



**MEASI INSTITUTE OF MANAGEMENT
CHENNAI-14**

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

HUMAN RESOURCES DEVELOPMENT – PMF15

**Notes Developed
By
Dr.B.Latha Lavanya
Associate Professor**



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

VISION & MISSION STATEMENTS OF THE INSTITUTE

VISION;

- To emerge as the most preferred Business School with Global recognition by producing most competent ethical managers, entrepreneurs and researchers through quality education.

MISSION;

- **Knowledge through quality teaching learning process;** To enable the students to meet the challenges of the fast challenging global business environment through quality teaching learning process.
- **Managerial Competencies with Industry institute interface;** To impart conceptual and practical skills for meeting managerial competencies required in competitive environment with the help of effective industry institute interface.
- **Continuous Improvement with the state of art infrastructure facilities;** To aid the students in achieving their full potential by enhancing their learning experience with the state of art infrastructure and facilities.
- **Values and Ethics;** To inculcate value based education through professional ethics, human values and societal responsibilities.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO 1; Placement; To equip the students with requisite knowledge skills and right attitude necessary to get placed as efficient managers in corporate companies.

PEO 2; Entrepreneur; To create effective entrepreneurs by enhancing their critical thinking, problem solving and decision-making skill.

PEO 3; Research and Development; To make sustained efforts for holistic development of the students by encouraging them towards research and development.

PEO4; Contribution to Society; To produce proficient professionals with strong integrity to contribute to society.

Program Outcome;

PO1; Problem Solving Skill; Apply knowledge of management theories and practices to solve business problems.

PO2; Decision Making Skill; Foster analytical and critical thinking abilities for data-based decision making.

PO3; Ethical Value; Ability to develop value based leadership ability.

PO4; Communication Skill; Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business.

PO5; Individual and Leadership Skill; Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.

PO6; Employability Skill; Foster and enhance employability skills through subject knowledge.

PO7; Entrepreneurial Skill; Equipped with skills and competencies to become an entrepreneur.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

PO8; Contribution to community; Succeed in career endeavors and contribute significantly to the community.

HUMAN RESOURCES DEVELOPMENT – PMF15

| C. No. | Course Objectives | Program Outcomes |
|----------|--|------------------|
| C1 | To appreciate the importance of human resource development and as a central management function | PO6 |
| C2 | To understand the implications for human resource development of the HRD Dimensions and Employee Behaviour | PO4, PO5 |
| C3 | To know the elements of the Developing Human Capacity function such as Attitude, knowledge and skills | PO5, PO6, PO7 |
| C4 | To analyse the Training needs and its development | PO1, PO4, PO6 |
| C5 | To analyse Career Planning and Development procedures and recent trends in HRD | PO4, PO6 |
| SYLLABUS | | |
| Unit No. | Details | Hours |
| Unit I | <u>Introduction:</u> Definition, Scope and objectives - Evolution of HRD - Developmental Perspective of HRD - HRD at macro and micro levels: Outcomes of HRD in the National and Organizational contexts. Qualities and Competencies required in a HRD professional. Importance of HRD in the Present Context. Development of HRD Movement in India. Difference between HRM and HRD Organisation of HRD Function | 9 |
| Unit II | <u>Human Resource Development System:</u> HRD Mechanisms – Climate and Culture – Influences of Employee Behaviour – Model of Employee Behaviour – External and Internal Factors Influencing Employee Behaviour. <u>Learning and HRD:</u> Learning Principles – Maximizing Learning – Individual Differences in the Learning Process – Learning Strategies and Styles – Recent Developments in Instructional and Cognitive Psychology. | 9 |
| Unit III | <u>Developing Human Capacity:</u> Aptitude - Knowledge - Values - Skills of Human Relations - Responsiveness - Loyalty and Commitment - Transparency - Leadership Development. | 9 |



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

| | | |
|----------------|---|---|
| | <u>Evaluating HRD:</u> Human Resource Accounting - HR Audit and Benchmarking - Impact Assessment of HRD initiatives on the bottom-line of an organization. | |
| Unit IV | <u>Training and Development:</u> Meaning and Scope of training - education and development; Training need analysis - Types of training Internal and external - Outbound Training - Attitudinal training - Principles Involved in Selection of Training Method – Techniques of Training Different Levels - Training effectiveness. | 9 |
| Unit V | <u>Career Planning and Development:</u> Definition - objectives – importance – career development – principles of theories career planning – steps involved – succession planning. <u>Recent Trends in HRD:</u> Training for trainers and HRD professionals - Promoting Research in HRD. | 9 |

UNIT I

Introduction: Definition, Scope and objectives - Evolution of HRD - Developmental Perspective of HRD - HRD at macro and micro levels: Outcomes of HRD in the National and Organizational contexts. Qualities and Competencies required in a HRD professional. Importance of HRD in the Present Context. Development of HRD Movement in India. Difference between HRM and HRD Organisation of HRD Function

1.1. INTRODUCTION

HUMAN RESOURCE DEVELOPMENT:

Human Resource Development (HRD) deals with creating conditions that enable people to get best out of themselves and their lives. Development is a never-ending process. As people develop themselves in new directions, new problems and issues arise, requiring them to develop new competencies to meet the changing requirements, aspirations and problems.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

At the organization level, the goal of HRD is normally to have competent and motivated people (employees) to ensure higher level of productivity, profitability and growth of the organization. Organizations normally direct their HRD efforts towards the development of competencies, culture and commitment among employees individually or in groups. Organizations use many mechanisms to achieve HRD goals, as without competent and committed employees, organizations can achieve very little even if they have excellent technological and other resource bases.

The most important and common objective of human resource development at all levels is competence- (capacity) building for a healthy and happy living. The world has progressed in many unique ways and directions in the last three decades. It has developed technologically, economically and industrially. It is also richer in terms of human capabilities, facilities and quality of living.

Earlier, productivity was the focus, but now retention of human resources is equally important. The labour welfare myth is over. The workers' liberation of the 60s and 70s have been replaced by a new profit oriented, quality conscious pragmatism with calls for linking human resources to corporate strategy. In short, contemporary global focus is on integrating human resource development with organization growth to achieve corporate excellence. Organizations find themselves dealing with competitive market with up-to-date technologies. The business environment today is global, customer-centric, information based, highly dynamic, and technologically up-to-date; possess high capital inflows, fast decision-making and continuous learning. With this scenario, organizations need to grapple with acquisitions, recruit and develop human resources, increase quality consciousness, build appropriate culture for excellence. Given all this, Human Resource Development (HRD) is the fundamental idea, which drives the organizations across the globe today. Human



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Resource Development help organizations to assess mistakes, manage change better to retain talent to grow towards the achievement of organizational goals.

HRD - CONCEPT:

People make things happen. If people have to make things happen, they need a set of 'circumstance' to make them happen. However, it is the people who create 'circumstances' that can help them and others in making things happen. HRD is the process of enabling people to make things happen.

HRD – STRATEGY:

Management of Human Resources is necessary in every walk of life, industry, government, public administration and scientific research institutes.

The activities of any management can be broadly classified under,

- a) Planning
- b) Organization
- c) Staffing
- d) Directing
- e) Controlling

HRD FUNCTIONS:

- a) Acquisition



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

- b) Development
- c) Motivation
- d) Maintenance of the Human Resource

MEANING OF HRD

Human Resource Development can be defined as a set of systematic and planned activities designed by an organization to provide its members with opportunities to learn necessary skills to meet current and future job requirements.

Learning is the fundamental principle that drives organizations towards higher concentration on Human Resource Development. HRD activities should begin when an employee joins an organization and continue throughout his or her career, irrespective of the authority and responsibility level that the person holds.

HRD programs are focused on integrating long terms plans and strategies of the organization with the requirements of changes in the job to ensure the efficient and effective use of all the resources available to the organization.

The definitions of Human Resource Development cannot be distinct and disjointed any more as more organizations are taking efforts to go global. Slowly, the whole globe is emerging as one single economic market.

FUNCTIONS OF HUMAN RESOURCE DEVELOPMENT

- "Human Resource Development (HRD) is organized learning experiences provided by employees to bring about possibility of performance growth or personal growth within the specified period of time." (Giley and Egglund, 1989)



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- A set of systematic and planned activities designed by an organization to provide its members with the necessary skills to meet current and future job demands.
- "Human Resource Development is a process of developing and unleashing human expertise through personal training and organizational development for the purpose of improving performance." - (Swanson and Holton, 2001)
- " Human Resource Development is a process in which the employees of an organization is continuously helped in a planned way to —
 1. Acquire or sharpen their capabilities required to perform various tasks and functions associated with their present and future expected roles;
 2. Develop their general enabling capabilities as individuals so that they are able to discover and exploit their own inner potential for their own and /or organizational development purposes and develop an organizational culture where superior-subordinate relationships, teamwork and collaboration among different sub-units are strong and contribute to the organizational health, dynamism and pride of employees." :- (T.V.Rao, 1985)

CHARACTERISTIC FEATURES OF HUMAN RESOURCE:

1. HUMAN RESOURCES ARE HETEROGENEOUS:

They consist of a large number of individuals each having a unique personality different attitudes and values.

2. HR are dynamic and behave differently. They react to the same situation in quite different ways.
3. Human resources are called human assets or human capital.
4. Human resources have the greatest potential to develop and grow provided the right climate is provided to them.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

CHARACTERISTICS OF HRM:

1. **COMPREHENSIVE FUNCTION:** it is concerned with managing people at work.
2. **PEOPLE ORIENTED:** it is concerned with employee, as individuals as well as groups.
3. **ACTION ORIENTED:** it focuses on recording keeping giving solutions of human resource problems.
4. **INDIVIDUAL ORIENTED:** provide services and programmes to facilitate employee satisfaction and growth.
5. **DEVELOPMENT-ORIENTED:** developing potential employees so that they get maximum satisfaction from their work and give their best efforts to the organisation.
6. **PERVASIVE FUNCTION:** equal importance is given to all levels. It is not confined to industry alone, it is equally useful to govt, armed forces, sports organisations. In organisations this department provides advice and assistance.
7. **CONTINUOUS FUNCTION:** it is an ongoing or never ending exercise rather than a one short function.
8. **FUTURE FUNCTION:** helping an organisation achieve its objectives in future by providing for a competent and well motivated employees.
9. **CHALLENGING FUNCTION:** necessary to handle the problem tactfully.
10. **SCIENCE AS WELL AS ART:** it is a science- consisting of principles and techniques. It is also an art because it involves application of theoretical knowledge to the problems of human resources.
11. **STAFF FUNCTION:** advisory in nature. They provide to the success and growth of an organisation.
12. **INTER-DISCIPLINARY:** application of knowledge from several disciplines.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

FUNCTIONS OF HUMAN RESOURCES MANAGER:

1. MANAGERIAL FUNCTION:

- a. Planning
- b. Organising
- c. Directing
- d. Controlling

2. OPERATING FUNCTIONS:

- a. PROCUREMENT FUNCTION: job analysis, HRP, recruitment, selection, placement, induction.
- b. DEVELOPMENT FUNCTION: performance and potential appraisal, training, career planning.
- c. COMPENSATION FUNCTION: job evaluation, wages and salary administration, bonus.
- d. INTEGRATION FUNCTION: compensation function.
- e. MAINTENANCE FUNCTION: fringe benefits, housing, medical, education functions.

STAGE 3:

HRD development is newly emerging field of study, it was developed in 20th century. In past, training was the only planned way of developing HR. But now HRD has emerged as an inter-disciplinary and integrated approach to the development of HR.

HRD:

HRD is an organised learning experience aimed at matching with the organisation. Need for human resources with the individual need for career growth and development. It is a



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

system of organised series of learning activities designed to produce behavioural changes in human beings and desired level of competencies.

HRD is planned and systematic approach to the development of people . it is not a fragmented or piece meal approach but a total system of elements designed to improve the total personality. It is a continuous process of developing the competencies motivation, dynamism effectiveness of employees.

HRD-is an inter-disciplinary concept

From science- study development HR families, community and other groups.

Psychology-provides explanation of human behaviour in terms of perception, motivation, morale.

Definition, Scope and objectives

Edwin Flippo defines- Human Resource Management as “planning, organizing, directing, controlling of procurement, development, compensation, integration , maintenance and separation of human resources to the end that individual, organizational and social objectives are achieved.”

The National Institute of Personal Management (NIPM) of India has defined human resources – personal management as “that part of management which is concerned with people at work and with their relationship within an enterprise. Its aim is to bring together and develop into an effective organization of the men and women who make up enterprise and having regard for the well – being of the individuals and of working groups, to enable them to make their best contribution to its success”.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

According to Decenzo and Robbins, “Human Resource Management is concerned with the people dimension” in management. Since every organization is made up of people, acquiring their services, developing their skills, motivating them to higher levels of performance and ensuring that they continue to maintain their commitment to the organization is essential to achieve organisational objectives. This is true, regardless of the type of organization – government, business, education, health or social action”.

OBJECTIVES OF HRD:

1. To provide comprehensive framework and methods for the development of human resources in an organisation.
2. To generate systematic information about human resources for purposes of manpower planning, placement, succession planning.
3. To increase the capabilities of an organisation to recruit retain and motivate talented employees.
4. To create a climate that enables every employee to discover, develop and use his/her capabilities to a future extent.
5. To develop the competence of its human resources
6. To create an environment of commitment and motivation among employees of the organization
7. To develop a conducive organizational culture to achieve its mission for existence
8. To create policies, procedures and systems to train people for better performance that is based on trust, commitment, loyalty and growth.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

NEED AND SIGNIFICANCE OF HRD:

Every organization wants to become dynamic and growth-oriented or to succeed in a fast changing environment.

1. HRD improves the capabilities of people by making them better aware of the skills required for job performance and by improving clarity about performance standards. HRD strengthens executive skills.
2. Improves communication system.
3. Processing the right people at the right time and in making their effective use.
4. Improve employee communications to the organisations.
5. HRD provides opportunity of continuous and all round growth of employee through succession planning and career planning.,
6. Collaboration and team work. Employees become more open and trust each other.
7. Problem-solving and adaption of skills of employees. They become innovative, pro-active and risk- taking. Resistance to change is reduced.
8. Generates a lot of useful data which facilitate human resources planning and control.

Relationship Between HRM and HRD

Human resource management (HRM) encompasses many functions

Human resource development (HRD) is just one of the functions within HRM

DEVELOPMENTAL PERSPECTIVE OF HRD

Primary Functions of HRM

Human resource planning

Equal employment opportunity



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Staffing (recruitment and selection)

Compensation and benefits

Employee and labor relations

Health, safety, and security

Human resource development

Secondary HRM Functions:

Organization and job design

Performance management/ performance appraisal systems

Research and information systems

HRD FUNCTIONS

Training and development (T&D)

Training – improving the knowledge, skills and attitudes of employees for the short-term, particular to a specific job or task – e.g.,

Employee orientation

Skills & technical training

Coaching

Counseling

Development – preparing for future responsibilities, while increasing the capacity to perform at a current job

Management training

Supervisor development

Organizational development



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

The process of improving an organization's effectiveness and member's well-being through the application of behavioral science concepts

Focuses on both macro- and micro-levels

HRD plays the role of a change agent

Career development

Ongoing process by which individuals progress through series of changes until they achieve their personal level of maximum achievement.

Career planning

Career management

EVOLUTION OF HRD:

The origins of HRD are widely contested among researchers and across geographic and cultural boundaries. However, in the United States, the Industrial Revolution is recognized once again as a driving force in the evolution of HRD (Haslinda, 2009; Sambrook, 2001).

Like Taylor, Henry Ford sought to improve the efficiency of his operations by mitigating the negative impact of human resources. Ford designed a production process that utilized the most efficient movements and maximized employee capabilities. The Ford assembly line is a notable contribution to flow design and lean management in today's operations (Goldratt & Cox, 2012; Haslinda, 2009). By the mid-1930s, the formal concept of organizational development (OD) emerged. The theories supporting OD drove ongoing employee training and development opportunities (Haslinda, 2009; Stewart & Sambrook, 2012). Similarly, World War II led to the increased need for employee training to produce warships and military equipment, which employees were



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

not previously apt at doing. In the late 1950s, psychology introduced the human element to OD. Theories on effective employee development activities rose to the forefront of management concern. Psychologists, Argyris, McGregor, Likert, and Herzberg popularized the notion that employee development activities directly influence employee performance (Haslinda, 2009). As such, HRD added the psychological component to HRM, separating HRD from the processes supporting HRM (Haslinda, 2009).

Developmental Perspective of HRD

Bratton and Gold (2012) argued that “company sees HRD as an investment in the learning of its people, and not just training as a short-term cost”, it is also “considered to be a strategic consideration in the organization”. It means that a reasonable human resources management (HRM) professionals need to know how to analyze, evaluate, and long-term planning their team during the time of training. Also, it requires HRM professionals able to manage and understand the trainees’ status as much as possible in a short period of time. However, even HRD has such significant position in a company; staffs who are working on HRD are still facing many problems and tensions: Firstly, when some trainees’ are proceeding HRD may not with right attitudes. Some newly recruited trainees do not treat the HRD seriously. According to their understanding, once they secured the offer of the job position, there is nothing to worry about. One of the primary things that they are focusing on will be when and how much they could get their first salary. Indeed, such desire from them is reasonable, which everyone needs adequate financial supports to live. However, such concerns could be solved in short-terms. What they did not considered were HRD can influence each of these factors, as Bratton and Gold (2012) suggested “shaping organization culture; developing current and future leaders; building commitment among staff; anticipating and managing responses to changed conditions”. During the HRD period, it is a good chance to get familiar with work



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

environments, their colleagues, supervisors, or subordinates. Because working in the office is not solely about business, interacting and learning from others are also significant for any employees. For instance, in the Bank of Montreal (BMO), a well-developed HRD system has been used for years to help the new trainees to adapt into the new system. The entire system does not only concentrate on the internship of the trainees, but also will continue six or seven 'follow-up' months for them to keep interacting and learning from people around. Such a situation could exist in some small or medium business groups, but many of others' newly recruited employees do not consider HRD as a significant part of their career life. Secondly, many people in the position of senior manager or above, they did not pay enough attention on HRD systems. Some leaders within many corporations still view HRD as fixed costs.

Purpose of Human resource management

The purpose of the Human resource management is to make the job and deal with the job holder (employee). So as to perform a job in an organisation, one needs to be identified. In order to identify right person for a particular job, notification should be issued which contains job description (duties and responsibilities) and specifications (academic qualifications and physical qualifications). So as to verify the correctness of the candidates invited, they should be tested by the suitable selection methods for picking-up right person. Subsequently selected candidates should be provided with the proper training for performing his duties & responsibilities mentioned in the notification. Later, assessment of employees' performance should be done to know whether employees are performing to the desired standards set by the management. Accordingly employees should be rewarded or paid for the job they did in the



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

organisation and their safety in the job is the responsibility of Hr manager or safety officer who should instruct safety measures for the employees and see that they are scrupulously followed. Healthy and welfare measures are so-so important to keep employees happy and motivated which has direct impact on their productivity. Doing so all, maintaining proper and healthy relationships between employees and management avoids conflicts which will effect the overall performance of the organisation. Most important thing is adherence and not to ignore employment and labour laws which govern all the above said activities for a job. Contravenes of employment laws will cost to the organisation and its branding. Hence the Human resource management is like a guardian angel for the organisation to sail smoothly and long-live.

The ten "Cs" of human resources management are: cost effectiveness, competitive, coherence, credibility, communication, creativity, competitive advantage, competence, change, and commitment. The ten "Cs" framework was developed by Alan Price in his book "Human Resource Management in a Business Context".

MacLean (2004) extended the scope of HRD beyond organizational contexts to include community, nation, region and global level with a consideration of cultural, political and economic variants of such contexts. McLean (1998) first saw Swanson's (2001) three-legged stool as too simplistic and inadequate. Instead, McLean (2007) presented the image of an 'octopus' that may incorporate more advanced theories flexibly into HRD research. According to Mclean (2007), theories may come even from anthropology, sociology and speech communications, as well as the other disciplines, such as music, philosophy and so on. Torraco (2004), accepting the need of going beyond the HRD three-legged stool, elaborated on the role of theories such as organisational behaviour,



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

psychology, sociology, communication, education and other social and behavioural sciences in explaining HRD.

National Human Resource Development, under the multi-disciplinary HRD theoretical inquiry, has been taking a paradigm shift. The emerging HRD literature on NHRD has attempted to expand the boundaries of HRD to national socio-cultural contexts, based on broad issues such as national economic performance and national health issues (McLean et al., 2004). Most theoretical perspectives in HRD have been limited to the U.S. context (Weinberger, 1998). However, the contemporary world demands more geocentric rather than ethnocentric, more flexible rather than static, more situational rather than absolute, more meso and macro rather than micro and more general rather than specific approaches to HRD research (McLean, 2007). As pointed out earlier, NHRD seeks its base on multiple theories and perhaps, on more advanced theories to cater to the emerging HRD requirements posed by the contemporary challenges (Fig.1), especially the challenges.

at output and validation levels and from HRD's environment. Authors view NHRD to come under the category of MHRD. This is because its extended scope enables it to respond to contemporary challenges that may be irresolvable with narrowly defined scope within organizational context; its orientation enables it to encompass ambiguity (McLean, 2007) and multiple theories/knowledge that encourage the construct of the NHRD's core knowledge base contingently that paves the way for more effective responses to context specific issues and challenges. NHRD also has a room for critical HRD and alternative HRD inquiries because NHRD rejects positivism or post-positivism. Besides, NHRD's applied nature in contributing to resolve people related problems that are unseen by traditional HRD and need to be more coordinated, macro-level, holistic, whereas integrated approaches merits it to be viewed under MHRD. In practice, NHRD has contributed a great deal to the development of many countries, such as Singapore, South Africa, St, Lucia, Brazil, Jamaica, Pacific Island, Mexico, China,



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Thailand, Korea, Kenya, the Philippines, Poland, and the developed countries of Canada and the UK. In 2004 and 2006 in particular, the issues of AHRD came up with five certain models of NHRD, the challenges and attributes of NHRD and other matters related to it (Cho & Mclean, 2004; Lynham & Cunningham, 2006). These issues of AHRD have further shown how NHRD has contributed to these countries' development to achieve improved productivity, eliminating racial imbalance, local and global competition, training, education, employment, social stability and development, national health, national and international development, and local and global collaboration (Osman-Gani, 2004; Lynham & Cunningham, 2004; Scotland, 2004; Bartlett & Rodgers, 2004; Cooper, 2004; Yang et al., 2004; Lutta-Mukhebi, 2004; Szalkowski & Jankowicz, 2004; Lee, 2004, and several others). Further, it has been shown how NHRD can contribute to the achievement of the millennium development goals and other dimensions related to human development (Mc Lean, 2006; Lynham & Cunningham, 2006).

Compared to traditional HRD, NHRD as a modern view of HRD is broader in scope. Wang and Sun (2009) attempted to rationalise that HRD's focus should be limited to workforce development and/ or workplace learning. This is clearly an acceptance of the limit of THRD, focusing on the organizational context. This will definitely ease to clarify the NHRD scope in the future, in line with its future research on MHRD. Wang (2008) pointed to NHRD as a sub-field of HRD, but the traditional HRD definitions and its scope is too narrow to encompass NHRD, which goes beyond the boundaries of THRD. If NHRD is to be a sub-field of HRD, traditional HRD should be renamed as organisational HRD or micro-HRD. At the same time, it needs more efforts to find out a proper definition for HRD to encompass both organisational HRD and NHRD. One may see that the global definition of HRD, put forward by McLean and McLean (2001, p. 322), may be suitable to encompass both the definitions of organisational HRD and NHRD. Unfortunately, NHRD definition (McLean, 2004, p. 271) seems to be broader than the McLean and McLean's (2001) global definition of HRD. As the word "adult" has been



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

replaced by ellipsis in the NHRD definition that has broaden the focus of the field even beyond adults, while the rest of the definition is similar both in the NHRD definition and in the global definition of HRD. Therefore, the authors infer that HRD has not yet been properly defined and there is no proper alignment between HRD and NHRD. This study will encourage scholars to raise more critiques on this work and come up with major concerns of this paper, such as 'contemporary challenges of HRD', 'emerging research inquiries', and 'NHRD's ability to address such challenges'. The discussion on HRD paradigm can be studied to reach its complex roots raising critiques on our model. It is essential to find appropriate links and compatibilities between HRD and evolving NHRD. Significantly, this study will provide a summary of the contemporary HRD research inquiries in its four-legged stool that can be used in the future research and review purposes. However, further efforts are still needed to enrich each research inquiry by subsequent studies, with more specific characteristics and relevant scholarly work since this study took only an initiative to outline each research inquiry.

OUTCOME OF HRD

Individual and team development: At the outset, the purpose of HRD was suggested by most theorists to be the development of the individual employee . Indeed, the process commonly associated with individual development is 'training. However, it has been argued that individual development is much broader than 'training'. Therefore, development of the individual employee is concerned with providing education and learning, rather than merely training for the main purpose of performance improvement . As a matter of fact, it has been advocated that the centrality of HRD is to change the individual employee's behaviour, improve skills and competencies and enhance performances. However, individual changes may not be effective if individual employees do not negotiate and concur their character to learning and change. Nevertheless, training provided to employees can also increase morale and motivation



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

and improve working relationships through the development of groups and team, but this may not occur without support and commitment from peers and subordinates. Indeed, evidence in the literature has indicated that teambuilding processes and training programs can help to improve interpersonal relationships between individuals, groups, departments, peers and managers within an organization. This is because members of the group are made to understand the impact of team working, which can reduce the potential for misunderstanding and conflicts between colleagues. Furthermore, it has been claimed that team working has a positive impact on employees' skills, knowledge and performance and also that training approaches that involve self-directed work teams can increase productivity and performance improvement at the work process level. Indeed, training and development can enhance individual and team development, but the extent of training provided and its effectiveness in terms of organization development require further empirical evidence, particularly in the context of individual countries. Work process improvement: Another outcome of HRD interventions is work process improvement and innovation. This is endorsed, who posited that effective work processes and systems play a major role in improving performance. However, Deming believed that 90% of the problems in organizations were a result of deficiencies in their systems or work processes. As a result, most organizations around the globe are seen to emphasise quality, innovation and productivity. In this respect, many organizations are seen to adopt performance improvement activities such as total quality and quality circles. Sullivan further claimed that quality-related training activities have been critical in transforming marginal manufacturing plants into successful companies. Moreover, due to the increased pressure from globalisation, technological developments and stiff business competition organizations are seen to be adopting innovative strategies to improve performance and productivity. As a result, evidence in the literature has shown that employers are increasingly aware that employees require sufficient training and development to cope



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

with these changes in the business environment, particularly given the rapid advancement in information and technology. Moreover, it has been argued that workplace relationships are also transforming because of new technology and competition in the marketplace. However, the question of whether employees are provided with sufficient training to cope with these changes requires further empirical evidence. Strategic planning for organization development and change: With the transformation of technology, the competitive business environment and also changes in workforce requirements, organizations are required to adapt and change in order to be innovative. Indeed, it has been suggested that planning for the future is a critical strategy and adopting a strategically focused approach to training and development can support the effectiveness of organizational development and change. However, the concepts of culture, values and beliefs have to be considered in planning and strategizing for organizational change. On this basis, Rothwell et al. claimed that changes in an organization may not unfold as expected or negative change may occur if strategic planning is not adopted and this may also affect organizations' work processes and performance improvement. However, the extent of strategic planning in HR or in HRD has always been a matter of debate and further empirical evidence is required.

Qualities and Competencies required in a HRD professional.

A ROLE OF A HRD PROFESSIONAL

Organizations intending to have a good HRD system need to possess a high degree of top management philosophy towards human resource development. Making the employees and the management feel that HRD is an important component would be top priority for organizations that require a good HRD system in place. Human Resource Development is all about unleashing human capabilities for enhanced organizational



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

performance and impact. It also requires the support and motivation for the line and staff managers with relevant HRD systems and tools in place. One important managerial responsibility would be to make sure that all managers and employees apply human resource development policies on a day-to-day basis and distribute tasks and responsibilities fairly and equitably among employees.

To ensure a proper wholesome coverage of human resource development practices for the organization, the most important task would be set up a human resource development department. In large organizations, HRD is considered to be a separate department. In India, most large organizations have set up a separate training and development department to take care of the functional responsibilities of HRD. In medium and small enterprises, HRD department or the Training and Development department functions under the human resource management department. In either case, it is important for organizations to possess well-trained and groomed professionals for managing the HRD functions of the organization.

THE HRD PROFESSIONAL

The manager of the HRD function has the responsibility to integrate the HRD programs and make arrangements to include long-range plans and strategies, policies and budget allocation schedules.

The immediate challenge of any HRD profession would be to establish a clear relationship between the HRD expenditures and organizational effectiveness.

It also becomes his responsibility to make the employees and management believe that human resource development is a valuable tool to organizational members for their current and future job requirements.

More importantly, it is the responsibility of the human resource development manager to make organizations capable of working in a global economy from the perspective of



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

the adequacy of the knowledge level of the organizational members. Often, it is the responsibility of the human resource development manager to make organizations, that are capable of managing change dynamically and need to redefine the new role of human resource development during the period of unprecedented change.

QUALITIES OF AN HRD MANAGER:

1. ESSENTIAL QUALITIES:

- a. positive thinking and positive attitude towards people.**
- b. a high desire to learn**
- c. interest in people**
- d. helpful attitude.**
- e. initiative taking or pro-acting.**
- f. pro-active and perseverance**
- g. communication skills.**
- h. objectivity in approach**
- i. personal example and sense of discipline.**

2. FUNCTIONAL COMPETENCIES:

- Knowledge of appraisal systems and their functioning in various organisation.**
- Knowledge of potential appraisal assessment centre in basket exercise and such potential development mechanisms.**
- Knowledge of various tests questionnaires and other measures of human and organisational process.**
- Professional knowledge of human resource manager and basic understanding of industrial relations.**
- Design and co-ordinate having programmes for managers**
- Career planning practices**
- Skills of counselling**



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

- **Skills in behavioural science research.**
- **Methods team building, interventions, job rotations**
- **Learning theories personality development.**

3. MANAGERIAL COMPETENCIES:

Organising ability- the ability to identify talent and organise work maintenance and feedback information. Systems design and development skills, implementation skills, change agency skills, leadership skills.

Importance of HRD in the Present Context

HRD at micro and macro levels

The human is recognized as the most effective input for maximum output and efficiency of any organisation.

Hence the development of competency of this human input is very necessary for the lasting growth and development of the organisation.

Human resource development is process of helping people to acquire new competencies.

In organizational context, it is continuous and planned way to acquiring new capabilities of employees and creating opportunities for them and developing a sound organizational culture.

HRD is often taken as synonym of training but besides training, it is overall development of the employees.

HRD applies to both micro as well as macro issues. HRD develops the newer capabilities in people to enable them to achieve organizational goals.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

It ensures the long-term growth and development of the organisation which helps the economy of the nation.

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.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

However, HRD at macro level is not yet popular as it is at micro level.

Development of HRD Movement in India.

If the HRD Plan were implemented in the required fashion, It would have various outcomes, which would benefit both the organization and the employees. A good HRD system would ensure the functioning all activities of human resource management. The organizational outcomes of good human resource development efforts in the organization are discussed below.

1. It would provide data that is required for manpower planning, training and development plans etc.
2. Since the communication system in the organization has become more transparent, the top management will be in a position to acquire more information and slowly it would lead for acceptance of idea openly.
3. Well-planned human resource development activities in the organization would help the employees become more competent with their work.
4. It would help the employees to develop trust with each other and towards the management. It also helps the organization to develop teamwork and mutual respect among the employees.
5. The top management can expect loyalty and commitment from the employees as they have taken conscious efforts to fulfill the needs of the employees.
6. It helps the employees to take more initiatives to solve the issues and improve performance.
7. Employees feel motivated to take challenges and bring creative ideas to meet those challenges. The top management becomes more sensitive to the problems and processes due to increased openness in communication.

These organizational outcomes will lead the organization to grow in size, revenues, profits and visibility in the market place.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

The success or failure of a good HRD system should be measured qualitatively and not in terms of the number of grievances handled or numbers of complaint received.

The ideal situation would be when the balance sheets of the companies include the human element in the organization along with the financial data.

Post 1991, India started its phased economics restructuring to provide domestic Organizations the time and competencies to face greater competition. The liberalization paved the way for integration of India economy with the global economy. It opened many opportunities for growth through the removal of artificial barriers on pricing and output decisions, investments, mergers and acquisition, joint ventures, technology imports, import of foreign captain etc, this enabled Indian Organizations an opportunity to expand, diversify, integrate and globalize more freely.

Liberalization has resulted in sudden and increased levels of competition for Indian Organizations from multinational firms, globalization and internalization of domestic businesses, concerns for total quality management, incentives to export, demographic changes in the employee profile, retaining and redeployment of workforce, focus on performance appraisal and career management. Thus, with liberalization there is an increasing pressure on Organizations in India to change from indigenous, costly, suboptimal levels of technology to performance based, competitive and higher technology provision.

Indian Organizations have to develop the workforce capable of taking up challenges thrown by the new economic environment. To tackle this challenging situation, Indian academics a nod practitioner have both advocated the adoption of the concept of human resource development. The adoption of professionalized HRD practices in India is recent phenomenon, but has gained momentum in the past ten years. Organizations are now asking their HRD departments for innovative approaches and solutions to improve



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

productivity and quality of work life, while aptly coping with an environment of high uncertainty and intense global competition. This requires Indian Organizations to develop a diverse workforce with competitive skill sets. This is difficult given the diverse socio- economic background of Indian workforce coupled with antagonistic nature of trade union and colonial time cumbersome labor laws.

The challenges for Human Resource Development:

Changing workforce demographic

Competing in global economy

Eliminating the skill gap

Need for lifelong learning

Need for Organizational learning

The scenario of Human Resource Development in India is characterised by:

- 1. Lack of adoption of innovative HRD practice in unionized Organization due to lack of co-operative attitude among trade unionists.**
- 2. Larger Organizations have been able to adopt HRD practice fully due to various costs, resources and expertise involved. Sparrow and Budhwar (1997) in their study of 137 fully owned Indian Organizations with more than 200 employees, located in North, central and Western Indian states within six manufacturing sectors of food processing, plastics, steel, textiles, pharmaceuticals and footwear suggest that they are still not geared to adopt HRD programmes**
- 3. Organizations with foreign participation have more extensive and early implementation of HRD programmes and practices than public and family owned Organizations. This is because international consultants propound those HRD strategies such as training, performance appraisal, career management; reward mechanisms, etc, are key to improvement.**



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

4. Organizations with stronger leadership have been able to implement HRD programmes and practices. This is because most of the Indian Organizations seem to rhetoric believe such as ‘change is constant’, ‘only quality ensures survival’, ‘products, not people are paramount’ and ‘information is everything’, etc. the main challenges before the chief executives are seen to be to create flexible systems, to develop a culture of excellence, to facilitate teamwork and empower employees, and to speed up and decentralize data flows. A common feature of strong culture Organization in India has been the influential role of top management has played in development of human resource issues and institutionalizing practices.

5. Indian Organization which are trying to be competitive by involving the services of international management consultants, have been found to favour HRD programmes and practices. This is because international consultants propound those HRD strategies such as training, performance appraisal, career management; reward mechanism, etc are key to improvement.

6. Lack of professionally managed HRD departments. This has resulted in lack of a strategic role in terms of ability to identify, develop and manage support resources for adoption of HRD programmes and practices. This is primarily due to non possession of current knowledge base and ability to research new developments via methods of benchmarking and networking.

Hence, it is the institution pressures that have influenced the adoption of HRD programmes and practices in the post liberalization scenario in India However; the HRD scenario in India is not so grim.

