APPENDICES
**HRD Climate Survey - Questionnaire**

A number of statements are given below describing the HRD climate of an organisation. Please give your assessment of the HRD climate in your organisation by rating your organisation on each statement using the following five-point scale.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Almost always true</th>
<th>Mostly true</th>
<th>Sometimes true</th>
<th>Rarely true</th>
<th>Not at all true</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The top management of this organisation goes out of its way to make sure that employees enjoy their work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Development of the subordinates is seen as an important part of their job by the managers / officers here.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The personnel policies in this organisation facilitate employee development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Senior officers / executives in this organisation take active interest in their juniors and help them learn their job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. People in this organisation are helpful to each other.

6. The psychological climate in this organisation is very conducive to any employee interested in developing himself by acquiring new knowledge and skills.

7. The top management of this organisation makes efforts to identify and utilise the potential of the employees.

8. When an employee does good work his supervising officers take special care to appreciate it.

9. Employees are encouraged to experiment with new methods and try out creative ideas.

10. When any employee makes a mistake his supervisors treat it with understanding and help him to learn from such mistakes rather than punishing him or discouraging him.
11. Weaknesses of employees are communicated to them in a non-threatening way.

12. Employees returning from training programmes are given opportunities to try out what they have learnt.

13. Employees are sponsored for training programmes on the basis of genuine training needs.

14. Employees are not afraid to express or discuss their feelings with their superiors.

15. Employees are encouraged to take initiative and do things on their own without having to wait for instructions from supervisors.

16. Delegation of authority to encourage juniors to develop handling higher responsibility is quite common in this organisation.

17. Team spirit is of high order in this organisation.
18. Career opportunities are pointed out to juniors by senior officers in the organisation.

19. This organisation ensures employee welfare to such an extent that the employees can save a lot of their mental energy for work purposes.

20. Job rotation in this organisation facilitates employee development.
**Annexure 1.2**

**QUESTIONNAIRE**  
(Performance Appraisal effectiveness)

Please answer the following items on a five-point scale by assigning:

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Totly False</th>
<th>Slightly True</th>
<th>Some True</th>
<th>Mostly True</th>
<th>Completely True</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Part I**

1. The appraisal system helps each appraisee and appraiser to have a clear joint understanding of each appraisee's job.

2. The appraisal system helps managers to plan their performance well.

3. The appraisal system provides an opportunity for each appraisee to communicate the support he needs from his superiors to perform his job well.

4. The appraisal system provides an opportunity for self-review and reflection.

5. The appraisal system provides an opportunity for each appraisee to express his developmental needs.
6. The appraisal system helps interested appraisees to gain more insights into their strengths and weaknesses.

7. The appraisal system has scope for helping each employee to discover his potential.

Part II

8. The objectives of the appraisal system are clear to all employees.

9. Line managers generally spend time and discuss with their subordinates about their performance.

10. Reporting officers help their appraisees to plan their performance in the beginning of the year.

11. Managers take performance appraisals seriously.
12. Performance review discussions are taken seriously by managers and sufficient time is spent in these discussions.

13. Performance review discussions are conducted with high quality and care.

14. The appraisal data are used as inputs for recognition and encouragement of high performers and desirable behaviour.

15. The reviewing officers take appraisals seriously and try to educate their subordinates to overcome their personal biases and favouritism.
Annexure 1.3

TRAINING EFFECTIVENESS - QUESTIONNAIRE

Indicate the extent to which each of the following items is true in your organization using the following five-point scale:

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Not at all true</th>
<th>A little true</th>
<th>Some true</th>
<th>True to a great extent</th>
<th>Very true</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

1. Induction training is given adequate importance in FCI.
2. Induction training is well planned.
3. Induction training is of sufficient duration.
4. Induction training provides an excellent opportunity for newcomers to learn comprehensively about FCI.
5. Norms and values of FCI are clearly explained to new employees during induction.
6. Senior Executives / Officers take interest and spend time with new staff during induction training.

