CHAPTER – III
MEANING AND DEFINITION

Personnel Management is the method of managing the human resources in an organization. Personnel management functions include the staff functions, service functions, fundamental activities and welfare activities. Functions relating to employee selection, recruitment, rating, maintenance, payment of remuneration and other provisions such as welfare activities are explained in almost all publications. Hence measures are taken to analyze the personnel management practices with special reference to human resource management aspects in this chapter.

Human resource management is a management function that helps managers to recruit, select, train and develop members for an organization. Organizations are not mere bricks, mortar, machinery or inventories. It is the people who staff and manage organizations. HRM involves the application of management functions and principles, the functions and principles are applied to appointing, developing, maintaining and remunerating employees in organizations.

Decisions on different aspects of employees must be consistent with other human resources (HR) decisions. Decisions must influence the
effectiveness of an organization. Effectiveness of an organization must result in betterment of services to customers in the form of high-quality products supplied at reasonable costs. HRM functions are not confined to business establishments only. They are applicable to non-business organizations, too, such as education, health care, recreation, and the like, Human Resources Management comes wherever human beings work.

HRM is a series of integrated decisions that form the employment relationship; and their quality contributes to the ability of the organization and its achievements. 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 have their commitment to the organization are essential to achieving organizational objectives. This is true of all types of organization -- government, business, education, health, recreation, or social action.

HRM management is the planning, organizing, directing and controlling of the procurement, development, compensation, integration, and maintenance to the end that individual, organizational, and social objectives are accomplished. Thus, HRM refers to a set of programmes; functions and activities designed and carried out in order to maximize both employee and organizational effectiveness.
SCOPE OF HRM

The scope of HRM is indeed vast. All major activities in the working life of a worker from the time of his or her entry into an organization until he or she leaves come under the purview of HRM. Specifically, the activities included are HR planning, job analysis and design, recruitment and selection, orientation and placement, training and development, performance appraisal and job evaluation, employee and executive remuneration, motivation and communication, welfare, safety and health and industrial relations.

OBJECTIVES OF HRM

The primary objective of HRM is to ensure the availability of a competent and willing workforce for an organization. Specifically, HRM objectives are four -- social, organizational, functional and personal.
Social Objectives

An organization is to be ethically responsible for the needs and challenges of society while minimizing the negative impact of such demands upon the organization. The failure of organizations to use their resources for the society's benefit in ethical ways may lead to restrictions. For example, society may limit HR decisions through laws that enforce reservation in hiring and laws that address discrimination, safety or other such areas of social concern.

Organizational Objective

This is to recognize the role of HRM in bringing about organizational effectiveness. HRM is not an end in itself. It is only a means to assist the organization with its primary objectives. Simply stated, the department exists to serve the rest of the organization.

Functional Objective

The objective is to maintain the department’s contribution at a level appropriate to the organization’s needs. Resources are wasted when HRM is either more or less sophisticated to suit the organization’s demands. The department’s level of service must be tailored to fit the organization it serves.
Personal Objectives

The objective is to assist employees in achieving their personal goals, at least in so far as these goals enhance each individual's contribution to the organization. Personal objectives of employees must be met if workers are to be retained and motivated. Otherwise, employee performance and satisfaction may decline or employees may leave the organization.

HRM: FUNCTIONS AND OBJECTIVES

In order to realize the objectives stated above, HRM must perform certain functions. These functions have been stated while outlining the scope of HRM. Generally, it may be stated that there is a correlation between the objectives and the functions. In other words, some functions help realize specific objectives. For example, the organizational objectives are sought to be met by discharging such functions as HR planning, recruitment and selection, training and development, and performance appraisal. Similarly, the personal objective is sought to be realized through such functions as remuneration, assessment and the like. The following table contains the full list of objectives and functions.

