an opportunity to voice their opinions about specific personnel management activities, eg, performance appraised process. Attitude surveys could be conducted to find employees opinions about their working environments (such as jobs, supervisors, co-workers, organisations policeis and practies). Focus of the researchas may be on data collection rather than on analysis of data and formulation of a theory.
4. **Statistical Studies :** These studies include the correlation analysis and enterpretation of statistical data. The focus is on qualifications, statistical interference, mean, median, mode, measures of dispersion, trends etc. to process the collected data.
5. **Mathematical Models :** These models are used to explain simple and complex relationship among variables that are put to examination. After the development of computers the use of mathematical models has increased.

6. **Stimulation Models :** In this method a statement of the hypothesis is prepared and a model to stimulate the interactions of variables is used. This method is used to study problems of production and inventory contrd, training of personnel, collective bargaining etc.
7. **Action Research Method :** Personnel departments, consultants acadamic institutions, goverment agencies often collect information relating to various aspects of personnel management by employing action research method. Action research has been most effectively used for understanding group behaviour in working organisations.

Personnel decisions can be improved through personnel research because better information leads to better solutions.

In India personnel research is being carried out primarily by the following institutions :

(i) National labour Institute, New Delhi
(ii) Tata Institute of Social Science, Mumbai
(iii) Shri Ram Centre for Industrial Relations, New Delhi
(iv) Labour Bureau, Shimla
(v) Indian Council of Social Science Research, New Delhi
(vi) Delhi School of Social work
(vii) Other University departments of Social work. management.



CHECK YOUR PROGRESS

Q3: Write the significance of Human Resource Research.

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Q4: State at least five methods of Human Resource Research.

.....

.....

Q5: Make a list of Institutions which carries out human resource research in India.

.....

.....



14.7 LET US SUM UP

Human Resource research deal with the study of human behaviour and prepare proper guidelines. It analyse the different. Facts related with personnel problems and provide juideline which govern the solution. Its main object is to find the reason of facts of different problems which create bias situation to an organisation. There are many methods use by the personal managemnt as historical studies, case studies, survey method, statistical method etc.



14.8 FURTHER READING

- Deb (2012); *Human Resource Development: Theory Practices*, 1st Edition; Ane Books India.
- M S Tomar, B S Yadav (2010); *Human Resource Development In ndia (Conceptual Analysis And Strategies)*; Shree Publishers & Distributors
- K. Aswathappa (2010); *Human Resource Management : Text and Cases* ,6th Edition; Tata McGraw-Hill Education



14.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q1: Human resourch Research is the task of Searching for and analysing facts to find certain guidlines to solve the human resource problems. This reserch is mainly concerned with the study of human behavior and prepare guidelines for their future guidance.

Ans to Q2: The following are the five important Characteristics of HR research :

(i) Human resource research is very systematic, it is pre-planned and properly designed.

(ii) HR research not only accumulates data but also tries to find out solutions to specific queries.

(iii) It is repeatable, which can be used independently by several researchers at the same time.

(iv) HR research tries to supplement knowledge and extend understanding.

(v) HR research may be pure research or applied research.

Ans to Q3: Human resource research is necessary to answer questions about issues like absence records, safety problems, grievances, wage, salary, training etc. Personnel decisions can be improved only through personnel/HR research because better information leads to better solutions. HR/personnel research can offer valuable insights for managers as they attempt to increase employee productivity and satisfaction which reducing absenteeism and turnover.

Ans to Q4: The following are the five methods of Human resource research:

(i) Historical Studies

(ii) Case studies

(iii) Survey Method

(iv) Mathematical Models

(v) Action Research Method

Ans to Q5: The following are the institution which carry HR research:

(i) Tata Institute of Social Science, Mumbai

(ii) Shri Ram Centre for Industrial Relations, New Delhi

(iii) Labour Bureau, Shimla

(iv) National labour Institute, New Delhi

(v) Indian Council of Social Science Research, New Delhi

(vi) Delhi School of Social work

(vii) Other University departments of Social work management.



14.10 MODEL QUESTIONS

Q1. What do you mean by HR research?

Q2. What are the salient features of Human Resource Research?

Q3. State the main objectives of HR Research.

Q4. What are the different methods undertaken for HR research?

Q5. Why HR research in significant in the present day context.

