CHAPTER – 5

HUMAN RESOURCE DEVELOPMENT (HRD)

5.1 Human resource and its importance:

Human resources have an important role in promoting productivity of an organization. Human factor occupies highest rate in hindering productivity. It has been stated that among the factors of production, human being is the most important resource in the organization as it has vast creative potentialities and capabilities.

In the present environment, sources of competitive advantage are quickly overcome by competitors and, thus, the only source of competitive advantage is the ability of an organization to learn more quickly than others. This learning does not occur in an abstract form within the organization but in the minds of individuals and groups. For this reason Drucker (1993) talks about the post capitalist society and emphasizes the fact that value now resides inside the heads of the employees and much less within the capital assets of the organization.

Building on this understanding of value residing with the employees has been a realization that, unlike capital assets which can be used up and also depreciate over time, the value of individuals can actually increase. For this reason and from a strategic perspective there is increased emphasis on the investment in human assets through training and development.

Professionals engaged in the information transfer process require up to date knowledge and skills for which the provision of basic professional and continuing education should be considered as a whole since they complement each other. Both forms of education should be considered in relation to periodical training, especially in continuing education, since often to be effective, it has to include elements of training developing skills of these information professional depend on a mixture of formal education and training on the job. Developments in educational technology and the changing pattern of education and learning indicate serious challenges for the library and information community to upgrade their information technology (IT) skills.
5.2 What is Human Resource Development or HRD?

The term ‘Human Resource Development’ was introduced to the 1969 Miami Conference of the American Society of Training and Development (ASTD) by Leonard Nadler and he subsequently provided a definition in 1970. Nadler emphasized that there had been a significant number of people entering the HRD field and, therefore, they deserved to have a definition of the subject. In light of these few definitions of HRD are put forwarded below:

Werner and DeSimone described HRD as:

"a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands."

Nadler and Nadler (1994) defined HRD as:

"organized learning experiences in a definite period to increase the possibility of improving job performance growth”.

Few other definitions as quoted by Swanson and Holton (2009) are as follows:

Human resource development is the study and practice of increasing the learning capacity of individuals, groups, collectives, and organizations through the development and application of learning based interventions for the purpose of optimizing human and organizational growth and effectiveness (Chalofsky, 1992)

HRD is the integrated use of training and development, career development, and organization development to improve individual and organizational effectiveness. (McLagan and Suhadolnik, 1989)

According to Ralphps and Stephen (1986), HRD encompasses the following subjects: training and development, organizational development, human resource planning, and career planning. In spite of all the definitions available, there are no universally accepted definitive statements of the meaning either of HRM or of HRD. HRD is still a young discipline and still in the process of developing and finding a clearer identity for itself.

Thus, from the above discussions on the definitions of HRD it can be assumed that HRD is a process in which the employees of an organization are continuously helped in a planned manner to:
- acquire and sharpen skills and capabilities associated with present and future roles at their jobs.
- develop their general enabling capacities as individual so that they are able to discover and exploit their own inner potential for their own organization’s development.
5.3 Assumptions of HRD:

According to Wilson (2005), HRD attempts to enable people in an organization to overcome their defects and develop their productivity potentials so that they may be able to contribute to the ethical and harmonious growth of the society and fulfill their individual needs and aspirations. The process of HRD also enables the organization to face the emerging challenges in future. The effectiveness of the individual and organization to a large extent depends upon the policies, procedures and instructions of the HRD executive with other employees of the organization. However the success of any HRD plan depends on certain assumption. The HRD approach to the people in an organization is based on the assumption that under proper conditions all the employees are capable of learning, adapting, self-disciplining and even self-actualizing. The important assumptions of HRD are as follows:

1. The members of an organization are reservoirs of untapped resources. These resources include not only physical energy, skill, creative abilities but also the capacity for responsible, self-directed and self-controlled behavior.
2. There is scope for unlimited development of these resources.
3. It is more in the nature of self-development than development thrust from outside. In this process the individuals concerned themselves plays a positive role.
4. Along with the development of its members, the organization also undergoes development with overall benefits.
5. The organization further develops a culture in which utmost emphasis is placed on harmonious superior subordinate relations, team work, and collaboration among different groups of individuals, open communication and above all, integration of goals of the organization with the needs of the employee.
6. The ability to modify and mould these resources according to change in economic, political, social, technological and other environmental situation is inbuilt.
7. Top management takes the initiative for HRD, formulates necessary plans, particularly strategies for the long term, removes hindrances in the way of development, creates an overall climate favourable to it and provides guidance, encouragement and all kind of support to subordinate managers in the implementation of plans and strategies.