7. New recruits find induction training very useful in FCI.

8. Our induction training is periodically evaluated and improved.

9. Employees are helped to acquire technical knowledge and skills through training.

10. There is adequate emphasis on developing managerial capabilities of management staff through training.

11. Human relations competencies are adequately attempted to be developed in FCI through training in human skills.

12. Training of officials / officers are given due importance in FCI.

13. Employees are sponsored for training programmes on the basis of carefully identified developmental needs.
14. Those who are sponsored for training programmes take the training seriously.
15. Employees in this organization participate in determining the training they need.
16. Employees sponsored for training go with a clear understanding of the knowledge and skills they are expected to acquire from training.
17. Senior line managers are eager to help their juniors develop through training.
18. Line managers provide the right kind of climate to implement new ideas and methods acquired by their juniors through training.
19. Line managers in FCI utilize and benefit from the training programmes.
20. External training programmes are carefully chosen after collecting enough information about their quality and suitability.
21. There is a well designed and widely shared training policy in FCI.
Annexure 1.4

EFFECTIVE COUNSELLOR ATTITUDES - QUESTIONNAIRE

Read each question given here. Rate yourself on each question using a 5-point scale (4 = definitely or always; 3 = mostly or most frequently; 2 = sometimes; 1 = seldom; 0 = never). First rate yourself as you see yourself. In the next column, rate yourself as your subordinates or employees would rate you. Write 4, 3, 2, 1 or 0 for each question in both columns according to the scale just explained. You could also get yourself rated by your subordinates to assess the extent to which your prescriptions and their prescriptions are similar.

<table>
<thead>
<tr>
<th>Question</th>
<th>How do you rate yourself?</th>
<th>How do you think your subordinates would rate you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you feel your job requires development of your subordinates?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Are you a careful listener?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Are you aware of your employees’ feelings when you converse with them?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Do you communicate to your employees your understanding of their strengths and weaknesses?

5. Do you offer specific and concrete suggestions to your employees?

6. Do you feel that performance review discussions are learning opportunities for both the appraiser and the appraisee?

7. Have you found the performance review discussions useful?

8. Do you take time to reflect about your own behaviour and its impact on your subordinates?

9. Do you believe that it is your responsibility to initiate special counselling sessions with troubled employees?

10. Does your job offer you opportunities to help your employees?
11. Do you delegate and pass authority and responsibility down as far as possible?

12. Do your employees communicate to you their personal problems also?

13. Do you talk to your employees about their problems and offer suggestions when they talk to you?

14. How often do you think about them and their problems?

15. Do you believe that you are capable of becoming an effective counsellor through practice on your own?
LEADERSHIP STYLES - QUESTIONNAIRE

Ten sets of items are given below.

Each set contains 3 items (a) (b) and (c). You have a total of 6 points to distribute in each set between (a), (b) and (c). Give the maximum marks or points (say, 6, 5 or 4) to the item that best describes your beliefs or behaviour.

Please answer all the items. Your sincere and true responses will help you to gain right insights into your styles.

1. BELIEFS ABOUT SUBORDINATES

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Beliefs/ Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I firmly believe that subordinates should be treated very affectionately and constantly guided and helped. Therefore, I tend to keep giving instructions to them constantly.</td>
<td>(a) 6 (b) 5 (c) 4</td>
</tr>
</tbody>
</table>

400
(b) Most often I feel that the subordinates I have tend to avoid work unless they are closely supervised. Therefore, I prefer to keep a close watch on them to make sure that they put in at least some effort.

(c) I generally tend to believe that my subordinates are capable of working on their own. Therefore, I tend to leave them freely to work on their own most of the time, providing support only in difficult or most needy situations.

2. **VISION**

(a) I think mostly in terms of my people and protecting them. A good leader should make efforts to gain loyalty of subordinates by satisfying them as it is the people that count in the long run.
(b) I prefer to think mostly in terms of immediate tasks and short term goals. I do not mind dissatisfying a few if immediate tasks are not accomplished. In the present day environment there is very little time to think about future.

(c) I always think in terms of the long term interests and future of the organization. I invest considerable amount of my time in developing subordinates for the future of the organization.

3. **MISTAKES**

(a) I tend to tolerate the mistakes of my subordinates. Quite often I end up salvaging the situation and protecting them as far as possible.

(b) I lose my patience and tolerance when my subordinates make mistakes. I tend to get upset and irritated easily.
(c) I encourage my subordinates to use mistakes as learning opportunities. I discuss with them and educate them to become more competent.

4. CONFLICTS

(a) When conflicts arise my subordinates normally look to me for my judgement on who is right and who is wrong. I do tell them what I think is the best.