*** ***** ***

UNIT- 15: RECENT TREND IN HUMAN CAPITAL DEVELOPMENT

UNIT STRUCTURE

15.1 Learning Objectives

15.2 Introduction

15.3 Concept of Competency Mapping

15.4 Methods of Competency Mapping

15.5 Knowledge management

15.5.1 Knowledge management process

15.6 Concept of Training Outsourcing

15.7 Meaning and Importance of Management Development

15.8 Objectives of Management Development

15.9 Steps in Management Development Process

15.10 Methods of Management Development

15.11 Let us Sum Up

15.12 Further Reading

15.13 Answers to Check Your Progress

15.14 Model Questions

15.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- discuss the concept of Competency Mapping
- outline the methods of Competency Mapping
- describe the concept of *Training Outsourcing*
- discuss the meaning and Importance of Management Development
- outline the steps in Management Development Process
- explain the methods of Management Development

15.2 INTRODUCTION

In this unit, we are going to discuss the concept of the recent approaches to Human Capital Development. We will discuss about the concepts like competency mapping, training outsourcing and management development.

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".

15.3 CONCEPT OF COMPETENCY MAPPING

Competency Mapping is a process to identify key competencies for an organization or a job and incorporating those competencies throughout the various processes (i.e. job evaluation, training, recruitment) of the organization. A competency is defined as a behavior i.e. communication, leadership rather than a skill or ability.

Competency mapping identifies an individual's strengths and weaknesses. The aim is to enable the person to better understand himself or herself and to point out where career development efforts need to be directed. Competencies are derived from specific job families within the organization and are often grouped around categories such as strategy, relationships, innovation, leadership, risk-taking, decision-making, emotional intelligence, etc.

According to Boyatzis, "A capacity that exists in a person that leads to behaviour that meets the job demands within parameters of organizational environment, and that, in turn brings about desired results"

15.4 METHODS OF COMPETENCY MAPPING

A number of methods and approaches have been developed and these methods have helped managers to identify and reinforce and develop the competencies both for the growth of the individual and the growth of the organization. In the following section, some major approaches of competency mapping have been presented:

1. **Assessment Centre:** An assessment centre is any combination of more than one objective selection technique used to measure suitability for a job. It usually involves attending a venue along with other candidates for a day or a half day. In Assessment centres, the assessors observe a group of candidates performing a variety of specially-designed tests

(including psychometric test) and exercises which provide specific information on the ability & mental capacity of each candidate. Each of the exercises simulate aspects of the job description and work environment for the vacant role and allow the candidates to demonstrate how their skills match with those required to perform that role.The main types of exercises are presented below. Most organizations use a combination of them to assess the strengths, weaknesses and potential of employees.

a) *Group Discussions:* Group discussion allows them to exchange information and ideas and gives them the experience of working in a team. In this exercise, candidates are brought together as a committee or project team with one or a number of items to make a recommendation. Candidates are assigned specific roles to play in the group or it may be structured in such a way that all the candidates have the same basic information. In the work place, discussions enable management to draw on the ideas and expertise of staff, and to acknowledge the staff as valued members of a team.

b) *In Tray:* This type of exercise is normally undertaken by candidates individually. The materials comprise a bundle of correspondence and the candidate is placed in the role of somebody, generally, which assumed a new position or replaced their predecessor at short notice and has been asked to deal with their accumulated correspondence. Generally the only evidence that the assessors have to work with is the comments which the candidates have made on the articles of mail. It is important when undertaking such an exercise to make sure that the items are not just dealt with, but are clearly marked on the items any thoughts that candidates have about them or any other actions that they would wish to undertake.

c) *Interview Simulations/Role Plays:* In these exercise, candidates meet individually with a role player or resource person. Their brief is either to gather information to form a view and make a decision, or alternatively, to engage in discussion with the resource person to come to a resolution on an aspect or issue of dispute. Typically,

candidates will be allowed 15 -30 minutes to prepare for such a meeting and will be given a short, general brief on the objective of the meeting. Although the assessment is made mainly on the conduct of the meeting itself, consideration are also be given to preparatory notes.

d) Case Studies / Analysis Exercises: In this type of exercise the candidate is presented with the task of making a decision about a particular business case. They are provided with a large amount of factual information which is generally ambiguous and, in some cases, contradictory. Candidates generally work independently on such an exercise and their recommendation or decision is usually to be communicated in the form of a brief written report and/or a presentation made to the assessors. As with the other exercises it is important with this kind of exercise to ensure that their thought processes are clearly articulated and available for the scrutiny of the assessors. Of paramount importance, if the brief requires a decision to be made, ensure that a decision is made and articulated.