Difference between HRM and HRD Organisation of HRD Function



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

| BASIS FOR COMPARISON | HRM | HRD |
|----------------------|---|---|
| Meaning | Human Resource Management refers to the application of principles of management to manage the people working in the organization. | Human Resource Development means a continuous development function that intends to improve the performance of people working in the organization. |
| What is it? | Management function. | Subset of Human Resource Management. |
| Function | Reactive | Proactive |
| Objective | To improve the performance of the employees. | To develop the skills, knowledge and competency of employees. |
| Process | Routine | Ongoing |
| Dependency | Independent | It is a subsystem. |
| Concerned with | People only | Development of the entire organization. |

Key Differences Between HRM and HRD

The significant differences between HRM and HRD are discussed in the following points:



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Human Resource Management refers to the application of principles of management to manage the people working in the organisation. Human Resource Development means a continuous development function that intends to improve the performance of people working in the organisation.

HRM is a function of management. Conversely, HRD falls under the umbrella of HRM.

HRM is a reactive function as it attempts to fulfil the demands that arise while HRD is a proactive function, that meets the changing demands of the human resource in the organisation and anticipates it.

HRM is a routine process and a function of administration. On the other hand, HRD is an ongoing process.

The basic objective of HRM is to improve the efficiency of employees. In contrast to HRD, which aims at developing the skill, knowledge and competency of workers and the entire organisation.

HRD is an organizationally oriented process; that is a subsystem of a big system. As opposed to HRM where there are separate roles to play, which makes it an independent function.

Human Resource Management is concerned with people only. Unlike Human Resource Development, that focus on the development of the entire organisation.

UNIT II

Human Resource Development System: HRD Mechanisms – Climate and Culture – Influences of Employee Behaviour – Model of Employee Behaviour – External and Internal Factors Influencing Employee Behaviour.

Learning and HRD: Learning Principles – Maximizing Learning – Individual Differences in the Learning Process – Learning Strategies and Styles – Recent Developments in Instructional and Cognitive Psychology.

HRD Mechanisms



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

HRD Mechanisms or Subsystems:

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

1. Performance Appraisal:

Performance appraisal have become increasingly important tools for organizations to use in managing and improving the performance of employees, in making timely and accurate staffing decisions and improving the overall quality of the firms products and services.

The appraisal process is the formal way of evaluating the employee's performance.

Its purpose is to provide an accurate picture of past and future employee's performance.

To meet this performance appraisal are set. The targets are based on job related criteria that best determine successful job performance.

Where possible actual performance is measured directly and objectively.

Using a wide variety of techniques, specialists select an appropriate method to measure an employee's actual performance against the previously set targets.

The process is used to strengthen the effort performance linkage.

Appraisals help an organization communicate its expectations regarding performance and connection between performance and reward to employees.

They increase employees' confidence and employees' feedback that their efforts are being adequately rewarded.

The feedback is offered through an evaluation interview.

Here the rater tries to give both positive and negative sides of the employee performance.

To be useful, raters or supervisors should use HRD orientated appraisals as a mechanism to:

- a. Uncover difficulties faced by the subordinate while handling assigned task and try to remove these hurdles.
- b. Understand the strengths and weaknesses of subordinates and help the subordinates overcome the obstacles in the way.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

c. Encourage subordinates to meet problems head-on, accept responsibilities and face challenges with confidence and courage.

d. Plan for effective utilization of the talents of subordinates.

Performance Appraisal: Performance appraisal is the process of determining how well a worker is performing his job. It provides a mechanism for identification of qualities and deficiencies observed in an employee in relation to his job performance. The object of appraisal is to determine the present state of efficiency of a worker in order to establish the actual need for training. The process of performance appraisal consists of:

- Setting standards for performance
- Communicating the standard to the employees
- Measuring the performance
- Comparing the actual performance with the standards set

2. Potential Appraisal:

The term 'potential' refers to the abilities possessed by an employee but not put to use currently or the abilities to assume challenging responsibilities in future assignments.

The term 'performance' refers to one's skills, abilities in meeting the requirements of the job which one is holding currently.

Potential appraisal is different from performance appraisal which shows an employee's current performance in his existing role.

If the employee is required to play a completely different set of roles at the higher levels, potential appraisal needs to be carried out at regular intervals.

Potential appraisal provides necessary data which helps in preparing career plans for individuals.

It aims at development of latent abilities of individuals.

The HRD function has a long way to go in introducing a streamlined potential appraisal system which ensures a good match between the employees and the job.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

“The objective of potential appraisal is to identify the potential of a given employee to occupy higher positions in the organizational hierarchy and undertake higher technologies.”

The appraisal is carried out on the basis of (i) supervisor’s observations; (ii) performance data relating to various previous roles played by an employee; (iii) performance on roles in simulating to a new position.

A good potential appraisal system helps management to pick up a suitable candidate for a given job and offer additional training, if necessary.

3. Career Planning:

A career is a sequence of positions held by a person in the course of a lifetime.

Career planning is a process of integrating the employees’ needs and aspirations with organizational needs.

Career programmes and HR programmes are linked to the degree that they help each individual meet individual and organization requirements.

In the HRD system, the long term growth plans of a company are not kept secret. They are made known to the employees. Major changes are discussed at all levels to promote understanding and commitment among employees. The immediate concern of employees would be to find out where do stand in such a road map. Do they have any chance to grow while building the organization brick by brick?

Since managers have information about the growth plans of the company, they need to transmit their information to their subordinates.

The subordinates should be assisted in planning their careers within the company.

It is, however, not necessary that each one of them would scale new heights every year but atleast they are aware of the opportunities and get ready for greater challenges ahead.

Career planning doesn’t guaranty success. But without it, employees are rarely prepared to encash the opportunities that come their way.

It is the planning of one’s career and implementation of career plans by means of education, training, job search and acquisition of work experiences.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

It is aimed at generating among employees an awareness of their strengths and weaknesses and at helping them to match their skills and abilities to the needs of the organisation. Without development of people in the organisation, the organisation cannot prosper.

Individual career development is considered to be a three step process:

Identifying and organising skills, interests, work-related needs and values

Converting these inventories into general careers, fields and specified job-goals and

Testing the possibilities against the realities of the organisation or the jobmarket

4. Training and Employee Development:

Training has gained importance in present day environment where jobs are change rapidly.

Training is a learning experience designed to achieve a relatively permanent change in an individual that will improve the ability to perform on the job.

Employee development on the other hand is a future oriented training process, focusing on the personal growth of the employee.

Both training and development **focus on learning.**

Training programmes should not be designed as quick fixes for organizational problems, nor should they depend on faddish techniques just because they are popular now and are followed by our next door neighbor.

Instead, training should be planned to meet the specific needs of the organization and its employees.

To survive and grow in a competitive environment, organizations have to motivate their employees to get ready for all kinds of future challenges.

Training is a process that involves the acquisition of skills, concepts and attitudes in order to increase the effectiveness of employees in doing particular jobs.

Training is expected to provides the needful stimulus to initiate impulses of changes in management and to improve efficiency, productivity and administrative effectiveness



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

5. Organisation Development:

Organizations are never perfectly static. They keep on changing.

Employees' skills and abilities, therefore, require continual upgrading.

The future is uncertain when full of surprises. It is not easy to fight the force of change without adequate preparation and training.

A systematic planned way of managing this change is through the process of OD.

OD may be defined as a change effort that is planned, focused on an entire organization or a large subsystem, managed from the top, aimed at enhancing organizational health and effectiveness and based on planned interventions made with the help of change agent or third party who is well versed in the behavioral science.

Organisation development is an organisation-wide, planned efforts managed from the top, placing emphasis on making appropriate intervention in the ongoing activities of the organisation.

OD provides a normative framework within which changes in the climate and culture of the organisation towards harnessing the human potential for realisation of organisational objectives.

6. Rewards:

People do what they do to satisfy needs.

They choose to behave in way which will maximize their rewards.

The most obvious reward is pay but there are many others.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Intrinsic rewards come from their job itself such as feelings of achievement, pride in doing a job etc.

Extrinsic rewards come from a source outside the job including pay, promotion and benefits offered by management.

Reward could be linked to performance as well to motivate high achievers to do well.

If rewards are allocated completely on non-performance factors such as seniority, job titles etc. then employees are likely to reduce their efforts.

Now days organizations also use team based rewards to motivate empowered work teams to exceed established targets.

Rewarding employees performance over and above their normal wages and salaries is considered to be an important task of the HRD.

To check frustration is rewarding the efficient workers for their work which may be known as incentive.

It will lead to better utilisation of human resources at all levels which is easy, cheapest, quickest and surest means of increasing productivity.

6. Employee welfare & quality of work life (QWL): The term employee welfare means “the efforts to make life worth living for workmen”.

It includes various services, facilities & benefits offered to employees by the employers, unions & govt.

The purpose is to improve the living standards of workers & thereby improve the quality of work life.

Employees voluntarily extend a number of benefits to employees in the hope that these indirect compensation plans motivate employees to perform better.

Over the years, the types of benefits offered have been expanding in line with competitive pressures, changing job market trends, employee expectations, union demands & legislative requirements.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Quality of work life (QWL) efforts are systematic efforts by organizations to give workers a greater opportunity to affect the way they do their jobs & the contributions they make to the organization's overall effectiveness.

It is a way of empowering employees by giving them a greater 'say' in the decision making process.

QWL means having good working conditions, good wages & benefits, good leadership & interesting, challenging jobs.

QWL efforts include the following:

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



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

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

Quality of Working Life: The condition under which the workers work and live, assume the form of another important factor contributing to workers satisfaction or otherwise and consequently the job satisfaction.

For an employee to be able to work at his best, it is necessary to understand that inadequate working and living condition produce adverse mental and physical effect on the employee, ultimately causing decline in the efficiency.

Human resource information system: Human resource information system (HRIS) is a method by which an organization collects, maintains & reports information on people & jobs, the information is generally stored in a central human resource data bank, preferably in a computer containing the following details:

- Personal data: Identification, education, reserved category, place of origin, etc.;
- Recruitment data: Entry date, grade in aptitude tests, grade in leadership tests;
- Experience data: Placement history, promotions, tasks performed grade wise;
- Appraisal data: Appraisal on each job, ratings of behaviours in a group, commitment to overall goals, etc.;
- Training data: Nature of training received at each level, current training assignment, etc.;
- Miscellaneous: Health status, personal problems, security needs, record of incentives received, absence & sickness data, etc.;

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

Each of the subsystems described contribute to the achievement of overall HRD goals. Performance & potential appraisal helps an employee develop his role capabilities & prepare himself for future changes. Training improves his learning abilities. Feedback & performance coaching helps him correct mistakes & improve interpersonal relationships. OD promotes



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

the collaborative spirit & self-renewing skills. Rewards & welfare amenities enrich the life of employees & help them carry out the assigned tasks with zeal & enthusiasm. It should be remembered that the subsystems discussed above should not be viewed in isolation. They are all inter connected & independent parts. When viewed in isolation, they do not offer the synergistic advantages of a well developed HRD system.

HRD Mechanisms Successful implementation of HRD involves taking an integral look and making efforts to use as many mechanisms as possible (Rao & Abraham 1986). Training, performance appraisal, feedback and counselling, performance rewards, potential appraisal, career planning, employee welfare, and job rotation are some of the HRD mechanisms. Implementation of these mechanisms was examined in the units understudy. The items in the questionnaire that were administered among the employees aimed at measuring the extent of implementing HRD mechanisms seriously. The analysis of the responses indicates that a moderate degree of implementation of HRD mechanisms (mean score: 3.37; 59.18%) was prevalent in the organisations understudy. But when the employees are sponsored for training, they take it seriously and try to learn from the programmes they attend (64.50%); when employees do good work their supervisors take special care to appreciate them (61.08%); there are mechanisms in the organisations to reward good work done (60.94%); seniors guide juniors and prepare them for future responsibilities they are likely to take up (60.88%); and they are sponsored for training programmes on



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Climate and Culture

An organization's success is determined as much by the skill and motivation of its members as by almost any other factor. While this has always been true, recent changes focus attention on ways human resources development activities can be used to ensure organisations have what it takes to successfully meet the challenges (Desimone et. al. 2002). Human Resource Development (HRD) is a process by which the employees of an organization are helped, in a continuous, planned way, to: 1) acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles, 2) develop their general capabilities as individuals and discover and exploit their potentials for their own and/or organizational development purposes, and 3) develop an organizational culture in which supervisor-subordinate relationships, teamwork, and collaboration among sub-units are strong and contribute to the professional well being, motivation, and pride of employees (Rao 1985)

HRD climate is characterized by the tendencies such as treating employees as the most important resources, perceiving that developing employees is the job of every manager, believing in the capability of employees, communicating openly, encouraging risk taking and experimentation, making efforts to help employees recognize their strengths and weaknesses, creating a general climate of trust, collaboration and autonomy, supportive personnel policies, and supportive HRD practices. An optimal level of development climate is essential for facilitating HRD activities (Rao & Abraham 1986). The top management subscribing to these values is a starting point. When a critical mass internalized these values, there emerges a conducive climate for HRD. This positive HRD climate renders the existing systems more effective and makes the organisations more receptive to the introduction of relevant additional system



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

(Athreya 1988). A healthy HRD climate certainly bolsters the overall internal environment of the organisation, fosters employee commitment, involvement and satisfaction with the job.

OCTAPAC Culture Openness, confrontation, trust, autonomy, pro-activity, authenticity, and collaboration (OCTAPAC) culture is essential for facilitating HRD. Openness is present when employees feel free to discuss their ideas, activities, and feelings with each other. By confrontation problems and issues are brought out into the open with a view to solving them rather than hiding them for fear of hurting or getting hurt. Trust is taking people at their face value and believing what they say. Autonomy is giving freedom to let people work independently with responsibility. Proactivity is encouraging employees to take initiative and risk. Authenticity is the tendency on the part of the people to do what they say. Collaboration is to accept interdependencies, to be helpful to each other, and work as teams (Rao & Abraham 1986). The overall OCTAPAC culture in the organisations under study seems to be above average with 60.06% (mean score: 3.40). Among the dimensions of OCTAPAC culture, collaboration occupied first place with 62.45%. This is followed by authenticity, autonomy, trust, pro-activity, openness and confrontation. When compared among the dimensions of OCTAPAC culture confrontation secured the lowest score. Manufacturing sector again took the first place. This is followed by service and IT sectors (Table 3). Manufacturing sector secured higher scores than service and IT sectors in OCTAPAC culture. Service sector took first place with respect to pro-activity. Though IT sector occupied third place in OCTAPAC culture, comparative data indicated that IT sector was better than service sector with respect to confrontation.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Influences of Employee Behaviour

Leadership

Managers and leaders play an important role in influencing the behaviour of individuals at workplace. It is the responsibility of leaders to set a direction for team members. In majority of the cases, it has been observed that employees do not feel like going to work when they have strict bosses. You need to stand by your team always. Guide them and help them in their day to day operations and help them acquire new skills and upgrade their knowledge. Make them feel important. As a leader, you need to be a strong source of inspiration for your subordinates. If you do not reach office on time, how can you expect your team members to adhere to the rules and regulations of organization?

Work Culture

Employees need to feel comfortable at workplace for them to stay positive and happy. Rules and regulations should be same for everyone. Employees ought to be encouraged to respect their reporting bosses and follow the code of ethics. Do not have complicated reporting systems. Transparency at all levels is essential. You must know what your team member is up to and vice-a-versa. Job security is one of the most crucial factors affecting employee behaviour. Stand by your team at the times of crisis. Do not throw them out during bad times. Believe me, they will never leave you.

Job Responsibilities



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Employees should be asked to do what best they can perform. Do not overburden employees. Encourage them to upgrade their skills from time to time.

Effective Communication

Managers need to communicate effectively with team members. The moment, employees feel left out, they lose interest in work. They need to have a say in organization's major decisions. Let them express their views and come out with their problems. Grievances need to be addressed immediately.

Family and Personal Life

Trust me, if you fight with your family members or relatives in the morning, you feel restless the whole day. It has been observed that individuals with a troubled background or problematic family life tend to behave irrationally at workplace. Employees who have strained relationships with family members like to sit till late at work and spoil the entire work culture. Individuals from very poor families also have a habit of stealing office stationery and taking things to home. Conflicts in personal life lead to stress and irrational behaviour. Also, individuals should try not to bring their personal problems to work. Try to keep your personal and professional life separate.

Relationship at Work

It is necessary to have friends at the workplace. You need people around to talk to, discuss and share experiences. It is really not possible to work in isolation. Not allowing employees to interact with fellow workers leads to frustration and stress at workplace. Avoid arguing with team members.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Ways to Influence Employee Behaviour

Employees need to feel important at workplace for them to develop a positive attitude and a sense of loyalty and attachment towards organization.

Managers need to acknowledge the hard work of employees. Appreciate them in front of others for them to feel motivated and perform better even the next time. They would not only feel good about the organization but also encourage others to pull up their socks and work harder. Give them correct feedbacks. If the hard work of employees goes unnoticed, they would never feel like working and often think of changing their jobs. Reward them suitably. It is essential to value each individual's contributions.

Make sure no employee is overburdened. Roles and responsibilities of employees ought to be as per their specialization, interest level and expertise. Job mismatch leads to confusions and employees eventually lose interest in work. In such cases, they often waste their time in browsing useless websites, chatting with friends and doing all sorts of unproductive tasks.

Managers need to sit with their team members and monitor their performances on a regular basis. As a manager, if you yourself are not serious, how can you expect your team members to concentrate on work? Never badmouth your organization or clients in front of your employees. Interact with them as much as you can. Enquiring about their personal lives make them feel happy and valued.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Allow them to take some decisions on their own. This gives them a sense of responsibility towards work and organization. Managers should trust their employees. Grant them decision making rights and allow them to work on their own within the specific guidelines. Do not interfere much in their work.

Employees need to have freedom of expression. Let them speak and express their views and opinions. They need to have a say in organization's major decisions.

TYPES OF EMPLOYEE BEHAVIOUR

Task Performers

Such individuals are well aware of their key responsibility areas and what they are supposed to do at the workplace. Every individual needs to have some goals in life. Task performers set targets for themselves and strive hard to accomplish tasks within the stipulated time frame. Set a direction for yourself. It works. The roles and responsibilities should be in line with organization's goals and objectives. Task performers concentrate on their work, never lose their focus so that they meet deadlines and achieve targets on or before time. Such individuals work in close coordination with clients and customers, train their fellow workers and try to finish tasks on time with minimum possible errors. They do not believe in working alone and prefer working in teams. Working in unison helps them not only meet and exceed superior's expectations but also accomplish tasks within the desired time frame.

Organizational Citizenship



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

In today's scenario of cut-throat competition, organizations need to provide something extra to clients for them to survive in the long run and outshine competitors. Managers need to encourage employees to gain from each other's knowledge and expertise. Help your colleagues. Lend a sympathetic ear to their problems. If one of your team members is not able to perform a particular task, sit with him, brainstorm ideas and help him find an appropriate solution. Show genuine courtesy towards fellow workers. There is absolutely no harm in knowledge sharing. Help your co workers acquire new skills and learnings.

Counterproductive Work Behaviour

Individuals with counterproductive work behaviour have a tendency to harm their organization. Such individuals not only speak ill of their organization but also abuse fellow workers and pass lewd comments. They are often involved in objectionable activities and doing unproductive tasks which spoil the entire work culture. Individuals with counterproductive work behaviour are often indulged in thefts, leaking confidential information, data tampering and so on. Such individuals need to be dealt with patience. Encourage them to get rid of their negative traits, else show them the exit door immediately.

Joining and Staying with the Organization

It is essential for individuals to stay with the organization for quite some time. Organizations need to treat employees with respect for them to stick around for a long time and do not even think of quitting their jobs. When talented people leave, knowledge is lost, eventually work suffers. Talent acquisition professionals ought to check the background, past track record and credibility of new joiners to avoid **problems later on. While hiring, do not forget to find out how frequently they have changed jobs in the past.**



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Maintaining Work Attendance

Employees need to attend office regularly. Take a leave, only when there is an emergency. Employees who find work as a mere source of burden and have nothing new and interesting to do, take frequent leaves as compared to individuals who love coming to work.

INFLUENCES ON EMPLOYEE BEHAVIOUR

Internal Factors : those forces which are within the employee viz., Motivation, Attitude, and KSA's (Knowledge, Skills and Abilities)

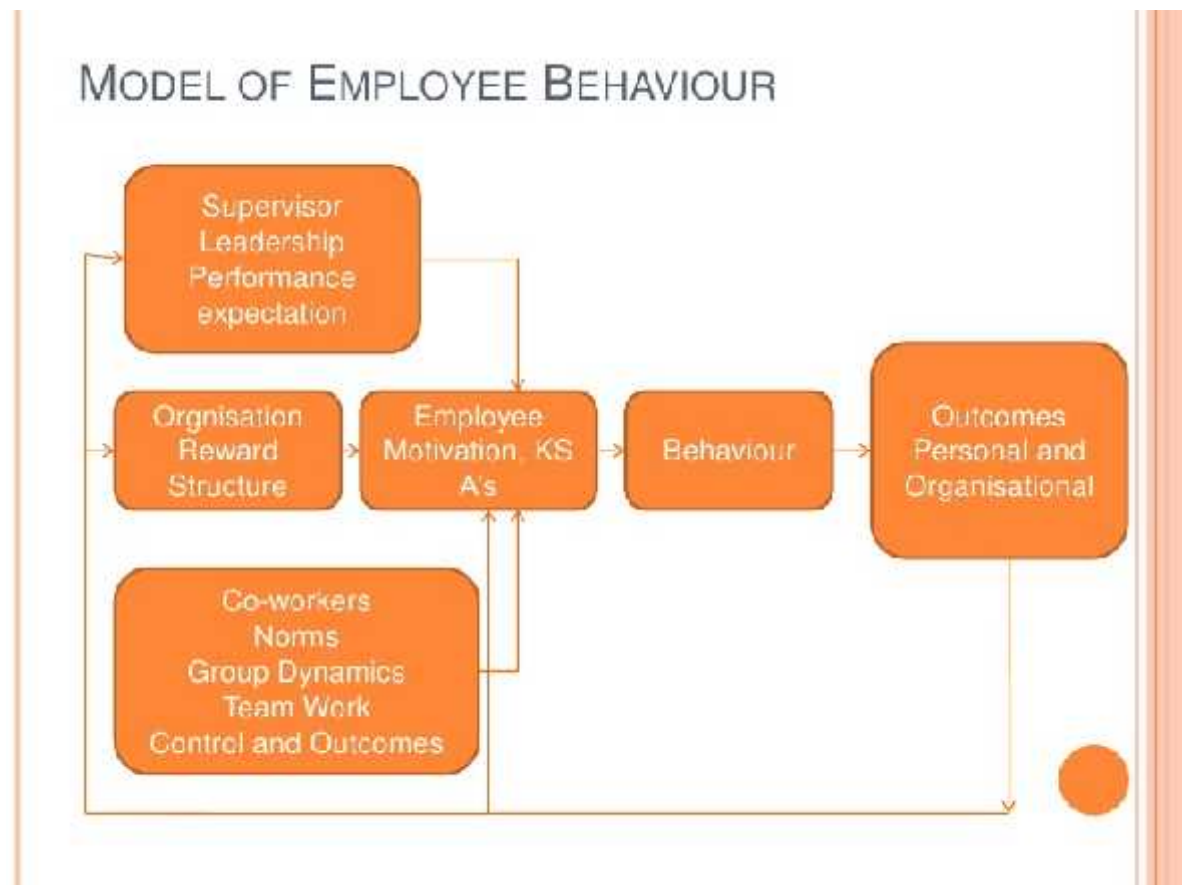
External Factors : those factors that are around him in the external environment namely the Superior, the Co-worker and the organisation.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]



INTERNAL INFLUENCES

Motivation The success of HRD program depends, in part, on whether the individual is motivated to participate, learn and also to transfer what he has learned in the training and development program to his job so as to improve his performance on the job.

ATTITUDE



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

It represents a person's general feeling of favourableness or unfavourableness towards some stimulus object. ' Attitude to behaviour relationship

EXTERNAL FACTORS

- ' Supervisor – expectations can influence and Leadership approach.
- ' Organisation – reward structure, culture and job design
- ' Co-workers – cohesiveness of the group matters.

OUTCOMES

- ' Personal outcomes – are valuable to the individual such as pay, promotion, rewards, recognition, motivation etc.
- ' Organisational outcomes – are valuable to individual or the organisation such as productivity, product quality, team work, satisfaction, customer delight etc.

Learning and HRD:

Learning Principles

In general term, learning can be understood as gaining knowledge skills and experience which could be lacking at the beginning. On psychological term, learning is the result of such knowledge, skills and experience which can change the previous perception, way of thinking



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

and way of doing the things. It can be defined as a process of interacting individual and event that bring change in behavior of the person

All such changes which occur in behavior of individual relatively in permanent basis are learning. Such changes are the essence of the experience gained through the interaction between individual perception and event.

Learning ensures the change in behavior of individual into socially acceptable level. Learning takes place only if individual accepts the output of experience and practice positively. Learning is a continuous interaction that individual and organization need to adopt. Since, technologies, as well as expectation of customers are changing day by day and organizations need to adopt changing technology to cope with the changing market. In this context, employees need to change their way of thinking and doing the things. For this, continuous learning is most important.

While learning there must be expansion of knowledge or existing level of skills. Such changing must be relatively permanent. The change in behavior must be measurable.

Elements of Learning in HRM

1. Change in Behavior:



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

After effective learning, existing behavior of employees should be changed. Previous or existing behavior are not expected to recur again. New and socially acceptable behaviors are expected to be practiced in organization.

3. Result of experience:

Learning becomes possible and effective if an only if there is a good experience about the change. Weak experience or no experience does not support for learning. Such change through 'no learning' cannot be permanent.

Also read: Job Analysis: Purpose, Process, Methods, Techniques, Outcomes in HRM

4. Reinforcement:

Newly accepted behavior should be reinforced i.e., repeated again and again. If the new gained behavior is not practiced many times, it cannot be permanent. It will be disappeared.

5. Inferred process:

Learning cannot be directly observed or measured. It can be realized through observation or inspection. It cannot be measured but its essence or result can be measured. So learning is inferred process.

Also read: Recruitment: Sources, Process, Methods in HRM

Principles of Learning in HRM:

Learning is the most important process in the organization. It makes change possible in the organization. Through different studies regarding how individual learns, different principles of learning are identified as follows:

1. Principle of Motivation:

This principle states that for effective learning, employees must be motivated. If employees will be motivated that if they will change their behavior in organizationally accepted level, they will get different benefits, then they will give their maximum effort to learn. Unmotivated employees will not pay their efforts and hence they will not learn.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Also read: Employee Selection Process, Methods and Test in HRM

2. Principle of experience:

This principle states that effective learning is possible only through the positive experience.

Principle of Practice:

This principle states that learning becomes permanent only when it will be practiced regularly. Practice makes employees perfect with reducing the number of mistakes. This further helps to increase the performance level of employees.

Also read: Interview: Importance, Types, Process, Methods in HRM

3. Principles of reinforcement:

This principle states that only positively rewarded behavior are encouraged and reinforced. Such behaviors are repeated and hence they become permanent.

4. Principle of transferable:

This principle states that the learnt behavior must be transferable to the job. Learning becomes fruitful only when the learnt behaviors are applied to the job responsibility in actual working station. So, the learning material and techniques should be directly related with job responsibility.

Also read: Socialization: Purpose or Importance and Process in HRM

5. Principles of relevance:

This principle states that the learning materials, process and arrangement should be relevant to the job responsibility. If learning motives or objectives do not fit the job, employees do not pay attention and hence learning becomes impossible.

Learning process in HRM:



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Learning cannot be spontaneous. It takes time and has to pass certain stages. It is thus continuous process as behavior change takes place in a gradual manner. Learning takes place only when an individual reacts to the stimulus positively. It consists of following steps:

1. Stimulus:

Stimulus is anything that attracts or motivates for doing something. Here, stimulus in learning process can be anything which encourages employees to learn the accepted behavior and change the existing behavior. There can be career. Stimulus must be understood by learner and managers who insists for learning. At the first stage of learning, there must be stimulus which encourages or energizes the person to learn on the absence of stimulus, no one can learn and change behavior.

2. Response:

Response is the general comment or reaction of the learner i.e., employees towards the stimulus. In the learning process, response is the common interaction of learner with stimulus. For effective learning, there should be positive response towards stimulus, learning objects, learning process and learning environment. At the same time, response should be timely and regular. Responses are the act that learner perform which must be operationally defined and physically observable.

3. Motivation:



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Stimulus and response are the initiating factors for learning but without motivation or drives learners do not pay their total effort for learning new things. Motivation provides interest and aptitude to learn. Managers must manage a package of sufficient rewards and prizes so that employees get motivation to impart maximum knowledge, skills and techniques from the learning i.e., training. At the third stage of learning, employees get motivation with aid of rewards and prize. They imagine their position or benefits of learning.

4. Reward:

Reward is the output of learning with which employees or learner get satisfaction. There must be association of rewards with motivation. Rewards are the essence of learning. Quick performance, quality performance, low wastage, low absenteeism, low level of employee grievance etc. are some rewards of learning. Through such rewards, employees become satisfied. Better rewards inspire learners for further performance.

Effective learning requires fulfilling some basis stages like stimulus, response, motivation and rewards. Desired output of the effective learning is the attainment of permanent change in behavior.

Theories of Learning Human Resource Development

Behaviorism

An instructor using behaviorism as the basis for her strategy assumes that positive and negative reinforcement impact learning. She praises employees when they behave the way she wants and punishes them when they do not. Changes in behavior indicate success. You might use this strategy to get employees to adopt new policies and procedures. For example, you lecture participants and then you test them on retention of the material. You reward those who pass the exam and demand that those who fail retake your course.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Cognitivism

Using the cognitivism learning theory, educators focus on improving mental processes rather than physical actions. These instructors believe that their role is to help people expand their knowledge. Small business owners can use this strategy to encourage employees to improve their strategic thinking practices, memory and problem-solving skills. By conducting contests, games and activities that challenge employees' memory, attention span, speed, flexibility and ingenuity, you can promote well being and workplace productivity.

Constructivism

The constructivism learning theory states that employees actively participate in their own learning and development. Small business owners need to recognize that their employees bring the past work experience, cultural background and personality to their current roles. When people take responsibility for their own career development, their morale typically improves and their job satisfaction increases.

Connectivism

In the digital age, learning occurs in multiple environments. Free online courses enable anyone to take advantage of global opportunities to develop new skills, knowledge and techniques. This learning theory recognizes that learning is a process of connecting diverse opinions, information and resources. Successful entrepreneurs know that the ability to make connections equals long-term profitability. People want to make the critical decisions about what they get to learn about. This alters their future. Social networking technology expands your ability to make connections with other people throughout the world to learn about stimulating topics. This means that even a small business has the opportunity to create, preserve and utilize information in new ways. Well-connected leaders foster a positive



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

information flow that contributes to the personal and professional development of their subordinates.

- Learning occurs when people acquire and develop skills, knowledge, and change behavior as a result of an interaction between forces within the learner and in the environment.
- To emphasize upon ways to maximize learning, we'll focus on 3 primary areas:-
 - Trainee Characteristics
 - Training Design
 - Transfer of Training

TRAINEE CHARACTERISTICS

- A learner's or trainee personal characteristics influence how he or she learns new tasks and new information. Two such characteristics are:-
 - Trainability
 - Personality and attitudes

TRAINABILITY

- Trainability focuses on the trainee's readiness to learn and combines the trainee's level of ability and motivation with his or her perceptions of the work environment.

**Trainability= f(Motivation X Ability X
Perceptions of Work Environment)**



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- Trainability is extremely important. Placing employees in programs they are not motivated to attend or are not prepared to do well, only wastes time and resources.

Pre-training Motivation

Following are the findings of a recent research about pre-training motivation:-

- The way trainees perceive training
- The way in which individuals view their own ability
- Experiencing negatives on the job prior to training
- Involvement in decisions about training
- Perception that participation will lead to benefits
- Perception of support, or lack of obstacles to use what has been learned in the work environment

Trainee Testing

- Experiments on the impact of ability and prior job knowledge on learning found that the cognitive ability (i.e. intelligence) has a direct impact on learning, but prior job knowledge has almost no effect on the acquisition of subsequent knowledge.
- This suggests that cognitive ability rather than prior job knowledge should be used to select trainees into programs designed to teach complex tasks.
- Trainability testing is one such approach, which focuses on measuring the motivation and relevant abilities of candidates for training, and selecting for training only those who show a sufficient level of trainability.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- Another approach to trainee testing is to allow candidates to complete part of the training program, and use their performance in that section as a predictor of how well they will perform during the remainder of the training.
- Thus, trainee testing are effective in predicting the training success, thereby leading to improvement in job performance.

Personality and Attitudes

- Personality is the stable set of personal characteristics that account for consistent patterns of behavior. Personality traits that are related to employee learning include *locus of control, need for achievement, extraversion, openness to experience*, etc.
- Also, employee's attitudes towards career exploration, expectations for training and job involvement impact learning and its applications to the job.
- To summarize, assessing employee's relevant abilities, motivation and personality prior to training are important in maximizing the chances that learning will occur.

Training Design

- Training Design involves adapting the learning environment to maximize learning. Training design issues include:-
 - The conditions of practice that influence learning
 - The factors that impact retention of what is learned.
- Thorough understanding of these issues will be helpful in designing an effective training program.

CONDITIONS OF PRACTICE



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

There are 6 major issues that relate to practice and learning. They are:-

- Active Practice
- Massed vs Spaced Practice Sessions
- Whole vs Part learning
- Over learning
- Knowledge of Results, and
- Task Sequencing

Retention of Learning

- Meaningful Material
- Degree of Original Learning
- Interference

Transfer of Training

- Positive transfer
- Zero transfer
- Negative transfer
- Near transfer
- Far transfer

Ideas for Maximizing Training Transfer

- Identical Elements
- General Principles



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- Support in Work Environment
- Stimulus Variability

Individual Difference in the learning Process

- Trainee characteristics play a role in the learning, retention, and transfer of skills and factual material.
- Three additional factors that account for differences in individual learning processes are:-
 1. Different rates of trainee progress.
 2. Interactions between attributes and treatment.
 3. The training of adults and old workers.

Rate Of Progress

- People learn at different rates. Some people progress more quickly than others, and individual learners may even progress at different rates during the same training program.
- A useful way to show rates of learning is by drawing learning curves.
- Learning curves can provide useful feedback to both trainers and trainees. When implementing a new HRD program, plotting learning curves can be used as baseline for communicating expectations of progress to future trainees and trainers, and as aids as scheduling and planning future sessions.

Attribute Treatment Interactions(ATI)



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- Interest in the effect of trainee intelligence on learning has led some researchers to hypothesize that the effectiveness of training methods may be influenced by various trainee characteristics.
- Some methods of training may be better suited to certain types of people.
- 2 variable that have received considerable attention in ATI research are cognitive ability and motivation. The expectancy theory of motivation suggests that when motivation is low, both high- and low – ability individuals will performs at low levels, but when motivation is high, differences in performance can be expected between high- and low- ability individuals.
- A well developed ATI theory is the Cognitive Resources allocation theory proposed by Ruth Kanfer and Philip Ackerman. Their theory uses an information processing perspective to explain the existence of a cognitive ability-motivation ATI for both skill acquisition and task performance of moderately difficult tasks.

Training Adult And Older Workers

ADULT LEARNING THEORY: Researches such as Malcolm knowles noted that many principles of learning and instructional methods were developed with or for children, and argued that teaching adults requires using a different set of techniques.