(b) When conflicts arise I prefer to bring it to the notice of my seniors or take action to pull up the erring side.

(c) When conflicts arise I prefer to call the parties together and try to help them solve the problems in a manner that understanding between them is increased and eventually they learn to resolve their conflicts.
5. DECISION MAKING

(a) I tend to take most decisions myself rather than delegating to subordinates and prefer to inform only those who need to know.

(b) I prefer to take most decisions by myself as I am not sure if my subordinates have the competencies.

(c) I prefer my subordinates to take most decisions relating to their job on their own. I consult my subordinates and other relevant employees on critical decisions and keep them informed to give them a sense of involvement and identification with the organisation.

6. ASSIGNMENT OF TASKS

(a) I tend to assign tasks on the basis of my assessment of the subordinates and their competencies. By and large they seem to like my judgement.
(b) I prefer to assign tasks purely according to FCI norms even if it hurts some people.

(c) While assigning tasks I ensure that they match the competencies of the subordinates at the same time providing them opportunities for development.

7. **SIGNIFICANCE**

   (a) I prefer to have subordinates who can be trusted and loyal to me personally.

   (b) I am quite careful in praising my subordinates. Nowadays if you praise them, they tend to sit on your head. Employees normally tend to put up a show to impress you. It is difficult to trust them.

   (c) I believe in treating my subordinates with respect. I believe that I cannot be a powerful leader unless I make my subordinates powerful.
8. COMMUNICATION

(a) I prefer to share any new information I get to know about FCI, its plans and policies, external environment, technology etc. only with a select few and particularly those related to it.

(b) I do not think there is any need to share any information about the FCI or its external environment, technological developments etc. with my subordinates.

(c) Whenever I come to know about any important developments in the country, the technology we use, sociopolitical and economic change, about the FCI its plans, policies etc., I make efforts to share this with all of my subordinates. I do this as an effort to build up their competencies for future.
9. **INSPIRATION**

(a) I tend to give a high weightage to people and their relationships. I would like my employees to do things that I like and they do try to keep me satisfied.

(b) I do my job well and I expect my subordinates also to do their job well and I find it difficult to tolerate any deviation from the tasks assigned to my subordinates.

(c) I think I do have a leadership style that inspires my subordinates. I try to create conditions for my subordinates so that they enjoy the work they do.

10. **INITIATIVE**

(a) I permit only some of my employees to take initiative and work on their own. There is no point giving freedom to everyone in the team. Some are more capable than others.
(b) I prefer my subordinates to conform to the rules and procedures and do what they are expected to do. If they follow the instructions given to them it is sufficient.

(c) I encourage my subordinates to take initiative and do things. They can not develop unless they cultivate some initiative.
FOOD CORPORATION OF INDIA  
Central Training Institute  
New Delhi

Course No.__________
From _____ To _____

Dy.Manager/Sr.Asstt.Manager/Asstt.Manager

The following are the learning objectives of the course.

Please indicate the extent to which you feel these objectives have been accompanied. For items 1-5 encircle the number you consider most appropriate.

<table>
<thead>
<tr>
<th>Extent to which accomplished</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To some degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above expectation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learning objectives :

1. To provide a proper understanding of different aspect of
   in F.C.I.
   
   My comments/suggestions:

2. To make explicit the inter-relation between and meet the learning needs of the participants in the course?
   
   My comments/suggestions:

3. To what extent where the faculty members able to meet the learning needs of the participants in the course.
   
   My comments/ suggestions:
4. To what extent were the faculty members successful in creating and maintaining a healthy and informal climate for learning?

My comments/suggestions:

5. Were the practical exercises/business games excursions found to be interesting and useful?

6. My overall impression of this course.

For items 7 to 10, please mark in the square (tick) you consider most appropriate.