5.4 Philosophy of HRD:

The HRD approach is based on the assumption that individuals in an organization have unlimited potential for growth and development and that their potential can be developed through appropriate and systematic efforts. The HRD philosophy aims at developing the enabling capacities of employee in an organization by developing an environment which provides initiative, trust, openness, autonomy, risk-taking and commitment to work. The HRD philosophy believes that it is the prime responsibility of the top management to create a climate of development and trust so that people may give to the
organization with a sense of satisfaction and growth. HRD efforts are not likely to succeed unless the chief executive is highly committed to HRD and also willing to communicate it to his juniors. An important role of the chief executive is the development of the task relevant maturity of his followers.

HRD is a continuous process, movement and direction to enable every individual, as a member of an effective team to realize and activate his potential so as to contribute to the achievement of the organization's goals and derive satisfaction thereof. This philosophy believes that every employee has some kind of potential and every person carries some weaknesses. HRD helps to identify, develop and utilize the potential and also helps to become aware of the weaknesses and act so as to reduce or remove them.

5.5 Features:

The essence of human resource development approach is to bring out the best in people which ultimately depends upon the level of knowledge, skills, capacities and positive work attitudes and values. Every person in an organization requires information, knowledge, skills, insight, foresight, maturity and wisdom with a view to do his best for the organization. The process of human resource development aims to provide a complete package of system and process through which these can be enhanced among the people, the role of HRD manager in fulfilling the needs in any organization is vital enough, the essential features of human resources development approach are mentioned below:

1. The principle virtue of human resource development is that it is a managerial responsibility.
2. It is primarily all pervasive irrespective of the activity and dynamics.
3. It is highly respective and sensitive to technological changes as well as changes in human intelligence and attitudes.
4. It sets a target in the growth and therefore exploits future opportunities even in advance making the approach scientific and self-generic.
5. It provides for continuous development conceptually and materially its benefits reflect upon performance.
6. Human Resource Development brings about job enrichment with better planning and evaluation.

![Diagram of Human Resource Development](image)

Fig. 5.1: Model of Human Resource Development
5.6 Objectives of HRD:

The main objective of HRD process is to develop the present and future capabilities of people in the organization. HRD focuses attention on the growth of the individuals in the organization, integration of the goals of individuals with the organizational goals, improving performance of individuals and effectiveness of groups consisting of dyads, committees, task force etc. HRD encourages creativity in peoples and provides opportunities for full expression of their latest and manifest potentials. In an organizational context, it works for the creation of value and culture conducive to individual growth. HRD is mainly concerned with the process of performance of job of individuals, committees, groups, etc. The HRD objective in an organization covers the following:

i) To prepare people with precision and clarity in performing his job.
ii) To attune the people to new tasks which he will be called to perform in a changing environment;
iii) To develop and maintain morale because large number of people have to deal with tasks of a routine nature;
iv) To develop capacity of people for higher work and greater responsibilities;
v) To inculcate proper attitude towards the management.

5.7 Human Resource Development (HRD) and Human Resource Management (HRM):

The Human Resource compass as described by Wilson et.al. (2005,) will help to get an overview of the activities relating to Human resource in an organization and also understand the various elements in the subject and their interrelationship. The human resource compass is divided into three main sectors: HRD, HRM and HRD, and HRM; as discussed as follows:

5.7.1 The HRD sector:

There are three main areas with which human resource development is involved namely - individual, occupational, and organizational development. These identify the three major areas in which training and development requirements occur within an organization. These are the broad categories in which training and development interventions would occur:

I. Individual development. This area can be exceptionally broad and addresses such areas as skill development, interpersonal skills, career development, etc.

II. Occupational and group development. Training and development needs frequently occur in groups of workers such as the need to integrate cross – functional workers through a teambuilding programme, or for informing and training employees about new products and services. It also applies to specific
occupational groups e.g., programmes for children workers in new procedures or to implement new legislation.