2) Critical Incidents Technique: The Critical Incident Techniques is a tool used to gather information on behaviors that contribute to the success or demise of performance. Critical incident technique is a performance appraisal tool in which analyses the behavior of employee in certain events in which either he performed very well and the ones in which he could have done better. In Critical incident method, the manager of the employee gives all the details of the incident. This method is quite subjective in nature as compared to other methods which may be very objective and would require just ratings out of 5/10 etc.

3) Interview Techniques Competency Mapping: Almost every organisation uses an interview in some shape or form, as part of competency mapping. The interview consists of interaction between interviewer and applicant. It is a powerful technique in achieving accurate information and getting access to material otherwise unavailable. If the interview is not handled carefully, it can be a source of bias, restricting or distorting the flow of communication.

4) **Questionnaires**: Questionnaires are written lists of questions that users fill out questionnaire and return. In simple words, it is a set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study.

   Questionnaire is a list of a research or survey questions asked to respondents, and designed to extract specific information. It serves four basic purposes: to (1) collect the appropriate data, (2) make data comparable and amenable to analysis, (3) minimize bias in formulating and asking question, and (4) to make questions engaging and varied.

5) **Psychometric Tests**: Many organizations use some form of psychometric assessment as a part of their selection process. For some people this is a prospect about which there is a natural and understandable wariness of the unknown.

A psychometric test is a standardized objective measure of a sample of behavior. It is standardized because the procedure of administering the test, the environment in which the test is taken, and the method of calculating individual scores are uniformly applied. It is objective because a good test measures the individual differences in an unbiased scientific method without the interference of human factors.



CHECK YOUR PROGRESS

Q1: Define Group Discussion.

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Q2: What is Competency Mapping?

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15.5 KNOWLEDGE MANAGEMENT

Knowledge Management is about making the right knowledge available to the right people. It is about making sure that an organization can learn, and that it will be able to retrieve and use its knowledge assets in

current applications as they are needed. In the words of Peter Drucker it is "the coordination and exploitation of organisational knowledge resources, in order to create benefit and competitive advantage"

Knowledge management refers to the process of collecting, analyzing, managing, and sharing relevant business information throughout an organization. Knowledge management is considered a continuous improvement process because the goal of gaining insight into an organization is to build efficiency of business processes, improve product and service quality, and increase profitability. Establishing an effective knowledge management process can assist organizational leaders in making decisions that will benefit their organizations.

For example, General Electric created its Corporate Executive Council as part of its knowledge management strategy. The group is made up of executives from the conglomerate's major businesses that meet and discuss best practices, experiences, and methods for progress as a way to share knowledge with other leaders and better inform their decision-making process within their organization.

For a successful knowledge management program an organisation should consider the following :

- **People**. They represent how you increase the ability of individuals within the organization to influence others with their knowledge.
- **Processes**. They involve how you establish best practices and governance for the efficient and accurate identification, management, and dissemination of knowledge.
- **Technology**. It addresses how you choose, configure, and utilize tools and automation to enable knowledge management.
- **Structure**. It directs how you transform organizational structures to facilitate and encourage cross-discipline awareness and expertise.
- **Culture**. It embodies how you establish and cultivate a knowledge-sharing, knowledge-driven culture.

15.5.1 Knowledge Management Process

The Knowledge Management process has the following basic steps assisted by different tools and techniques:

Step 1: Collecting: This is the most important step of the knowledge management process. If we collect the incorrect or irrelevant data, the resulting knowledge may not be the most accurate.

Step 2: Organizing: The data collected need to be organized. This organization usually happens based on certain rules. These rules are defined by the organization.

As an example, all sales-related data can be filed together and all staff-related data could be stored in the same database table. This type of organization helps to maintain data accurately within a database.

If there is much data in the database, techniques such as 'normalization' can be used for organizing and reducing the duplication.

Step 3: Summarizing: In this step, the information is summarized in order to take the essence of it. The lengthy information is presented in tabular or graphical format and stored appropriately. For summarizing, there are many tools that can be used such as software packages, charts (Pareto, cause-and-effect), and different techniques.

Step 4: Analyzing: At this stage, the information is analyzed in order to find the relationships, redundancies and patterns. An expert or an expert team should be assigned for this purpose as the experience of the person/team plays a vital role. Usually, there are reports created after analysis of information.

Step 5: Synthesizing: At this point, information becomes knowledge. The results of analysis (usually the reports) are combined together to derive various concepts and artefacts. A pattern or behavior of one entity can be applied to explain another, and collectively, the organization will have a set of knowledge elements that can be used across the organization.

Step 6: Decision Making: This is the last stage of knowledge management process. At this stage, the knowledge is used for decision making. As an example, when estimating a specific type of a project or a task, the knowledge related to previous estimates can be used. This accelerates the estimation process and adds high accuracy. This is how the organizational knowledge management adds value and saves money in the long run.