Who will perform these activities in a typical organization? What is his / her place in the organizational structure? The following section seeks to answer these questions.
### Table: Objectives and Functions of HRM

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<tr>
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<td>5. Assessment</td>
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</table>

**Source:** William B.Werther, Jr and Keith Davis, Human Resource and Personnel Management.

### ORGANIZATION OF HR DEPARTMENT

Two issues become relevant in a discussion on organization of an HR department. They are (i) place of the HR department in the overall set-up and (ii) composition of the HR department itself.
The status of the HR department in the total organizational structure depends on whether a unit is small or large. In most of the small organizations, there is no separate department to co-ordinate the activities relating to personnel. In fact, there may not be any personnel managers at all. Services of outsiders who specialize in maintaining accounts and records relating to provident fund pension and other statutory requirements are retained for a fee. Alternatively, a low-placed employee may be entrusted with the task of attending to these functions. Earlier, personnel departments were called ‘health and happiness departments’. The people assigned to deal with personnel issues were past their prime. The personnel department was seen as a place where the lesser-productive employees could be placed with minimal damage to the organization’s ongoing operations. Things have changed for the better, and the status of the personnel department has improved enormously over the years.

A large-scale unit will have a manager / Director heading the HR department. His or her status will be equal to that of any executive. This
arrangement holds good when the company has a single plant. Where the company has multiple plants located in different parts of the country, there may be a centralized HR/ personnel department or a registered office and each plant will have separate HR/ personnel departments. Routine activities relating to each plant are handled by the HR/ personnel department attached to the work, whereas the central department handles the broad policies, matters concerning executives, and the like.

Chairman and Managing Director

Director
Production

Director
Finance

Director
Personnel / HRM

Director
Marketing

Director
R & D

Fig. HRM in a large- scale unit

Coming to the composition of the HR department, it depends on the scale of operations and attitude of the top management towards its personnel. However a director, heads a typical HR department. The department will grow in size and importance when new demands are placed on it by the top management.
HRM MODEL

Human Resource Management is not a simple task. It has grown scientifically and technically. The HRM model contains all Human Resource activities. When these activities are discharged effectively, they will result in a competent and willing workforce who will help realize organizational goals. Environment is another variable in the model. Human Resource functions are influenced by several external and internal forces like economic, technological, political, legal, organizational and professional conditions - these form the environment.
EVOLUTION OF HRM

It is relevant to study the evolution of HRM, HRM, a relatively new term, emerged during the 1970s. Many people continue to refer to the discipline by its older, more traditional titles, such as personnel management or personnel administration. The trend is changing, the term nowadays used in industry circles is HRM. Coming to the evolution of HRM as a subject, concern for the welfare of workers in the management of business enterprises has been in existence for ages. Kautilya’s Arthashastra states that there existed a sound base for systematic management of resources during the 4th century BC. The government then took an active interest in the operation of public and private sector enterprises and provided systematic procedures for regulating employer-employee relationships.

Indian experts in Human Resources Management have tried to chronicle the growth of the subject only since the 1920s. This was the period when the necessity of state intervention to protect the interests of workers was felt because of the difficult conditions which followed the First World War, and the emergence of trade unions. The Royal Commission (1931) recommended the appointment of labour-welfare officers to deal with the selection of workers and to settle their grievances. The Factories Act, 1948, made appointment of welfare officers compulsory in industrial establishments employing 500 or more workers each.
By the 1970s, a shift in professional values was discernible. It shifted from a concern for welfare to a focus on efficiency. In the 1980s, professionals began to talk about new technologies. The two professional bodies IIPM and NILM merged in 1980 to form the National Institute of Personnel Management (NIPM).

In the 1990s, the emphasis shifted to human values and productivity through people. Reflecting this trend, American Society for Personnel Administration (ASPA) was renamed the Society for Human Resources Managements (HRM). Thus, beginning in the 1920s, HRM has grown into a matured profession.

Environment may be understood as all those forces which have their bearing on the functioning of the HR department. These forces are – political legal and economic problems, technological and cultural aspects, unions, organizational culture and conflict and professional bodies.

EXTERNAL AND INTERNAL FORCES

External forces include (i) Political-legal, (ii) Economic, (iii) Technological and (iv) Cultural factors; their influence on HRM is considerable. Internal factors are (v) Unions, (vi) Organizational Culture and Conflict and (vii) Professional bodies. Each of these external and internal forces is examined in detail in this chapter.
(i) Political and Legal Factors

Political and legal aspects are important factors in external environment to decide the management practices in an organization. Parliament at the Central level and Assembly at the State level, are the law-making bodies. The plethora of labour acts are enacted by the legislature. The executive, popularly known as the government, is the law-implementing body. The legislature decides and the executive acts. Above these two is the judiciary which has the
role of a watchdog. The main function of the judiciary is to ensure that both
the legislature and the executive work within the confines of the constitution
and in public interest.