- A theory adult learning is called Andragogy. The word was first used by Malcolm knowles for developing – unified system of ‘Adult Learning’
- Theory of youth learning is called Pedagogy
- Andragogy is based on four assumptions about differences between adults and children:-
- Adults are self directed.
- Adults are acquired a large amount of knowledge and experience that can be tapped as a resource for learning.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

- Adults show a greater readiness to learn tasks that are relevant to the roles they have assumed in life.
- Adults are motivated to learn in order to solve problems or address needs, and they expect to immediately apply what they learn to these problems and needs.

Gerontology:

- A Second approach to the question of whether older adults need to be trained differently is rooted in gerontology and industrial gerontology.
- Gerontology is the scientific study of old age and ageing. Recently research suggests some differences between older and younger adults in certain learning situations.
- However, research is increasingly challenging the common stereotypes concerning older adults' ability to learn. A consistent finding is that, although older adult can take longer to learn new knowledge and skills and tend to make more errors during learning, they can and do attain performance levels equals to those achieved by young adults.
- Five principles can be used for the effective training and development of older adults:
 1. Older workers can and do develop.
 2. Supervisors need to realize that they may consciously or unconsciously exclude older workers from training opportunities because of unwarranted negative attitudes.
 3. For a training program to be effective for older workers, attention must be paid to motivation, structure, familiarity, organization, and time
 4. The organizational climate must reward entry into training and transfer of skills back to the job.
 5. Training must be considered within an integrated career perspective.

LEARNING STYLES



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

❖ KOLB'S LEARNING STYLE

A Learning style represents how individual choices made during the learning process affect what information is selected and how it is processed.

Some people are more comfortable and successful with some training approaches (such as role playing, lectures, video tapes)

MODES OF LEARNING

- Mode of learning is individual's orientation towards gathering and processing information during learning
- The Four basic modes of experiential learning are
 1. Concrete Experience – an intuitive preference for learning through direct experience
 2. Abstract conceptualization – A preference for learning by thinking about an issue in theoretical terms
 3. Reflective Observation – A preference to learn by watching and examining different points of view to achieve an understanding.
 4. Active experimentation - A preference for learning something by actually doing it and judging its practical value.

Kolb identified 4 learning styles:

- Divergent – A combination of feeling and watching emphasizing imagination, an awareness of values and the ability to generate alternative courses of action.
- Assimilation -A combination of thinking and watching that stresses on inductive reasoning, the integration of disparate observations into an explanation, and the creation of theoretical models.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- Convergent - A combination of thinking and doing with a focus on problem solving, decision making and the practical application of ideas.
- Accommodative - A combination of feeling and doing, this style is usually demonstrated by accomplishment, executing plans, and involvement in new experiences

LEARNING STRATEGIES

Learning strategies represent “the behavior and thoughts a learner engages in during learning.”

These strategies can be categorized as:

- Rehearsal strategies
- Elaboration strategies
- Organizational strategies
- Comprehension monitoring strategies
- Affective strategies

Recent Developments in Instructional Learning

Constructivism

People construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences.

Constructivism Learning is an active process

Knowledge is constructed from (and shaped by) experience

Learning is a personal interpretation of the world



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Emphasizes problem solving and understanding

- Uses authentic tasks, experiences, settings, assessments
- Content presented holistically – not in separate smaller parts

Constructivism is a process – the instructor

- Adapt curriculum to address students' suppositions
- Help negotiate goals and objectives with learners
- Pose problems of emerging relevance to students
- Emphasize hands-on, real-world experiences
- Seek and value students' points of view
- Social context of content

Provide multiple modes of representations / perspectives on content

- Create new understandings via coaching, moderating, suggesting
- Testing should be integrated with the task and not a separate activity
- Use errors to inform students of progress to understanding and changes in ideas

Constructivism is a process – the student

- Help develop own goals and assessments
- Create new understandings (via coaching, moderating, suggesting)
- Control learning (reflecting)

Member of community of learners

- Collaborate among fellow students
- Learn in a social experience – appreciate different perspectives
- Take ownership and voice in learning process



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Constructivism is an instructional strategy

- Involves collaboration between instructors, students and others (community members)
- Tailored to needs and purposes of individual learners
- Features active, challenging, authentic and multidisciplinary learning

Constructivism can help students

- Pursue personal interests and purposes
- Use and develop his or her abilities
- Build on his or her prior knowledge and experiences
- Develop life-long learning

Constructivism encourages instructors to provide for each student's

- Preferred learning style
- Rate of learning
- Personal interactions with other learners

Applying constructivism in the classroom

- Pose problems that are or will be relevant to students
- Structure learning around essential concepts
- Be aware that students' points of view are windows into their reasoning

Adapt teaching to address students' suppositions and development

- Assess student learning in context of teaching

Implementing constructivism in an online setting

- Individuality and choice in practical tasks; negotiated report titles



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- Practical tasks use Internet to create Web pages, concept maps, etc.
- Videos replace (some) lectures
- Exams replaced by reports on issue or research on Internet resources
- Work in pairs, groups – Blackboard supported

Cognitive Learning

Learning Process

The 4 Factors That Form The Definition of Learning:

- 1) learning is inferred from a change in behavior/performance*
- 2) learning results in an inferred change in memory
- 3) learning is the result of experience
- 4) learning is relatively permanent

It is the combination of these 4 factors that make our definition of learning. Or, you can go with a slightly less comprehensive definition that is offered in many text books: Learning is a relatively durable change in behavior or knowledge that is due to experience.

What is Behavior Potential?

This means that behavior changes that are temporary or due to things like drugs, alcohol, etc., are not "learned".

* Behavior Potential - once something is learned, an organism can exhibit a behavior that indicates learning as occurred. Thus, once a behavior has been "learned", it can be exhibited by "performance" of a corresponding behavior.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

It is the combination of these 4 factors that make our definition of learning. Or, you can go with a slightly less comprehensive definition that is offered in many text books: Learning is a relatively durable change in behavior or knowledge that is due to experience.

The two main types of learning examined by researchers, classical conditioning and operant conditioning.

I. Classical Conditioning

Classical Conditioning can be defined as a type of learning in which a stimulus acquires the capacity to evoke a reflexive response that was originally evoked by a different stimulus.

A. Ivan Pavlov - Russian physiologist interested in behavior (digestion).

1) Pavlov was studying salivation in dogs - he was measuring the amount of salivation produced by the salivary glands of dogs by presenting them meat powder through a food dispenser.

The dispenser would deliver the meat powder to which the animals salivated. However, what Pavlov noticed was that the food dispenser made a sound when delivering the powder, and that the dogs salivated before the powder was delivered.

He realized that the dogs associated the sound (which occurred seconds before the powder actually arrived) with the delivery of the food. Thus, the dogs had "learned" that when the sound occurred, the meat powder was going to arrive.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

This is conditioning (Stimulus-Response; S-R Bonds). The stimulus (sound of food dispenser) produced a response (salivation). It is important to note that at this point, we are talking about reflexive responses (salivation is automatic).

2) Terminology (if you are still confused by these definitions, please look in the non-Psychology jargon glossary on the AlleyDog.com homepage):

a) Unconditioned Stimulus (US) - a stimulus that evokes an unconditioned response without any prior conditioning (no learning needed for the response to occur).

b) Unconditioned Response (UR) - an unlearned reaction/response to an unconditioned stimulus that occurs without prior conditioning.

c) Conditioned Stimulus (CS) - a previously neutral stimulus that has, through conditioning, acquired the capacity to evoke a conditioned response.

d) Conditioned Response (CR) - a learned reaction to a conditioned stimulus that occurs because of prior conditioning.

*These are reflexive behaviors. Not a result from engaging in goal directed behavior.

e) Trial - presentation of a stimulus or pair of stimuli.

Don't worry, we will get to some examples that make this all much more clear.

3) Basic Principles:



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

a) Acquisition - formation of a new CR tendency. This means that when an organism learns something new, it has been "acquired".

Pavlov believed in contiguity - temporal association between two events that occur closely together in time. The more closely in time two events occurred, the more likely they were to become associated; as time passes, association becomes less likely.

For example, when people are house training a dog -- you notice that the dog went to the bathroom on the rug. If the dog had the accident hours ago, it will not do any good to scold the dog because too much time has passed for the dog to associate your scolding with the accident. But, if you catch the dog right after the accident occurred, it is more likely to become associated with the accident.

There are several different ways conditioning can occur -- order that the stimulus-response can occur:

1. delayed conditioning (forward) - the CS is presented before the US and it (CS) stays on until the US is presented. This is generally the best, especially when the delay is short.

example - a bell begins to ring and continues to ring until food is presented.

2. trace conditioning - discrete event is presented, then the US occurs. Shorter the interval the better, but as you can tell, this approach is not very effective.

example - a bell begins ringing and ends just before the food is presented.

3. simultaneous conditioning - CS and US presented together. Not very good.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

example - the bell begins to ring at the same time the food is presented. Both begin, continue, and end at the same time.

4. backward conditioning - US occurs before CS.

example - the food is presented, then the bell rings. This is not really effective.

b) Extinction - this is a gradual weakening and eventual disappearance of the CR tendency. Extinction occurs from multiple presentations of CS without the US.

Essentially, the organism continues to be presented with the conditioned stimulus but without the unconditioned stimulus the CS loses its power to evoke the CR. For example, Pavlov's dogs stopped salivating when the dispenser sound kept occurring without the meat powder following.

c) Spontaneous Recovery - sometimes there will be a reappearance of a response that had been extinguished. The recovery can occur after a period of non-exposure to the CS. It is called spontaneous because the response seems to reappear out of nowhere.

d) Stimulus Generalization - a response to a specific stimulus becomes associated to other stimuli (similar stimuli) and now occurs to those other similar stimuli.

For Example - a child who gets bitten by black lab, later becomes afraid of all dogs. The original fear evoked by the Black Lab has now generalized to ALL dogs.

Another Example - little Albert (I am assuming you are familiar with Little Albert, so I will give a very general example).



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

John Watson conditioned a baby (Albert) to be afraid of a white rabbit by showing Albert the rabbit and then slamming two metal pipes together behind Albert's head (nice!). The pipes produced a very loud, sudden noise that frightened Albert and made him cry. Watson did this several times (multiple trials) until Albert was afraid of the rabbit. Previously he would pet the rabbit and play with it. After conditioning, the sight of the rabbit made Albert scream -- then what Watson found was that Albert began to show similar terrified behaviors to Watson's face (just looking at Watson's face made Albert cry. What a shock!). What Watson realized was that Albert was responding to the white beard Watson had at the time. So, the fear evoked by the white, furry, rabbit, had generalized to other white, furry things, like Watson's beard.

f) Stimulus Discrimination - learning to respond to one stimulus and not another. Thus, an organisms becomes conditioned to respond to a specific stimulus and not to other stimuli.

For Example - a puppy may initially respond to lots of different people, but over time it learns to respond to only one or a few people's commands.

g) Higher Order Conditioning - a CS can be used to produce a response from another neutral stimulus (can evoke CS). There are a couple of different orders or levels. Let's take a "Pavlovian Dog-like" example to look at the different orders:

In this example, light is paired with food. The food is a US since it produces a response without any prior learning. Then, when food is paired with a neutral stimulus (light) it becomes a Conditioned Stimulus (CS) - the dog begins to respond (salivate) to the light without the presentation of the food.

First order:



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

1) light -- US (food)

UR (salivation)

2) light -- US (food)

CR (salivation)

second order:

3) tone -- light

CR (salivation)

4) tone -- light

CR (salivation)

B. Classical Conditioning in Everyday Life

One of the great things about conditioning is that we can see it all around us. Here are some examples of classical conditioning that you may see:

1. Conditioned Fear & Anxiety - many phobias that people experience are the results of conditioning.

For Example - "fear of bridges" - fear of bridges can develop from many different sources. For example, while a child rides in a car over a dilapidated bridge, his father makes jokes about the bridge collapsing and all of them falling into the river below. The father finds this funny and so decides to do it whenever they cross the bridge. Years later, the child has grown



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

up and now is afraid to drive over any bridge. In this case, the fear of one bridge generalized to all bridges which now evoke fear.

2. Advertising - modern advertising strategies evolved from John Watson's use of conditioning. The approach is to link an attractive US with a CS (the product being sold) so the consumer will feel positively toward the product just like they do with the US.

US --> CS --> CR/UR

attractive person --> car --> pleasant emotional response

3. A Clockwork Orange - No additional information necessary! If you haven't seen this movie or read the book, do it. You will find it very interesting, and a wonderful example of conditioning in action.

II. Operant Conditioning

Operant conditioning can be defined as a type of learning in which voluntary (controllable; non-reflexive) behavior is strengthened if it is reinforced and weakened if it is punished (or not reinforced).

Note: Skinner referred to this as Instrumental Conditioning/Learning

A. The most prominent figure in the development and study of Operant Conditioning was B.

F. Skinner

1. History:



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

a) As an Undergraduate he was an English major, then decided to study Psychology in graduate school.

b) Early in his career he believed much of behavior could be studied in a single, controlled environment (created Skinner box - address later). Instead of observing behavior in the natural world, he attempted to study behavior in a closed, controlled unit. This prevents any factors not under study from interfering with the study - as a result, Skinner could truly study behavior and specific factors that influence behavior.

c) during the "cognitive revolution" that swept Psychology (discussed later), Skinner stuck to the position that behavior was not guided by inner force or cognition. This made him a "radical behaviorist".

d) as his theories of Operant Conditioning developed, Skinner became passionate about social issues, such as free will, how they developed, why they developed, how they were propagated, etc.

2. Skinner's views of Operant Conditioning

a) Operant Conditioning is different from Classical Conditioning in that the behaviors studied in Classical Conditioning are reflexive (for example, salivating). However, the behaviors studied and governed by the principles of Operant Conditioning are non-reflexive (for example, gambling). So, compared to Classical Conditioning, Operant Conditioning attempts to predict non-reflexive, more complex behaviors, and the conditions in which they will occur. In addition, Operant Conditioning deals with behaviors that are performed so that the organism can obtain reinforcement.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

b) there are many factors involved in determining if an organism will engage in a behavior - just because there is food doesn't mean an organism will eat (time of day, last meal, etc.).

SO, unlike classical conditioning...(go to "c", below)

c) in Op. Cond., the organism has a lot of control. Just because a stimulus is presented, does not necessarily mean that an organism is going to react in any specific way. Instead, reinforcement is dependent on the organism's behavior. In other words, in order for an organism to receive some type of reinforcement, the organism must behave in a specific manner. For example, you can't win at a slot machine unless several things happen, most importantly, you pull the lever. Pulling the lever is a voluntary, non-reflexive behavior that must be exhibited before reinforcement (hopefully a jackpot) can be delivered.

d) in classical conditioning, the controlling stimulus comes before the behavior. But in Operant Conditioning, the controlling stimulus comes after the behavior. If we look at Pavlov's meat powder example, you remember that the sound occurred (controlling stimulus), the dog salivated, and then the meat powder was delivered. With Operant conditioning, the sound would occur, then the dog would have to perform some behavior in order to get the meat powder as a reinforcement. (like making a dog sit to receive a bone).

e) Skinner Box - This is a chamber in which Skinner placed animals such as rats and pigeons to study. The chamber contains either a lever or key that can be pressed in order to receive reinforcements such as food and water.

* the Skinner Box created Free Operant Procedure - responses can be made and recorded continuously without the need to stop the experiment for the experimenter to record the responses made by the animal.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

f) Shaping - operant conditioning method for creating an entirely new behavior by using rewards to guide an organism toward a desired behavior (called Successive Approximations). In doing so, the organism is rewarded with each small advancement in the right direction. Once one appropriate behavior is made and rewarded, the organism is not reinforced again until they make a further advancement, then another and another until the organism is only rewarded once the entire behavior is performed.

For Example, to get a rat to learn how to press a lever, the experimenter will use small rewards after each behavior that brings the rat toward pressing the lever. So, the rat is placed in the box. When it takes a step toward the lever, the experimenter will reinforce the behavior by presenting food or water in the dish (located next to or under the lever). Then, when the rat makes any additional behavior toward the lever, like standing in front of the lever, it is given reinforcement (note that the rat will no longer get a reward for just taking a single step in the direction of the lever). This continues until the rat reliably goes to the lever and presses it to receive reward.

3. Principles of Reinforcement

a) Skinner identified two types of reinforcing events - those in which a reward is given; and those in which something bad is removed. In either case, the point of reinforcement is to increase the frequency or probability of a response occurring again.

1) positive reinforcement - give an organism a pleasant stimulus when the operant response is made. For example, a rat presses the lever (operant response) and it receives a treat (positive reinforcement)



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

2) negative reinforcement - take away an unpleasant stimulus when the operant response is made. For example, stop shocking a rat when it presses the lever (yikes!)

** I can't tell you how often people use the term "negative reinforcement" incorrectly. It is NOT a method of increasing the chances an organism will behave in a bad way. It is a method of rewarding the behavior you want to increase. It is a good thing - not a bad thing!

b) Skinner also identified two types of reinforcers

1) primary reinforcer - stimulus that naturally strengthens any response that precedes it (e.g., food, water, sex) without the need for any learning on the part of the organism. These reinforcers are naturally reinforcing.

2) secondary/conditioned reinforcer - a previously neutral stimulus that acquires the ability to strengthen responses because the stimulus has been paired with a primary reinforcer. For example, an organism may become conditioned to the sound of food dispenser, which occurs after the operant response is made. Thus, the sound of the food dispenser becomes reinforcing. Notice the similarity to Classical Conditioning, with the exception that the behavior is voluntary and occurs before the presentation of a reinforcer.

4. Schedules of Reinforcement

There are two types of reinforcement schedules - continuous, and partial/intermittent (four subtypes of partial schedules)

a) Fixed Ratio (FR) - reinforcement given after every Nth responses, where N is the size of the ratio (i.e., a certain number of responses have to occur before getting reinforcement).



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

For example - many factory workers are paid according to the number of some product they produce. A worker may get paid \$10.00 for every 100 widgets he makes. This would be an example of an FR100 schedule.

b) Variable Ratio (VR) - the variable ratio schedule is the same as the FR except that the ratio varies, and is not stable like the FR schedule. Reinforcement is given after every Nth response, but N is an average.

For example - slot machines in casinos function on VR schedules (despite what many people believe about their "systems"). The slot machine is programmed to provide a "winner" every average Nth response, such as every 75th lever pull on average. So, the slot machine may give a winner after 1 pull, then on the 190th pull, then on the 33rd pull, etc...just so long as it averages out to give a winner on average, every 75th pull.

c) Fixed Interval (FI) - a designated amount of time must pass, and then a certain response must be made in order to get reinforcement.

For example - when you wait for a bus example. The bus may run on a specific schedule, like it stops at the nearest location to you every 20 minutes. After one bus has stopped and left your bus stop, the timer resets so that the next one will arrive in 20 minutes. You must wait that amount of time for the bus to arrive and stop for you to get on it.

d) Variable Interval (VI) - same as FI but now the time interval varies.

For example - when you wait to get your mail. Your mail carrier may come to your house at approximately the same time each day. So, you go out and check at the approximate time the mail usually arrives, but there is no mail. You wait a little while and check, but no mail. This



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

continues until some time has passed (a varied amount of time) and then you go out, check, and to your delight, there is mail.

5. Punishment - Whereas reinforcement increases the probability of a response occurring again, the premise of punishment is to decrease the frequency or probability of a response occurring again.

a) Skinner did not believe that punishment was as powerful a form of control as reinforcement, even though it is so commonly used. Thus, it is not truly the opposite of reinforcement like he originally thought, and the effects are normally short-lived.

b) there are two types of punishment:

1) Positive - presentation of an aversive stimulus to decrease the probability of an operant response occurring again. For example, a child reaches for a cookie before dinner, and you slap his hand.

2) Negative - the removal of a pleasant stimulus to decrease the probability of an operant response occurring again. For example, each time a child says a curse word, you remove one dollar from their piggy bank.

6. Applications of Operant Conditioning

a) In the Classroom

Skinner thought that our education system was ineffective. He suggested that one teacher in a classroom could not teach many students adequately when each child learns at a different rate. He proposed using teaching machines (what we now call computers) that would allow each student to move at their own pace. The teaching machine would provide self-paced



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

learning that gave immediate feedback, immediate reinforcement, identification of problem areas, etc., that a teacher could not possibly provide.

UNIT III

Developing Human Capacity: Aptitude - Knowledge - Values - Skills of Human Relations - Responsiveness - Loyalty and Commitment - Transparency - Leadership Development.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Capacity development is the process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time.

Capacity is about growth: growth of the individual in knowledge, skills and experience. Growth of the group that surrounds this individual as these skills and knowledge are passed on. And from this individual and group, growth of a society and nation.

Capacity development is about supporting growth – within individuals, groups and across societies as a whole. Within CADRI our mission is to offer support however and wherever it is most needed – to people on the ground as well as to national and international agencies. We are always guided in our support by what we have learned in practice about capacity development.

From the development community worldwide agreement is emerging that capacity cannot be separated from sustainable human development: capacity is development. There is also growing understanding that capacity must be viewed from three distinct but related perspectives:

Individual: the skills and knowledge vested in individuals, communities and groups.

Organizational: the internal policies, systems and strategies that enable an organization to operate and to achieve its goals.

Enabling environment: the wider society within which individuals and organizations function.

Capacity development in practice



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

While we now recognize capacity development as critical to overall human development, how capacity emerges, how we develop and evaluate it, and (most importantly) how we sustain it is much less clear. Our support may require a mix of interventions and must recognize what individuals or organizations are already good at – such recognition will ensure any new development will build upon existing capacity.

Within the DRR community, experience of how to support a country's own efforts to develop capacity already exists, but needs to be shared more widely. CADRI plays an important part in spreading this knowledge. We map initiatives, develop materials and bring people together to encourage the exchange of skills and information.

Five steps to further develop capacity in practice have been identified:

Engage stakeholders in capacity development: Local participation is essential – who has the necessary resources, expertise and influence?

Assess capacity assets and needs: Who needs what and why? Ask these questions before putting any development plan into action.

Formulate a capacity development response: Whoever took part in the original assessment should be actively involved – at a group, community, regional or national level.

Implement a capacity development response: This must be an integral part of programme planning, and is best delivered via already established systems.

Evaluate capacity development: To support effective “learning from doing”, implementation must be flexible and needs to be monitored.

Capacity development must be locally driven

The Hyogo Framework for Action (HFA) encourages countries to develop their own DRR strategies: to mobilize political support, set priorities, and locate necessary resources



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

nationally and internationally. Such national strategies offer a blueprint to develop regional, local and community plans that will translate broad objectives into specific action on the ground.

Capacity development involves the whole society

Developing DRR capacity demands that a whole society – political institutions, civil society, academia and the private sector – work together towards a common goal. Many different perspectives are needed to determine capacity and meet needs: from those affected by or vulnerable to disaster, as well as from those with the expertise to help them.

An enabling environment is essential

Countries are more likely to use and develop existing capacity where there is a strong political commitment to do so. Organizations supported by policy and law are more likely to deliver to expected standards. Communities supported by their local authorities are better able to become self-reliant.

Capacity development goes beyond the classroom

Training and learning will continue to be integral to capacity development, whether alone or (better) as part of a broader strategy. On the job training, mentoring, and simulations all build technical skills, expand critical thinking and sharpen problem solving. And learning can take place via informal networks and communities of practice, as well as in the traditional workshop or classroom.

Definition of aptitude

•Bingham states that “aptitude refers to interest in a specific field , a desire to excel in that field and then needed capacity for success in that field



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Types of aptitude

•Aptitude refers to a group of related traits which indicate the degree of success that an individual would attain in acquiring knowledge

Music aptitude

Mechanical aptitude

Aptitude in fine arts like drawing and painting, sculpture, dance, flower decoration, fashion designs etc

Aptitude for different professions like teaching, medicine, law, engineering, advertisement

Difference between aptitude and achievement test

| Aptitude test | Achievement tests |
|---|--|
| Measures present capacity | This tests are interested in the present level of performance only |
| This test are conducted after a period of instruction | This test furnish the standard |

KNOWLEDGE

Data

– Data is the raw facts and figures before they have been processed

– Key Facts:

Data can be alphanumeric characters (letters and numbers), sound or graphics

Data is raw facts before it has been processed

Data has no meaning

Information



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

– data that has been processed into a useful form

Knowledge

- Is concerned with how to do things, with causes and consequences
- In ICT terms it is concerned with the application of rules to information

Knowledge workers have specialist knowledge that makes them “experts”

- Based on formal and informal rules they have learned through training and experience
- Examples include doctors, managers, librarians, scientists...

Expert Systems

- Because many rules are based on probabilities computers can be programmed with “subject knowledge” to mimic the role of experts
- One of the most common uses of expert systems is in medicine
- The ONCOLOG system shown here analyses patient data to provide a reference for doctors, and help for the choice, prescription and follow-up of chemotherapy

Processing = Data + Context + Meaning

Data – raw facts and figures

Information – data that has been processed (in a context) to give it meaning

Methods to convey Information

The main representation methods are:

- Text (including writing)
- Graphics (including pictures)
- Sound (including voice)
- Moving pictures (animation or video)
- Light-emitting diode (LED)



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

THE SOURCES OF KNOWLEDGE

Tradition and Common Sense

- 1. Idols of the mind
- a. the idols of the tribe
- b. the idols of the cave
- c. the idols of the marketplace
- d. the idols of the theater

THE SOURCES OF KNOWLEDGE

Obstacles To Clear Thinking

- Prejudice
- Propaganda
- Authoritarianism

THE SOURCES OF KNOWLEDGE

Obstacles To Clear Thinking

- Fallacies in thinking
- 1. Begging the question - one of the premises is in the conclusion, usually in disguise
- 2. Ad hominem (to the man) fallacy - move from an issue to a personality in the middle of an argument

The Possible Sources Of Knowledge



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- 1. Authority
- 2. Empiricism - our senses are the source of our knowledge
 - Problems with empiricism -
 - Our experiences do not account for all of our knowledge
 - Our senses are not always trustworthy -

Vision

Sound

Smell and taste

Mental experience

- 3. Rationalism - reason is the center of our knowledge
 - Mild rationalism - we can know with more than senses
 - Strict rationalism - absolute truths solely without senses
- 4. Intuition -
 - Intuition can be harmful in isolation

THE NATURE AND TESTS OF KNOWLEDGE

- Positives on subjectivism direct knowledge is comforting. We also do not have to continually
-
- Negatives –
-
- 1. almost always ends in solipsism
- 2. cannot explain how any belief can be wrong
- 3. experience in itself is an inadequate basis for knowledge

OBJECTIVISM

- I can have independent knowledge of an outside world.
- Reality exists apart from what I know.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Arguments for objectivism

- 1. Subjectivism engages in non sequitur drawing a false conclusion from a true proposition
- 2. Subjectivism wrongly uses idea both for
 - the concept held by the knower AND the object known
- 3. Objectivism explains the world around us, the beyond
- 4. Objectivism accounts for causal
 - Interactions
 - 1. Difference between knowing something directly and knowing about it.
 - 2. Difference between knowing facts about
 - something (knowing that) and knowing how
 - to do something.

Knowledge is defined in many ways. The following are definitions of knowledge.

"Acquaintance with facts, truths, or principles, as from study or investigation."

There is another definition "Capturing, organizing, and storing knowledge and experiences of individual workers and groups within an organization and making this information available to others in the organization." (Knowledge Management online definition, 2006)

KM efforts typically focus on organisational objectives such as improved performance, competitive advantage, innovation, the sharing of lessons learned, and continuous improvement of the organisation. KM efforts overlap with Organisational Learning, and may be distinguished from by a greater focus on the management of knowledge as a strategic asset and a focus on encouraging the sharing of knowledge. KM efforts can help individuals and groups to share valuable organisational insights, to reduce redundant work, to avoid reinventing the wheel per se, to reduce training time for new employees, to retain intellectual



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

capital as employees turnover in an organisation, and to adapt to changing environments and markets .

KNOWLEDGE MANAGEMENT (An Effective tool for creating a Learning organization)

Prologue

When we stop Learning, We stop Growing.

This is a "Statement of Reference" in today's environment.

This is applicable to corporate giants too."

Learning is not by choice but by Rule".

These were BUZZ words of many CEOs who had made a turnaround in their organizations. Jack Welch of GE, Michael Dell of dell Computers,

The importance of knowledge networking, (as digital nervous system for the company) became very successful in their organisations because of their strong adherence to this practice.

"Learn from own employees

Learn from Customers

Learn from competitors

Learn from Bitter enemies too!

Four steps to achieve this.

Effective Documentation(processing and storing data)



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Establishing connectivity through LAN/WAN/INTERNET

Dissemination (proper sharing of information among employees) feedback and and continual improvement.

Knowledge is a vital part of human resources in an organization. It assumes that human capital in an organization is an element of intellectual capital. Knowledge Management is defined as 'any process or practice of creating, acquiring, capturing, sharing and using knowledge, wherever it resides, to enhance learning and performance in organizations'.

Knowledge Management focuses on the organization-specific body of knowledge and skills that result from the organizational learning processes and is concerned with both flow of knowledge and the making of profits. 'Knowledge Flow' represents the ways in which knowledge is transferred from people to people, or from people to a knowledge database. Knowledge Management is intended to capture an organization's collective expertise and distribute it to "wherever it can achieve the biggest payoff".

Knowledge Management is about storing and sharing the accumulated collective understanding and expertise within an organization regarding its processes, techniques and operations. Because it treats knowledge as a key resource Knowledge Management is a key component of intellectual capital, which allows HR practitioners to influence the area of people management.

One of the major requirements for Knowledge Management is to integrate the link between people management practices and organizational performance in professionally-run organizations. The organization has to monitor how HR contributes to the creation of tangible value in the form of knowledge-based outputs. For instance, in professional service organizations, the knowledge held by their staff is the key to the development of intellectual capital. Such organizations "sell their people because of the value they add to their clients".



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Though the concept of Knowledge Management is of recent origin, interest in it has grown rapidly with the development of information technology (IT). Accordingly, a Knowledge Management system will require carefully prepared, structured management information systems (MIS) in which information is recorded, stored and made available to those who need it.

The essence of Knowledge Management then, is the need to have designated 'knowledge developers' to design the computer software to control the knowledge database, and the 'learning options' that will guide users in finding, at any given time, information that will serve their personal development and work needs.

A sophisticated Knowledge Management system aims not just at information-sharing, but also in meshing the assumptions and beliefs of the learner. Tacit Knowledge-expertise that is stored in people's heads-can be clarified and shared with others, eventually becoming 'newly created knowledge', which is understood and accepted throughout the organization.

Depending upon a person's position within the organization, and his/her viewpoint, encouraging a team approach to sharing knowledge and skills may benefit all employees, or may even prove to be a strategy by which the senior management can extract individuals' key knowledge in order to take advantage of the 'knowledge creation pool' existing within the organization. However, in an organization which is aggressively competitive and rewards individual achievement rather than teamwork, employees may be reluctant to share their ideas for a new service with their manager, simply to avoid the manager receiving a performance bonus for someone else's idea(s).

Therefore, an organizational climate of trust and mutual respect would seem to be essential in developing effective Knowledge Management Systems.

knowledge creation in an organization assumes that employees, especially at the middle and senior levels, actually know more than what they are perceived to know, even though they may not provide solutions to all of the organization's ills.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Hence, the imperative for organizations will be to create an organizational climate wherein tacit knowledge can replace existing/traditional systems of knowledge-sharing; such a climate necessitates systematic training interventions appearing alongside the routine scheme of things.

This will offer exciting new horizons for HR practitioners and managers at all levels, ultimately contributing to enhanced employee performance and organizational well-being and effectiveness.

Personal knowledge management (PKM) refers to a collection of processes that an individual needs to carry out in order to gather, classify, store, search, and retrieve knowledge in his/her daily activities.

One of its focus is about how individual workers apply knowledge processes to support their day-to-day work activities

Personal knowledge management (PKM)

Personal knowledge management (PKM) integrates personal information management (PIM), focused on individual skills, with knowledge management (KM). Many people undertaking this task have taken an organizational perspective.

From this perspective, understanding of the field has developed in light of expanding knowledge about human cognitive capabilities and the permeability of organizational boundaries.

The other approach for PKM is metacognitive - it Focus on Individual Knowledge Worker PKM is focused on personal productivity improvement for knowledge workers in their working environments.

While the focus is the individual, the goal of PKM is to enable individuals to operate better both within the formal structure of organizations and in looser work groupings.

This is as different from KM as traditionally viewed, which appears to be focused on enabling the corporation to be more effective by "recording" and making available what its workers know.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

A core focus of PKM is 'personal inquiry', a quest to find, connect, learn, and explore.

PKM is a response to the idea that knowledge workers increasingly need to be responsible for their own growth and learning.

They need processes and tools by which they can evaluate what they know in a given situation and then seek out ways to fill the gaps in their knowledge.

This frequently involves the use of technology, though one can be good at PKM without using specialised tools.

Most organizations are nowadays realizing that knowledge management (KM) is one of the key success factors in today's economy, and all are moving toward the knowledge-based economy.

All the KM view practitioners are aware that their success depends on the way they use their knowledge in order to get competitive advantage and create new knowledge. Various organizations strive for continuous innovation and for that KM plays a key role in

VALUES

Values are idealized conceptions that are endorsed by the personality.

Values represent basic convictions that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence.

Value is a judgmental element of what is right, good, or desirable.

Value Attributes



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- Values have both content and intensity attributes.
 - The content attribute says that a mode of conduct is important.
 - The intensity attribute specifies how important it is.

Value System

- Values are considered subjective and vary across people and cultures.
- Value System can be defined as a hierarchy based on a ranking of an individual's values in terms of their intensity.

ORGANIZATIONAL VALUES. -- Sears' commitment to trusting the customer.

Eg.,-- Apple Computer's belief in the values of solving problems of society. -- Marriott's values of systemization and standardization.

VALUES AND GOALS STATEMENT Businesses and other organizations develop strategic plans in which they list out their goals and values.

E.g., one company indicated, "Provide growth opportunities for our employees. Create economic value for our customers and shareholders. Return value to the communities we serve."

VALUES IN COMPANY

The greatest potentials for the growth of any company are generated by a commitment to high corporate values.

By values, we mean the qualitative goals which the company strives to achieve in all its activities.

Values release and direct energy, motivate people, generate profits and promote non-stop expansion.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Values are the key to energizing the five growth engines of a company; market, products & services, organization, people, and finance.

Values raise the quality of corporate energies and elevate work to a higher level.

There are three types of values physical, organization and psychological-which differ in the level and intensity of the energy they release.

Types of Values

Terminal Values Desirable end-states of existence; The goals that a person would like to achieve during his or her lifetime.

Instrumental Values Preferable modes of behavior or means of achieving one's terminal values.

UTILITY OF VALUES IN BUSINESS:

Values release energy because they motivate people. ∞ Values motivate people to work together collectively.

Values are like ever-receding or never-ending goals. The higher the values, the more the energy and effort required to achieve and sustain them. The more you pursue them, the greater the energy they release and put into action.

Quality of performance on every job, every activity, and every act can be accurately assessed in terms of values.

Companies which rated their implementation of key corporate values the highest also reported the highest levels of revenue growth and profitability in their respective



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

industries. ∞ Improving corporate performance on a single value can virtually transform the way a company functions.

Values are the most powerful way to release and harness the company's latent, unutilized energies for growth.

DEFINITION OF BUSINESS VALUES.

Values are the operational qualities that companies seek to achieve or maintain in their performance.

By values, we mean the qualitative goals which the company strives to achieve in all its activities.

DEFINITION OF VALUES FOR COMPANY A value is a belief, a mission, or a philosophy that is really meaningful to the company.

An example of a business value is: "Customer Satisfaction."

Another example of a value is "Being Ethical and Truthful."

Every company has one or more values, whether they are consciously aware of it or not. Another way of saying it is that a value is a statement of the company's intention and commitment to achieve a high level of performance on a specific **QUALITATIVE**

Values Reflect Highest Thought.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Pursuit of Ideal.