III. Organizational Development (OD). This category encompasses the whole organization and may involve the introduction of a new culture or ways of operating. Robbins quoted by Wilson (2005) describes OD as, ‘A collection of planned change interventions, built on humanistic – democratic values that seek to improve organizational effectiveness and employee well – being’. Two examples of OD in operation are the introduction of Total Quality Management (TQM), which requires all individuals and groups to become involved.

5.7.2 The HRM and HRD sector:

The following four areas incorporate elements of both HRD and HRM which tend to have significant degree of overlap:

IV. Organizational design. The primary purpose of this area is to integrate the human operations, organizational structure and systems for the delivery of products and services in an effective and economic manner. The planning of the organizational structure is a complex process although many organizations evolve according to their purpose. Wilson (2005) quotes five areas of personnel identified by Minzberg:

a. The operating core. These are the employees who undertake the delivery of products or services.

b. The strategic apex. This consists of the high level managers who have organizational responsibility.

c. The middle line. These are middle managers who link the strategic apex and the operating core.

d. The technostructure. This grouping consists of analysts who provide specialists advice and standardization.

e. The support staff. These people provide indirect support for other elements of the organization.

Each of the five groups of personnel above may require specific forms of training and development. The key role of the HRD specialist is not to design the structure of the organization but to provide advice into the suitability of placing people in certain types of technical systems, and the extent to which people can be trained and developed to operate within that organizational design.

V. Job design. Each job should have a clear role within the overall organizational structure. If organizational design is concerned with the macro – factors of integrating different roles and work tasks, job design is the process of identifying the range and scope of a particular job and the degree of output from that job.
VI. Human resource planning. The purpose of this area is to assess the human resource requirements of the organization. More specifically it concerns the number of employees required and the strategies for achieving appropriate staffing levels.

VII. Performance management. Assessment of personnel performance feeds into career development, compensation and promotion, movement within the organization, and sometimes even termination of employment. Importantly it links the performance of the individual with the objectives of the organization.

VIII. Recruitment and staffing. The inflow and outflow of people within an organization is a dynamic process and needs to match the requirements of the organization within its operating environment. Training and development support this process by ensuring that staff involved with recruitment and selection has the necessary skills to enable them to successfully recruit and deploy people throughout the organization.

5.6.3 The HRM sector:

This final segment of the Human Resource compass is predominantly concerned with the traditional areas of HRM. Yet even here there is potential for HRD to contribute and receive information and direction. The two areas of HRM and HRD are not mutually exclusive and form a close symbiosis to support organizational objectives.

IX. Reward systems. The value of a person to an organization will to some extent influence the reward they receive. This can be ‘both financial and non-financial rewards and embraces the philosophies, strategies, policies, plans and processes used by organizations to develop and maintain reward systems’ (Armstrong, 2000). HRD policies can operate concurrently with reward systems through improving productivity as a result of training programmes. Moreover, while there are a number of reservations about the practice, some organizations reward employees with training programmes for successful work performance.

X. Employee assistance. With some organizations concern for the employee’s well-being can result in additional support services such as counseling services designed to alleviate personal problems which can interfere with work performance.

XI. Employee relations. The main factors involved with this area are the interests of the employers and employees; the agreements and regulations by which they operate; the conflict – resolving methods which are utilized; and the external factors which influence the interaction between the buyers and sellers of the labour transaction. While this is predominantly a specialist subject of HRM it does require elements of training and development and many employee relations courses, whether for union or employer representatives, including negotiation exercises.
XII. Research and Information Systems. Management information systems are an essential tool for the efficient running of an organization. Not only is general information about an employee held but many organizations incorporate information about the training attended and other development activities with which a person may have been involved.

Thus the distinctive elements within HRM and HRD are rather blurring as they tend to overlap each other considerably. However for the present research purpose the generalized concept of HRD is adhered to.