The interface between political environment and labour takes place
through an array of labour laws. As pointed above, there are so many
enactments relating to labour that we have earned the sobriquet of being the
largest labour-legislated country in the world. Some of these relate to terms
and conditions of employment, some others relate to working conditions, a few
others to payment of wages, and others contain provisions relating to industrial
dispute. Then there is the Constitution which is the genesis of all acts. A few
articles of the Constitution are worth mentioning here. Article 14 guarantees
equality before the law. Article 15 prohibits discrimination on grounds of
religion, race, caste, sex or place of birth. Article 16 guarantees equality of
opportunity in matters of public employment. Article 23 prohibits forced
labour. Article 24 prohibits employment of children in factories, mines or in
other hazardous jobs. Article 38 (d) guarantees equal pay for equal work both
for men and women. Article 38 (e) stipulates the health and strength of
workers, for both men and women it pledges that the tender aged children are
not abused and that citizens are not forced by economic necessity to enter into
vocations not suited to their age or strength. Article 42 provides for just and
humane conditions of work, and maternity leave for women. Living wages for
workers are guaranteed by Article 43, while Article 43 (a) provides for
participation of workers in the management of industries. Overriding all these provisions is the protective discrimination clause which stipulates the need for reservation of jobs for weaker sections of the society.

(ii) Economic

Economic environment refers to all those forces which have a bearing on growth, industrial production, agriculture, population, national and per capita income, money and capital markets, suppliers, competitors, customers, and industrial labour are the components of the economic environment. The last four are highly relevant to HR activities. Another component of economic environment is globalization. Hence, a brief description of each follows.

Competition in the economic environment plays a significant role in some of the HR functions and activities. As the number of organizations competing for human resources increases, so does the importance of the staffing function and its appraisal and compensation activities. If several companies make job offers to one individual, the Organization with more attractive terms and conditions will win. When employees with particular skills are hard to obtain, the Organization may need to groom its own employees through well-managed HR planning programmes co-coordinated with training and development activities.

Indian economy is gradually getting integrated into the global economy. Globalization has considerable influence on HR functions. Selecting, training,
motivation and retaining of employees are to be guided by the global perspective. By discharging these and other functions effectively and by helping the best-qualified people execute the company’s strategy on a global scale, the department can become a source of competitive advantage for the company.

As every advanced nation is increasingly becoming globalized, skills and cumulative learning of its workforce become its competitive assets. All developed countries can design, produce, and distribute goods and services with ease and speed.

(iii) Technological

How does technology affect the HR function? First, with the advent of technology, jobs tend to become more intellectual or upgraded. A job hitherto handled by an illiterate or unskilled worker now requires the services of an educated and skilled worker. Secondly, the introduction of new technology dislocates workers unless they become well-equipped to work on new machines. This makes it obligatory on the part of HRM to train workers and to rehabilitate those who are displaced or cannot be trained. Thirdly, for those employees who acquaint themselves with new technology, the job will be challenging and rewarding. Working class, in general, stands to gain through increased productivity, reduced prices and increased real wages – all by products of technological advancement.
(iv) Cultural Forces

Culture refers to the complex whole which includes knowledge, belief, art, morals, laws, customs and other capabilities and habits acquired by an individual as a member of a society. How does culture influence the HR function? In the first place, culture creates the type of people who become members of an Organization. Culture trains people along particular lines, tending to put a personality stamp upon them. Thus, we have Indian culture, Japanese culture, American culture, British culture, and German culture and so on. It is not that all people in a particular culture are alike. There are sub-cultural experiences, family experiences and unique personal experiences.