Values In Company- Leads to Success.

Values the Heart of the Corporate Personality.

The Psychic Center of the Company.

The Soul of a Business is Its Values

STEPS TO IMPLEMENT AND INSTITUTIONALIZE VALUES.

Selection.

Commitment.

Standards.

Structure.

Jobs, Activities and System.

Employee Responsibilities.

Skills.

Values Examples:

SOME VALUES.

⊗ Accomplishment, Success ⊗ Accountability ⊗ Accuracy ⊗ Adventure ⊗ All for one &
one for all ⊗ Beauty ⊗ Calm, quietude, peace ⊗ Challenge ⊗ Change ⊗ Charity ⊗



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Cleanliness, orderliness ∞ Collaboration ∞ Commitment ∞ Communication ∞ Community
∞ Competence ∞ Competition ∞ Concern

Indian society values

- Hofstede found different patterns in different societies.
- Indian society can be characterized as being oriented towards – centralized decision making, – high tolerance for ambiguity, – collectivism rather than individualism, – strong tendency to show off – give importance to material things.

Loyalty in workplace

- Most organizations have some kind of policy or code of conduct that defines behaviors that are acceptable and unacceptable.
- Loyal behavior in the workplace means the extent to which individuals and groups in organizations abide by consistent and rational ethical standards.
- These standards could include:]

Not taking money or stock from the company

Not spending an excessive amount of work time on personal phone calls Not taking excessive leave of absence from work

- Other positive standards could include

Turning in work of a consistently high standard

Behaving in a professional manner with clients and fellow-staff members – preferably no backbiting, no suggestive comments or “rude” jokes etc.

Ethical behavior



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- Ethics refers to well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues.
- Ethical behavior is characterized by honesty, fairness and equity in interpersonal, professional and academic relationships and in research and scholarly activities.
- Ethical behavior respects the dignity, diversity and rights of individuals and groups of people.

Ethical behavior is the standards that you hold for yourself of the attributes of honesty, responsibility, and how you treat others in all facets of your life.

- The same standards are applicable to whatever position you hold in commerce, in your community, and even behind your own doors where only you know what you do.
- Ethical behavior is applying these standards even when it is inconvenient to do so.

SKILLS OF HUMAN RELATIONS

Human Relations

- human relations covers all types of interactions among people
 - Conflicts
 - Cooperative efforts
 - Group Relationships



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- Study of why our beliefs, attitudes, and behaviors sometimes cause interpersonal conflict in our personal lives and in work-related situations

Communication Skills

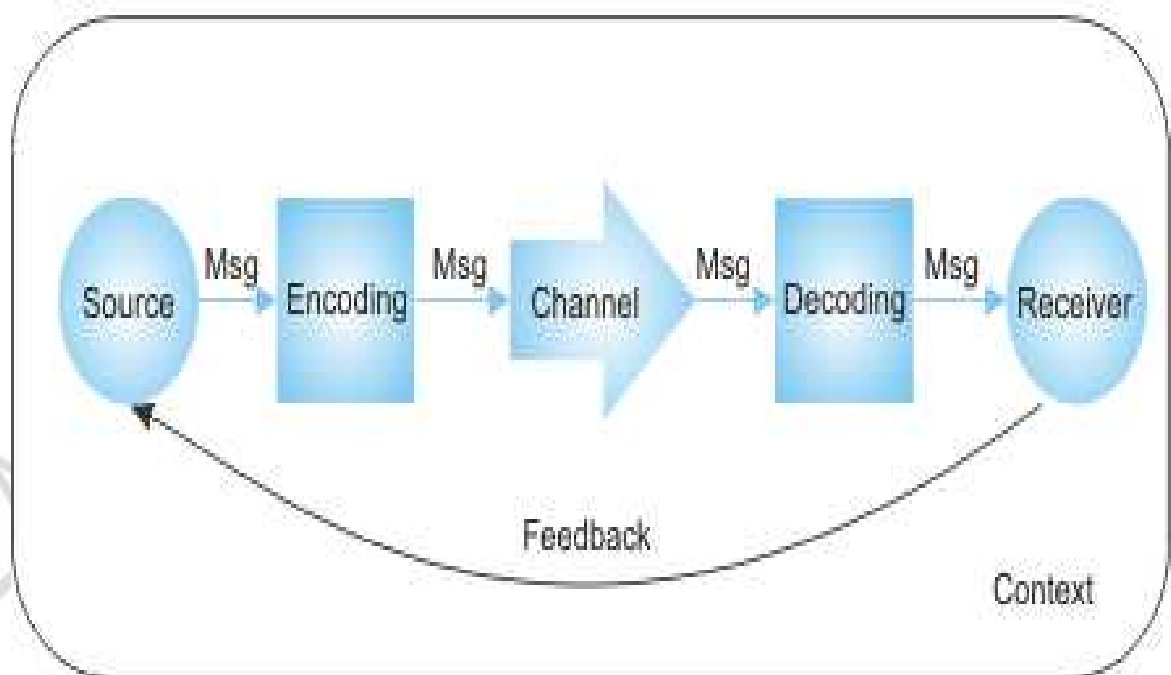
Purpose

- To get your message across to others clearly and unambiguously

Involves effort from both the sender of the message and the receiver

Only successful when both the sender and the receiver understand the same information as the result of the communication

The Communications Process





MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Workplace Skills

Dependability

The quality of being dependable or reliable.

No one will stand over you to make sure you do your job, and no one will make you go to work every day. In fact, if you cannot be counted on to show up and do the job, you will not be allowed to keep the job.

Integrity

- Adherence to moral and ethical principles; soundness of moral character; honesty

Independence

- Freedom from control of influence from others

Give your best effort no matter what. You do not have to be perfect at everything you do, but giving your best effort reflects integrity and independence, traits employers look for, and are willing to pay for

Team Work

- Cooperation between those who are working together on a task
- Businesses rely heavily on harmony and cooperation among their employees.

You should respect fellow employees and their ideas just as they should respect you and your ideas

Listening Skills

The act of hearing attentively ; “you can learn a lot just by listening”



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

The ability to understand the content of a presentation or conversation, and the ability to follow instructions, is the basis to success at any job

Math Skills

- A science dealing with the logic of quantity and shape and arrangement
- The ability to use to common mathematical concepts, as well as the ability to recognize if an answer for a common mathematical problem is realistic, are important for success in any career

Communication Skills

- Abilities in the areas of language understanding, communication expressively, and practical language skills
- Reading and comprehending instructions, writing reports about your work, and explaining to others what they need to do are all part of the communication skills that are essential to success in almost any job

Problem-Solving Ability

- The area of cognitive psychology that studies the processes involved in solving problems
- Jobs of the future will require you to figure out what the problem is and solve it in creative ways

Computer Literacy



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- Familiarity with computers and how they work, esp. a nontechnical understanding of microcomputers and of the role computers play in modern society
- Computers are here to stay. Because they increase the speed and accuracy of much work, an increasing number of employers are relying on computers and computer literate employees to run their business

Lifetime Learning

- Knowledge acquired by systematic study in any field of scholarly application
- Understand the ways you best learn new concepts and ideas, and constantly seek new opportunities to learn additional skills

Goal-Setting Skills

- Setting and accomplishing goals and getting others to help you accomplish those goals are skills much sought after in the working world

Responsiveness

. Socio-cultural consciousness:

A teacher's own way of thinking, behaving, and being are influenced by race, ethnicity, social class, and language. Prospective teachers must critically examine their own socio-cultural identities and biases in the context of the inequalities culturally diverse segments of society experience. They must recognize discrimination based on ethnicity, social class, and skin color and inspect and confront any negative attitudes they might have toward diverse student groups.

2. Attitude:



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

A teacher's affirming attitude toward students from culturally diverse backgrounds significantly impacts student learning, belief in themselves, and overall academic performance. By respecting cultural differences and using curricular and instructional practices related to the cultures of their students, schools and classrooms become inclusive.

3. Commitment and skills:

A teacher's role as an agent of change confronts barriers/obstacles to those changes and develops skills for collaboration. As agents of change, teachers assist schools in becoming more equitable over time.

4. Constructivist views:

A teacher's contention that all students are capable of learning requires building scaffolding between what students already know through their own experiences and what they need to learn. Constructivist teaching promotes critical thinking, problem solving, collaboration, and the recognition of multiple perspectives.

5. Knowledge of student's life:

A teacher's learning about a student's past experiences, home and community culture, and world in and out of school helps build relationships by increasing the use of these experiences in the context of teaching and learning. 6. Culturally responsive teaching: A teacher's use of strategies that support a constructivist view of knowledge, teaching, and learning assists students in constructing knowledge, building on their personal and cultural strengths, and examining the curriculum from multiple perspectives, thus creating an inclusive classroom environment.

The culture in which a person lives impacts their attitudes, thoughts, feelings and actions, whether they have a developmental disability or not.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Being able to bridge the gap between our own cultural background and the cultural background of the people we serve will: strengthen, support, and facilitate our role in assisting people as they plan their preferred future.

There are many benefits in being culturally responsive.

Among the benefits is the ability to:

- foster more understanding of the person and how the person operates, feels, and the ways in which they live their life,
- let people know they are thought of as individuals, as human beings,
- effectively communicate culturally sensitive choices and their consequences and
- be aware of many possibilities and respond appropriately.

The sum of these positive benefits is the ability to be responsive to the needs of individuals and their families as they make choices and plans, which often are based on a framework influenced by their cultural background.

Recommendations to get you started responding in a culturally responsive manner:

- Become aware of your own cultural background. Think about it in terms of the values, beliefs, and customs of your culture and how these influence your attitude and behavior.

Understanding one's own culture is important because of the tendency to regard one's own cultural group as the center of everything and the standard to which all others are compared. For example, take a look at the importance of punctuality as a part of your culture. Being "right on time" in some cultures may mean that one may arrive drastically before or after the appointed time.

Become convinced that just because someone else's customs and beliefs are different from yours, there are no right or wrong cultural beliefs. All beliefs and customs can be correct in the culture in which it occurs. In an individualized approach to planning, customs and beliefs should not be discounted as incorrect or improper.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

They should be discussed; maybe the differences could result in more choice and options. ·
Establish personalized contact with individuals and their families. Most people would like to believe they are a “name, not a number.” Contact made in person or by telephone, often has more value than a letter or a form found in a mailbox.

- Learn about the people that you serve. Gain and access information via community supports, churches and ethnic organizations. This is a great way to start building and maintaining a cultural information network.

- Educate the community’s culturally diverse leaders. Inform them about the issues, services and rights of individuals with developmental disabilities and their families.

The leaders then become “spokespersons” and can disseminate information to the people in the community.

Speaking to groups of leaders and preparing articles for culturally focused publications are among the many methods that can be used to reach community leaders.

- Develop and use vocabulary of greetings and key phrases in the consumer’s primary language. This can serve as an “ice breaker” and may make people feel more comfortable with you. It shows that you, at least, have taken time to enter into their world.

- Become educated in cultural beliefs of the people you serve. This will broaden your ability to anticipate their reactions, including their reactions to your actions.

Assist consumers and families, to the extent possible, with issues other than those related to disabilities. You may find their concerns about “other” issues affect the way they think or feel about disabilities or services.

In some cases, person-centered planning has been called “whole life planning.” This means that every area of one’s self is a part of the process.

The ability to assist with other issues will reinforce the belief that consumers and families are real people with real life concerns.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- Try to accommodate the needs of individuals. Keep in mind work schedules, transportation needs, religious or cultural holidays and child care arrangements when scheduling meetings, visits, etc.

- Be sensitive to the person's cultural perception of disability. Sometimes, beliefs about the cause of disabilities or perceptions about the issue of disabilities will determine the degree to which people will seek services and the type of services they value.

For example, introducing the concept of independent living within a culture that equates a disability with total dependency could be a challenge. A family may believe that they are totally responsible for the needs of their family member with a disability.

- If you are not proficient in someone's native language, be sure to use a translator. The translator needs to have an understanding of the developmental disability system.

Simplify jargon but not to the point of being insulting.

- Try to discover some commonalities of experiences. This may be a hobby, styles of cooking, parenting secrets or anything that you and a consumer and/or a family member may have in common. Use these experiences to establish a "bond."

This will help you relate to people as individuals rather than as "clients." It is not possible to have an operating knowledge of every aspect of each person's cultural background.

Developing an awareness of, respect for, and sensitivity to people's cultural background as they make choices and plan their lives, is what is important.

This adds the dimension to person-centered planning that makes it really "PERSON-CENTERED."

Transparency

Introduction



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Transparency is something we've been talking about for some time in the HR industry. It is a mantra that we've been pushing for years. The belief is that the more open an organization is – the better off employees, organizations, industries, the entire working community will be in the end. Transparency will make life easier and get rid of all the tough decisions. What a load of fairytale dust!

Transparency is painful, hard, and takes a ton of work; it requires tough decisions, it expects high standards, and it forces everyone to work just that much harder. It doesn't mean that we are going to like what we see or even agree with an organizations transparent culture. It is very likely that we'll find out things about the behavior of employees, co-workers, and our leadership that will make us cringe. Our companies and employees will most certainly overreact, and we will initially make poor decisions because becoming transparent is a slow process. The cold hard fact is that before transparency is a good thing – it will be a terrible thing for most individuals involved in creating a transparent workplace. However, as human beings we need transparency; it allows us to trust our communities, organizations, and governments. It gives us clarity, direction, and most important a basis for sound decision making.

Transparency comes in many forms such as traditional transparency topics:

Financials

Social and environmental impact

Products and services

Ethics and Risks

Diversity

As well as the more recent transparency discussions making headlines such as:



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Employee privacy issues

Compensation and rewards

Succession planning

Personal technology usage

Engagement and branding

The approach to transparency must be holistic, and integrated with an organization's everyday activities.

The data is lukewarm at best on the impact of transparency. Organizations that are transparent about things like succession planning, salary ranges, criteria for promotions or movement, available opportunities, even learnable mistakes seem to be better at keeping top talent and in some cases see better performance and growth. Organizations that expand transparency to supply chains, external environmental impact, and social impact also see financial and business outcomes when their transparency goals are tightly integrated with their business goals.

The policy of Transparency is very important for a frame of positive workplace culture. Transparency leads towards a positive approach of accessing brief information, which in turn helps individuals working in an organization to take better decisions.

An employer's great Leadership practice, for instance, does not consider denying real issues from being addressed to its employees; instead, they choose to make it a transparent flow.

Many times, a question arises that how exactly is the concept of transparency associated with workplace culture?



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

The concept is associated as it gives an unfiltered insight to employees about their organization's future and operations. It provides a medium of voice to employees, and to top it all, it provides a sense of trust within people working together in an organization.

There are many organizations that are still trying to find out how to establish a transparent culture because they do not know where exactly to start from. There are all various kinds of techniques and tools, which you can easily use to take a leap of faith within an organization. There are numerous business models to select from when it comes to deciding on ideas to shape your organization's internal communications, which ranges from transparent radical cultures of the top tech startup companies to notorious secrets practices of tech giants.

Bridging the employee-manager communication gap and introducing a transparent culture.

Communication Is Important

Having a connection between managers and employees is very important. Individuals working in an organization need a method to connect with their colleagues and managers instantly. Instant communication like messaging platforms, which encourage collaboration allows workers to communicate across the team, company, and departments. The open communication between employees and executives streamlines the process of effective and efficient information sharing.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Individuals are known to educate each other along with learning from each other. This provides an insight into how departments operate. Having this knowledge breaks down the barriers of cross-departmental hostility.

Meetings for All

Regardless of the size of your company, conducting all-hands meetings is an effective key for establishing transparency in a workplace culture. Gathering all workers under a single roof for meeting makes it easier for sharing the information rather than sending an email on a company-wide basis. The presence of all employees at the same place during a meeting will prevent the significant information, whether big or small, from getting misguided from one employee to another. An employer can use such gatherings to share company's goals, wins and losses, and financial updates.

Through this type of collective gathering, an employer makes its leadership visible, which is a powerful message to workers. It shows that the organization is willing to share information with its employees, rather than building a fence around the knowledge of employees, about the company's updates.

Consider Suggestions

As an employer, you should make it a point of hearing to suggestions provided by employees, and as an employee, you should communicate your ideas and suggestions with your managers.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Employees have their own opinion. Many times, they are quite hesitant to talk about a concern, suggestion, or an issue with their managers. To solve this problem, managers should provide their employees with a suggestion box, and as they say, action speaks louder than words; managers must act upon those suggestions as soon as possible to gain the trust from employees. Ensure your employees about how happy you are to hear suggestions and feedbacks from their side.

Well, you cannot bring transparency in a workplace culture overnight, but you can easily use these suggestions to start with the initiative towards a better culture of your organization.

Show others that you care.

Leaders must daily answer the unspoken question in employees' minds "Do you care about me?" When employees feel seen, heard, affirmed, and supported, that question turns into a conviction: "I will follow you because I know you will help me succeed." To do this leaders must intentionally nurture their relationships with direct reports and ensure that what employees need to develop professionally is provided. Human beings thrive when personal connections are forged and maintained. Relationship building creates safety, understanding, appreciation, and reliability. What people expect from their leaders is often embedded in these basic interpersonal leader-follower connections. Some leaders mistakenly believe these factors are not necessary in a workplace environment. Nothing could be further from the truth. Once leaders build this platform and maintain it, execution of strategic objectives often flourishes.

Be vulnerable.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Some leaders might wince at that phrase, thinking that it will somehow diminish them in the eyes of their employees. However, most employees greatly appreciate a leader who allows them to get to know their leader's authentic self. Vulnerability demonstrates sincerity of being and builds credibility. It does require leaders to have a certain level of maturity, judgment, and self-awareness, though, to gauge the ability of employees' accurately interpreting and disseminating the information that is revealed. A key indicator of a vulnerable leader is one who asks for feedback about his/her own performance. Discovering how others perceive them, can allow leaders to better align their intentions with reality and course correct as needed to continue to build the culture of transparency they desire. Being vulnerable in this way also models for employees that feedback is a powerful tool for improvement and building a high performance team.

Be fiercely honest.

In our work with employees across campus, at least half reveal that their leaders could be more honest. Today's employees place a premium on workplace environments that remove the fog of unknowns and deficiencies that usually creep into their minds about how decisions are made and the impact on them. When leaders hold onto information, for whatever reason, they erode trust. If leaders don't have all the pieces in place or are waiting on more data to come in, they should say so. This shows respect for employees and understanding of their concern and need for information. This type of honesty goes a long way to eliminating that pervasive feeling that there are hidden agendas. There is no better role-model than a courageous leader who is willing to be fiercely honest with good news and bad news. This sends the message to your employees that they can handle the information and that they can count on you to connect the dots for them when needed.

Hold the tough conversations.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

A leader of a mediocre team or organization, then dance around issues of performance. This avoidance results in a loss of confidence and security. It also creates a climate where employees hold back in giving their full commitment. Why? Because employees need a workplace environment that does not tolerate uncivil interactions, unproductive gossiping, the blaming of others, and negative behaviors that jeopardize the teams' performance towards goals and objectives. Being a transparent leader means making sure that employees are crystal clear on your commitment to holding those conversations, when needed. There should be no question that inconsiderate and disrespectful behavior will not be tolerated.

Pay attention to the mood in the office.

Emotions have a profound effect on just about everything we do in the workplace. They influence our thoughts, behaviors and attitudes. When leaders are transparent about letting employees know they are paying attention to these factors, it sends the message that they are listening, observing, and, yes, caring about the experiences employees are having within the workplace. It also reinforces a leader's awareness of how her/his own moods can "infect" the team, both positively and negatively.

Keep your promises.

Leaders who keep their promises on the little things build trust for the big things. This sets the tone for the entire organization. Showing up on time for meetings, returning emails promptly, and following up on requests you have made of employees are examples of the



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

little things. Being a transparent leader in this area means that you are communicating your promises clearly and cleanly so there are no misunderstandings. You avoid using vague language, such as "I will try to make the meeting," or "You will hear from me ASAP." And, you model for your employees how using language that is specific increases levels of accountability.

HR's role is to prepare the leadership and employees for the realities and actions required of a transparent organization, and share when possible the promise of the benefits for all this hard work.

LEADERSHIP DEVELOPMENT

DEFINITION



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Teaching of leadership qualities, including communication, ability to motivate others, and management, to an individual who may or may not use the learned skills in a leadership position.



Across an organizational effectiveness model without leadership development as a major component. Whether conducted on an individualized coaching basis, or through a well designed program for training up and coming leaders, everyone benefits from increasing their leadership competence and capabilities. The more talented and competent leaders you have, the more you drive, grow and sustain your mission.

What differentiates the creativechange.biz approach to leadership development from other methodologies is three-fold.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

First and foremost, we respect that every client situation is unique and requires a customized approach. No canned product.

Second, we help our clients create programs that empower and energize their people to drive the process, and take responsibility for their own development.

Third, we work with our clients to practice the new skills they acquire to reinforce the learning and insure that it sticks.

We are expert at helping you accurately assess your leadership development needs, and clarifying the desired outcomes you seek to achieve.

We help create a strategy to grow the talent pool of competent leaders, and design effective training programs on the leadership competencies most important and relevant for the client's needs and objectives. We work with our clients to define what competent behaviors look like, and further support the process with practical training on communication and feedback skills to maximize growth and improvement.

Leadership development is a core component of the five main services we provide our clients. The diagram below demonstrates the interconnection and influence they have on each other. The importance of leadership development for an individual, or an organization is striking when viewed this way.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]



Companies face two major challenges in finding and developing leaders. They need to identify qualified candidates to fill current and future leadership roles, and they need to develop a comprehensive leadership program to cultivate and develop the leaders of tomorrow.

Elements of Leadership Development :

Major talent management functions all play a part in a comprehensive leadership development program and can be well supported by a unified talent management technology platform.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

These functions include

- Recruitment, to source leadership talent
- Assessments, to evaluate leadership capabilities both internally and externally
- Performance management, to monitor and make course corrections in developing leaders
- Succession planning, to avoid future leadership gaps
- Career planning, to enable employees to understand their leadership options and set development goals
- Development, to create a roadmap to fill skills gaps

A successful leadership development begins with the alignment of leadership development with company strategy and an understanding of the type of leadership style(s) needed to execute that strategy. A continuum of steps positions an organization for current and future leadership needs.

Identifying Internal Leaders Through Performance Management Based on key leadership competencies, capabilities are tested and evaluated during the performance management review process. During the performance appraisal process, managers can assess goals and development plans, solicit 360-degree feedback, and rate the individual's progress to date.

Case Study: Whirlpool—

Creating Demand for Positions Through Innovation¹² With the use of technology and innovation, Whirlpool Corporation is able to attract the top talent it needs in order to meet the challenge of staying ahead of the demand curve. The company's success can be measured by how fast it attracts and engages talent, an increased presence on college campuses to get



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

that demographic excited about an appliance company, and increased interest in its leadership development program. What were the results? Applications to the career Website for leadership development programs tripled in 2008 and 2009.

In addition, through innovation on the career Website, this century-old company is perceived by millennials as innovative, transparent, and fun. Whirlpool gives millennials what they want, by stressing creative solutions and thinking outside the box. Additionally, through project postings, Whirlpool is able to provide flexibility in its career development. This is one reason Whirlpool continues to win industry awards and recognition. BusinessWeek listed Whirlpool in 2008 as one of the best places to start a career, and Fortune placed the company on its “Top 20 Global Companies for Leaders” list.

Case Study: Coca-Cola—

Leadership Development Delivers the Goods¹⁹ Stevens J. Sainte-Rose, group HR director at Coca-Cola, says, “The uniqueness of Coca-Cola is in engaging consumers with the brand, so marketing talent is key. Without the right people, we can’t deliver the winning formula.” Coca-Cola therefore embarked on a pioneering bespoke program to not only identify its rising marketing stars but also to plan their development, ensuring that the company had a strong pipeline of highly creative and innovative thinkers who could be the marketing leaders of tomorrow filling senior vacancies around the world. In developing a bespoke program, Coca-Cola chose to partner with international assessment consultancy SHL, which worked with Coca-Cola’s talent professionals and senior marketing leaders to create a two-day development program for high-potential marketers aspiring to become senior marketing leaders. Looking to its strongest-performing marketers, Coca-Cola developed a set of competencies to define the “ideal” skills and behaviors of a senior marketing leader. This was undertaken with the global backdrop in mind, to ensure that competencies were calibrated internationally, allowing for a level playing field that did not disadvantage any



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

participants. Eight handpicked marketers were then chosen to undertake a two-day pilot in Europe. Although the pilot ran in Paris, Coca-Cola participants came from all over the world. The aim was for existing marketing leaders of the business to see and develop potential from as many geographies as possible, making selection of the best as equitable and as representative as possible. The program was also designed to give participants an opportunity to bond and establish a global alumni network of supportive colleagues that would continue beyond the event. Extremely senior Coca-Cola marketers made up an observer panel alongside highly experienced occupational psychologists from SHL, proving Coca-Cola's commitment and dedication to the program. So successful has the development program been that Coca-Cola and SHL now run it every three to six months in locations around the world in an effort to ensure that Coca-Cola will never have to look outside its own talent pool to fill key strategic marketing positions vital to maintaining the iconic Coca-Cola brand image. The company's mission is "to refresh the world ... in body, mind and spirit," and Coca-Cola accepts that to do this, its vision needs to include "being a great place to work where people are inspired to be the best they can."

Case Study:

The Cost Associated with Healthcare Executive Turnover²¹ According to a 2006 report from the American College of Health Care Executives, the median tenure of a hospital CEO is only 43 months, or about three and a half years. The direct and indirect costs of executive churn can be staggering. Consider a CEO who makes US\$200,000 a year. The direct costs of losing that person include everything from severance pay to recruitment fees and expenses, not to mention the next CEO's probable increased salary. According to one estimate, the final tally can be as high as two to three times a CEO's salary. Using the hypothetical CEO, that adds up to a median of US\$500,000. The costs do not end there. In many cases, other members of the senior leadership team—VPs, the COO, the CFO, and so forth—follow the



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

CEO out the door. The “2005 Study on Executive Turnover in Healthcare,” from the University of Oklahoma, estimated that many on the existing leadership team will leave within a year of a new CEO’s arrival. If a leadership team has eight members and four leave within the first year, the estimated direct cost of this turnover is US\$1 million (4 positions × 2.5 salary cost × US\$100,000 leadership salary = US\$1 million). Combine this with the direct cost of the CEO turnover, and the total bill is approximately US\$1.5 million.²²

Evaluating HRD: Human Resource Accounting

Human Resource Accounting: Meaning, Definition, Objectives and Limitations!

Meaning:

Human resources are considered as important assets and are different from the physical assets. Physical assets do not have feelings and emotions, whereas human assets are subjected to various types of feelings and emotions. In the same way, unlike physical assets human assets never gets depreciated.

Therefore, the valuations of human resources along with other assets are also required in order to find out the total cost of an organization. In 1960s, Rensis Likert along with other social researchers made an attempt to define the concept of human resource accounting (HRA).

Definition:

1. The American Association of Accountants (AAA) defines HRA as follows: ‘HRA is a process of identifying and measuring data about human resources and communicating this information to interested parties’.
2. Flamhoitz defines HRA as ‘accounting for people as an organizational resource. It involves measuring the costs incurred by organizations to recruit, select, hire, train, and develop human assets. It also involves measuring the economic value of people to the organization’.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

3. According to Stephen Knauf, 'HRA is the measurement and quantification of human organizational inputs such as recruiting, training, experience and commitment'.

Need for HRA:

The need for human asset valuation arose as a result of growing concern for human relations management in the industry.

Behavioural scientists concerned with management of organizations pointed out the following reasons for HRA:

1. Under conventional accounting, no information is made available about the human resources employed in an organization, and without people the financial and physical resources cannot be operationally effective.
2. The expenses related to the human organization are charged to current revenue instead of being treated as investments, to be amortized over a period of time, with the result that magnitude of net income is significantly distorted. This makes the assessment of firm and inter-firm comparison difficult.
3. The productivity and profitability of a firm largely depends on the contribution of human assets. Two firms having identical physical assets and operating in the same market may have different returns due to differences in human assets. If the value of human assets is ignored, the total valuation of the firm becomes difficult.
4. If the value of human resources is not duly reported in profit and loss account and balance sheet, the important act of management on human assets cannot be perceived.
5. Expenses on recruitment, training, etc. are treated as expenses and written off against revenue under conventional accounting. All expenses on human resources are to be treated as investments, since the benefits are accrued over a period of time.

Objectives of HRA:

Rensis Likert described the following objectives of HRA:

1. Providing cost value information about acquiring, developing, allocating and maintaining human resources.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

2. Enabling management to monitor the use of human resources.
3. Finding depreciation or appreciation among human resources.

4. Assisting in developing effective management practices.
5. Increasing managerial awareness of the value of human resources.
6. For better human resource planning.
7. For better decisions about people, based on improved information system.
8. Assisting in effective utilization of manpower.

Methods of Valuation of Human Resources:

There are certain methods advocated for valuation of human resources. These methods include historical method, replacement cost method, present value method, opportunity cost method and standard cost method. All methods have certain benefits as well as limitations.

Concept and historical review of Human Resource Accounting

In the decade of 1960, many researchers developed procedures of accounting for organizational human resource asset. It is based on the established notion that all expenditure of human capital formation is regarded as a charge against the revenue of the period as it does not create any physical asset. But this concept has changed and the cost incurred on any asset (as human resources) should be capitalized as it yields benefits quantifiable in financial terms. Human Resource Accounting indicates accounting for people as the organizational resources. It is the measurement of the cost and value of people to organization. It involves measuring costs incurred by private firms and public sectors to recruit, select, employ, train and develop employees and judge their economic value to the organization. Human resource accounting is a complicated way to determine in financial terms the effectiveness of the personal manager activities and the use of people in an organization. It is process of accounting people as an organization resource. It attempts to place a value on the organizational human resources as assets and not as expenses. This method demonstrates the



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

investment made by organization in the people and how the value of these people changes over a time. The possession of employee is compared with the substitute cost from time to time.

According to American accounting association committee, Human Resource Accounting is the process of identifying and measuring data about human resource and identifying and measuring data about human resource and communicating this information to interested parties. Likert (1971) explained that Human Resource Accounting serves several purposes in an organization. It provides cost/value information for taking management decisions about acquiring, allocating, developing, and maintaining human resources in order to attain cost-effectiveness. It permits management employees to scrutinize effectively the use of human resources. Jasrotia (2004) emphasized the need for human resource accounting on India. The investigator concentrated on the remarkable shift from manufacturing to service rendering in the Indian economy where success of organizations depends on the knowledge and intellectual capabilities of personnel. The suggestion from the research was that Indian government should make the accounting and reporting of human resources mandatory for every organization just like as it is adopted in Denmark from the year 2015. HRA provides effective basis of human asset control, that is, whether the asset is appreciated, depleted or conserved. It assists in the development of management principles by classifying the financial consequences of various practices. Main goals of Human Resource Accounting is to provide cost value information about acquiring, developing, allocating and maintaining. Reallocating and maintaining HR, enable management to effectively monitor the use of HR, enable management to effectively monitor the use of HR, find whether human asset is appreciating or depreciating, find whether human asset is appreciating or depreciating over a period of time, assist in the development of effective management practices, to motivate individual persons in the organization, increase their worth by training, in planning physical resource. The human resource accounting is done to provide cost value information for



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

making appropriate and effective management decisions about acquiring, allocating, developing and maintaining human resources in order to achieve cost effective organizational objectives. Leading management scholar, Flamholtz (1979) explains the human resource accounting model as "psycho-technical systems" (PTS) approach to organizational measurement. This approach indicated that, the two functions of measurement are process functions in the process of measurement and numerical information from the numbers themselves. Therefore important role of human resource accounting is to present numerical measures. The HRA measurement process facilitates to increase recognition that human capital is vital to the organization's short and long-term productivity and expansion.

Uses of Human Resource Accounting

Human resource accounting is a political tool used to demonstrate mismanagement of human resource. It works as a pedagogical instrument for analyzing and structuring, and used as a decision making aid to ensure that decision on HR are more rational from the management point of view.

Benefits of HRA:

There are certain benefits for accounting of human resources, which are explained as follows:

1. The system of HRA discloses the value of human resources, which helps in proper interpretation of return on capital employed.
2. Managerial decision-making can be improved with the help of HRA.
3. The implementation of human resource accounting clearly identifies human resources as valuable assets, which helps in preventing misuse of human resources by the superiors as well as the management.
4. It helps in efficient utilization of human resources and understanding the evil effects of labour unrest on the quality of human resources.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

5. This system can increase productivity because the human talent, devotion, and skills are considered valuable assets, which can boost the morale of the employees.
6. It can assist the management for implementing best methods of wages and salary administration.

Limitations of HRA:

HRA is yet to gain momentum in India due to certain difficulties:

1. The valuation methods have certain disadvantages as well as advantages; therefore, there is always a bone of contention among the firms that which method is an ideal one.
2. There are no standardized procedures developed so far. So, firms are providing only as additional information.
3. Under conventional accounting, certain standards are accepted commonly, which is not possible under this method.
4. All the methods of accounting for human assets are based on certain assumptions, which can go wrong at any time. For example, it is assumed that all workers continue to work with the same organization till retirement, which is far from possible.
5. It is believed that human resources do not suffer depreciation, and in fact they always appreciate, which can also prove otherwise in certain firms.
6. The lifespan of human resources cannot be estimated. So, the valuation seems to be unrealistic.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

UNIT – III

Evaluating HRD: Human Resource Accounting, HR Audit and Bench marking, Impact-assessment of HRD initiatives on the bottom-line of an organization.

HR Audit and Benchmarking

Human Resource Audit

Auditing has been a usual practice in the field of finance, particularly because it is a constitutional obligation. However, in case of Human Resource, there is no legal binding to implement auditing. Some of the companies favor the process of Human Resource audits. Human resource audit is a tool which appraises effectiveness of human resource functions of an organization.

Concept and scope of human resource audit:

The Human Resource Audit is an organized official process, which is designed to investigate the strategies, policies, procedures, documentation, structure, systems and practices with respect to the organization's human resource management. It systematically and scientifically evaluates the strengths, constraints, and developmental needs of the existing human resources in order to improve organizational performance. The human resource audit is based on the principle that human resource processes are dynamic and must constantly be redirected and revived to remain responsive to the changing needs. Human Resource Audits are not regular



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

practices aimed at problem solving. Instead of directly solving problems, HR audits, help in providing insights into probable causes for existing and future dilemmas.

Figure: Scope of human resource audit

| | |
|-----------------------------------|--|
| Alignment with Corporate Strategy | HR Strategy must be consistent with corporate strategy and continually examined |
| Managerial Compliance | Managers must comply with HR policies, procedures and legal requirements |
| Employee Satisfaction | Human resource departments should attempt to meet employee objectives where feasible |

Human resource audit is conducted to ensure compliance, improve HR practices, train managers of company, prepare for potential government audit or litigation, gain an understanding of department's environment, and show a "good faith effort and correct errors. Basic principles of audits are to identify the Scope, develop a Questionnaire, collect Data, benchmark Findings, provide Feedback about Results, create Action Plans and foster Climate of Continuous Improvement.

The main intent of audit in human resource is to clarify desired practices of HR work and roles within the organization (HR Department, Line Managers), to establish a baseline for future improvement, to evaluate current effectiveness, to standardize practices across multiple sites within a division or company, to assess current knowledge and skills required of HR practitioners and to improve performance levels to key customers within the organization.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

There are two types of audit that include internal and external audit.

Internal audit: The internal audit is conducted by the company's own staff as a part of their control activities.

External audit: The external audit is conducted by outsiders specifically employed for this purpose. The advantage is to get the employed for this purpose is unbiased evaluation by competent people of the manpower management function.