7. Did you find the classroom arrangements:

   Excellent  Good  Moderate  Poor

Comments:

8. Did you find hostel facilities

   Excellent  Good  Moderate  Poor

Comments:

9. Was the food?

   Excellent  Good  Moderate  Poor

Comments:

10. Was the service by Institute Office:

    Excellent  Good  Moderate  Poor

Comments:

Dated:

Signature

410
COURSE ASSESSMENT

1. Course Name & Number:

2. Name of the trainee.

3. Designation with cadre.

4. What particular work have you been put on in your section/office.

5. Have you attended any other training course in ZTI or elsewhere. If so, give details.

6. Have you found the present course of any use to you, give brief arguments in support of your answer.

7. To what extent do you consider the course will contribute towards the improvement of your working:
   Very much Moderately Not at all

8. How much do you think ZTI course has changed your attitude towards:
   a) Your work: A great deal Somewhat Not at all
   b) Your superiors: A great deal Somewhat Not at all
   c) Your colleagues: A great deal Somewhat Not at all

9. How much do you think this course has helped you in understanding the role/ objectives and functions of the FCI:
   A great deal Some what Not at all

10. How much do you think this course has succeeded in installing confidence & enthusiasm in your approach towards your duty:
    A great deal Some what
11. Which of the lectures did you find:
   (Name the topics)
   a) Exhaustive
   b) To the Point
   c) Not to the point
   d) In comprehensible (beyond your understanding)

12. Please suggest the types of lectures/exercises you would like to be introduced in the curriculum and in what way you feel ZTI programme can be improved further and made more effective.

13. Are you going to recommend to your colleagues this kind of training in Zonal Training Instt. Yes/No

14. Please feel free to give in the space below and overleaf additional comments on ZTI and its training programme.

Signatures
CHARTER OF DEMANDS OF FCI EMPLOYEES

1. Immediate conversion of M.O.U. Dated 12.6.96 into M.O.S. without any changes in respect of class III and IV wage revision due from 1.2.92.


(ii) Immediate relief to entry level employees in Cat. III & IV i.e. Grade III's, Typists, Messenger, and Watchman etc.

(iii) Appointment/Promotion of Qualified (Graduate/ Matric) Cat.IV Employees against vacant posts by one time relaxation.

3. Allow one time option to CDA based Employees to switch over to IDA Scales of Pay with retrospective effect i.e. 1.8.83 with arrears.

4. Resolve all Trade disputes in regards to field / operational problems.

==
- Mismanaged public sector by bureaucracy.
- In crisis because of autocracy by Food Ministry.
- Excess on workers is order of every day.
- Employees in same post since last 20-25 years.
- Cadre imbalances, under-staffing and no District Managers available.

DEMANDS

1. Immediately start wage negotiations on IDA pattern due from 1.2.1992.
2. Enforce Slab Industrial D.A. w.e.f. 1.1.92 as settled in M.O.U.dated 28.2.92.
3. Discuss and settle the recommendations of Balram Committee read with the recommendations of Shashi Mishra Committee.
4. Pay pension on last pay drawn in accordance with Section 12-A of the Food Corporation Act read with provisions of M.O.U. dated 28.2.92.
5. Start recruitment against vacant entry level posts and divert posts of Asstt. Managers and Dy. Managers for promotion now meant for recruitment.

8. Revise OTA rates w.e.f. 1.2.94 as per M.O.U. dated 28.2.92.

9. Discuss and finalise medical facilities delinking it from the wage proposal.

10. Bring reforms in field Operations and prescribe scientific norms for losses distinguishing between normal and abnormal losses.

11. Acquire handling of imported sugar at ports by the FCI.
Annexure 7.3

CHARTER OF DEMANDS OF FCI OFFICE STAFF ASSOCIATION

1. Sanction of staff in various cadres in the offices viz-a-viz the increased work-load.
2. Sanction of staff for all the newly created District Offices.
3. Sanction of staff for all offices on account of increase in work-load as a result of departmentalisation of thousands of labours in the FCI.
4. Review/removal of discrepancies noticed in the settlement signed by the NCC of Unions with the FCI Management during the year 1987 in regard to abolition of entry level posts, which has caused pressure upon senior assistants and also damaged the prospects of some section of employees.
5. Review/Selection grade scheme as per the settlement of NCC of Unions with the Management and place all the remaining eligible employees by giving one time Selection grade.
6. Demarcation of job of various cadres in FCI Offices.
7. To stop implementation of various committee reports of Personnel Administrative policies of FCI' which inter-alia provides any reforms in the cadre structure.
8. Introduction of 5 days week in all the administrative offices up to the level of District Offices.

9. Absorb all the female field cadre employees into various office cadres by creating supermumery posts personal to them.

10. Restore past seniority to such female employees who lost seniority while opting office cadre by regulating their promotions in the supermumery posts according to their seniority in the parent cadre.

11. Cash payment to the Class IV employees against liveries.