Work ethics, achievement needs and effort-reward expectations, which are significant inputs determining individual behaviour, are the results of culture. The word **ethics** is associated with moral principles. In the context of an Organization, **ethics** implies hard work and commitment to work. A strong work ethics ensures motivated employees whereas the opposite is true when work ethics is weak. Achievement needs, too, have a behavioural implication. A person with a high need to achieve tends to seek a high degree of personal responsibility, sets realistic goals, takes moderate risks and uses personal performance feedback in satisfying his or her need to achieve.
(v) Unions

A trade union is an association of workers formed to protect their own individual interests. The role of a union is too well-known, not needing any elaboration here. All HR activities -- recruitment, selection, training, compensation, IR and separation -- are carried out in consultation with union leaders. The role of unions becomes pronounced when a new wage agreement needs to be signed. Generally, a wage agreement has a life of three years. After the expiry of one agreement, a new one has to be reached. It is always nearly a civil war between the management and the union leaders before a new agreement is reached. Negotiations are spread over months, where tempers are frayed, mouths are fouled, works are stopped, executives are assaulted, buses are burnt, properties are damaged and when differences narrow down, and demands are met it is camaraderie as usual, a la the immediate aftermath of heavy rains. The day when both parties sign the agreement is a day for hitting the headlines in major newspapers as well as a day of celebration.

A non-unionised organization may appear to be the luckiest, but it has its own problems. To retain the flexibility of a non-union status, personnel departments implement compensation policies, hours of work and working conditions similar to those found in organizations where unions are active.
Every Organization has its own culture. Organizational culture is the product of all the Organization’s features – its people, its successes, and its failures. Organizational culture reflects the past and shapes the future. It is the job of HR specialists to adjust proactively to the culture of the Organization. For example, objectives can be achieved in several acceptable ways. This idea, called equifinality, means there are usually multiple paths to be objectives. The key to success is picking the path best suited to the Organization’s culture.

In every Organization, a few core values or beliefs shape its culture. Effective HR practitioners identify the core beliefs or values of their organizations and strive to further those values. There is often conflict between organizational culture and employee's attitudes. Conflict arises because of various dualities such as personal goal vs. organizational goal, personal ethics vs. organizational ethics, rights vs. duties, obedience vs. self-respect, discipline vs. autonomy, self confidence vs. arrogance, actualization vs. aggrandizement, authority vs. accountability, leadership vs. sub-ordination, delegation vs. abdication, participation vs. anarchy, feedback vs. abuse, cleverness vs. wisdom, grooming vs. pampering, doing vs. becoming, material benefit vs. spiritual loss, change vs. stability, greed vs. renunciation, short-term vs. long-term etc.
(vii) Professional Bodies

The role of NIPM in supplying academic inputs to HR professionals is not to be ignored. Periodic training programmes, seminars and conferences are organized by NIPM for the benefit of HR experts. NIPM offers post-graduate diploma in personnel management. The diploma is recognized by the Government of India for the purpose of recruitment to superior posts and services and also by the governments of Andhra Pradesh, Karnataka, Kerala, Rajasthan, West Bengal, Goa, Bihar and Tamil Nadu. The NIPM has laid down a code of ethics and the HR practitioners are expected to declare their allegiance to the code.

ENVIRONMENT SCANNING

The HR department is in the best position to scan the environment for human-resources and labour-market issues. An HR department obtains information and feeds it to key decision makers. In fact, the department may play a major role in making the decision. The department also has the responsibility of obtaining internal organizational information for consideration by strategic decision makers. But the role of the HR department is confined to a boundary spanning role in that it helps link the Organization to its environment through environmental scanning.
HRM STRATEGY

A strategy is a way of doing something. It usually includes the formulation of a goal and set of action plans for accomplishment of that goal. The concept of strategy is very old. It originated from the Greek term "strategic" which means the art or science of being a general. Effective Greek generals needed to lead an army, win and hold territory, protect cities from invasion, destroy the enemy and so forth. Each objective needed a different deployment of resources. The Greeks knew that "strategy" was more than fighting battles. Effective generals had to plan and act. For Greeks, strategy had both a planning component and an action component. It is not different even today.

TRAINING AND DEVELOPMENT

Training and development refer to the imparting of specific skills, abilities and knowledge to an employee. A formal definition of training and
development is that it is any attempt to improve current or future employee performance by increasing an employee’s ability to perform through learning, usually by changing the employee’s attitude or increasing his or her skills and knowledge.

Though training and education differ in nature and orientation, they are complementary to each other. An employee for example, who undergoes training, is presumed to have had some formal education. Furthermore, no training programme is complete without an element of education. In fact, the distinction between training and education is getting increasingly blurred now-a-days. As more and more employees are called upon to exercise judgement and to choose alternative solutions to the job problem, training programmes seek to broaden and develop the individuals’ knowledge through education.