MEASI INSTITUTE OF MANAGEMENT

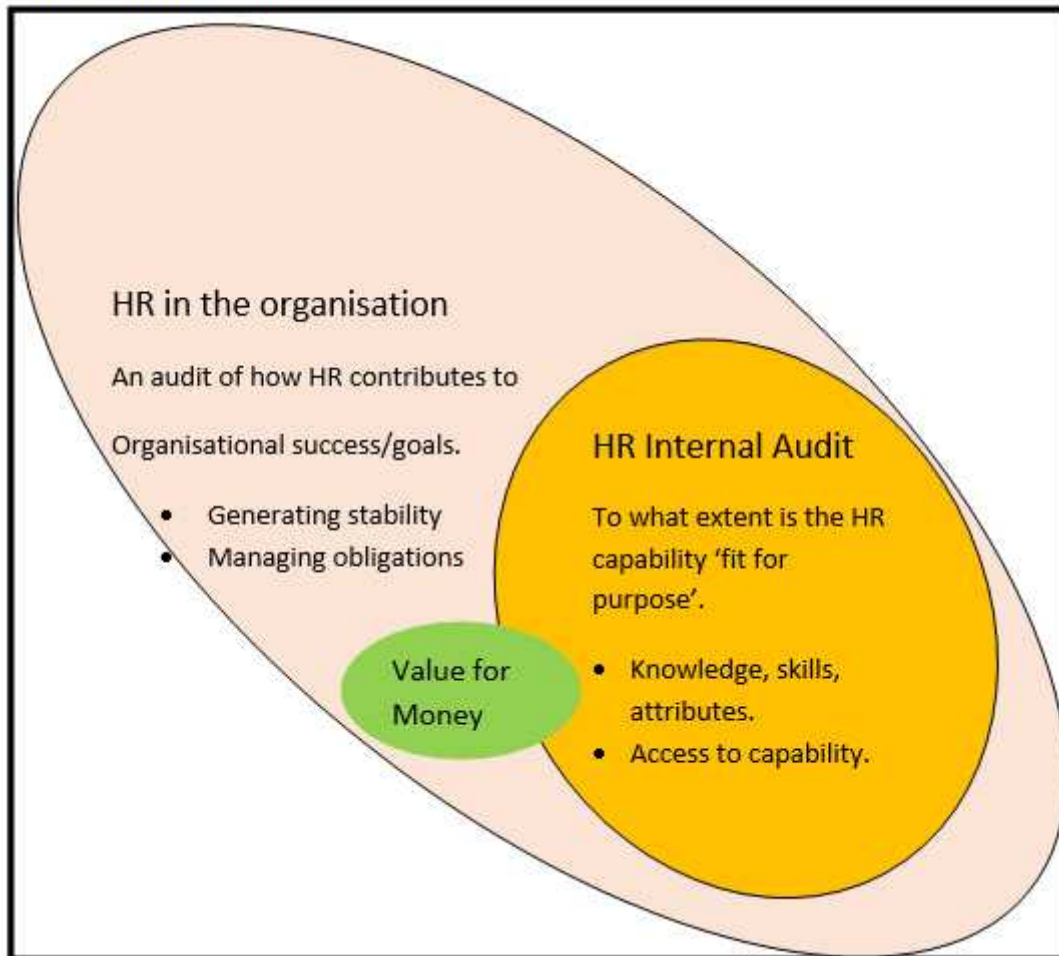


MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Figure: Human resource audit



Preparation for an Audit

Auditor Engagement: If using internal resource, it is better to employ them formally with clarity on scope and select persons who are nonpolitical or those who are not high on hierarchy. Also, if internal persons are auditing there must be training in auditing.

Data gathering: Completion of a self-assessment questionnaire significantly expedites the audit process and allows for better audit planning.

On-site access: The on-site portion of the audit is the most important.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Human resource audit process: The human resource audit process is conducted in different phases. Each phase is designed to build upon the preceding phase so that the organisation will have a very strong impression of the HR function. The general process of conducting an audit includes seven key steps that are to determine the scope and type of audit, develop the audit questionnaire, collect the data, benchmark the findings, provide feedback about the results, create action plans and foster a climate of continuous improvement.

Scope and type of the audit: To reveal the needed information, it is vital to establish exactly what areas should be targeted for check. If the organization has never audited its human resource function, or if there have been current significant organizational or legal changes, the audit team can carry out a comprehensive review of all human resource practice areas. Alternatively, if concerns are limited to the sufficiency of a particular process or policy, the audit must concentrate a review of that particular area.

Develop the audit questionnaire: In next step, it is important to invest enough time in developing a comprehensive document that obtains information on all the subjects of the inquiry. A list of specific questions must be composed to ensure that the questionnaire is complete.

Collect the data: The next stage includes the actual process of assessing specific areas to collect the data about the company and its human resource practices. Audit team members will use the audit questionnaire as tool to review the specific areas identified within the range of the audit.

Benchmark the findings: To completely review the audit findings, auditors must be compared with human resource benchmarks. This comparison will offer insight into how the audit results compare against other similar size of firms. Typical information that might be internally benchmarked includes the company's ratio of total employees to HR professionals, general and administrative costs, cost per new employees hired, etc. Benchmarking might include the number of days to fill a position, average cost of annual employee benefits, absenteeism rates.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Provide feedback about the results: In this step of the audit process, the audit team must review the data and give feedback to the company's human resource experts and senior management team in the form of findings and recommendations. Findings normally are reduced to a written report with recommendations prioritised based on the risk level assigned to each item. From this final analysis, framework for action can be developed that will help determine the order in which to address the issues raised. In addition to a formal report, it is significantly important to examine the results of the audit with employees in the human resource department, as well as the senior management team, so everyone is conscious of needed changes and approvals can be obtained promptly.

Create action plans: In this step, it is crucial actually to analyse the information identified as a result of an audit. The company must generate action plans for implementing the changes proposed by the audit, with the findings separated by order of importance: high, medium and low. It really increases legal risk to conduct an audit and then fail to act on the results.

Foster a climate of continuous improvement: At the end of the audit, it is essential to constantly observe and improve the company's policies, procedures and practices so that the organization never stop to keep improving. This will make certain that the company achieves and retains its competitive advantage. In the process of continuously monitoring human resource systems, it is to ensure that they are updated with latest information and to have follow-up mechanisms built into every one of them. Similarly, it is important to keep track of the audit findings/changes made, turnover, complaints filed, hotline issues, employee survey results to recognize trends in the company's employment-related issues. Identifying problematic issues, growth areas or declining problem spots can assist in the decision of where to allocate time, money and take preventive measures.

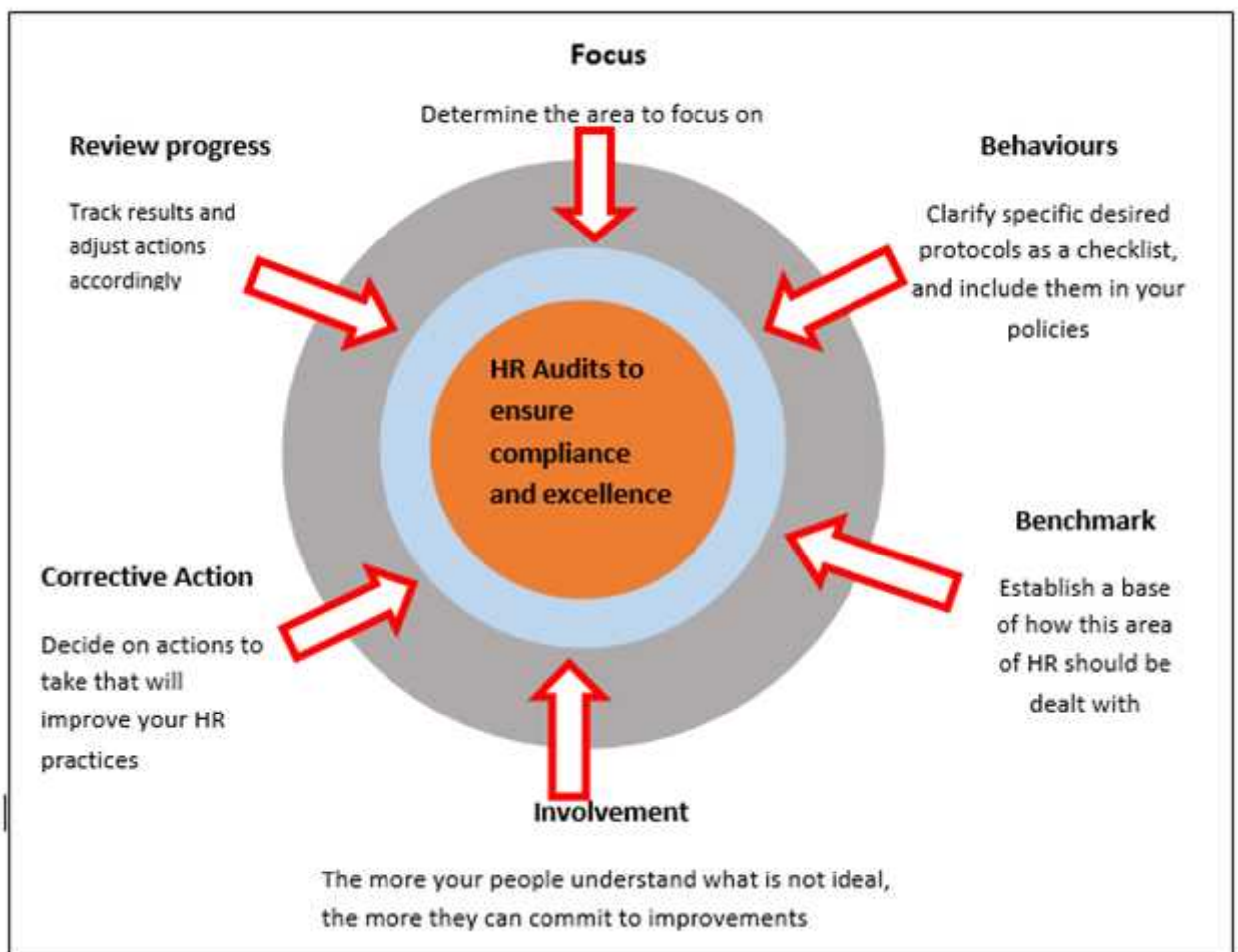


MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Figure: process of human resource audit



Approaches to Human Resource Audit

There are five approaches for the purpose of evaluation of HR in any organization. These include Comparative approach, Outside authority, Statistical, Compliance approach and Management By Objectives (MBO).

main steps of the audit is to Define desired HR practices for your organization, Assess current practices against the criterion that you have established, Analyze the results, and establish improvement goals and take action.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Comparative approach: In this approach, the auditors identify Competitor Company as the model. The results of their organization are compared with that Company/ industry.

Outside authority approach: The auditors use standards set by an outside consultant as benchmark for comparison of own results.

Statistical approach: Statistical measures of performance is developed considering the company's existing information.

Compliance approach: Auditors review past actions to calculate whether those activities comply with legal requirements and industry policies and procedures.

Management by objectives (MBO) approach: This approach creates specific goals, against which performance can be measured, to arrive at final decision about organization's actual performance with the set objectives.

Benefits of Human Resource Audit

Human resource audit has many advantages. Human resource audit helps to find out the proper contribution of the HR department towards the organization. It enhances the professional image of the HR department of the organization, reduce the HR cost, motivate the HR personnel, find out the problems and solve them smoothly, provides timely legal requirement. Human resource audit has effective Performance Appraisal Systems and Systematic job analysis. It has smooth adoption of the changing business attitude.

To summarize, Human resource audit denotes people and the processes that are responsible for efficient working in organizational functions. Human resource audit can qualify its effectiveness within an organization. Human Resource audits may achieve many objectives, such as ensuring legal compliance; helping maintain or improve a competitive advantage; establishing efficient documentation and technology practices; and identifying strengths and weaknesses in training, communications and other employment practices. Human Resource auditing is something that many companies do yearly, just as they audit their financial information. This gives them an accounting of their personnel and the efficiency with which the organization as an entity deals with its people, from recruiting to firing. Human resource



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

audit helps senior management to guarantee compliance with wage-and-hour laws and the myriad of other employment and benefits-related statutes. It examines the effectiveness and costs of HR policies and practices and their role in the organizations strategic planning and benchmark actual against desired performance and develops an action plan for addressing shortfalls. HR audit saves money by identifying and correcting inefficiencies and compliance problems. This process allows a company to get a general thought of where it stands so that it can rectify any potential problems and plan for the future. Human Resource Accounting benefits the company to determine how much investment it has made on its employees and how much return it can anticipate from this asset.

Benchmarking

Benchmarking is typically part of the Human Resources Audit. An audit is an internal study of the human resource functions throughout the organization, including those performed by managerial and supervisory levels. The first step in the audit is to evaluate the effectiveness of human resource functional areas. The second step in the audit is to benchmark human resource activities to ensure continuous improvement. Human resource professionals need to be aware of how to add value to the organization. Benchmarking provides value-added tools and the measurable difference in aligning the human side of business with the organization's strategic business plan.

Benchmarking

Benchmarking involves employees learning and adopting the so-called “best practices” by comparing their human resource management practices with those of other (more successful)



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

organizations. Benchmarking essentially involves that employees study the practices followed in competing firms and evaluating own practices with those thus collected.

Besides evaluation of own HR practices, benchmarking enables managers to learn from other firms and adopt effective HR strategies. In addition, benchmarking can help create and initiate the need for change because it identifies what an organization needs to do to improve relative to the HR strategy in excellent companies

Benchmarking involves seven sequential steps:

1. Identify HR practices for benchmarking. Obviously, critical practices from organization's perspective are identified for benchmarking.
2. Constitute a core or a project team to handle the benchmarking process.
3. Identify benchmarking partners-organizations from the same or different industry, competitors or non-competitors or international firms-who are known to have tried best practices successfully.
4. Collect data from each of the benchmarking partners (for example firms A, B and C).
5. Analyze and interpret the data
6. Prepare a comprehensive report based on the data analysis and interpretation.
7. Develop action plans to improve HR strategy and practices.

Designing a benchmark involves a four-step process: plan, research, analyze, and implement.

Step One: Plan:



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

How Do I Determine What to Benchmark?

- Link benchmarking efforts to the organization's strategic plan and organizational goals;
- Determine what internal information will be gathered;
- Identify internal benchmarking opportunities;
- Focus on specific, targeted issues and measures;

Step Two: Research:

Where Do I Find Benchmarking Information?

- Identify what data sources are to be used as benchmarking targets;
- Collect data;

Step Three: Analyze:

What Do I Do With All This Data?



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Impact Assessment of HRD initiatives on the bottom-line of an organization.

Analyze data for common findings, suggested improvements and gaps;

Step Four: Implement:

Why Is Implementation Necessary?

Present findings, establish goals, implement specific changes, and monitor progress;

Redefine benchmarks as part of a continuous improvement process.

Impact Assessment of HRD initiatives on the bottom-line of an organization.

The goal of every HR department is to hire the best candidates. Candidates that are invested in organization and go above and beyond to get the job done. Candidates that ensure customer satisfaction and, ultimately, increase profitability.

8 ways HR can have a positive impact on an organization's bottom line:

1 Innovate

HR department is TO take advantage of technology and use innovative ways, it's falling behind the competition. For instance, enterprise content management (ECM) solutions – commonly known as document management – transform HR departments by:



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- Encrypting information, ensuring security of files and data while supporting compliance efforts
- Increasing efficiency of HR professionals by eliminating manual, paper-based processing
- Improving HR's level of service to employees because they have more time to focus on employees, not paper processing

2 Align your HR strategy with your business strategy

Departmental goals align with those of the business.

If supporting compliance initiatives is what's most important to your business this year, figure out how the support on the department.

3 Know the business

The company can run positively if the employees impact the bottom line and know how the company truly operates as it is necessary to align departmental goals with those of your organization.

4 Hire and engage the right talent

The revenue impact of hiring process and how is employee engagement impacting your organization's profitability

It is important to find people who can help to understand how newly hired employees are affecting the company.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Datas are reviewed employee satisfaction surveys. When reviewing surveys, determine if there are any patters with:

- How long do employees stay with your company?
- Why do employees stay or leave?
- How valuable is training?

Investing in good leaders and profitability go hand-in-hand

Leaders drive employee performance.

When you look at great leaders and their attributes, it's easy to see the connection between true leadership and increased profits.

- Have a clear vision
- Follow a results-focused strategy
- Lead transformation
- Be a model for integrity and character
- Communicate effectively
- Inspire excellent performance
- Build healthy relationships
- Develop a strong professional expertise

Engage in competitive learning

For developing training for the organization



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

But it is important to determine the training adds value of the organization in a way that translates into profitability.

Construct a positive experience

A positive experience yields higher profitability.

What experiences are you creating for your employees and customers?

How can you help shape the experience customers have with your organization?

Execute with excellence

Makes you loyal to that product

Determine how you can make that same connection with internal customers.

What can be refined in my people, processes and systems to increase our level of excellence?



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Training and Development: Meaning and Scope of training - education and development;
Training need analysis - Types of training Internal and external - Outbound Training -
Attitudinal training - Principles Involved in Selection of Training Method – Techniques of
Training Different Levels - Training effectiveness.

Training: Meaning, Definition and Types of Training!

Training constitutes a basic concept in human resource development. It is concerned with developing a particular skill to a desired standard by instruction and practice. Training is a highly useful tool that can bring an employee into a position where they can do their job correctly, effectively, and conscientiously. Training is the act of increasing the knowledge and skill of an employee for doing a particular job.

Definition of Training:

Dale S. Beach defines training as ‘the organized procedure by which people learn knowledge and/or skill for a definite purpose’. Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job and organization.

Training can be defined as

“

The systematic acquisition of attitudes, concepts, knowledge, roles, or skills, that result in improved performance at work.” It refers to the process of teaching employees the basic skills they need to perform their jobs. Training refers to skill enhancement processes and activities designed to provide learners with the knowledge and skills needed for their present jobs



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Scope of training:

The scope of training depends upon the categories of employees to be trained. As we all know that training is a continuous process and not only needed for the newly selected personnel but also for the existing personnel at all levels of the organisation.

1. **Rank And File:** i.e., employees who have no administrative or supervising work.
2. **Supervisory Employees:** i.e., the first line foreman, supervisor and their immediate supervisors.
3. **Staff:** i.e. specialised personnel such as technical and professional persons attached to the line organisation as advisors.
4. **Middle Management:** i.e., all the managerial personnel holding positions between line supervisors and the top management.
5. **Top Executives:** i.e., all executives who hold major responsibility for the overall planning and control.

Need for Training:

Every organization should provide training to all the employees irrespective of their qualifications and skills.

Specifically the need for training arises because of following reasons:

1. Environmental changes:



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Mechanization, computerization, and automation have resulted in many changes that require trained staff possessing enough skills. The organization should train the employees to enrich them with the latest technology and knowledge.

2. Organizational complexity:

With modern inventions, technological upgradation, and diversification most of the organizations have become very complex. This has aggravated the problems of coordination. So, in order to cope up with the complexities, training has become mandatory.

3. Human relations:

Every management has to maintain very good human relations, and this has made training as one of the basic conditions to deal with human problems.

4. To match employee specifications with the job requirements and organizational needs:

An employee's specification may not exactly suit to the requirements of the job and the organization, irrespective of past experience and skills. There is always a gap between an employee's present specifications and the organization's requirements. For filling this gap training is required.

5. Change in the job assignment:

Training is also necessary when the existing employee is promoted to the higher level or transferred to another department. Training is also required to equip the old employees with new techniques and technologies.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Importance of Training:

Training of employees and managers are absolutely essential in this changing environment. It is an important activity of HRD which helps in improving the competency of employees. Training gives a lot of benefits to the employees such as improvement in efficiency and effectiveness, development of self confidence and assists every one in self management.

The stability and progress of the organization always depends on the training imparted to the employees. Training becomes mandatory under each and every step of expansion and diversification. Only training can improve the quality and reduce the wastages to the minimum. Training and development is also very essential to adapt according to changing environment.

Types of Training:

Various types of training can be given to the employees such as induction training, refresher training, on the job training, vestibule training, and training for promotions.

Some of the commonly used training programs are listed below:

1. Induction training:

Also known as orientation training given for the new recruits in order to make them familiarize with the internal environment of an organization. It helps the employees to understand the procedures, code of conduct, policies existing in that organization.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

2. Job instruction training:

This training provides an overview about the job and experienced trainers demonstrates the entire job. Addition training is offered to employees after evaluating their performance if necessary.

3. Vestibule training:

It is the training on actual work to be done by an employee but conducted away from the work place.

4. Refresher training:

This type of training is offered in order to incorporate the latest development in a particular field. This training is imparted to upgrade the skills of employees. This training can also be used for promoting an employee.

5. Apprenticeship training:

Apprentice is a worker who spends a prescribed period of time under a supervisor. Methods of Training

Education and development

The school in many underdeveloped countries is a reflection and a fruit of the surrounding underdevelopment, from which arises its deficiency, its quantitative and qualitative poverty.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

But little by little, and there lies the really serious risk, the school in these underdeveloped countries risks becoming in turn a factor of underdevelopment.

Education, Society, and Development: Some Issues We cannot discuss the relationship between education and development without explicitly linking the structure of the educational system to the economic and social character of the Third World society in which it is contained. Educational systems more often than not reflect the essential nature of that society. For example, if the society is inegalitarian in economic and social structure, the educational system will probably reflect that bias in terms of who is able to proceed through the system. At the same time, education can influence the future shape and direction of society in a number of ways. Thus the link between education and development goes both ways. By reflecting the socioeconomic structures of the societies in which they function (whether egalitarian or not), educational systems tend to perpetuate, reinforce, and reproduce those economic and social structures. Conversely, educational reform, whether introduced from within or outside the system, has the great potential for inducing corresponding social and economic reform in the nation as a whole. With these general observations in mind, let us look at five specific economic components of the development question—growth, inequality and poverty, population and fertility, migration, and rural development—to see in what way they influence or are influenced by most LDC educational systems. Such an examination will demonstrate the important two-way relationship that exists between education and development. It should also provide us with an even broader understanding of the development problems and issues that have been discussed in previous chapters.

Education and Economic Growth For many years, the proposition that educational expansion promoted and in some cases even determined the rate of overall GNP growth remained unquestioned. The logic seemed fairly straightforward. Third World nations were deficient in their supply of semiskilled and skilled manpower. Without such manpower, which, it was assumed, could be created only through the-formal educational system, development



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

leadership in both the public and private sectors would be woefully lacking. Impressive statistics and numerous quantitative studies of the sources of economic growth in the West were paraded out to demonstrate that it was not the growth of physical capital but rather of human capital (the residual in econometric production function estimates) that was the principal source of economic progress in the developed nations.¹⁵ Clearly, in the newly independent nations of Africa and Asia, there was an immediate need to build up the human as well as physical capital infrastructure in order to provide indigenous leadership.

document statistically it seems clear that the expansion of educational opportunities at all levels has contributed to aggregate economic growth" by (1) creating a more productive labor force and endowing it with increased knowledge and skills; (2) providing widespread employment and income-earning opportunities for teachers, school and construction workers, textbook and paper printers, school uniform manufacturers, and related workers; (3) creating a class of educated leaders to fill vacancies left by departing expatriates or otherwise vacant positions in governmental services, public corporations, private businesses, and professions; and (4) providing the kind of training and education that would promote literacy and basic skills while encouraging "modern" attitudes on the part of diverse segments of the population. Even if alternative investments in the economy could have generated greater growth, this would not detract from the important contributions, noneconomic as well as economic, that education can make and has made to promoting aggregate economic growth. That an educated and skilled labor force is a necessary condition of sustained economic growth cannot be denied. However, any evaluation of the role of education in the process of economic development should go beyond the analysis of the single statistic of aggregate growth. We must also consider the structure and pattern of that economic growth and its distribution implications—who benefits.

Education, Inequality, and Poverty



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Studies on the economics of education in both developed and developing nations formerly focused on the link among education, labor productivity, and output growth. This is not surprising in light of the main objective of development during the 1950s and 1960s, the maximization of aggregate rates of output growth. As a result, the impact of education on the distribution of income and on the elimination of absolute poverty was largely neglected. Recent studies, however, have demonstrated that contrary to what might have been assumed, the educational systems of many developing nations sometimes act to increase rather than to decrease income inequalities.'

The basic reason for this perverse effect of formal education on income distribution is the positive correlation between level of education and level of lifetime earnings. This correlation holds especially for workers who are able to complete secondary and university education where income differentials over workers who have completed only part or all of their primary education can be on the order of 300% to 800%. And as levels of earned income are clearly dependent on years of completed schooling, it follows that large income inequalities will be reinforced if students from the middle and upper income brackets are represented disproportionately in secondary and university enrollments. In short, if for financial or other reasons the poor are effectively denied access to secondary and higher educational opportunities, the educational system can actually perpetuate and even increase inequality in Third World nations.

This financial process of eliminating the relatively poor during their first few years of schooling is often compounded by the substantial tuition charged at the secondary level. In many developing countries, annual tuition (especially at the better private schools) is roughly equivalent to the per capita national income. The cost of education therefore becomes prohibitive to lower-income families. This in effect amounts to a system of educational advancement and selection based not on any criteria of merit but strictly on family income



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

levels. It thus perpetuates concentration of income within certain population groups and means that earned income will accrue primarily to people who already possess the bulk of unearned income and wealth—those whose assets already place them in the upper deciles of the personal income distribution scale. The inegalitarian nature of many Third World educational systems is compounded even further at the university level, where the government may pay the full cost of tuition and fees and even provide university students with income grants in the form of stipends. Because most university students already come from the upper-income brackets (and were so selected at the secondary level), highly subsidized university education using public funds often amounts to a transfer payment from the poor to the wealthy in the name of "free" higher education!¹⁹

Education, Internal Migration, and the Brain Drain

Education seems to be an important factor influencing rural-urban migration. Numerous studies of migration in diverse countries have documented the positive relationship between the educational attainment of an individual and his or her propensity to migrate from rural to urban areas. Basically, individuals with higher levels of education face wider urban-rural real-income differentials and higher probabilities of obtaining modern-sector jobs than those with lower levels of education (probabilities interact to determine migration patterns). The probability variable in particular accounts for the growing proportion of the more educated rural migrants in the face of rising levels of urban unemployment among the less educated.²⁰ Education also plays a powerful role in the growing problem of the international migration of high-level educated workers—the so-called brain drain—from poor to rich countries.

This is particularly true in the case of scientists, engineers, academics, and physicians, many thousands of whom have been trained in home-country institutions at considerable social cost only to reap the benefits from and contribute to the further economic growth of the already



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

affluent nations. The international brain drain deserves mention not only because of its effects on the rate and structure of LDC economic growth but also because of its impact on the style and approach of Third World educational systems.

The brain drain, broadly construed, has not merely reduced the supply of vital professional people available within developing countries; perhaps even more serious, it has diverted the attention of the scientists, physicians, architects, engineers, and academics who remain from important local problems and goals. These include the development of appropriate technology: the promotion of low-cost preventive health care; the construction of low-cost housing, hospitals, schools, and other service facilities; the design and building of functional yet inexpensive labor-intensive roads, bridges, and machinery; the development of relevant university teaching materials such as appropriate introductory economics texts; and the promotion of problem-oriented research on vital domestic development issues.

Such needs are often neglected as, dominated by rich country ideas as to what represents true professional excellence, those highly educated and highly skilled Third World professionals who do not physically migrate to the developed nations nevertheless migrate intellectually in terms of the orientation of their activities. This "internal" brain drain is much more serious than the external one. For example, we constantly find developing nations with numerous physicians specializing in heart diseases while preventive tropical medicine is considered a second-rate specialty. Architects are concerned with the design of national monuments and modern public buildings, while low-cost housing, schools, and clinics remain an area of remote concern. Engineers and scientists concentrate on the newest and most modern electronic equipment while simple machine tools, hand- or animal-operated farm equipment, basic sanitation and waterpurifying systems, and labor-intensive mechanical processes are relegated to the attention of "foreign experts."



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Finally, some academic economists teach and research totally irrelevant, sophisticated mathematical models of nonexistent competitive economies, while problems of poverty, unemployment, rural development, and education are considered less intellectually interesting. In all these diverse professional activities, performance criteria are based not on contributions to national development but rather on praise from the international community (professional mentors in the developed nations)

Education of Women, Fertility, and Child Health

With regard to the education and fertility relationship, the evidence is also clear.²¹ Most studies reveal an inverse relationship between the education of women and their size of family, particularly at the lower levels of education. Assuming that lower levels of urban unemployment (especially among the educated) and lower levels of fertility are important policy objectives for Third World governments, the basic issue is whether the continued rapid quantitative expansion of the formal educational system (and the resource allocation decisions implicit therein) will ameliorate or exacerbate the twin problems of accelerating internal migration and rapid population growth.

With respect to this issue, both theory and evidence seem once again to indicate that given limited government resources, the further excessive quantitative expansion of school places beyond perhaps basic education is both undesirable and unwise. There are two main reasons for this conclusion. First, as we discovered earlier in the chapter, any rapid expansion of the formal primary system creates inexorable pressures on the demand side for the expansion of secondary and tertiary school places. The net result is the widespread phenomenon of excessive expansion of school places from the standpoint of real resource needs and the associated dilemma of rising levels of rural-urban migration and urban unemployment among a cadre of increasingly more educated and more politically vocal migrants. Second, if, as many observers have argued, the education of women does affect their fertility behavior,



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

primarily through the mechanism of raising the opportunity cost of their time in child-rearing activities, then it follows that unless sufficient employment opportunities for women (as well as for men) can be created, the reliance on educational expansion as a policy instrument for lowering fertility will be much less effective. However, reallocating existing educational resources to women's education, in combination with an aggressive program of rural and urban female employment creation, could go a long way toward achieving the twin goals of fertility reduction and poverty alleviation.

Finally, as mentioned earlier in the chapter, educating women has been shown to be a critical ingredient in breaking the vicious multigenerational cycle of poor child health, low educational performance, low income, high fertility, and poor child health. Numerous studies have documented that women's education leads to lower infant mortality rates. These studies also point to a delayed fertility reduction that results not only in healthier children but also in children possessing greater human capital as parents substitute child quality (fewer, better educated children) for child quantity.

Training need analysis

Needs assessment, or needs analysis, is the process of determining the organization's training needs and seeks to answer the question of whether the organization's needs, objectives, and problems can be met or addressed by training. In addition to this TNA should include the determination of tasks to be performed, behaviors essential to the performance of those tasks, type of learning necessary to acquire those behaviors, and the type of instructional content best suited to accomplish that type of learning. An illustration of the various steps involved in training need analysis was given by Lawrie and Boringer :1) Use all possible internal and external sources of training need information, 2) Generate a large pool of items describing the trainee on the job behavior, 3) Administer the checklist to trainee behavior, 4) Cluster the



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

training needs, and 5) Obtain information from training feedback. Influence of theory in
understanding training needs

Task Analytic Approach to TNA

Technical trainings deal with jobs or tasks being done by human beings. Such training should produce qualified task performers. So, a technical TNA encompasses three activities: need detection, task identification and collection of task performance. Training needs are detected when new equipment is brought into use or the performance quality falls below industry standards. The task identification is done with the help of a task identification matrix (TIM). Similarly a basic task information record (BTIR) is used to collect the task performance data.

Performance appraisal approach to TNA

Rumler and Brache, were of the opinion that if training was to make any significant contribution to an organization; it should be in the form of effective performance enhancement for each individual. Hence their idea of gauging training needs, sprouted from understanding the variable that went into defining the performance systems of each individual employee. Mager and Pipe, suggest analyzing training needs by first differentiating a lack of performance due to skill deficiency, from that due to lack of motivation.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Competency based Approach to TNA

An interesting study by Agut, Grau and Peiro , suggested that managerial competency needs and technical needs are completely different from each other in the same sample. This study also indicated that the sample did not demand training to meet their need of generic managerial competencies. From this we can understand that a dichotomy does lie between competency needs and technical training needs. Therefore a competency based approach to TNA might not be suitable for all kinds of jobs. It might be more suitable for managerial or executive level jobs where the technical demands are lesser.

Individual or Customized Approach

Guthrie and Schwoerer , found that the self assessed training needs were positively influenced by perceptions of training utility, self efficacy, managerial support, and span of control positively and negatively influenced by educational level. A study on the individual training needs of music teachers and vocal trainers revealed significant differences in the training demands of the sample. This study also revealed significant differences in the target behaviors to be assessed, and assessment statuses needed by the various participants .

Economic approach

The economic approach to training advises managers to select and prioritize training needs based on three criteria: the profit improvement they can bring to the organization, the addition to human capital and the investment in human capital to meet future contingencies.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Need for TNA

To develop a healthy and vital long range human resource plan, an organization must first understand the training needs of the firm, the people and the future of the firm in conjunction with cooperative strategic planning.

Organizational meeting, personnel review and position review are some of the ways in which an effective training need assessment can be carried out in a firm.

Different levels of analysis suggested in the various approaches to TNA McGehee and Thayer, considered three levels of analysis; organization, task and man.

Morano , suggested looking at the organization's training needs at two levels i.e. organization and man.

The three levels suggested by Taylor and O'Driscoll include, organization, inter organization and man.

Rather than levels of analysis these are actually various categories of training need content. For example, the training needs that arise from a man, a task or the organizational content, can all be analyzed at individual, group or organizational levels. Ostroff, Ford, and Goldstein have described this level-content dichotomy in their study. Their level-content framework to assess training needs gives a better picture of the levels of TNA.

Today's work environment requires employees to be skilled in performing complex tasks in an efficient, cost-effective, and safe manner. Training (a performance improvement tool) is needed when employees are not performing up to a certain standard or at an expected level of performance. The difference between actual the actual level of job performance and the



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

expected level of job performance indicates a need for training. The identification of training needs is the first step in a uniform method of instructional design.

A successful training needs analysis will identify those who need training and what kind of training is needed. It is counter-productive to offer training to individuals who do not need it or to offer the wrong kind of training. A Training Needs Analysis helps to put the training resources to good use.

Types of Needs Analyses

Many needs assessments are available for use in different employment contexts. Sources that can help you determine which needs analysis is appropriate for your situation are described below.

Organizational Analysis. An analysis of the business needs or other reasons the training is desired. An analysis of the organization's strategies, goals, and objectives. What is the organization overall trying to accomplish? The important questions being answered by this analysis are who decided that training should be conducted, why a training program is seen as the recommended solution to a business problem, what the history of the organization has been with regard to employee training and other management interventions.

Person Analysis. Analysis dealing with potential participants and instructors involved in the process. The important questions being answered by this analysis are who will receive the training and their level of existing knowledge on the subject, what is their learning style, and who will conduct the training. Do the employees have required skills? Are there changes to policies, procedures, software, or equipment that require or necessitate training?



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Work analysis / Task Analysis. Analysis of the tasks being performed. This is an analysis of the job and the requirements for performing the work. Also known as a task analysis or job analysis, this analysis seeks to specify the main duties and skill level required. This helps ensure that the training which is developed will include relevant links to the content of the job.

Performance Analysis. Are the employees performing up to the established standard? If performance is below expectations, can training help to improve this performance? Is there a Performance Gap?

Content Analysis. Analysis of documents, laws, procedures used on the job. This analysis answers questions about what knowledge or information is used on this job. This information comes from manuals, documents, or regulations. It is important that the content of the training does not conflict or contradict job requirements. An experienced worker can assist (as a subject matter expert) in determining the appropriate content.

Training Suitability Analysis. Analysis of whether training is the desired solution. Training is one of several solutions to employment problems. However, it may not always be the best solution. It is important to determine if training will be effective in its usage.