The organizations should take necessary steps for knowledge management in order to enhance the business operations and organization's overall capability.

15.6 CONCEPT OF TRAINING OUTSOURCING

Training Outsourcing is the business strategy for which a company utilizes an external supplier for the management of training processes and activities. Training outsourcing is the broader term, which includes multiple forms, or strategies, for utilizing external resources, including contracting, licensing, selecting outsourcing, and comprehensive outsourcing, and BPO.



CHECK YOUR PROGRESS

Q3: Define Training Outsourcing.

……

……

Q4: What is knowledge management?

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With the global business environment getting increasingly competitive, companies are focusing on their core competencies and outsourcing other operations. Continuous availability of skilled people resources, matching the speed and scale of business expansion, is today a constant challenge for companies across sectors. Many companies offers 'Source Train Hire' solutions which encompass all aspects involved in on-

boarding employees such as recruiting, hiring, orientation, training and long-term integration. These solution bring the new hires 'into the tribe' while preparing them to be productive, billable resources.

5.7 MEANING AND IMPORTANCE OF MANAGEMENT DEVELOPMENT

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".

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 help 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

Q5: What is Management Development?

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Q6: State any three importance of Management Development.

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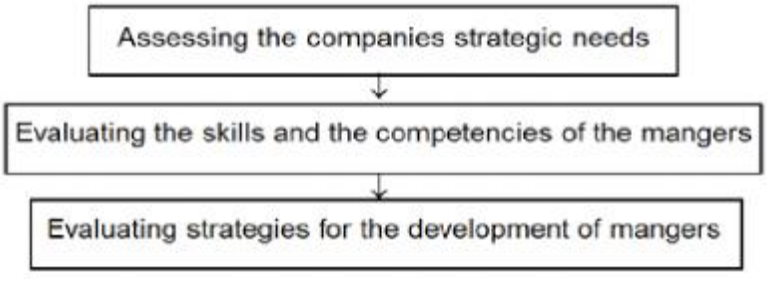
5.8 OBJECTIVES OF MANAGEMENT DEVELOPMENT

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.

15.9 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

Q7: Fill in the blanks:

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

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

c. Management Development is to improve ..... performance

Q8: Write down the steps involved in Management Development process

.....

.....

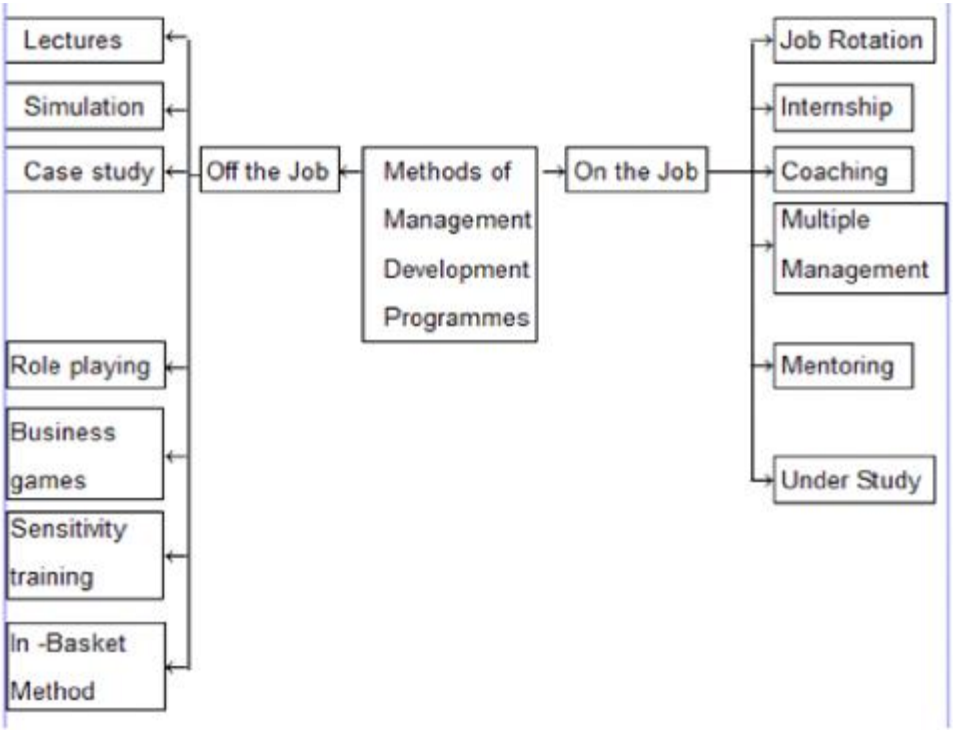
Q9: Write two objectives of Management development

a. .....

b. .....