Development refers to those learning opportunities designed to help employees grow. Development is not primarily skills-oriented. Instead, it provides general knowledge and attitudes which will be helpful to employees in higher positions. Efforts towards development often depend on personal drive and ambition. Development activities such as those supplied by management developmental programmes are generally voluntary.

To bring the distinction among training, education and development into sharp focus, it may be stated that training is offered to operatives, whereas
developmental programmes are meant for employees in higher positions. Education, however is common to all the employees.

**IMPORTANCE OF TRAINING AND DEVELOPMENT**

Any training and development programme must contain inputs which enable the participants to gain skills, learn theoretical concepts and acquire vision to look into the distant future. In addition to these, there is a need to impart ethical orientation, decision-making and problem-solving abilities.

**Skills**

Training is imparting skills to employees. A worker needs skills to operate machines, and use other equipment with least damage and scrap. This is a basic skill without which the operator will not be able to function. There is also the need for motor skills. Motor skills (or psychomotor skills, as they are sometimes called) refer to performance of specific physical activities. These skills involve learning to move various parts of one’s body in response to certain external and internal stimuli. Common motor skills include walking, riding a bicycle, tying a shoelace, throwing a ball, and driving a car. Motor skills are needed for all employees – from the janitor to the general manager. Employees, particularly supervisors and executives, need interpersonal skills popularly known as the people skills. Interpersonal skills are needed to understand oneself and others better, and act accordingly. Examples of
interpersonal skills include listening, persuading, and understanding of others’ feelings.

**Education**

The purpose of education is to teach theoretical concepts and develop a sense of reasoning and judgement. That any training and development programme must contain an element of education is well understood by HR socialists. Any such programme has university professors as resource persons to enlighten participants about theoretical knowledge of the topics proposed to be discussed. In fact, Organizations depute or encourage employees to do courses on a part-time basis.

**Development**

Another component of a training and development programme is development which is less skill-oriented but stresses knowledge. Knowledge of business environment, management principles and techniques, human relations, specific industry analysis and the like is useful for better management of a company.

**Ethics**

There is a need for ethical orientation in a training and development programme. There is no denial of the fact that ethics are largely ignored in business. Unethical practices abound in marketing, finance and production in
an organization. They are less seen and talked about in personnel function. This does not mean that the HR manager is absolved of the responsibility. If the production, finance or marketing personnel indulge in unethical practices the fault rests with the HR manager. It is his / her duty to enlighten all the employees in the Organization about the need for ethical behaviour.

**Attitudinal Changes**

Attitudes represent feelings and beliefs of individuals. Attitudes affect motivation, satisfaction and commitment. Negative attitudes need to be converted into positive attitudes. Changing negative attitudes is difficult because – (i) employees refuse to change (ii) they have prior commitments, and (iii) information needed to change attitudes may not be sufficient. Nevertheless, attitudes must be changed so that employees feel committed to the Organization, motivated for better performance, and they derive satisfaction from their jobs and the work environment.

**Decision - Making and Problem solving skills**

Decision-making and problem-solving skills are essential for employees. This is a circular way of defining terms! Learning related to decision-making and problem-solving skills seeks to improve trainees’ abilities to define and structure problems, collect and analyze information, generate alternative solutions and make a choice from among alternatives. Training of this type is typically provided to potential managers, supervisors and professionals.
NEED FOR TRAINING AND DEVELOPMENT

Training and Development programmes help to remove performance deficiencies in employees. This is particularly true when (i) the deficiency is caused by a lack of ability rather than a lack of motivation to perform, (ii) the individuals involved have the aptitude to learn to do the job better and (iii) supervisors and peers are supportive of the desired behaviours.

Training contributes to employee stability in at least two ways. First employees become efficient after undergoing training. Secondly trained employees tend to stay with the Organization. They seldom leave the company. Training makes the employees versatile in operations. An All rounder can be transferred to any job. Flexibility is therefore ensured. Growth indicates prosperity, which is reflected in increased profits from year to year.

Accidents scrap and damage to the machinery and equipment can be avoided or minimized through training. Even dissatisfaction, complaints, and absenteeism, can be reduced if employees are trained well.