Cost-Benefit Analysis. Analysis of the return on investment (ROI) of training. Effective training results in a return of value to the organization that is greater than the initial investment to produce or administer the training.

.Limitations of a conventional TNA

Leat and Lovell , questioned the competency of a traditional TNA in determining training and development needs effectively. They say that a traditional TNA lack the ability to



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

combine the training need analyses at different levels. A few authors have been quoted to say that the traditional TNA is a mechanistic process and its antecedents can be traced back to the industrial revolution over 200 years ago. The rigid behavioral objectives of conventional TNA are antipathetic to current notions of competence . Knight , says that the conventional TNA is not suited to meet the needs of different unique environments i.e. the different patterns of workforce, different cultures, organizational objectives, strategies and resource constraints. Oatey , criticized the conventional approaches to TNA in their lack of ability to distinguish the specific and general skills requirements of a firm. 6. Conventional measures of training needs

Four major approaches were suggested by Kirkpatrick , to gauge the organization's training needs. These included performance appraisals, supervisor tests, supervisor surveys and forming advisory committees with key personnel. Kirkpatrick , gives eleven approaches to determine the training needs in an organization. They include looking at an organization's processes and supervisory behavior, analyzing the problems, supervisory actions, and performance appraisals and asking supervisors, superiors and subordinates. As can be seen on closer inspection, these are specific methods to measure training needs rather than approaches. Management appraisals, survey, critical incidents analysis, job analysis, assessment centers, psychological tests, skills inventory and data obtained while coaching had been some of the conventional methods used by organizations till that time, to understand the prevalent training needs. Otto and Glaser , suggested certain general guidelines to understand the organization's training needs. These included, talking to the staff, gathering opinions from all levels in the firm, talking to other department and organizational heads, and reading a variety of the industry literature. Conclusion

In today's world the concept of a job itself has become blurred. Today's jobs include concepts as broad banding, multi skilling and path planning. The organizations of this age require a



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

results oriented and deliberate organization strategy. Hence, the TNA in such organizations should also follow suit and be strategic and integrated in its approach. TNA should have direct and unambiguous results. Training should be designed to build on what employees already know. The present age TNA emphasizes on assisting the employees in their work and careers and helping them achieve greater future proficiency and satisfaction at work. This paper investigates the literature on Training Need Analysis (TNA). The theoretical underpinnings of TNA and the various approaches used in firms are discussed in this paper. The different levels of analyses of training needs and the need for TNA in a firm are also discussed in this paper. The paper also throws light on the limitations of the conventional measures and approaches of TNA. Hence, the paper directs scholars towards the characteristic requirements of a TNA approach more suited for today's world of work.

Types of training Internal and external

Technical or Technology Training

Technical training is a type of training meant to teach the new employee the technological aspects of the job. In a retail environment, technical training might include teaching someone how to use the computer system to ring up customers. In a sales position, it might include showing someone how to use the customer relationship management (CRM) system to find new prospects. In a consulting business, technical training might be used so the consultant knows how to use the system to input the number of hours that should be charged to a client. In a restaurant, the server needs to be trained on how to use the system to process orders. Let's assume your company has decided to switch to the newest version of Microsoft Office. This might require some technical training of the entire company to ensure everyone uses the technology effectively. Technical training is often performed in-house, but it can also be administered externally.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Quality Training

In a production-focused business, quality training is extremely important. Quality training refers to familiarizing employees with the means of preventing, detecting, and eliminating nonquality items, usually in an organization that produces a product. In a world where quality can set your business apart from competitors, this type of training provides employees with the knowledge to recognize products that are not up to quality standards and teaches them what to do in this scenario. Numerous organizations, such as the International Organization for Standardization (ISO), measure quality based on a number of metrics. This organization provides the stamp of quality approval for companies producing tangible products. ISO has developed quality standards for almost every field imaginable, not only considering product quality but also certifying companies in environmental management quality. ISO9000 is the set of standards for quality management, while ISO14000 is the set of standards for environmental management. ISO has developed 18,000 standards over the last 60 years¹. With the increase in globalization, these international quality standards are more important than ever for business development. Some companies, like 3M (QAI, 2011), choose to offer ISO training as external online training, employing companies such as QAI to deliver the training both online and in classrooms to employees.

Training employees on quality standards, including ISO standards, can give them a competitive advantage. It can result in cost savings in production as well as provide an edge in marketing of the quality-controlled products. Some quality training can happen in-house, but organizations such as ISO also perform external training.

Skills Training

Skills training, the third type of training, includes proficiencies needed to actually perform the job. For example, an administrative assistant might be trained in how to answer the phone, while a salesperson at Best Buy might be trained in assessment of customer needs and on how to offer the customer information to make a buying decision. Think of skills training as the things you actually need to know to perform your job. A cashier needs to know not only



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

the technology to ring someone up but what to do if something is priced wrong. Most of the time, skills training is given in-house and can include the use of a mentor. An example of a type of skills training is from AT&T and Apple (Whitney, 2011), who in summer 2011 asked their managers to accelerate retail employee training on the iPhone 5, which was released to market in the fall.

Soft Skills Training

Our fourth type of training is called soft skills training. Soft skills refer to personality traits, social graces, communication, and personal habits that are used to characterize relationships with other people. Soft skills might include how to answer the phone or how to be friendly and welcoming to customers. It could include sexual harassment training and ethics training. In some jobs, necessary soft skills might include how to motivate others, maintain small talk, and establish rapport.

In a retail or restaurant environment, soft skills are used in every interaction with customers and are a key component of the customer experience. In fact, according to a *Computerworld* magazine survey, executives say there is an increasing need for people who have not only the skills and technical skills to do a job but also the necessary soft skills, such as strong listening and communication abilities (Hoffman, 2007). Many problems in organizations are due to a lack of soft skills, or interpersonal skills, not by problems with the business itself. As a result, HR and managers should work together to strengthen these employee skills. Soft skills training can be administered either in-house or externally.

Professional Training and Legal Training

In some jobs, professional training must be done on an ongoing basis. Professional training is a type of training required to be up to date in one's own professional field. For example, tax laws change often, and as a result, an accountant for H&R Block must receive yearly professional training on new tax codes (Silkey, 2010). Lawyers need professional training as laws change. A personal fitness trainer will undergo yearly certifications to stay up to date in new fitness and nutrition information.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Some organizations have paid a high cost for not properly training their employees on the laws relating to their industry. In 2011, Massachusetts General Hospital paid over \$1 million in fines related to privacy policies that were not followed (Donnelly, 2011). As a result, the organization has agreed to develop training for workers on medical privacy. The fines could have been prevented if the organization had provided the proper training to begin with. Other types of legal training might include sexual harassment law training and discrimination law training.

Team Training

Do you know the exercise in which a person is asked to close his or her eyes and fall back, and then supposedly the team members will catch that person? As a team-building exercise (and a scary one at that), this is an example of team training. The goal of team training is to develop cohesiveness among team members, allowing them to get to know each other and facilitate relationship building. We can define team training as a process that empowers teams to improve decision making, problem solving, and team-development skills to achieve business results. Often this type of training can occur after an organization has been restructured and new people are working together or perhaps after a merger or acquisition. Some reasons for team training include the following:

- Improving communication
- Making the workplace more enjoyable
- Motivating a team
- Getting to know each other
- Getting everyone “onto the same page,” including goal setting
- Teaching the team self-regulation strategies
- Helping participants to learn more about themselves (strengths and weaknesses)
- Identifying and utilizing the strengths of team members
- Improving team productivity
- Practicing effective collaboration with team members



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Team training can be administered either in-house or externally. Ironically, through the use of technology, team training no longer requires people to even be in the same room.

Managerial Training

After someone has spent time with an organization, they might be identified as a candidate for promotion. When this occurs, managerial training would occur. Topics might include those from our soft skills section, such as how to motivate and delegate, while others may be technical in nature. For example, if management uses a particular computer system for scheduling, the manager candidate might be technically trained. Some managerial training might be performed in-house while other training, such as leadership skills, might be performed externally.

For example, Mastek, a global IT solutions and services provider, provides a program called “One Skill a Month,” which enables managers to learn skills such as delegation, coaching, and giving feedback. The average number of total training days at Mastek is 7.8 per employee² and includes managerial topics and soft skills topics such as e-mail etiquette. The goal of its training programs is to increase productivity, one of the organization’s core values.

Safety Training

Safety training is a type of training that occurs to ensure employees are protected from injuries caused by work-related accidents. Safety training is especially important for organizations that use chemicals or other types of hazardous materials in their production. Safety training can also include evacuation plans, fire drills, and workplace violence procedures. Safety training can also include the following:

- Eye safety
- First aid
- Food service safety
- Hearing protection
- Asbestos
- Construction safety



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- Hazmat safety

The Occupational Safety and Health Administration, or OSHA, is the main federal agency charged with enforcement of safety and health regulation in the United States. OSHA provides external training to companies on OSHA standards. Sometimes in-house training will also cover safety training.

There are several types of training we can provide for employees. In all situations, a variety of training types will be used, depending on the type of job.

Technical training addresses software or other programs that employees use while working for the organization.

Quality training is a type of training that familiarizes all employees with the means to produce a good-quality product. The ISO sets the standard on quality for most production and environmental situations. ISO training can be done in-house or externally.

Skills training focuses on the skills that the employee actually needs to know to perform their job. A mentor can help with this kind of training.

Soft skills are those that do not relate directly to our job but are important. Soft skills training may train someone on how to better communicate and negotiate or provide good customer service.

Professional training is normally given externally and might be obtaining certification or specific information needed about a profession to perform a job. For example, tax accountants need to be up to date on tax laws; this type of training is often external.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Team training is a process that empowers teams to improve decision making, problem solving, and team-development skills. Team training can help improve communication and result in more productive businesses.

Training Methods: On Job Training and off the Job Training Methods!

A large variety of methods of training are used in business. Even within one organization different methods are used for training different people. All the methods are divided into two classifications for:

A. On-the-job Training Methods:

1. Coaching
2. Mentoring
3. Job Rotation

4. Job Instruction Technology

5. Apprenticeship

6. Understudy

B. Off-the-Job Training Methods:

1. Lectures and Conferences

2. Vestibule Training



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

4. Simulation Exercises

4. Sensitivity Training

5. Transactional Training

A. On-the-job training Methods:

Under these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behaviour. These methods do not cost much and are less disruptive as employees are always on the job, training is given on the same machines and experience would be on already approved standards, and above all the trainee is learning while earning. Some of the commonly used methods are:

1. Coaching:

Coaching is a one-to-one training. It helps in quickly identifying the weak areas and tries to focus on them. It also offers the benefit of transferring theory learning to practice. The biggest problem is that it perpetrates the existing practices and styles. In India most of the scooter mechanics are trained only through this method.

2. Mentoring:

The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to-one interaction, like coaching.

3. Job Rotation:



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

It is the process of training employees by rotating them through a series of related jobs. Rotation not only makes a person well acquainted with different jobs, but it also alleviates boredom and allows to develop rapport with a number of people. Rotation must be logical.

4. Job Instructional Technique (JIT):

It is a Step by step (structured) on the job training method in which a suitable trainer (a) prepares a trainee with an overview of the job, its purpose, and the results desired, (b) demonstrates the task or the skill to the trainee, (c) allows the trainee to show the demonstration on his or her own, and (d) follows up to provide feedback and help. The trainees are presented the learning material in written or by learning machines through a series called 'frames'. This method is a valuable tool for all educators (teachers and trainers).

It helps us:

- a. To deliver step-by-step instruction
- b. To know when the learner has learned
- c. To be due diligent (in many work-place environments)

5. Apprenticeship:

Apprenticeship is a system of training a new generation of practitioners of a skill. This method of training is in vogue in those trades, crafts and technical fields in which a long period is required for gaining proficiency. The trainees serve as apprentices to experts for long periods. They have to work in direct association with and also under the direct supervision of their masters.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

The object of such training is to make the trainees all-round craftsmen. It is an expensive method of training. Also, there is no guarantee that the trained worker will continue to work in the same organisation after securing training. The apprentices are paid remuneration according to the apprenticeship agreements.

6. Understudy:

In this method, a superior gives training to a subordinate as his understudy like an assistant to a manager or director (in a firm). The subordinate learns through experience and observation by participating in handling day to day problems. Basic purpose is to prepare subordinate for assuming the full responsibilities and duties.

B. Off-the-job Training Methods:

Off-the-job training methods are conducted in separate from the job environment, study material is supplied, there is full concentration on learning rather than performing, and there is freedom of expression. Important methods include:

1. Lectures and Conferences:

Lectures and conferences are the traditional and direct method of instruction. Every training programme starts with lecture and conference. It's a verbal presentation for a large audience. However, the lectures have to be motivating and creating interest among trainees. The speaker must have considerable depth in the subject. In the colleges and universities, lectures and seminars are the most common methods used for training.

2. Vestibule Training:

Vestibule Training is a term for near-the-job training, as it offers access to something new (learning). In vestibule training, the workers are trained in a prototype environment on specific jobs in a special part of the plant.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

An attempt is made to create working condition similar to the actual workshop conditions. After training workers in such condition, the trained workers may be put on similar jobs in the actual workshop.

This enables the workers to secure training in the best methods to work and to get rid of initial nervousness. During the Second World War II, this method was used to train a large number of workers in a short period of time. It may also be used as a preliminary to on-the-job training. Duration ranges from few days to few weeks. It prevents trainees to commit costly mistakes on the actual machines.

3. Simulation Exercises:

Simulation is any artificial environment exactly similar to the actual situation. There are four basic simulation techniques used for imparting training: management games, case study, role playing, and in-basket training.

(a) Management Games:

Properly designed games help to ingrain thinking habits, analytical, logical and reasoning capabilities, importance of team work, time management, to make decisions lacking complete information, communication and leadership capabilities. Use of management games can encourage novel, innovative mechanisms for coping with stress.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Management games orient a candidate with practical applicability of the subject. These games help to appreciate management concepts in a practical way. Different games are used for training general managers and the middle management and functional heads – executive Games and functional heads.

(b) Case Study:

Case studies are complex examples which give an insight into the context of a problem as well as illustrating the main point. Case Studies are trainee centered activities based on topics that demonstrate theoretical concepts in an applied setting.

A case study allows the application of theoretical concepts to be demonstrated, thus bridging the gap between theory and practice, encourage active learning, provides an opportunity for the development of key skills such as communication, group working and problem solving, and increases the trainees’ enjoyment of the topic and hence their desire to learn.

(c) Role Playing:

Each trainee takes the role of a person affected by an issue and studies the impacts of the issues on human life and/or the effects of human activities on the world around us from the perspective of that person.

It emphasizes the “real- world” side of science and challenges students to deal with complex problems with no single “right” answer and to use a variety of skills beyond those employed in a typical research project.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

In particular, role-playing presents the student a valuable opportunity to learn not just the course content, but other perspectives on it. The steps involved in role playing include defining objectives, choose context & roles, introducing the exercise, trainee preparation/research, the role-play, concluding discussion, and assessment. Types of role play may be multiple role play, single role play, role rotation, and spontaneous role play.

(d) In-basket training:

In-basket exercise, also known as in-tray training, consists of a set of business papers which may include e-mail SMSs, reports, memos, and other items. Now the trainer is asked to prioritise the decisions to be made immediately and the ones that can be delayed.

4. Sensitivity Training:

Sensitivity training is also known as laboratory or T-group training. This training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility. It is ability of an individual to sense what others feel and think from their own point of view.

It reveals information about his or her own personal qualities, concerns, emotional issues, and things that he or she has in common with other members of the group. It is the ability to behave suitably in light of understanding.

A group's trainer refrains from acting as a group leader or lecturer, attempting instead to clarify the group processes using incidents as examples to clarify general points or provide feedback. The group action, overall, is the goal as well as the process.

5. Transactional Analysis:



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

It provides trainees with a realistic and useful method for analyzing and understanding the behavior of others. In every social interaction, there is a motivation provided by one person and a reaction to that motivation given by another person.

This motivation reaction relationship between two persons is known as a transaction. Transactional analysis can be done by the ego (system of feelings accompanied by a related set of behaviors states of an individual).

Outbound Training

- The concept of using the outdoors as a tool in management training was first developed in the 1940's by Dr. Kurt Hahn
- The outdoors has many lessons for people which will enhance their personal thresholds as well as group thresholds.
- An established corporate training tool in Western countries, Out Bound Training is gaining increasing popularity in India .
- The crux of OBT lies in taking a group of people away from their normal environment into the outdoors, and placing a new, unfamiliar set of challenges before them, in the solving of which a whole lot of new equations are thrown up.
- The program works on the principle that when a team is thrown together in wilderness or adventure settings, where they have to fend for themselves and meet challenges together, there is growth in many directions.
- In a tranquil and informal environment, up close with nature, people are found to become more introspective and uninhibited, paving the way for a complete and effective learning process.
- After spending a few days in an outdoor situation, team members tend to bond together in a way that is impossible in an urban office atmosphere.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

- Additionally, in unfamiliar environments and unpredictable situations, stretched beyond their normal comfort zones, people tend to lose their inhibitions, shed their masks and become more receptive to learning. In the environment thus created, it becomes possible for a sensitive and experienced facilitator to identify strengths and trouble areas, and suggest new coping behavior

Areas Where Outbound Training is Effective

- Team Building
- Communication Skills
- Leadership Development
- Change Management
- Motivation
- Personal & Professional Effectiveness
- Interpersonal Skills
- Induction/orientation for trainees
- Partnerships/Alliances

Program Design

- Each of our outbound program is carefully designed and executed to achieve specific organizational goals with pre and post delivery interventions. Our outdoor specialists and HR experts, in consultation with representatives from your company, analyse and understand your organizational needs, and then draw up a programme designed to deliver specific HR objectives.

Locations & Venues



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

- Sales Meet
- Reward & Recognition Program
- Corporate Picnic
- Team Family Outing
- Out Bound Training Program

Adventure Activities

- Rappelling
- Trekking
- Nature Walk
- Valley Crossing
- Tarzan Swing
- Cricket
- Volley Ball
- Basket Ball
- Badminton
- Chess
- Carom Board
- Cards
- Rock Climbing

Corporate Games



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- ***Team Building Games***

- Back to back
- Trust fall
- Centepede race
- Team skipping
- Sumo struggle

- ***Leadership Games***

- Test drive
- Metro challenge
- Paper crisis
- Mine field

Motivation

- Trekking
- Valley crossing
- Rappelling
- Burma bridge
- Rock climbing

Communication

- Egg missile
- Human spider wall
- Throw the ball
- Blind fold tower

Attitudinal training



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Attitudinal Training Methods

There are training methods related to the attitude of the participants of training programmes. The specific method should be selected according to the attitude of the participants in an organization. Some important **attitudinal training methods** are explained below:

1. Jigsaw Method

The Jigsaw is a method of **attitudinal training** followed when there is too much information for one person to read or absorb. It encourages reading or listening salient points included in the training programme. Jigsaw method is helpful to develop effective practice for communicating critical points to others. Jigsaw provides different perspectives on information. It can be particularly helpful to second language learners.



Jigsaw is a group structure that can be used across all content areas. Training starts with a home group. That group is responsible for learning the assigned portion of a task that is prescribed by the instructor. Then the instructor separates trainees into new groups – jigsaw groups – by assigning one member from each home group to a new group. If an activity begins with groups A, B, C, and D, the jigsaw groups have a member from A, B, C, and D.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

In the jigsaw groups, participants share information and complete some sort of project or product. The trainees conduct research in groups responsible for collecting information about a given area of that topic. Participants are to generate the questions to be asked after experiencing an “anchor” activity that is designed to bring forth the questions the instructor wants them to ask.

For reading purpose, portions of an article should be assigned to participants in the divided group. But for presentations the participants in smaller groups should select the sessions according to their interest to attend and take notes. Then they should summarize the main points and report back to the whole group.

There should be provision of note taking sheets with questions for the participants. In case of large groups, after reading same passage, the participants should discuss and decide on main points to be reported by selected reporter. All the participants should complete the assignments.

2. Fish Bowl Method

The objective of fish bowl exercise is to inculcate in the participants, the discipline of observing others and provide constructive feedback. This method is helpful to learn about one self, one’s behavior and personality as seen through the eyes of others and consequently to overcome weaknesses for improving strengths.

In this type of training, twenty-five participants seat in two concentric outer and inner circles. The inner circle is the target group in which members either discuss a pre-selected topic or move towards completion of a group task. After the discussion by the members of inner group, which may extend up to half an hour, the outer group is asked to comment on the content and more importantly, the dynamics and group process of the inner groups members. The trainer should select a topic for discussion that is either familiar to the participants or of interest to them. Then, participants can identify with the topic or task and generate a discussion.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

In this method, the trainer shall act as a facilitator and guide the participants towards constructive results. At the outset, he will state the ground rules for the training and each member of the outer group must play the role. The trainer should precede the exercise with discourse on group dynamics and human behavior, principles of learning and individual actions in groups. This will provide the basis on which feedback is given.

3. T-groups

T-groups are helpful for understanding the self and contributing towards organizational change & development through training in attitudinal changes in the participants and creating better teamwork. T-groups can be classified into following categories. A T-group may consist of eight to fifteen persons. After setting forth the objectives, the trainer remains in the background creating a vacuum, which impels participants to develop structure and meaning.

- Stranger groups: In this group participants have no prior knowledge of one another. But members can express and involve themselves without fear or retaliation. However, the commencement of the training is difficult as all are strangers in the group.
- Family Groups: In this group participants belong to the same department or hierarchical level and have prior knowledge of each other. But the members may shy away from giving feedback, may dilute it or may not disclose themselves in fear of its being used against them.

4. Business Game

Business game is a training technique in which participants consider sequence of problems and take decisions. It is simulation which consisting of sequential decision-making exercise structured around a hypothetical model of the operations of an organization. As it is only a simulation there is no real loss to the organization in case participants make mistakes. Among different training methods, business game is increasingly used in management development programs for effectiveness of learning.

Business game method is helpful to reduce conflicts among the participants. These games can be classified on the basis of coverage, competitive element & processing results.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

According to coverage there may be total enterprise gain and functional gain. There are interactive games and non-interactive games. By processing of results there can be computer game or non-computer game.

Business games are relatively new in comparison to other methods. There are different types of business games according to the coverage competitive element and processing of results. On the basis of coverage, there are Total Enterprise games and Functional Games. On the basis of competitive element there may be Interacting Game and Non-interacting Game. According to processing of results, there are Computer Game and Non-computer Game.

These games are helpful to demonstrate some aspects of organization activities it helps in changing the attitudes. It provides experience in the application statistical and analytical methods. Games are quiet absorbing, provoking interest in participants to have more effective learning. There is a higher cost of this method if computers are required. Some games may be to simplified models of reality to be effective for learning of actual business situation. Many games involve only quantitative variables ignoring human elements of organization. The trainer has to be active and fully involved to produce desired results from this method. He should have complete understanding of the game and clearly explain it to participants. He should always be alert to handle new situations while running the training programme. He should have complete situation under his control.

The game must be compared with real life situations, wherever possible. So that business game is taken as simulation of the real life situations for learning. Business games are very helpful to emphasize the importance of long range planning. This method can be used for effective management development programme.

The procedure followed for successful business game should include the following steps.

- There should be previous briefing for the participants
- Enough time should be available for first run of the game.
- The trainer should give first feedback quickly to trainees for interest
- There should be publication of information on results achieved



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- Repeated rounds of game should be sequential and logical
- The trainer should announce the final result at the end of game

Principles Involved in Selection of Training Method

“Training Needs Assessment” (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the gap. TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop. The gap between the present status and desired status may indicate problems that in turn can be translated into a training need. Training can reduce, if not eliminate, the gap, by equipping the participants with knowledge and skills and by encouraging them to build and enhance their capabilities. The data on the present status are vital to the evaluation or impact survey in the latter part of the training cycle. These shall serve as the baseline data. The following are some techniques for acquiring such data. These may be applied independently or in combination.

Training and Learning Development

Developing people: training, coaching, mentoring, training and learning design

Conventional 'training' is required to cover essential work-related skills, techniques and knowledge, and much of this section deals with taking a positive progressive approach to this sort of traditional 'training'.

Importantly however, the most effective way to develop people is quite different from conventional skills training, which let's face it many employees regard quite negatively. They'll do it of course, but they won't enjoy it much because it's about work, not about themselves as people. The most effective way to develop people is instead to **enable learning and personal development**, with all that this implies.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

So, as soon as you've covered the basic work-related skills training that is much described in this section - focus on **enabling learning and development for people as individuals** - which extends the range of development way outside traditional work skills and knowledge, and creates far more exciting, liberating, motivational opportunities - for people and for employers.

Rightly organisations are facing great pressure to change these days - to facilitate and encourage whole-person development and fulfilment - beyond traditional training.

Introduction and context

As with this website as a whole, this training guide is oriented chiefly around what's good for people, rather than chiefly what's profitable for organizations.

The reason for this is that in terms of learning, training and development, what's good for people is good for the organizations in which they work. What's good for people's development is good for organizational performance, quality, customer satisfaction, effective management and control, and therefore profits too.

This is central to a fairly balanced Psychological Contract in employment organizations.

Profit is an **outcome** of managing and developing people well. People and their development enable profit. Enable people and you enable profit.

Organizations which approach training and development from this standpoint inevitably foster people who perform well and progress, and, importantly, stay around for long enough to become great at what they do, and to help others become so.

Training is a very commonly used word, so it features heavily on this page, but **learning** is in many ways a better way to think of the subject, because learning 'belongs' to the learner, whereas training traditionally 'belongs' to the trainer or the organization.

This is a significant difference in attitude, explained in more detail on the training or learning? page.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Training should be about **whole person development** - not just transferring skills, the traditional interpretation of training at work.

Whatever your role and responsibility, you might not immediately be able to put great new emphasis on 'whole person development'.

Being realistic, corporate attitudes and expectations about what 'training' is and does cannot be changed overnight, and most organisations still see 'training' as being limited to work skills, classrooms and powerpoint presentations. However, when you start to imagine and think and talk about progressive attitudes to developing people - beyond traditional skills training - for example:

- 'enabling learning'
- 'facilitating meaningful personal development'
- 'helping people to identify and achieve their own personal potential'

then you will surely begin to help the organisation (and CEO) to see and accept these newer ideas about what types of 'learning and development' really work best and produces class-leading organizations.

N.B. The UK (consistent with Europe) Employment Equality (Age) Regulations 2006, effective from 1st October 2006, make it unlawful to discriminate against anyone on the grounds of age. This has several implications for training, documents used, and the training of trainers and facilitators. For further guidance about the effects of Age Equality and Discrimination in training and developing people, (and in other aspects of managing people), see the Age Diversity information, which quite naturally relates to the subject of 'whole-person' development, given its connections with diversity and taking proper care of people.

There are very many materials on this website with particular relevance to the design and delivery and management of learning and development. Here are some examples, which will lead you to others, aside from the general guidance on this page:



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Conscious Competence learning model

Learning evaluation methods - including training assessment tools

Kirkpatrick's learning evaluation model - brilliant and simple

Experiential learning - and guide to facilitating experiential learning activities

Role-playing - principles and guide

Kolb's Learning styles model

Training or learning? - facilitating learning - rather than imposing training - ideas on whole-person development.

The group selection recruitment/assessment centre design guide also contains some useful information for training and assessment design, especially the need to establish a clear specification (development/assessment criteria) before beginning to design training concepts, content, delivery and methods of assessment, incidentally illustrated by this outline process diagram:

Training process ideas and outline

Here is a relatively simple overview of typical reference models, processes and tools found in the effective planning and delivery of organizational training.

| | | | | |
|---|--|--|--|--|
| 1. Assess and agree training needs | 2. Create training or development specification | 3. Consider learning styles and personality | 4. Plan training and evaluation | 5. Design materials, methods and deliver training |
|---|--|--|--|--|



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

| | | | | |
|--|--|--|---|--|
| <p>Conduct some sort of <u>training needs analysis</u>. Another method example of assessing and prioritising training is <u>DIF Analysis</u>.</p> <p>This commonly happens in the <u>appraisal process</u>.</p> <p>Involve the people in identifying and agreeing <u>relevant aligned training</u>.</p> <p>Consider <u>organizational values</u> and aspects of <u>integrity</u> and <u>ethics</u>, and <u>spirituality</u>, <u>love</u> and <u>compassion</u> at <u>work</u> as well as</p> | <p>Having identified what you want to train and develop in people, you must break down the training or learning requirement into manageable elements.</p> <p>Attach standards or measures or parameters to each element.</p> <p>The <u>360 degree process</u> and <u>template</u> an</p> | <p>People's <u>learning styles</u> greatly affect what type of training they will find easiest and most effective.</p> <p>Look also at <u>personality types</u>.</p> <p>Remember you are dealing with people, not objects.</p> <p>People have feelings as well as skills and knowledge.</p> <p>The <u>Erikson model</u> is</p> | <p>Consider <u>evaluation training effectiveness</u>, which includes before-and-after measurements.</p> <p>The <u>Kirkpatrick model</u> especially helps you to structure training design.</p> <p>Consider <u>Bloom's theory</u> too, so that you can understand what sort of development you are actually addressing.</p> <p>Consider <u>team activities</u> and <u>exercises</u>.</p> | <p><u>Presentation</u> is an important aspect of delivery.</p> <p>See also <u>running meetings</u> and <u>workshops</u>.</p> <p><u>Good writing techniques</u> help with the design of materials.</p> <p>So do the <u>principles of advertising</u> - it's all about meaningful communication.</p> <p>There is a useful <u>training providers selection template</u> on the sales training page, which can be adapted for all sorts of providers and services.</p> |
|--|--|--|---|--|



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

| | | | | |
|---|--|--|--|--|
| <p>skills.</p> <p>Look also at your recruitment processes - there is no point training people if they are not the right people to begin with.</p> <p><u>Why _____ people leave</u> also helps identify development needs.</p> | <p>d the simple <u>training planner</u> (also in <u>pdf format</u>) are useful tools.</p> <p>Revisit the '<u>skill-sets</u>' and <u>training needs analysis tools</u> - they can help organize and training elements assessment on a large scale.</p> <p>There is also a <u>flow</u></p> | <p>wonderful for understanding more about this.</p> <p>So is the <u>Johari Window model</u>.</p> <p>Consider the team and the group. <u>Adair's theory</u> helps.</p> <p>So does the <u>Tuckman model</u>.</p> | <p>See the <u>self-study program design tips</u> below - the internet offers more opportunities than ever.</p> | |
|---|--|--|--|--|



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

| | | | | |
|--|---|--|--|--|
| | <p><u>chart</u> to help design the process of identifying weaknesses and planning improvements, and a <u>form</u> for employees to complete.</p> <p>For employers, there is a <u>table</u> for reviewing training and development elements.</p> | | | |
|--|---|--|--|--|

There are many different training and development methods. On-the-job training, informal training, classroom training, internal training courses, external training courses, on-the-job coaching, life-coaching, mentoring, training assignments and tasks, skills training, product training, technical training, behavioural development training, role-playing and role-play games and exercises, attitudinal training and development, accredited training and learning,



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

distance learning - all part of the training menu, available to use and apply according to individual training needs and organisational training needs.

Training is also available far beyond and outside the classroom. **More importantly, training - or learning, to look at it from the trainee's view - is anything offering learning and developmental experience.** Training and learning development includes aspects such as: ethics and morality; attitude and behaviour; leadership and determination, as well as skills and knowledge.

Development isn't restricted to training - it's anything that helps a person to grow, in ability, skills, confidence, tolerance, commitment, initiative, inter-personal skills, understanding, self-control, motivation (see the motivation theory section), and more.

If you consider the attributes of really effective people, be they leaders, managers, operators, technicians; any role at all, **the important qualities which make good performers special are likely to be attitudinal.** Skills and knowledge, and the processes available to people, are no great advantage. **What makes people effective and valuable to any organization is their attitude.**

Attitude includes qualities that require different training and learning methods. Attitude stems from a person's mind-set, belief system, emotional maturity, self-confidence, and experience. These are the greatest training and development challenges faced, and there are better ways of achieving this sort of change and development than putting people in a classroom, or indeed by delivering most sorts of conventional business or skills training, which people see as a chore.

This is why training and learning must extend far beyond conventional classroom training courses. Be creative, innovative, and open-minded, and you will discover learning in virtually every new experience, whether for yourself, your team, or your organization. If you want to make a difference, think about what really helps people to change.

Many of these methodologies are explained on this website. Explore them and enjoy them, and encourage others to do the same.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

All supervisors and managers should enable and provide training and development for their people - training develops people, it improves performance, raises morale; training and developing people increases the health and effectiveness of the organization, and the productivity of the business.

The leader's ethics and behaviour set the standard for their people's, which determines how productively they use their skills and knowledge. Training is nothing without the motivation to apply it effectively. A strong capability to plan and manage skills training, the acquisition of knowledge, and the development of motivation and attitude, largely determines how well people perform in their jobs.

Training - and also **enabling learning and personal development** - is essential for the organisation. It helps improve quality, customer satisfaction, productivity, morale, management succession, business development and profitability.

As regards conventional work-related training planning, and training itself, these are step-by-step processes - see and download a [free training process diagram](#). More free training tools are available for download at the [free training tools and resources page](#).

See for example the [training planner](#) and [training/lesson plan calculator tool](#), which are templates for planning and organising the delivery of job skills training and processes, and transfer of knowledge and policy etc. See also the [training induction checklist and planner tool](#).

Use these tools and processes to ensure that essential work-related skills, techniques, and knowledge are trained, but remember after this to concentrate most of your 'training' efforts and resources on **enabling and facilitating meaningful learning and personal development for people**. There is no reason to stop at work-related training. Go further to help people grow and develop as people.

Having said this, we do need to start with the essentials, for example induction training for new starters. Induction Training is especially important for new starters. Good induction training ensures new starters are retained, and then settled in quickly and happily to a



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

productive role. Induction training is more than skills training. It's about the basics that seasoned employees all take for granted: what the shifts are; where the notice-board is; what's the routine for holidays, sickness; where's the canteen; what's the dress code; where the toilets are. New employees also need to understand the organisation's mission, goals and philosophy; personnel practices, health and safety rules, and of course the job they're required to do, with clear methods, timescales and expectations.

Managers must ensure induction training is properly planned - an induction training plan must be issued to each new employee, so they and everyone else involved can see what's happening and that everything is included. You must prepare and provide a suitable induction plan for each new starter. Here's a free [induction training checklist](#).

These induction training principles are necessarily focused on the essential skills and knowledge for a new starter to settle in and to begin to do their job. However there is great advantage in beginning to address personal development needs, wishes, opportunities, particular strengths, abilities, talent, etc., during or very soon after the induction process. The sooner the better.

An organisation needs to assess its people's skills training needs - by a variety of methods - and then structure the way that the training and development is to be delivered, and managers and supervisors play a key role in helping this process.

People's personal strengths and capabilities - **and aims and desires and special talents (current and dormant)** - also need to be assessed, so as to understand, and help the person understand, that the opportunities for their development and achievement in the organisation are not limited by the job role, or the skill-set that the organisation inevitably defines for the person.

As early as possible, let people know that their job role does not define their potential as a person within or outside the organisation, and, subject to organisational policy, look to develop each person in a meaningful relevant way that they will enjoy and seek, as an individual, beyond the job role, and beyond work requirements.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

If possible 'top-up' this sort of development through the provision of mentoring and facilitative coaching (drawing out - not putting in), which is very effective in producing excellent people. Mentoring and proper coaching should be used alongside formal structured training anyway, but this type of support can also greatly assist 'whole-person development', especially where the mentor or coach is seen as a role-model for the person's own particular aspirations.