15.10 METHODS OF MANAGEMENT DEVELOPMENT

The following are the various 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

Q10: Write any two methods of management development process.

.....

.....

Q11: 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.



15.11 LET US SUM UP

In this unit we have discussed the following:

- Competency Mapping is a process to identify key competencies for an organization or a job and incorporating those competencies throughout the various processes (i.e. job evaluation, training, recruitment) of the organization.
- Some major approaches of competency mapping are: Assessment Centre, Critical Incidents Technique, Interview Techniques Competency Mapping, Questionnaires and Psychometric Tests
- Knowledge Management is about making the right knowledge available to the right people. It is about making sure that an organization can learn, and that it will be able to retrieve and use its knowledge assets in current applications as they are needed. It refers to the process of collecting, analyzing, managing, and sharing relevant business information throughout an organization.
- *Training Outsourcing* is the business strategy for which a company utilizes an external supplier for the management of training processes and activities. Training outsourcing is the broader term, which includes multiple forms, or strategies, for utilizing external resources, including contracting, licensing, selecting outsourcing, and comprehensive outsourcing, and BPO.
- 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 potential

- 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



15.12 FURTHER READING

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



15.13 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q1: In group discussion technique, candidates are brought together as a committee or project team with one or a number of items to make a recommendation. Candidates are assigned specific roles to play in the group or it may be structured in such a way that all the candidates have the same basic information.

Ans to Q2: Competency Mapping is a process to identify key competencies for an organization or a job and incorporating those competencies throughout the various processes like job evaluation, training, recruitment of the organization.

Ans to Q3: *Training Outsourcing* is the business strategy for which a company utilizes an external supplier for the management of training processes and activities.

Ans to Q4: Knowledge management refers to the process of collecting, analyzing, managing, and sharing relevant business information throughout an organization.

Ans to Q5: Management development means training reserved for those who currently are, or who are about to become mangers.

Ans to Q6: a. Development of skills b. Identification of potentials c. Optimization of Resources

Ans to Q7: a. Enviornmental b. Evaluation c. Managerial

Ans to Q8: 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 Q9: 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 Q10: a. Simulation b. In -Basket Method

Ans to Q11: a. In basket b. Role playing c. simulation d. trainee



15.14 MODEL QUESTIONS

Q1: Discuss the concept of Competency Mapping

Q2: Outline the Methods of Competency Mapping

Q3: What is Knowledge Management?

Q4: Discus the steps in the Knowledge management process

Q5: Discuss the concept of *Training Outsourcing*

Q6: Define Management Development

Q7: Write the significance of management development

Q8: Outline the objectives of management development

Q9: Discuss the steps that are involved in management development process.

Q10: Explain the different methods of management development.



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Name of the Paper: **Course Code:**

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Learner's Feedback on Course

Dear Learner,

Regarding the course as mentioned above, we would like to know your opinions and comments so as to improve the quality of self learning materials in future. Please respond to the following statements by ticking the number you feel most reflect your opinion. After completion of the additional comments, please detach the page and send/mail the same to us at the address given below.

The Director, Centre for Internal Quality Assurance, KKHandiqui State Open University
Housefed Complex, Dispur, Guwahati- 781006
(E-mail id: ciqa@kkhsou.in)

1. Approximately how many hours did you spend for studying the units in the course? | | | |
2. Please give your opinions (by √ mark) to the following items based on your reading of the block:

Sl. No.	Statements	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I.	The SLMs of the course fulfil the learning objectives set out in the beginning of each unit					
II.	The units of the SLM could satisfy my academic needs and expectations					
III.	The Unit writers have excellent knowledge about the course contents					
IV.	Language and contents of the units were presented at a level which I could readily understand					
V.	Ample opportunity for participation in the activities provided in the units					
VI.	Used enough Illustrations (Diagrams, tables etc.) for conceptual clarity					
VII.	Quality of content is engaging, relevant, and up-to-date					
VIII.	The self check questions are very helpful					
IX.	The Possible/model questions and the answers to check my progress have benefited me a lot					

Additional Comments: *(Please feel free to provide your open comments)*

1. Which aspects of the SLM, according to you, worked well?

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2. What sort of changes/improvements do you feel KKHSOU could implement to improve the overall quality of the SLM?

Thank you for taking the time to complete this form.

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