Future needs of employees will be met through training and development programmes. Organizations take fresh diploma holders or graduates as apprentices or management trainees. They are absorbed on completion of the training. Training serves as an effective source of recruitment. Training is an investment in HR with a promise of better returns in future.
THE TRAINING PROCESS

Figure outlines important steps in a typical training process

Objectives of Training and Development programmes

Once training needs are assessed, training and development goals must be established. Without clearly-set goals, it is not possible to design a training and development programme and after it has been implemented, there will be no way of measuring its effectiveness. Goals must be tangible, verifiable and measurable. This is easy where skill training is involved. Behavioural objectives like attitudinal changes can be more difficult to state. Nevertheless
clear behavioural standards of expected results are necessary so that the programme can be effectively designed and results can be evaluated.

**Designing Training and Development Programme**

Every training and development programme must address certain vital issues – (i) who participate in the programme? (ii) Who are the trainers? (iii) What methods and techniques are to be used for training? (iv) What should be the level of training? (v) What learning principles are needed? (vi) Where is the programme conducted?

![Fig. Steps in training programme](image)

**Trainees**

Trainees should be selected on the basis of self-nomination, recommendations of supervisors or by the HR department itself. Whatever is the basis, it is advisable to have two or more target audiences. For example, rank and file employees and their supervisors may effectively learn together about a new work process and their respective roles. Bringing several target
audience together can also facilitate group’s processes such as problem solving and decision making.

**TRAINERS**

The trainers may be immediate superiors, co-workers as in buddy systems, members of the personnel staff, specialists in other parts of the company, outside consultants, industry associations, and faculty members of universities. Large organizations generally maintain their own training departments whose staff conduct the programmes. In addition, many organizations arrange basic skills training for computer literacy.

**Methods and Techniques of Training**

A multitude of methods of training are used to train employees. The most commonly used methods are shown in Table. Training methods are categorized into two groups on-the-job and off-the-job methods. On-the-job methods refer to methods that are applied in the workplace, while the employee is actually working. Off-the-job methods are used away from workplaces.

Training Techniques represent the medium of imparting skills and knowledge to employees. Obviously, training techniques are the means employed in the training methods. Among the most commonly used techniques are lectures, films, audio cassettes, case studies, role playing, video-tapes and simulations.
**Audio-Visuals**

Audio visuals include television slides, overheads, projectors, videotapes and films. These can be used to provide a wide range of realistic examples of job conditions and situations in the condensed period of time. Further, the quality of the representation can be controlled and will remain equal for all training groups. But audio-visuals constitute a one-way system of communication with no scope for the audience to raise doubts for clarification. Further, there is no flexibility of presentation from audience to audience.

**Computer-Assisted Instruction (CAI)**

This is an extension of the PI method. The speed, memory and data manipulation capabilities of the computer permit greater utilization of basic PI concept. For example, the learner’s response may determine the frequency and difficult level of the next frame. CAI is an improved system when compared with the PI method, in at least three respects. First CAI provides for accountability as tests are taken on the computer so that the management can monitor each trainee’s progress and needs. Second, a CAI training programme can also be modified easily to reflect technological innovations in the equipment for which the employee is being trained. Third, this training also tends to be more flexible in that trainees can use the computer almost any time they want, and thus get training when they prefer. Not to be ignored is the fact that feedback from CAI is as rich as modern electronic games, complete with
audio instructions and visual displays. A deterrent with regard to CAI is its high cost, but repeated use may justify the cost.

Sensitivity Training

Sensitivity training uses small numbers of trainees, usually fewer than 12 in a group. They meet with a passive trainer and gain insight into their own and others’ behaviour. Meetings have no agenda, are held away from workplaces, and questions deal with here and now of the group process. Discussions focus on why participants behave as they do, how they perceive one another, and the feelings and emotions generated in the interaction process.

The objectives of sensitivity training are to provide the participants with increased awareness of their own behaviour, how others perceive them, greater sensitivity to the behaviour of others, and increased understanding of groups’ processes. Specific results include increased ability to interact with others: Improved listening skills, greater openness, increased tolerance of individual differences and increased conflict resolution skills. The drawback of this method is that once the training is over the participants become themselves again and they resort to their old habits.