It's important that as a manager you understand yourself well before you coach, or train or mentor others:

Are your own your own skills adequate? Do you need help or training in any important areas necessary to train, coach, mentor others? What is your own style? How do you you communicate? How do you approach tasks? What are your motives? These all affect the way you see and perform see the training, coaching or mentoring role, and the way that you see and relate to the person that your are coaching, or training, or mentoring. Your aim is to help the other person learn and develop - not to create another version of yourself. When you understand yourself, you understand how you will be perceived, how best to communicate, and how best to help others grow and learn and develop.

And it's vital you understand the other person's style and personality too - how they prefer to learn - do they like to read and absorb a lot of detail, do they prefer to be shown, to experience themselves by trial and error? Knowing the other person's preferred learning style helps you deliver the training in the most relevant and helpful way. It helps you design activities and tasks that the other person will be more be more comfortable doing, which ensures a better result, quicker. Various models and tests are available to help understand learning styles - look at the [Kolb model](#). Look at [multiple intelligences](#) and the [VAK learning model and free learning style tests](#).

See also the [Johari Window model and adapted theory](#) - it's a useful explanation of the importance of open communications and strong mutual understanding among staff in



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

organizations, and for all situations where people work together. It's also a useful model for personal awareness and self-development.

Prioritising training

Given the vast range of skills and other competencies which can be developed in people it is useful for some sort of prioritising to take place so that training focuses on the areas which will yield best benefit, in other words, return on investment (typically in terms of organizational performance, although the needs of teams and individuals can also be very significant in prioritising training and development, depending on the situation.)

In addition to the [skill-sets and training needs analysis tools](#) on this website, here are three other examples of methods for prioritising training:

Essential/Desirable - simply and quickly define each activity (skill, competency, whatever) according to whether it is **essential** or **desirable** for the job purpose and organizational performance. Training priority is obviously given to developing **essential** competencies.

Importance/Competency matrix - the highest training priorities are obviously the activities (skills, competencies, whatever) which are high importance (of task to organizational performance) and low competence (of trainee skill level).

| | |
|--|--|
| high importance and low competence = high training priority | high importance and high competence = low training priority |
| low importance and low competence = low training priority | low importance and high competence = zero training priority |

DIF Analysis - DIF stands for Difficulty, Importance, Frequency. DIF Analysis is a sophisticated (and potentially very complex) method of assessing performance, prioritising



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

training needs and planning training, based on three perspectives: Difficulty, Importance, and Frequency. The system looks at tasks and activities (or skills, competencies, whatever) rather than looking at development from a personal individual perspective. DIF Analysis can be used in different ways: for example as a flow diagram to consider each activity using a simple yes/no for each of the three factors in sequence of Difficulty (yes/no), Importance (yes/no) and Frequency (yes/no), which generates eight possible combinations. At a simple level, an activity that scores low on all three scales is obviously low priority; whereas an activity that scores high on all three scales is a high priority. Weighting (significance of each factor relative to the job purpose/aims) is required in order to optimise the usefulness and relevance of the system, especially if applied to a group or organization. Analysis can become extremely complex, so it is sensible to ensure that the level of analysis is appropriate for the situation before starting to build complex analysis systems. For such a potentially detailed system, DIF Analysis does not automatically take account of personal preferences and potential capabilities, and as such consideration to this aspect is wise where trainee commitment is influential upon development, which in most situations is the case. The Skill-set and TNA tools on this website could, given modest expertise in spreadsheets and logic, be adapted to manage DIF Analysis, although better dedicated DIF Analysis tools exist. If you have one to share please send it.

Other methods exist for prioritising training. Choose or develop a method which is appropriate for your situation. Resist the tendency to become overly detailed. Analysis and detail should always be a means to an end (to achieve effective training and development), not an end in themselves.

Ultimately the best way to prioritise training is can be simply to agree with the trainee what they are most keen to commit to. All the analysis and detail in the world will not guarantee trainee commitment, which is generally the most powerful force for effective training and development.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Task-based analysis is important for organizational development measurement and planning, but approaching training prioritisation from purely a task perspective ignores the vital personal factor.

Developing people and capabilities

Many organizations face the challenge of developing greater confidence, initiative, solutions-finding, and problem-solving capabilities among their people. Organisations need staff at all levels to be more self-sufficient, resourceful, creative and autonomous. This behaviour enables staff can operate at higher strategic level, which makes their organizations more productive and competitive. People's efforts produce bigger results. It's what all organizations strive to achieve.

However, while conventional skills training gives people new techniques and methods, it won't develop their maturity, belief, or courage, which is so essential for the development of managerial and strategic capabilities.

Again, focus on developing **the person**, not the skills.

Try to see things from the person's (your people's) point of view. Provide learning and experiences that they'd like for their own personal interest, development and fulfilment. Performance and capability are ultimately dependent on people's attitude and emotional maturity. Help them to achieve what they want on a personal level, and this provides a platform for trust, 'emotional contracting' with the organisation, and subsequent skills/process/knowledge development relevant to managing higher responsibilities, roles and teams.

Participative [workshops](#) work well in beginning this type of attitudinal development. Involve people right from the start. Focus on what they want. You could also use a personal development questionnaire to begin to set the scene and provide examples of 'alternative' learning opportunities. It starts with the person, not the skills. It's about attitude and emotional



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

maturity. The Emotional Intelligence principles and methodologies fit very well with modern approaches to developing people's belief, maturity and attitude.

When people develop confidence, integrity, emotionally, they automatically become more proactive, solutions-focused, responsive, etc., which across a whole team has a cumulative effect. Johari is a useful model too. So many people at work are simply 'going through the motions', acting in a 'conforming' state, often because they feel insecure, lack confidence to do what they think is right, or are nervous about being bold, **whereas boldness is absolutely required for self-sufficiency, initiative, greater responsibility**; in fact all of the behaviours that organizations strive to encourage.

You can't 'teach' boldness - people have to experience things which enable them to feel bolder, to take risks, and to want to take risks.

This means the rewards must be there too, or people have no reason to stick their necks out. And not just the prospect of financial reward. More importantly the Herzberg-type motivators - real extra responsibility, recognition, and involvement in new successful and interesting projects. This is the fuel of people's growth and change.

Designing self-study training and learning programmes

The same basic principles apply to designing self-study programs as to any other sort of training design.

The internet enables self-study learning and development programs to be more useful, empowering and cost-effective than ever before.

The only limits are those you imagine. Be creative and innovative. Look on the web for ideas and self-study and self-development resources, methods, groups, and technologies. There are many.

This website is effectively a self-study program. It's not a particularly conventional one, nor an accredited or measurable one. Like any sort of learning it will appeal to some people but not others.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

As ever consider what you seek to achieve, before you design how to achieve it.

Know yourself as a trainer (and/or encourage this among your trainers), and help trainees and learners to know themselves. Then it is easier to decide how and what will help best.

To help you structure and design and assess learning, read the training design and evaluation materials on this page and elsewhere on the website, for example the [Kirpatrick evaluation and design model](#), the [learning styles and multiple intelligence theories](#), and the [Bloom learning domains taxonomy model](#).

The [group selection recruitment and assessment centre guide](#) is also relevant. Assessment and development are tightly connected.

To help you understand yourself read the materials relating to personality and motivation, such as [Erikson's theory](#), the [personality styles theories](#), and the ideas of [Maslow](#), [Herzberg](#), [McGregor](#), etc.

Designing a good self-study program should by its nature if possible involve the students.

Involving people from the beginning increases ideas, relevance and commitment.

Mentoring: linked to projects and objectives activities

Linking mentoring with objectives and project tasks or activities is a highly productive and effective modern method of training and developing people in organizations, especially for staff in teams and departments, **and for developing organizations themselves**. The approach builds on management by objectives (MBO's) principles, but is more participative, voluntary and inclusive. By comparison, MBO's are a 'one-way street'; isolated and individually separate, prescribed along a single-channel towards a task focus. Well-facilitated 'activity focused mentoring' is consensual, team-orientated, with a personal development and team building focus, across multiple organizational interfaces, particularly to and between management/subordinate/peer levels. Activity focused mentoring methods also help develop systems (not IT and processes, but overall systems: ie., how an organization works), organizations, management and communications, in an open, dynamic, organic,



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

three-dimensional way. The activity-mentoring approach uses several integrated techniques which produce more reliable and relevant training and learning outputs, in terms of individual skills, attitudinal development, and direct job and organizational performance improvement.

The approach is **facilitative rather than prescriptive**, and broadly features:

- strategic assessment of organisational and department priorities and 'high-yield' training needs
- interpreted discussion with line-managers of training delegates and strategic managers of the organisation
- pre-training skills/behavioural needs-analysis - all training delegates - and pre-training preparatory work
- small groups - practical workshops - short sessions - highly participative and situation/solution-based - focused on practical job issues, individual personality/learning style and organisational priorities
- individually agreed tasks and assignments - focused on practical priorities and individual needs (SMART and WIIFM factors)
- follow-up coaching and mentoring one-to-one support - giving high accountability and reliable deliverables
- ongoing feedback and review with line-managers and strategic managers - coaching/task notes for line managers

The process works on several different levels: individual, team, task, organisational and strategic. Activity focused mentoring also gives strong outputs in skills, behaviour and job priority areas, as well as being strongly motivational and where necessary resolving conflict and attitudinal issues.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Cost analysis and justification

Mentoring can be provided in various ways and programmes take a variety of shapes. Mentoring can be external, where the mentoring is essentially provided by external people, or an internal activity, using mentors within the organisation.

Due to the relative newness of mentoring as a formal organised process, and because mentoring programmes are so varied, statistics as to general costs and returns across industry are not easy to find. Here however are general cost indicators for a program essentially delivered by internally appointed mentors.

The main elements of a mentoring programme that carry quantifiable cost would be:

- **Training of mentor(s)** - comfortably achievable for £1,000/head - it's not rocket science, but selection of suitable mentor is absolutely critical - good natural mentors need little training; other people who are not ready or able to help others can be beyond any amount of training.
- **Mentor time away from normal activities** - needs to be a minimum of an hour a month one-to-one or nothing can usefully be achieved, up to at most a couple of hours a week one-to-one, which would be intensive almost to the point of overloading the mentoree. That said, there may be occasions when the one-to-one would necessarily involve a whole day out for the mentor, for instance client or supplier visits. Say on average a day a month including the associated administration work, particularly where the mentoring is required to be formalised and recorded.
- **Overseeing the program, evaluating and monitoring activity, progress and outputs** - depends on the size of the program, ie., number of mentors an number of 'mentorees' - if the mentoring is limited to just a single one-to-one relationship then it's largely self-managing - if it's a programme involving several mentors an mentorees then estimate an hour per quarter (3 mths) per one-to-one mentoring relationship - probably the responsibility of an HR or training manager. If this person with the overview/monitoring responsibility



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

needs external advice you'd need to add on two or three days external training or consultancy costs.

- (Mentoree time away from normal activities - effective mentoring should ideally integrate with the mentoree's normal activities, and enhance productivity, effectiveness, etc., so this is arguably a credit not a debit.)

Principles and techniques

Rather than simply give the answers, the mentor's role should be to **help the 'mentoree' find the answers for him/herself**. While giving the answers is usually better than giving no help at all, helping the mentoree to find the answers for him/herself provides far more effective mentoring, because the process enables so much more for the mentoree in terms of **experience of learning**. Give someone the answers and they learn only the answers; instead mentors need to facilitate the experience of discovery and learning. The mentor should therefore focus mentoring effort and expectations (of the person being mentored especially, and the organisation) on helping and guiding the mentoree to find the answers and develop solutions of his/her own.

Accordingly, many of the principles of mentoring are common to those of proper coaching, which are particularly prominent within life coaching. You should also refer to aspects of NLP (Neuro-Linguistic Programming), and Sharon Drew Morgen's Facilitative Questioning methodology.

Mentors need to be facilitators and coaches, not tutors or trainers. Mentorees need simply to open their minds to the guidance and facilitative methods of the mentor. The mentor should not normally (unless in the case of emergency) provide the answers for the mentoree; instead a mentor should ask the right questions (facilitative, guiding, interpretive, non-judgemental) that guide the mentoree towards finding the answers for him/herself.

If a mentor tells a mentoree what to do, then the mentoree becomes like the mentor, which is not right nor sustainable, and does not help the mentoree to find his/her own true self.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

The mentor's role is to help the mentoree to find his/her own true self; to experience their own attempts, failures and successes, and by so doing, to develop his/her own natural strengths and potential.

We can see parallels in the relationship between a parents and a child. If a parent imposes his or her ways, methods and thinking upon a child, the child becomes a clone of the parent, and in some cases then falsifies his or her own true self to please and replicate the model projected by the parent. The true self might never appear, or when it begins to, a crisis of confidence and purpose occurs as the person tries to find and liberate his or her true self.

When we mentor people, or when we raise children, we should try to **help them develop as individuals** according to their **natural selves**, and **their own wishes**, not ours.

Establishing a mentoring service

There are very many ways to design a mentoring programme, whether within an organization, or as a service or help that you provide personally to others.

Here are some questions that you should ask yourself. The answers will move you closer to what you seek to achieve:

What parameters and aims have you set for the mentoring activity?

What will your mentoring programme or service look and feel like?

What must it achieve and for whom?

What are your timescales?

How will the mentoring programme or activity be resourced and managed and measured?

What type of design and planning approach works best for you? (It makes sense to use a design and planning approach that works for you.)

What are your main skills and style and how might these influence the programme design?

What methods (phone, face-to-face, email, etc) of communication and feedback are available to you, and what communications methods do your 'customers' need and prefer?



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

What outputs and effects do you want the programme to produce for you, and for the people being mentored?

How might you build these core aims, and the implied values and principles, into your programme design?

How can you best measure and agree that these outputs - especially the agreed expectations of the people being mentored - are being met.

How can you best help people in matters for which you need to refer them elsewhere?

What skills, processes, tools, experience, knowledge, style do you think you will need that you do not currently have?

What do your 'customers' indicate that they want in terms of content, method and style or mentoring - in other words what does your 'target market' need?, and what parts of those requirements are you naturally best able to meet?

Mentoring is potentially an infinite demand upon the mentor so you need to have a clear idea of the extent of your mentoring 'offering'.

Establishing clear visible parameters enables proper agreement of mutual expectations.

General training tips

These tips apply essentially to traditional work-related training - for the transfer of necessary job- or work-related skills or knowledge.

These tips do not apply automatically to other forms of enabling personal development and facilitating learning, which by their nature involve much wider and various development methods and experiences.

When planning training think about:

- your objectives - keep them in mind all the time
- how many people you are training
- the methods and format you will use
- when and how long the training lasts



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- where it happens
- how you will measure its effectiveness
- how you will measure the trainees' reaction to it

When you give skills training to someone use this simple five-step approach:

1. prepare the trainee - take care to relax them as lots of people find learning new things stressful
2. explain the job/task, skill, project, etc - discuss the method and why; explain standards and why; explain necessary tools, equipment or systems
3. provide a demonstration - step-by-step - the more complex, the more steps - people cannot absorb a whole complicated task all in one go - break it down - always show the correct way - accentuate the positive - seek feedback and check understanding
4. have the trainee practice the job - we all learn best by actually doing it - ('I hear and I forget, I see and I remember, I do and I understand' - Confucius)
5. monitor progress - give positive feedback - encourage, coach and adapt according to the pace of development

Creating and using progress charts are helpful, and are essential for anything complex - if you can't measure it you can't manage it. It's essential to use other training tools too for planning, measuring, assessing, recording and following up on the person's training.

Breaking skills down into easily digestible elements enables you to plan and manage the training activities much more effectively. Training people in stages, when you can build up each skill, and then an entire role, from a series of elements, keeps things controlled, relaxed and always achievable in the mind of the trainee.

Establishing a relevant 'skill set' is essential for assessing and prioritising training for any role. It is not sufficient simply to assess against a job description, as this does not reflect skills, only responsibilities, which are different. Establishing a 'behaviour set' is also very useful, but is a more difficult area to assess and develop.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

More information and guidance about working with 'Skill-Sets' and 'Behaviour Sets', and assessment and training planning see [training evaluation](#), and [performance appraisals](#), and other related linked articles on this site. Using Skill-Sets to measure individual's skills and competencies is the first stage in producing a training needs analysis for individuals, a group, and a whole organisation. You can see and download a free Skill-Set tool and Training Needs Analysis tool the free resources page.

This will not however go beyond the basic work-related job skills and attributes development areas. These tools deal merely with basic work training, and not with more important whole person development, for which more sophisticated questioning, mentoring and learning facilitation methods need to be used.

Psychometric tests (and even graphology - handwriting analysis) are also extremely useful for training and developing people, as well as recruitment, which is the more common use. Psychometric testing produces reliable assessments which are by their nature objective, rather than subjective, as tends to be with your own personal judgement. Your organisation may already use systems of one sort or another, so seek advice. See the section on [psychometrics](#). Some of these systems and tools are extremely useful in facilitating whole-person learning and development.

Some tips to make training (and learning, coaching, mentoring) more enjoyable and effective:

- keep instructions positive ('do this' rather than 'don't do this')
- avoid jargon - or if you can't then explain them and better still provide a written glossary
- you must tailor training to the individual, so you need to be prepared to adapt the pace according to the performance once training has begun
- encourage, and be kind and thoughtful - be accepting of mistakes, and treat them as an opportunity for you both to learn from them
- focus on accomplishment and progress - recognition is the fuel of development
- offer praise generously



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- be enthusiastic - if you show you care you can expect your trainee to care too
- check progress regularly and give feedback
- invite questions and discussion
- be patient and keep a sense of humour

Induction training tips:

- assess skill and knowledge level before you start
- teach the really easy stuff first
- break it down into small steps and pieces of information
- encourage pride
- cover health and safety issues fully and carefully
- try to identify a mentor or helper for the trainee

Techniques of Training Different Levels

Training Via Internship:

There is a lot of advantage of getting trained in internship. Internship practically is like working but not for full term purpose and salary basically is low and they are called stipend. So training will actually inculcate the skill of time management and will balance between the theory part of the studies and also the practical part of the subject.

The drawbacks behind this idea is that, it can only be used for skilled and works more of practically oriented goal instead of just sitting and studying. The time usually depends on people. Some wants to keep the contract for 6 months or some wants to keep it for 2 months only. Therefore, the timing also is not frigid, they are flexible.

Beginners 1st Level Training:

Such training is given to the individuals who don't have the advanced level knowledge about the work. This system actually helps in training such individuals who are not done a full



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

formal study needed for a position. Such training helps in at least giving a job security instead of no work at hand.

The individuals are trained and then after successfully completing the period the employer or the agents will fix them with job which is secured. Workshops, Seminars, guest lectures are conducted for them so that they can acquire adequate knowledge.

Training Institute:

The training institutes are actually built to give vocational training and etc so that they can shape up the ones personality.

Basically, when an employer hires individual he thinks that it is necessary to send such individual to such training institutes.

The training institutes generally provide soft skills, personality development, IQ level classes etc so that the person may not only increase by knowledge but also emotionally and mentally strong. There are many institutes all over world who give such training to the employees.

Role Playing:

This is one of the best and effective way for training employees. It is a form in which a realistic role will be played by a particular person in an imaginary situation.

Here the person gets in to the skin of the role and portrays it creating a realistic environment.

The main advantage of this role playing method is to help develop interpersonal relations and attitudinal improvisations.

Simulation:

This is another form of training in which the equipment or things needed will be duplicated to create a realistic environment.

One of the best example is pilot training, where the trainees will be given a aircraft like environment so that they get the feel of flying a real aircraft.

This methods helps in developing better decision making process for the trainees. Though this type of training method is expensive, but ensures to provide a better understanding of how to perform the tasks and duties efficiently.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Creative and Modern Training Methods:

Employers provide proper training to employees so that they turn out to be an asset to the organization and can help in the company's growth and success.

According to a survey run by training magazine, bigger organizations spend almost 13 million dollars on an average for employees training.

So the training methods and techniques used should be of high class helping your employees to grow professionally and personally.

Better training methods and techniques helps your employees to boost up their creative skills and also encourage them to work for their organization success and growth. Some of the top tips you should follow are

- Ensure that Employee Training methods are enjoyable
- Employees Switching Jobs should be encouraged
- Develop Boot Camps And Hackathons
- Share Customer testimonials
- Build best Employee Training Methods
- Make Employees Study The Way that suits their study style

Types of Training:

There are a number of training methods developed for employees by the employers, but the time and implementation of them differ. These variation is important as the training process depends upon the niche of our company , your role and last but not the least the resources your company possesses.

The working process of larger companies will be completely different when compared to the procedure used in smaller companies. The one thing than lies common in all the organizations is the importance of providing training to their employees.

Below we have provided few types of training. All these training types are selected by the HR's depending upon the requirement

1. Quality Training



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

2. Skills Training
3. Professional Training and Legal Training
4. Technical or Technology Training
5. Soft Skills Training
6. Safety Training
7. Managerial Training
8. Team Training:

Now team training acts as important type in the training process no matter what niche you would be working for. The team training helps one to know the benefit of working as a team and building a relationship among employees.

Some of the other benefits of this training are

- Effective communication
- Building a enjoyable workplace
- Motivating the team
- Boost up team productivity
- Working together for the company's goal
- Utilizing the strengths of team members
- To understand ones strengths and weaknesses
- Helping them learn self-regulation techniques
- Practicing effective interaction with team members

As the human resource development is increasing, it is important to increase the growth of the employees intellectually and also mentally. Because of the growth of various sectors the human resource department is very potent for the growth of the sector.

The employees are the one who make the sales come in and keep everything in order to being systematic day to day activities to workout. Therefore, the employees should be given a proper training because they will put on more efforts and smartness to deliver the product in effective way.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Many theories has been come out to increase the overall growth of the employees. Every company has to provide some kind of training techniques and methods and so that they give an effective output and keep day to day work hassle free without any complication.

Training effectiveness

3 ways to measure training effectiveness:

Visual Confirmation

In traditional trainings, learners demonstrate their knowledge by performing a role-play. Technology allows us to take role-plays a step further. Instead of demonstrating knowledge that may or may not be true to the learner's job, learners now have the ability to share visual confirmation they've completed a task in real life. Imagine employees uploading a video or audio recording and/or submitting other visual proof of a task completed (for example a screen shot or video via smartphone). Now, imagine a training manager having access to those videos (and other visual proof) of employees using knowledge from a workshop in real life. Visual confirmation doesn't only change HOW learning is measured, it can also impact the way we train by honing in on the most effective training initiatives and taking the closer look at those initiatives that aren't "measuring up."

Social Ownership

The ability to teach others is one of the highest forms of mastery of a subject. Social Ownership puts learners in the position to teach others by showing how they apply concepts in their real world. This concept not only engages employees to teach and learn from each other, it also gives training managers the ability to measure how well concepts are being implemented within the organization. These peer-teaching moments can be captured via video or by having peer-peer workshops. Ultimately providing a new way to get employees involved and engaged to increase training effectiveness.

Skill Assessments



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Creating a visual assessment of an employee's skill set and performance before and after a training moment. These snapshots, or skylines, of a learner's abilities can give a clear picture of performance and skill improvements you can directly tie to training. A simple example would be, testing a sales person's current sales skills prior to training, then retesting the individual after the event to see the delta. There are so many improvements going on in this area right now because of data analytics, it's a good one to jump on ahead of the curve.

These are just 3 ways organizations can improve the way they measure training effectiveness.

UNIT V

Career Planning and Development

Definition - objectives – importance – career development – principles of theories career planning – steps involved – succession planning.

Recent Trends in HRD: Training for trainers and HRD professionals - Promoting Research in HRD.

Career: Herbert Simon defines career as “an honourable occupation with one normally takes up during his/her youth with the expectation of advancement and pursues it until retirement
Career planning and development is a means by which an organisation can sustain or increase its employees productivity and at the same time preparing them for a changing world.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

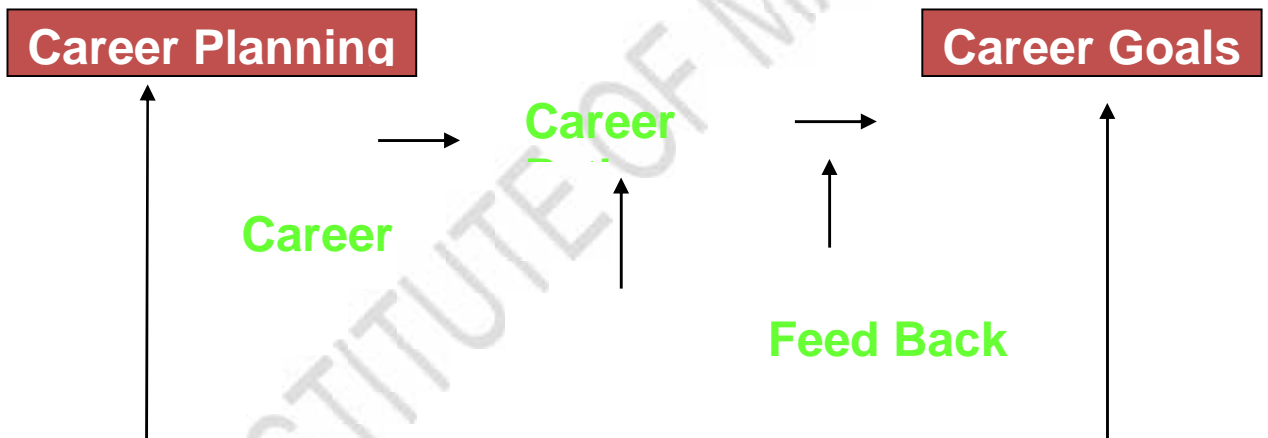
Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Objective of career planning

- Identifying and making clear opportunities available.
- To reduce employee turnover.
- To Increase productivity.
- To identify the career stages and enhance the motivational level.
- To achieve the organisation's goal by providing the employees paths to reach higher order

Career Planning Flow & Stages



Career stages and Important needs

| Needs | Safety, Security | Safety, Security | Achievement esteem, | Esteem | Self |
|--------|------------------|------------------|---------------------|--------|------|
| Age | 20 | 25 | 30 | 45 | 55 |
| Career | | | | | |

Horizontal double-headed arrows connect the age stages: 20 ↔ 25 ↔ 30 ↔ 45 ↔ 55. Vertical arrows point down from each age stage to the Career row.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Scope Of Career Planning

- Human Resource forecasting and planning
- Career Information
- Career Counseling
- Career Pathing
- Skill Assessment training
- Succession Planning

Types of Career Test

Career Interest Test

Personality Test



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Skill Test

Need for Career development

- Technical Competence
- Managerial competence
- Stability and Security
- Creativity and Challenge
- Freedom and Autonomy
- Dedication to a cause
- Lifestyle

When career plan could fail:

- Efforts are insincere
- Look for immediate benefits
- Lack of interaction with hired agencies
- Impracticability in introduction
- No system to evaluate
- Bureaucratic model of organization

Importance of career planning

- Involvement of the employer and employee
- Employees need to be aware of the organizational opportunities.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Early Career

- First 5 years of employment
- Management skills training
- Internal- short term placements
- Workshops
- Mentoring

Aim – Understanding of Business structure.

Mid Career

- Team Management trainings
- Strategic leadership trainings
- International opportunities
- Ongoing career dialogues

Aim – Equip with capability to lead teams, develop and deliver business strategies

Senior Level

- Highest level
- Approximately 150 members globally



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- Global leadership conference
- Executive development programme
- External expert coaching

Aim – Support personal leadership styles to set business strategies.

Theories career planning

Roe's Personality Development Theory

Roe's (1956) theory was examined earlier as it influenced theories of vocational interests, but also of considerable importance is Roe's personality development theory. Trained as a clinical psychologist, Roe began her theory development through observations of artists and research scientists focusing on "possible relationships between occupational behavior (not just choice) and personality" (Roe & Lunneborg, 1990, p. 68). In looking at other studies, Roe identified and categorized a list of needs involving persons' feelings concerning work. Common threads in these studies were bodily well-being, a need for food, a need for activity, and a need for self-realization through work. Roe argued that people do not work just to earn a living but that "much more is involved in and expected of a job than a pay check" (p. 23). Roe determined that occupations form a major focus of individuals' lives through thoughts and activities, e.g., "in our culture, social and economic status depend more on the occupation (of the individual, the father, or even less frequently now, the husband) than on any other one thing-even wealth" (p. 69). Roe turned to Maslow's (1948) hierarchy of needs including physiological needs, safety needs, need for belonging and love, need for importance, respect, self-esteem, independence, need for information, need for understanding, need for beauty, and a need for self-actualization. Maslow's theory suggested that people place greater urgency on basic needs such as food, shelter, and safety before being capable of expressing



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

needs on the higher levels, and, consequently, these other needs remain unachievable to the average individual until those basic needs are satisfied. Roe believed that occupations in modern society can provide satisfaction at all levels of need.

Roe (1957) saw the interaction of heredity and environment as important in causing a child to develop a person or nonperson orientation, and to lead an individual to select an occupation that requires either high or low levels of interaction with others. Roe (1957) wrote extensively in describing her theory, but it has been summarized by others (Osipow, 1973; Walsh & Osipow, 1983) as follows:

1. Limits of potential development are set by genetic inheritance including intellectual abilities, temperament, interests, and abilities.
2. General cultural background and socioeconomic status of the family affect unique individual experience.
3. Individual experiences governed by involuntary attention determine the pattern of development of interests, attitudes, and other personality variables that have not been genetically controlled.
 - a. Early satisfactions and frustrations resulting from the family situation, particularly relations with parents; i.e., overprotectiveness, avoidance, or acceptance of the child.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

b. Degrees of needs satisfaction determine which of Maslow's (1948) needs will become the strongest motivators.

4. The eventual pattern of psychic energies, i.e., attention-directed, is the major determinant of interests.

5. The intensity with which an individual feels (Maslow, 1948) needs and the satisfaction of needs determine the degree of motivation to accomplish.

Roe (1956) was dissatisfied with available classifications of occupations and developed a list of eight occupational groups including service, business contact, organization, technology, outdoor, science, general culture, and arts/entertainment. Each group was divided into 6 levels of responsibility, capability, and skill needed to perform at each level.

Several instruments have been developed using Roe's (1956) theory. These include Roe's own (1957) Parent-Child Relations Questionnaire (PCR 1), Career Occupational Preference System (COPS, Knapp & Knapp, 1984), Computerized Vocational Information System (CVIS, Harris, 1968), Ramak and Courses (Meir & Barak, 1973), and Individual Career Exploration (ICE, Miller-Tiedeman, 1976).

Although Roe's theory has not been validated (Osipow, 1973), her work has contributed to an understanding of the importance of the role of occupations in the lives of individuals. Walsh and Osipow (1983) noted that Roe's greatest achievement may lie in the use of her two-way job classification and the concept of people versus ideas meaning that people will either have an orientation toward people or an orientation away from people. These two ideas have changed the way counselors work with clients.

Social Learning Theory of Career Choice and Counseling



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Social cognitive theory of behavior was developed by Bandura (1969) to explain the way personality and behaviors arise from an individual's unique learning experiences and the effects negative and positive reinforcement have on these experiences. According to social cognitive or learning theory, three major types of learning experiences influence behaviors and skills that allow a person to function effectively in society. Bandura proposed that (a) instrumental learning experiences occur when an individual is positively or negatively reinforced for a behavior, (b) associative learning experiences occur when an individual associates a previously neutral event with an emotionally laden event, and (c) vicarious experiences occur when one individual observes the behavior of others or gains new information and ideas from other sources.

Krumboltz's theory (Krumboltz, 1981; Mitchell & Krumboltz, 1996) built on the work of Bandura (1969, 1977) to develop his revised theory which "posits two major types of learning experiences that result in individual behavioral and cognitive skills and preferences that allow people to function effectively in the world" (p. 234). First, is instrumental learning experiences which "occur when a person is positively reinforced or punished for the exercise of some behavior and the associated cognitive skills" (p. 234). Second, is associative learning experiences which "occur when people associate some previously affectively neutral event or stimulus with an emotionally laden event or stimulus" (p. 234). Within these factors, Krumboltz developed a number of testable propositions and determined that equal importance rests on the inverse influence of each. Listed here are the three basic factor groups.

1. Factors that influence preferences with an educational or occupational preference being an evaluative self-observation generalization based on those learning experiences pertinent to any career task and propositions explaining the acquisition of these preferences.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

2. Factors influencing career-decision making skills with propositions explaining how these particular skills are acquired.
3. Factors influencing entry behaviors into educational or occupational alternatives with propositions explaining factors accounting for the actual entry behaviors into occupations, training programs, or educational courses of study.

Brown (1990a) pointed out that the social learning theory is not developmental, does not really account for job change, and would therefore not be useful in determining normative behavior or designing career development programs. Brown maintained that Krumboltz's (1981) theory is not a major influence on career development research or the practice of career counseling. Brown did, however, expect to see researchers attracted to projects involving the constructs of the Krumboltz theory because the theory is tightly constructed and hypotheses of the theory are testable.

Social Cognitive Career Theory

Hackett and Betz (1981), Taylor and Betz (1983), Multon, Brown, and Lent (1992), Hackett and Lent (1992), Lent, Brown, and Hackett (1994), and Lent, Brown, and Hackett (1996) all worked to refine Bandura's (1969) general theory on social cognition. The work in this area can be summarized with Lent et al.'s (1994) propositions:

1. An individual's occupational or academic interests at any point in time are reflective of his or her concurrent self-efficacy beliefs and outcome expectations.
2. An individual's occupational interests also are influenced by his or her occupationally relevant abilities, but this relation is mediated by one's self-efficacy beliefs.
3. Self-efficacy beliefs affect choice goals and actions both directly and indirectly.
4. Outcomes expectations affect choice goals and actions both directly and indirectly.
5. People will aspire to enter (i.e., develop choice goals for) occupations or academic fields that are consistent with their primary interest areas.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

6. People will attempt to enter occupations or academic fields that are consistent with choice goals, provided that they are committed to their goal, and their goal is stated in clear terms, proximal to the point of actual entry.
7. Interests affect entry behaviors, (actions) indirectly through their influence on choice goals.
8. Self-efficacy beliefs influence career-academic performance both directly and indirectly through their effect on performance goals. Outcome expectations influence performance only indirectly through their effect on goals.
9. Ability (or aptitude) will affect career/academic performance both directly and indirectly through its influence on self-efficacy beliefs.
10. Self-efficacy beliefs derive from performance accomplishments, vicarious learning, social persuasion, and physiological reactions (e.g., emotional arousal) in relation to particular educational and occupationally relevant activities.
11. As with self-efficacy beliefs, outcome expectations are generated through direct and vicarious experiences with educational and occupationally relevant activities.
12. Outcome expectations are also partially determined by self-efficacy beliefs, particularly when outcomes (e.g., successes, failures) are closely tied to the quality or level of one's performance.

Super (1990) saw learning theory as cement holding together various segments of career development theory. In agreement with this, Lent et al. (1994) saw their framework as an effort at unifying rather than proliferating additional theories and should therefore be viewed as “evolving constructions, subject to further empirical scrutiny” (p. 118).

Sociological Theory

Prior to 1967, sociological theory was concerned primarily with how social status affected the level of schooling achieved, which in turn affected occupational level achieved, i.e.,



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

intergenerational mobility, and was primarily confined to imprecise verbal statements and rough classifications of occupations into broad socio-economic groups, such as blue-collar and white-collar workers (Hotchkiss & Borow, 1996). Blau & Duncan (1967) developed a more formal model of occupational or status attainment with the development of the Socioeconomic Index (SEI), a graded scale to indicate level of occupational status. Blau and Duncan's work, closely followed by Sewell, Haller, and Portes (1969) and Sewell, Haller, and Ohlendorf (1970), expanded intergenerational mobility theory to include intervening social-psychological processes, such as educational and occupational aspirations, parent and teacher encouragement for further educational attainment, and plans for further educational attainment, along with parental status and parental years of schooling. This model, known as the Wisconsin model or status attainment model, also included academic performance and standardized test scores as measures of ability. Hotchkiss and Borow (1996) summarized the basic theory of the status attainment model by espousing a model whereby a path of influence flows from the parental status to significant others' attitudes about appropriate levels of education and occupation to career plans to schooling to occupational status level, thereby, affecting the occupational level of their offspring.