Sensitivity training can go by a variety of names – laboratory training, encounter groups, or T-groups (training groups). The Table shows some more techniques of training.
## Table Techniques of training

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<td>Leadership Games</td>
<td>Exercises to teach different styles of leadership</td>
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<td>Skill Games</td>
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<td>Communication Games</td>
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<td>Strategic planners</td>
<td>Games to test ability to plan ahead</td>
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<td>Team-building Games</td>
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<td>Role Reversal</td>
<td>Exercises requiring collaborative efforts</td>
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<tr>
<td>Doubling</td>
<td>Brings out ideas that are not often expressed</td>
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<td>Tag Teams</td>
<td>One role played alternately by two participants</td>
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<td>Mirroring</td>
<td>Training with an external perspective</td>
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<td>Monodrama</td>
<td>Insight into a given interaction</td>
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<td>Shifting Physical Positions</td>
<td>Highlighting of communication problems</td>
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<td>Structured Role playing</td>
<td>Role-play with predetermined objectives</td>
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<td>Multiple Role Playing</td>
<td>Providing a common focus of discussion</td>
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<td>Built-in-Tension</td>
<td>Teaching the importance of resolving matters</td>
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<td>Shadowing</td>
<td>Working under a senior to watch and learn</td>
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<td>Outward-bound Training</td>
<td>Adventure sports for teams</td>
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<tr>
<td>9+1+23</td>
<td>Self Assessment by a ladder of leadership skills</td>
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<tr>
<td>Lateral thinking</td>
<td>Thinking randomly to come up with new ideas</td>
</tr>
<tr>
<td>Morphological Analysis</td>
<td>Listing of alternative solutions to problems</td>
</tr>
<tr>
<td>Gorden Technique</td>
<td>Steering a discussion to crystallize solutions</td>
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<tr>
<td>Attribute Listening</td>
<td>Isolation, selection and evaluation of a problem</td>
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<td>Cross-cultural Training</td>
<td>Programmes to teach specifies of varied cultures</td>
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</tbody>
</table>
Learning principles

Training and development programmes are more likely to be effective when they incorporate the principles of learning Employee motivation, Recognition of individual differences, Practice opportunities, Reinforcement, Knowledge of results, Goals, Schedules of learning, Meaning of material, and Transfer of learning.

Motivation to learn is the basic requisite to make training and development programmes effective. Motivation comes from awareness that training fetches some rise in status and pay. Motivation alone is not enough. The individual must have the ability to learn. Ability varies from individual to individual and its difference must be considered while organizing training programmes.

Regardless of individual differences and whether a trainee is learning a new skill or acquiring knowledge of a given topic, the trainee should be given the opportunity to practise what is being taught. Practice is also essential after the individual has been successfully trained.

Reinforcement may be understood as anything that increases the strength of response. The reinforcement (event) consists of a positive experience for the individual. Positive reinforcement consists of rewards for the individual. In negative reinforcement, the individual exhibits the desired behaviour in order to avoid something unpleasant. An example might be an
employee who does something to avoid incurring a reprimand from his or her boss. If an employee who had the habit of coming late to work, might begin to come on time to avoid criticism.

Goal setting can also accelerate learning, particularly when it is accompanied by knowledge of results. Individuals generally perform better and learn more quickly when they have goals, particularly if the goals are specific and reasonably difficult. Goals that are too difficult or too easy have little motivational value. Further, goals will have better motivational value if the employee has a scope for participation in the goal-setting process.

A definite relationship has been established between learning and meaningfulness of the subject learnt; the more meaningful the material, the better the learning process.

**Evaluation of the programme**

The last stage in the training and development process is the evaluation of results. Since huge sums of money are spent on training and development, how far the programme has been useful must be judged. Evaluation helps to determine the results of the training and development programme. In practice, however, organizations either overlook it or lack facilities for evaluation.

**Need for evaluation**

The main objective of evaluating the training programmes is to determine if they accomplish specific training objectives, that is correcting
performance deficiencies. A second reason for evaluation is to ensure that any changes in trainee's capabilities are due to the training programme and not due to any other conditions. Training programmes should be evaluated to determine their cost effectiveness. Evaluation is useful to explain programme failure, should it occur. Finally, credibility of training and development is greatly enhanced when it is proved that the Organization has benefited tangibly from it.

PERFORMANCE APPRAISAL AND JOB EVALUATION

Performance appraisal may be understood as the assessment of an individual's performance in a systematic way, the performance being measured against such factors as job knowledge, quality and quantity of output, initiative, leadership abilities, supervision, dependability, co-operation, judgement, versatility, health and the like. Assessment should not be confined to past performance alone. Potentials of the employee for future performance must also be assessed. It is the systematic evaluation of the individual with respect to his or her performance and his or her potential for development.

Performance appraisal is a formal, structured system of measuring and evaluating an employee's job related behaviours and outcomes to discover how and why the employee is presently performing on the job and how the employee can perform more effectively in the future so that the employee, Organization and society all benefit. In a formal sense, employee assessment is
as old as the concept of management, and in an informal sense, it is probably as old as mankind. Nor is performance appraisal done in isolation. It is linked to job analysis as shown in the following Figure.

**Figure. Relationship of performance appraisal and job analysis**

Job analysis sets out requirements, which are translated into performance standards, which in turn form the basis for performance appraisal.

**APPRAISAL PROCESS**

Objectives of appraisal include effecting promotions, and transfers, assessing training needs, awarding pay increases and the like. The emphasis is on how to solve the problems. These objectives are appropriate as long as the approach to appraisal is individual. Appraisal, in future, would assume systems orientation. In the systems approach, the objectives of appraisal stretch beyond the traditional ones. The systems approach aims at improving the performance instead of merely assessing it. Towards this end, appraisal seeks to evaluate factors. Opportunity factors include the physical environment such as noise,
ventilation and lightings, available resources such as human and computer assistance, and social processes such as leadership effectiveness. These opportunity variables are more important than individual performance.

Fig. The performance appraisal process

In the systems approach, the emphasis is not on individual assessment and rewards or punishments. But it is on how the work system affects an
individual’s performance. In order to use a systems approach, managers must learn to appreciate the impact that the system level factors have on individual performance, and subordinates must adjust to the lack of competition among individuals. Thus, if a systems approach is going to be successful, the employee must believe that by working towards shared goals, everyone will benefit.

360 – Degree Feedback

Where, multiple raters are involved in evaluating performance, the technique is called 360 degree appraisal. The 360 degree technique is understood as systematic collection of performance data of an individual or group, derived from a number of stakeholders, the stakeholders being the immediate supervisors, team members, customers, peers, and self. In fact, anyone who has useful information on ‘how an employee does the job’ may be one of the appraisers.

The 360 degree appraisal provides a broader view of an employee’s performance. In addition, the technique facilitates greater self development of the employees. For one’s development, multi-source feedback is highly useful. It enables an employee to compare his or her perceptions of self with perceptions of others. Besides, the 360-degree appraisal provides formalized communication links between an employee and his or her customers. It makes the employee feel much more accountable to his or her internal or external
customers. The technique is particularly helpful in assessing soft skills possessed by employees. By design, the 360-degree appraisal is effective in identifying and measuring interpersonal skills, customer satisfaction and team-building skills.

**JOB EVALUATION PROCESS**

The job evaluation process starts with defining objectives of evaluation and ends with establishing wage and salary differentials. A job evaluation programme involves answering several questions. The major ones are: (i) which jobs are to be evaluated? (ii) Who should evaluate the jobs? (iii) What training do the evaluators need? (iv) How much time is involved? (v) What should be the criteria for evaluation? (vi) What methods of evaluation are to be employed?
Need for job evaluation

In any exercise, where there are more than 30 or 40 jobs to be evaluated, it is necessary to identify and select a sample of benchmark jobs which can be used for comparisons inside and outside the Organizations. The benchmark jobs should be so selected as to get representative sample of each of the main levels of jobs in each of the principal occupations.

The size of the sample depends on the number of different jobs to be covered. It is unlikely to be less than about five percent of the total number of employees in the Organization and it would be difficult to produce a balanced
sample unless at least 25 percent of the distinct jobs at each of the level of the Organization were included. The higher the proportion the better the evaluation.

**Effective Communication perceptions of Indian Managers**

Berin Joseph in his study of Effectiveness in Communication has described communication as the lifeblood of successful interpersonal relationship. Communication enables people to build an organization and society. Effective communication takes place when the sender carefully encodes the signals, pays attention to the channel of communication, and receives feedback from the receiver to be able to encode his/her message in a better manner.

In this chapter an in-depth analysis of the recent factors that form the part of personnel management practices especially with reference to the modern human resource management aspects is done.