Trait and Factor Theory

Parsons (1909) put forth a three-step schema forming the basis of the first conceptual framework of career decision making (Brown & Brooks, 1990a) and the foundation of the vocational guidance movement (Srebalus, Marinelli, & Messing, 1982; Super, 1983). Parsons' three-part model advocated personality analysis, where individuals gain an understanding of both their strengths and weaknesses of attributes or traits; job analysis, i.e., given these traits, their conditions for success in occupations; and matching through scientific advising, i.e., make career choices based on the aforementioned information to provide the basis for career decision-making (Brown & Brooks, 1990a; Herr & Cramer, 1988; McDaniels



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

& Gysbers, 1992). Parsons' formulations are often referred to as the basis of trait and factor theory (Brown, 1990b; Brown & Brooks, 1990b), but the work of Holland (1966, 1973, 1985) brought trait and factor theory to center stage where it remains today.

Holland's Personality Theory

Holland's work with the theory of careers can be traced back to his military experience during World War II. As an induction interviewer, he hypothesized that people could be classified into a relatively small number of types. Holland later counseled students at Case Western Reserve University, and physically disabled and psychiatric patients at a Veterans Administration Hospital. These experiences reinforced his belief about classification (Weinrach & Srebalus, 1990).

Holland's (1985) theory contends that every individual resembles one of six basic personality types, and as a result, manifest some of the behaviors and traits associated with that type. Holland also defined six environments, declared that environments are characterized by the people who occupy them, and stated that an environmental type can be assessed by surveying the occupants of the environment. Holland's (1985) theory is built on four basic assumptions:

1. In our culture, most persons can be categorized as one of six types: realistic, investigative, artistic, social, enterprising, or conventional.
2. There are six kinds of environments: realistic, investigative, artistic, social, enterprising, or conventional.
3. People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles.
4. Behavior is determined by an interaction between personality and environment. (pp. 2-4)

In developing his types, Holland looked at results of a study conducted by Guilford, Christensen, Bond, and Sutton (1954) in which they used factor analyses with data gathered



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

using the Strong Vocational Interest Blank. In that study, Guilford et al. found seven interest factors: mechanical, scientific, social welfare, aesthetic expression, clerical, business, and outdoor. Holland dropped the outdoor classification and renamed the other six as Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Holland (1985) defines the types as follows:

1. Realistic people have a preference for activities that entail the explicit, ordered, or systematic manipulation of objects, tools, machines, and animals. Realistic people have an aversion to educational or therapeutic activities.
2. Investigative people have a preference for activities that entail the observational, symbolic, systematic, and creative investigation of physical, biological, and cultural phenomena in order to understand and control such phenomena. Investigative people have an aversion to persuasive, social, and repetitive activities.
3. Artistic people have a preference for ambiguous, free, unsystematized activities that entail the manipulation of physical, verbal, or human materials to create art forms or products. In addition, artistic people have an aversion to explicit, systematic, and ordered activities.
4. Social people have a preference for activities that entail the manipulation of others to inform, train, develop, cure, or enlighten. Social people have an aversion to explicit, ordered, systematic activities involving materials, tools, or machines.
5. Enterprising people have a preference for activities that entail the manipulation of others to attain organizational goals or economic gain. Enterprising people have an aversion to observational, symbolic, and systematic activities.
6. Conventional people have a preference for activities that entail the explicit, ordered, systematic manipulation of data, such as keeping records, filing materials, reproducing materials, organizing written and numerical data according to a prescribed plan, operating business machines and data processing machines to attain organizational or economic goals. Conventional people have an aversion to ambiguous, free, exploratory, or unsystematized activities.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Holland (1985) revised his belief that individuals could be characterized as belonging to a single one of the six types to a belief that one of the six types will predominate and other subtypes influence the person's personality. All six types are represented in a person's total profile, but Holland developed a system of defining personalities based on the three most prevalent types found in the individual. A three-letter code was used to describe personality types. The code called RAI would describe a person who is realistic, artistic, and investigative.

Through research on Holland's theory, correlations were calculated that showed the psychological similarity across types. In an effort to present a visual representation of the theory, a hexagonal model was developed showing the relationships between the types. Holland (1973) introduced five key concepts in addition to his four basic assumptions:

1. Consistency. Using the hexagon to graphically represent the relationships between the personality types, Holland defined the degree of personality consistency. The closer the types appear on the hexagon, i.e., when the first two letters of the subtype are adjacent on the hexagon, the more consistent the person is thought to be. Low consistency is separation of the first two code letters by two intervening letters.
2. Differentiation. Some people and environments more closely resemble a single type, thereby showing less resemblance to other types. Some others may more equally resemble several types. Those personality types resembling several types equally are said to be poorly differentiated while those closely resembling a single type are said to be highly differentiated.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

3. Identity. Holland considers this construct necessary to support the formulations of personality types and environments. An individual having identity is said to have clear and stable goals, interests, and talents established.

4. Congruence. This is an example of the old idiom, “Birds of a feather flock together”, meaning persons tend to be happier and perform better in an environment providing the type of reward that is important to that person. For example, a Conventional personality type who enjoys working in a Conventional environment would be said to be a perfect fit, likewise, the least congruence occurs when persons and their environments are at opposite points of the hexagon, i.e., a Realistic personality type working in a Social environment.

5. Calculus. The hexagon not only presents a graphic representation of consistency between person and environment, but also the internal relationships of Holland’s theory, in that “the distances between the types or environments are inversely proportional to the theoretical relationships between them” (1985, p. 5).

Holland’s (1985) theory has strong implications for this study for a number of reasons. First, the RIPA was designed using Holland’s types and the process of the assessment instrument identifies the individual’s interest profile by use of the Holland types. Second, the three-letter code developed by Holland is used to search for a pallet of congruent occupations. Third, the Career Exploration Report uses the Holland types and definitions of those types to explain the use of interest inventories in the matching of individual characteristics with occupations for career exploration purposes. Fourth, Holland’s overall concept of matching people of a given interest profile with environments of the same profile is the basic belief behind the use of the RIPA to stimulate career exploration. This research will test these beliefs in an attempt to encourage middle school students to participate in career exploration.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Super's Theory of Career Development

Super's (1990) theory of career development is a "loosely unified set of theories dealing with specific aspects of career development, taken from developmental, differential, social, personality, and phenomenological psychology and held together by self-concept and learning theory" (p. 199). Super felt that in a sense, there is no "Super theory", but rather, the synthesizing of ideas and concepts. Though Super himself was continually seeking to more clearly define an accurate model of career development, his theory is considered a well-ordered, highly systematic representation of the process of vocational maturation (Osipow, 1983). Building on the ideas presented by Ginzberg, Ginsburg, Axelrad, and Herma (1951), Super felt the need to formulate a theory that incorporated their ideas and their attempt to formulate a theory.

Much of Super's thinking about how and why careers unfold as they do was derived from Buehler's (1933) longitudinal studies of work and related lives of men and women, and Davidson and Anderson's (1937) work on occupational histories of a representative sample of American men (Super, 1983). From Bordin's (1943) writings, Super took the notion of self-concept which was described by Bordin as an individual's self-descriptive and self-evaluative thoughts revealed by behavior. Super (1963) said "an individual's self-concept is his concept of himself, not inferences made by outside others" (p. 5). Super noted that self-concept formation happens during several phases.

The first phase of self-concept formation is exploration. Exploration necessary for self-concept development takes place throughout the life span as individuals adapt to their ever changing environments (Super, 1990; Super, Savickas, & Super, 1996). Super defined specific parts of the exploration process as differentiation, identification, role playing, and reality testing with each being an important part of exploration.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

The second phase of self-concept formation is translation which can occur in three ways. First, adolescent identification with adults may lead to a desire to portray the occupational role filled by an adult, but role playing or reality testing may lead the adolescent to discard the role. Second, role playing or reality testing may allow adolescents to discover that their self-concept and role concept are congenial. Last, adolescents may discover self-attributes that are thought to be important in a certain field of work, therefore leading to conformation that the field of endeavor might be enjoyable and one in which an individual might do well.

The third phase of self-concept development is implementation or actualizing. As one's education is completed, individuals move into their chosen profession for which education and training have been received. Or in the case of individuals who have failed to prepare for a career, a poor occupational self-concept will often be reinforced by low paying jobs or loss of jobs.

Evolving over several years, Super (1990) defined fourteen propositions concerning the role of abilities and interests, self-concepts, life stages, and person-situation interactions in his theory. Super's propositions are:

1. People differ in their abilities and personalities, needs, values, interests, traits, and self-concepts.
2. People are qualified, by virtue of these characteristics, each for a number of occupations.
3. Each occupation requires a characteristic pattern of abilities and personality traits, with tolerances wide enough to allow both some variety of occupations for each individual and some variety of individuals in each occupation.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

4. Vocational preferences and competencies, the situations in which people live and work, and, hence, their self-concepts change with time and experience, although self-concepts, as products of social learning, are increasingly stable from late adolescence until late maturity, providing some continuity in choice and adjustment.

5. This process of change may be summed up in a series of life stages (a maxicycle) characterized as a sequence of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into the fantasy, tentative, and realistic phases of the exploratory stage and the trial and stable phases of the establishment stage. A small (mini) cycle takes place in transitions from one stage to the next or each time an individual is destabilized by a reduction force, changes in type of manpower needs, illness or injury, or other socioeconomic or personal events. Such unstable or multiple-trial careers involve new growth, reexploration, and reestablishment (recycling).

6. The nature of the career pattern—that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs—is determined by the individual's parental, socioeconomic level, mental ability, education, skills, personality characteristics (needs, values, interest trails, and self-concepts), and career maturity and by the opportunities to which he or she is exposed.

7. Success in coping with the demands of the environment and of the organism in that context at any given life-career stage depends on the readiness of the individual to cope with these demands (that is, on his or her career maturity). Career maturity is a constellation of physical, psychological, and social characteristics; psychologically, it is both cognitive and affective. It includes the degree of success in coping with the demands of earlier stages and substages of career development, and especially with the most recent.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

8. Career maturity is a hypothetical construct. Its operational definition is perhaps as difficult to formulate as is that of intelligence, but its history is much briefer and its achievements even less definitive. Contrary to the impressions created by some writers, it does not increase monotonically, and it is not a unitary trait.

9. Development through the life stages can be guided, partly by facilitating the maturing of abilities and interests and partly by aiding in reality testing and in the development of self-concepts.

10. The process of career development is essentially that of developing and implementing occupational self-concepts. It is a synthesizing and compromising process in which the self-concept is a product of the interaction of inherited aptitudes, physical makeup, opportunity to observe and play various roles, and evaluations of the extent to which the results of role playing meet with the approval of superiors and fellow (interactive learning).

11. The process of synthesis of or compromise between individual and social factors, between self-concepts and reality, is one of role playing and of learning from feedback, whether the role is played in fantasy, in the counseling interview, or in such real-life activities as classes, clubs, part-time work, and entry jobs.

12. Work satisfactions and life satisfactions depend on the extent to which the individual finds adequate outlets for abilities, needs, values, interests, personality traits, and self-concepts. They depend on establishment in a type of work, a work situation, and a way of life in which one can play the kind of role that growth and exploratory experiences have led one to consider congenial and appropriate.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

13. The degree of satisfaction people attain from work is proportional to the degree to which they have been able to implement self-concepts.

14. Work and occupation provide a focus for personality organization for most men and women, although for some persons this focus is peripheral, incidental, or even non-existent. Then other foci, such as leisure activities and homemaking, may be central. (Social traditions, such as sex-role stereotyping and modeling, racial and ethnic biases, and the opportunity structure, as well as individual differences, are important determinants of preferences for such roles as worker, student, leisurite, homemaker, and citizen.) (pp. 206-208)

Super's (1990) propositions are of particular importance in this study as an explanation of why and how adolescents use information about self as they cycle through the exploration life stage. Super pointed out that interests are learned and as such are manifestations of self-concept. Information about self is needed in the development of self-concept, and it is important that this information be available to the student at the time and in the amount needed. Super pointed out that "if a student or an adult has given little thought to occupational choice or to the unfolding of a career, he or she is not likely to be ready to use aptitude, ability, interest, or value data in planning the next stage or steps in a career" (p. 244). Super prescribed a plan for career exploration, and it called for guiding the adolescents through the exploratory life stage by facilitating the maturing of abilities and interests, by aiding in reality testing, and in the development of self-concepts.

Super (1957) also laid out measures of career maturity that provide a yardstick for determining an individual's progress through the life stages. Super's five developmental tasks occurring within the exploratory stages are: a) concern with vocational choice, b) increased vocational information, comprehensive and detailed planning, c) increasing



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

consistency of vocational choice, d) the crystallization of traits relevant to vocational choice, and e) increasing wisdom of vocational preferences.

Steps in Career Planning Process

Step 1: Self-Assessment The first and foremost step in career planning is to know and assess the individual. Individual need to collect information while deciding about a particular career option. Individual must analyse your interests, abilities, aptitudes, desired lifestyle, and personal traits and then study the relationship between the career opted for and self.

Step 2: Goal Setting Set your goals according to Individual academic qualification, work experience, priorities and expectations in life. Once Individual goal is identified, then they have to determine the feasible ways and objectives how to realize it.

Step 3: Academic/Career Options Narrow your general occupational direction to a particular one by an informatory decision making process. Analyse the career option by keeping in mind of Individual present educational qualification and what more academic degrees Individual need to acquire for it.

Stage 1 – Self Assessment

The first step in your career planning should be a self-assessment. Below you will find a short summary of questions that should help you to find the perfect career for you. Take some time to write down the answers on a piece of paper before you move on to the next stage.

a. Interests: What are your likes and dislikes?

b. Preferred Skills: What skills have you developed in your life and which ones would you like to use in a job?

c. Work values: What will contribute to your personal job satisfaction?



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

d. Physical aspects: Do you have any physical aspects to consider when contemplating careers?

e. Preferred Working Conditions: What type of work environment would you prefer?

f. Personal profile: Make a summary of what is important to you in order to evaluate different occupations.

Stage 2 – Explore your options

Now that you have analysed your interest, skills and values, you can move on and start doing your research. This includes finding out about possible jobs in your field of interest and researching descriptions of possible positions that would be suitable for you.

a. Explore occupations: Use information in the library and online to get background information.

b. Research Market: Conduct interviews with people in occupations similar to your personal profile to get a sense of what a job is really like. You can get a sense of whether you will “fit” with the job.

Stage 3 – Decision Making

After researching the market it is time to have another look at the personal profile you assembled in stage 1. Find out which career areas you are most interested in and start choosing your goals.

a. Evaluate: Decide which career areas match your personal profile.

b. Choose goals: Set your career goals and identify the steps required to achieve these goals.

Stage 4 – Take action



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Now it is time to start taking action. Below you find 6 steps for finding your career job.

1. Identify possible occupations.
2. Access your “network.”
3. Develop effective resumes and cover letters.
4. Practice effective job interview skills.
5. Contact potential employers.
6. Follow up on all job leads.

Identify your skills

Employers also look for a number of skills other than your academic qualifications. There are 4 types of skills that are important when you apply for a job: interpersonal skills, personal qualities & skills, specialised skills and core skills.

The following will help you in identifying the skills that you currently have and those you need to acquire and develop.

a. Interpersonal skills:

- Being good with people
- Ability for team work

b. Personal qualities & skills:

- Confidence
- Initiative
- Leadership skills
- Adaptability to change
- Sensitivity to the culture of customers and colleagues

c. Specialized skills:

- Creativity
- Critical thinking ability
- Logic



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

- Technical and scientific competence

d. Core skills:

- Communication skills
- Planning ability
- Problem-solving ability
- Effective time management
- Computer/ IT skills

What is succession planning?

It's a strategy for identifying and developing future leaders at your company — at all levels. Succession plans are used to address the inevitable changes that occur when employees resign, retire, are fired, get sick, or die. They make sure the business are prepared for all contingencies by identifying and training high-potential workers for advancement into key roles.

This is a critical but often overlooked process for companies, and something they all need to continue to run smoothly. It's also a manageable event, not a major organizational crisis. The end result is a well-oiled machine with a multitude of favorable outcomes, not least of which is staff retention.

Here are seven suggestions to kick-start your succession planning, whether you have a small, family-owned business or an multinational corporation:

1. Be proactive with succession planning



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

It can take time to find and prepare a promising candidate for a leadership role. As such, don't dawdle with this part of your plan. Even if you don't think you'll need a replacement in the near future, prepping someone to assume an important role creates an invaluable safety net.

2. Keep an open mind

While the obvious successor may be the second in command, don't disregard other promising employees. Look for people who best display the skills necessary to thrive in higher positions, regardless of their current title.

3. Make the vision known

Include potential managers in strategy conversations to help them acquire planning and leadership skills, as well as a broad vision of the organization and its objectives. Consider sharing your succession planning with human resources and your board of directors.

4. Offer regular feedback to protégés

When someone uses well-honed presentation skills or outperforms on a project, make note of it. Keep track of these achievements in a top-performer file so you have something to reference the next time a management position opens. Diligently chronicling topics like strong work and achievement will also come in handy during performance reviews.

5. Provide training to peak performers

As you identify your top performers, offer mentoring relationships, job shadowing and training, which are true articles of value to help them develop new skills and refine existing ones. Remember that good leaders not only need technical acumen but also strong



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

interpersonal skills, including standout verbal and written communication abilities, as well as tact and diplomacy.

6. Do a trial run of your succession plan

A vacation is a great time to have a potential successor step in to assume some responsibilities. The employee will gain experience while you learn how prepared the person is to take on a bigger role.

7. Use your plan to develop a hiring strategy

Once you've identified internal employees as successors for key roles in your organization, take note of any talent gaps. In this way, the succession planning process can help you identify where to focus your recruiting efforts.

Steps on Succession planning



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]



In business, having the right people in leadership roles is arguably the most important factor for success. That means that when a top executive or star employee retires or leaves for another role, there needs to be a contingency plan in place to replace her quickly and seamlessly. This is akin to having a support network for your small business. Ideally, you'll be able to replace the departing employee with another employee who has the experience and institutional knowledge to step into the role. This process is known as succession planning. The term succession planning is fairly broad, encompassing all the steps you can take to prepare yourself for high-impact personnel changes. Succession planning for your own position is also important, and should be part of any estate planning strategy. We'll tackle how to start a succession planning process for your business in this step-by-step guide.

Step 1: Find Your Development Team

The first step in your succession planning strategy will be to assemble a team of company leaders who will assist you. Typically, this team will include HR staff, fellow company executives and members of your board. You should, of course, include anyone else you think could be helpful in identifying or nurturing potential.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Step 2: Start with the Most Important Roles

Eventually, you'll want to establish pipelines and strategies for any role in your company that would cause significant strife were it to sit vacant for any extended period of time. To start, though, focus on your most important positions. Typically, this will be C-suite executives and presidents, as well as any vice presidents in roles critical to the company's revenue stream and day-to-day operation. After you've successfully developed pipelines for these positions, you can expand with a better idea of how to go through the process.

Step 3: Be Clear About What You're Looking For

The best succession plans are specific and targeted. Once you've established which roles you want to include in your succession planning strategy, your next task is to establish the criteria you would want potential development candidates to meet.

What skills and qualities would be essential to you in candidates for each role? It's important to be specific here. If your methodology for spotting employees with potential is based on vaguely positive characteristics, then your plan will be rocky from the start.

Step 4: Communicate Openly

Now that you've established which positions are in your succession plan and what you're looking for in potential candidates, you're ready to start tapping employees and beginning their development. It's best to communicate openly with the employees you're developing about timelines, future promotions and any other aspects of the plan.

If you foresee the development process stretching over several years, make that clear to the employee. That way, she isn't expecting a promotion in a matter of months.

Step 5: Plan Realistically



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

It's also important to be realistic when determining what kinds of work and activities will make up the development process itself. Many succession plans include lateral moves. These involve transferring an employee to the equivalent job in a different department so she can broaden her skill set for an eventual promotion. Lateral moves can be a great way to prepare successors for different kinds of responsibilities. That said, you don't want to prioritize broadening one employee's skill set over the proper functioning of the company.

For example, you may want an employee who's currently in the sales department to experience different parts of the business. That way, she can be better prepared for an executive role down the line. A lateral move could be the way to do it, but not if it's to a role that requires a very different skill set – for instance, moving someone from sales to software engineering

Recent Trends of HRD

EMPLOYEE EXPERIENCE

A company is nothing without its employees. Currently there are many companies that have understood the importance of motivating their employees to achieve their objectives. Just as companies take care of their customers, they must also take care of their employees, so one of the most important strategies you should have in mind is the care of the employee experience.

A positive and attractive employee experience helps companies in many aspects: it helps to attract and retain talent, and increases the motivation of employees. It is important to consider the following human resource strategies to achieve a competitive and differentiating employee experience:



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Detailed onboarding processes. The first impression that the candidate of a company takes during the selection process will be very important when deciding whether or not to accept the job offer. In a labor market as competitive and demanding as today and where it is vital for companies to attract the best talent, such an important phase can not be neglected.

Offer training and attractive career plans. Employees feel valued when they see that the company helps them and encourages them to improve professionally and personally. Offering training and courses subsidized by the company not only helps employees in their career plan and to make them feel valued, it also helps the company. Today's society and technologies change so rapidly that keeping employees updated in their specializations and skills will always be an advantage.

COLLABORATION BETWEEN TEAMS

In the digital age collaboration is more fruitful and easier than ever. For this you can follow several paths.

Activities and teambuilding: In human resources, trends such as teambuilding activities or the creation of company events are very popular, but more and more attention is also being given to creating a work space that promotes collaboration between departments and employees. There are studies that show that moments of conversation between employees increases productivity by 20% and even feeling that you have a friend among your colleagues can improve motivation up to 70%.

Diversity: Keep in mind that currently, in addition, in the work environment there are a multitude of different profiles, not only personal professionals, and it is essential that they understand and get along. From young people who have just started to the most veterans, workers from other countries, etc. Good collaboration and effective teamwork among such



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

diversity will strengthen the company, increase its field of vision to new niches and opportunities, and employees, open the mind to new ways of working and doing things.

New work structures: Sure you have already noticed, especially in small companies and startups, but the traditional hierarchy is beginning to disappear from companies and that is good. Not only is it important for employees from different departments to be in contact with each other to share ideas, the human resources department must establish a strategy for creating new computer networks in which everyone is informed of how the company is doing and can adapt to them. any change.

AGILE METHODOLOGIES

The implementation of the Agile Methodology within the human resources strategy is born from the two previous tendencies.

The Agile philosophy is centered on teamwork and the spirit of continuous improvement. The companies that implement it do not see employees as mere resources of the company, they recognize the value they bring and they care about their motivation and well-being. This is where the new human resources profiles have been born, such as Chief Happiness Officer or Chief People Officer, who treat employees as the people they are, with their needs and desires, not just as resources.

This is a trend that within human resources in Spain is not widespread but surely many companies will take this year to implement it, since its benefits are numerous. You can check here the Agile Manifesto.

TECHNOLOGY AND THE FUTURE OF HUMAN RESOURCES

T



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

The digital transformation of companies can not be absent. The power that technology has today in our society is undeniable and the role of technology in the management of human resources, both present and future, should not be underestimated.

Both Artificial Intelligence and Big Data can be adapted to our needs to help us in the strategies and human resources plans. These concepts may sound futuristic science fiction film, but both are already strongly integrated into our daily lives and it is no exaggeration to say that they are revolutionizing the HR sector. Currently we can find them in:

Chatbots: Either as customer help, retrieve information, facilitate processes or answer questions from employees. Using them can help companies save a lot of money and gain efficiency.

The data collection: will help in the call people analytics, make reports of human resources and develop a much more effective and focused strategy.

Recruitment processes: The use of new technologies in human resources is having a strong impact on the selection processes. In addition to recruiting software for HR, AI and data analysis help recruiters to distinguish the best talent for their company and to maintain contact, providing a better experience to the applicants.

In addition, the implementation of these technologies will help employees to work from home and flexible schedules, allowing a reconciliation of professional and personal life that will be very beneficial for the company.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

1 Globalisation

In the modern business environment, companies are forced to approach the way they conduct business activities with a more external focus. Not only are business partnerships extending across regional, national and continental borders, but international standards are also increasingly becoming the norm. While production and other business standards have been the norm for decades, in recent times the International Standards Organization (ISO) has started to develop international Human Resource (HR) standards. This new trend has major implications for HRD in the workplace. Human resources need to be developed to acquire knowledge and skills to function effectively in a global business environment. Thus, today a focus on global human resources (HR) is key to business success. Despite increased efforts of localisation and anti-globalisation campaigns, the Internet of Things has ensured that globalisation is a reality for all top companies to embrace.

2 Strategic HRD and talent management

The importance of managing HRD from a strategic point of view has evolved very rapidly over the past five years. However, it is now more difficult than ever to strategically plan HRD over the long term. The changes in the business environment are so rapid and unpredictable that strategic HRD must be aligned on a more regular basis, with the typical time span of a strategic plan being reduced from 10 years to three years. This means that strategic HRD plans must be flexible enough to accommodate changes in the environment. In addition, major strategic decisions, such as whether to outsource the organisation's training activities wholly or partially, have to take costs savings and business improvements into consideration. Moreover, the worldwide skills gaps have forced companies to institute aggressive talent



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

management strategies to attract, develop and optimise the available talent in both the broader marketplace and specific industries.

3 Electronic, mobile and social learning

An increasing number of organisations worldwide are making use of electronic learning (e-learning) to facilitate the learning process. The latest technology, such as multimedia, computer-based training, virtual classrooms, Internet training and video-conferencing, is being used. In fact, the rapid advancement in technology has resulted in e-learning being transferred from computers to laptops to smaller devices, such as iPads and smartphones. The explosion of social media platforms has now precipitated the emergence of a new mobile form of social learning — essentially, the availability of learning at any time and anywhere the learner finds his or herself.

4 Management and leadership development

It is evident that the role of managers and leaders is changing dramatically. Managers were previously expected to plan, direct, staff and control. Now, however, they must learn to govern, coach, empower and lead. This necessary paradigm shift requires new skills and behaviours on the part of management. If managers are not trained and developed to embrace and internalise the new managerial requirements, they will find it difficult to adapt in a fast-changing business environment. World-class companies need highly talented leaders and managers. It is therefore not surprising that the growing field of mentoring and coaching is popular among leading companies worldwide.

While the 1990's were dominated by management development, the early 2000s were characterised by the shift to leadership development. Now, moving towards the 2020



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

workplace, management and leadership development are converging. This has resulted in the need for both dynamic and innovative leaders driving change and business transformation, while simultaneously creating systems, governance mechanisms, processes and controls to maintain some order amidst the chaotic change, uncertainty and complexity around us. Thus, the elusive paradigm is still to create the optimum balance between management and leadership. Significant investment in management and leadership development will be required in the years to come.

5 Performance consulting

The ongoing shift from traditional training to workplace performance is another inter-national trend. Key features are: linking organisational culture and bottomline business results, benchmarking performance, as well as satisfying client needs. The HRD professional is no longer a trainer, but becomes a performance consultant by virtue of their new role of assisting the rest of the organisation in improving their performance. Developing people at the centre of efforts to improve performance remains an ongoing challengee, in particular getting people to perform better in a fast-changing environment.

6 Career and performance management

The traditional system of career management is no longer applicable in the modern business environment. The time has gone when an individual would join a company and work for that organisation for more than ten years. Rather, moving from one organisation to another more frequently, is becoming the norm rather than the exception. In addition, an individual is also more likely to move into different positions that are not necessarily related to one another. Flexible work practices are also contributing to the erosion of full-time employment. More part-time staff are being employed, which will have a significant effect on HRD. Different



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

skills will be needed such as flexibility, versatility, information technology and processing skills.

A significant trend in the area of performance management has been the shift from traditional singlerater performance appraisal to 360-degree or multi-rater feedback systems as the modern approach to performance management. Multi-rater performance feedback is used when a person receives performance ratings from a range of parties, such as supervisors, peers and subordinates and, in some cases, even customers, using some type of standardised instrument which is computerised in many companies.

7 Proactive learning needs identification

The demands of the modern business environment, globalisation and the speed of change require a different approach to the assessment of learning needs. Organisations will no longer be in a position to sit back and wait for problems to occur before training interventions are decided upon. Rather, a more futuristic approach is needed, one that anticipates future problems and takes proactive action by means of learning and development interventions. For example, it is more appropriate to provide safety training to prevent accidents, than to present the training after a number of accidents have already occurred. Hence, business drivers will play a key role in driving a more proactive approach to learning needs analysis.

8 Learning design

As a result of new developments such as electronic learning, the design of training will focus increasingly on the human-computer interface. Classroom training is still a popular training method, but is more frequently supplemented with new training techniques such as industrial theatre and outdoor training, self-directed learning and electronic learning. Many companies



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

outsource design completely. The modern approach of design thinking is needed to make learning design work in a totally different business environment.

9 Evaluation of training

Although organisations worldwide neglect the measurement of their education and training efforts, there is an increasing awareness of the importance of evaluating training programmes. Particular emphasis is placed on feasibility analysis, cost and benefit analysis of training, as well as evaluating the return on investment from training. HRD practitioners are increasingly being called upon to make sure that training will have an impact on performance in the workplace and produce the required return on the training investment.

Companies are focusing more on performance and business problems when implementing training interventions. In addition, training managers must devote considerable resources and effort to indicate how an intervention contributes to the bottom-line. Measurement and evaluation form an integral part of all training interventions.

10 Employment equity and diversity training

With the increasing importance of aligning training to international business practices comes the realisation that training across cultures has some potential pitfalls. If training is conducted without prior consideration to cultural differences, the outcomes can be disastrous. Various organisations in the United States of America, United Kingdom, China, Singapore and South Africa have embarked on major diversity management initiatives to address these issues. A holistic approach to diversity management is advocated, one that recognises a diversity initiative as a process of organisational change that is associated with the acknowledgement of diversity as an important business strategy. The importance of diversity training as an



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

important tool in supporting a diversity initiative and the ultimate goal of employment equity is increasingly emphasised.

11 Learning organization

A major shift in the area of HRD is the creation of the learning organisation as an alternative to traditional classroom training. Traditional training is based on the notion that training occurs in a classroom or instructor-controlled setting. A reactive model is followed, which is based on a training needs analysis prior to the design and presentation of training programmes. While this approach has reaped multiple benefits for organisations worldwide, the complexity, speed and reality of change and development in the business environment necessitates a more proactive and dynamic approach to training. The latter approach requires a fundamental shift from training to organisational learning to improve productivity. The most important challenge is to create a learning organisation, i.e. a learning culture enabling learning to take place quicker and continuously (with or without formalised learning interventions).

In conclusion, the impact of worldwide trends and developments in a competitive business environment will constantly change the role of the HRD function. Companies are beginning to recognise the need for talent development and for HRD professionals in their organisations to keep their human resources at the cutting edge. Moreover, it appears that the information age requires a different kind of learner, one who can learn very fast, one more highly skilled than in the past. HRD managers will no longer simply be managers of training departments. There is a complicated job that requires competency in more than just human resource or training management. The HRD manager's new role constitutes a synergistic combination of various fields of knowledge. The top HRD trends identified in this article present



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

opportunities for companies to align organisational learning to the new realities in the broader strategic learning context. In essence, we need to leverage technology, while ensuring that learning strengthens all current efforts in talent management.

Promoting Research in HRD

Critical Dimensions of Best Practices

Attract and Access

Attracting and retaining talent is becoming a big problem for every organisation; they are following every trick and strategy to recruit and retain the employees.

Develop and Grow

Nowadays, organisations try to recognise the aspirations of employees and focus on their growth and development. India provides job rotation opportunities to high – performing employees from operations division. This gives them broader understanding of the business.

Engage and Align

Employee engagement has retained the focus of organisational leadership and many companies keep launching new practices to woo employees. They are using innovative practices like 'Loyalty Interview'- to find out what is it that makes its employees stay on; the feedback from loyal employees often reflects an organisation's leadership style and is seen to work as a great motivation.



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute

[Type here]

Transition

Movement of talent within the organisation and outside sends strong signals to the employees about the organisation's care and concern. Right from the induction, which is often the first impression the employees carries, to the exit interview, the sensitivity displayed by the organisation has a lasting impact on all employees.

HR Innovative Practices

New trends in Recruitment and Selection Most of the organisations have started preferring to sustain 'Diversity among employees': Ex-army men to experienced old block in the workforce. Organisations expect the person to be comfortable with technology and be optimistic about the future.

The company's recruitment process ensures that it gets the people edge it needs. Tests and interviews are conducted rigorously. The detailed feedback on the candidate is given to an independent team in charge of hiring. Employee referrals are taken into account which comprises 50% of all hiring in the organisations. In certain companies, the HR department organises an elite group of employees – who have veto power in a recruitment decision. If a member feels a potential recruit does not match up to the company's standards, he may use his veto power

360o appraisal

In 360-degree appraisal, superiors rate the performance of their subordinates; subordinates also evaluate the performance of superiors on general traits viz. communication skills,



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

leadership, interaction with colleagues, punctuality, innovation, initiative etc., and peers appraise the performance of each other. Thus, it becomes a round of 360o thereby, giving it the name 360o appraisal. 360-degree appraisal system has started gaining ground in the organisations. It identifies development plans about current and future roles of employees, generates basis for rewards and other decisions pertaining to personnel and helps in team building, career planning, role clarity and culture building.

Skill based Pay

As technology progresses, newer skills are required. It is important for employee to upgrade their skills. Skill-based pay can help organisations pay its people for skills that are currently in need and what employees are able to use in an organisation. It forms a part of base pay but in the era of ever changing technology, skillbased pay is also used as contingent pay. One software company paid its people bonus for acquiring skills that were new and in high demand. The same bonus was withdrawn after the demand decreased. This helped the organisation in keeping the employees focused and upgrading their skills continuously. Such pay schemes work best in project-based and virtual organisations where people group and re-group based on time driven projects.

Mutual Admiration (MAD)

MAD refers to an event where every employee is given green cardboard leaves on which they scribble messages of appreciation and pin them onto the MAD tree. The leaves are a way of reaching out to colleagues and teams who have mattered. And at the end of the week, the foliage gets thick. Surely, the employees like being around each other



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

Smart Work and Smart Reward

It improves the employees' productivity. It rewards those who complete tasks in fewer working hours than stipulated. The reward process is well defined and transparent. It has helped in ensuring better work–life balance.

Career Success Centre

An online portal and a one-stop shop for all career related resources. The portal helps employees plan and develop their careers according to business needs.

Role-Playing It has been defined as a method of human interaction which involves realistic behaviour in the imaginary situations. In this method the trainees enact a given role while others observe their projections. This method of training primarily involves employee-employer relationships.

Management or Business Game These are class room simulation exercises in which teams of individuals compete with each other in order to achieve a given objective. An atmosphere is created in which the participants play a dynamic role and enrich their knowledge through involvement and simulated experience. Usually, several teams are formed which represent competing units. Teams take decisions on specified matters for each period. Based on these decisions, the position of each organisation and the industry as a whole is given by the



MEASI INSTITUTE OF MANAGEMENT CHENNAI-14

**Approved by All India Council of Technical Education and
Affiliated to the University of Madras, ISO 9001:2015 Certified Institute**

[Type here]

umpire, and then decisions are taken again for the next period. The game continues for 6 to 12 periods. Business games are designed to teach trainees how to take management decisions in an integrated manner and in a comparatively short time. Participants learn by analysing problems and by making decisions by a trial and error process.

MEASI INSTITUTE OF MANAGEMENT