5.8 HRD subsystems:

There are many instruments that can be used to facilitate HRD. These instruments may be called sub systems or methods or mechanisms of HRD. Each of these sub-systems focuses on some particular aspect of HRD. To have a comprehensive HRD, many of these instruments may be needed to be used simultaneously. Any systematic or formal way of facilitating competency, motivation and climate development could be considered an HRD instrument. The most frequently used HRD instruments are:

a. Performance and potential appraisal
b. Feedback and performance enhancements
c. Career planning and development
d. Training – induction, on job and developmental
e. Organization development
f. Honours and rewards
g. Employee welfare and quality of work life
h. Self – renewal and institution building
i. Personal growth laboratories and worker education programme
j. Quality circles, task forces and assignment groups
k. Managerial learning networks

We shall now discuss in detail some of the above stated subsystems of HRD.

5.8.1 Performance and Potential Appraisal:

If the performance of people is to be enhanced, their performance needs to be periodically evaluated. Performance Appraisal (PA) refers to all those procedures that are used to evaluate the personality, the performance, and the potential of its group members. Potential appraisal means possibility of career development. Capability to perform new roles and responsibilities must continuously be developed among employees. Potential appraisal focuses on identifying the employee’s likely future roles within the organization.

The performance appraisal serves the following management objectives:

a. Providing basis for Promotion/Transfer/Termination.
b. Enhancing Employee’s Effectiveness.
c. Identifying Employees’ Training and Development needs.
d. Aiding in designing Training and Development Programmes.
e. Removing Work Alienation.
f. Removing Discontent.
g. Developing Inter-personal Relationship.
h. Aiding Wage Administration.
i. Exercising Control.
j. Improving Communication.

5.8.1.1 Developing a Performance Appraisal System:

A formal performance appraisal system can provide a framework within which appraisers and appraees can operate. A performance appraisal system can be developed through a programme comprising the following stages:

A. Determine Overall Approach to Performance Appraisal
B. Where and How should PA be introduced?
C. Decide Who is to be Covered.
D. Decide on Whether the Same Approach Should be Adopted at Each Level.
E. Set up Project Team.
F. Define Role of Human Resource Department.
G. Decide Whether to Use Outside Consultants.
H. Define Performance Management Processes and Documentation
I. Pilot Test
J. Plan Implementation Programme.

5.8.1.2 Different Types of Employee Appraisal Systems:

Depending upon who is doing appraisal, methods of performance appraisal could be classified into five categories:

1) **Rating by Superiors.** In this system, supervisors appraise the performance of subordinates without involving the latter. This method is most commonly used in government organizations. However, it suffers from the prejudiced approach and the ability of the superiors. The various methods which are used under this system are:
   (i) Ranking Method
   (ii) Paired comparison Method
   (iii) Graphic Rating Scales Method
   (iv) Forced Choice List Method
   (v) Critical Incidence Method
   (vi) Forced Distribution Method

2) **Feedback on Appraisal Information.** In this method the appraisee is informed about his strong and weak points, and afforded an opportunity to defend himself in terms of constraints or weaknesses. This system leads to greater satisfaction and higher work performance due to participative approach.

3) **Field Review Technique.** In this technique, the appraiser goes to the field and obtains the information about work performance of the employee by way of questioning the said individual, his peer group, and his superiors. The
information received about 'how he is performing' helps the appraiser in defining the profile of the employee.

4) **Rating by Self and the Peer Group.** In this method, the employee appraisal is done independently at three levels (tiers) - employee, peer group, and the superior. HRD department analyzes these appraisal reports and draws a profile based on common aspects.

5) **360 Degree Performance Appraisal.** This is a new concept in performance appraisal where the feedback is collected from all around - the employee, the superior, the subordinates, the peer group, and the customers. This system has the following advantages:

(i) Higher validity and reliability of the evaluation
(ii) Self-evaluation by the employees gets compared with the perceptions of the others.
(iii) Helps in maximizing employee potential in the face of challenges.

5.8.1.3 **Benefits of Performance Appraisal:**

The benefits of a successful performance appraisal system can be summed up as follows:

(A) **For the appraise**

(i) Better understanding of his role in the organization - what is expected and what needs to be done to meet those expectations.
(ii) Clear understanding of his strengths and weaknesses so as to develop himself into a better performer in future.
(iii) Increased motivation, job satisfaction, and self esteem
(iv) Opportunity to discuss work problems and how they can be overcome.
(v) Opportunity to discuss aspirations and any guidance, support or training needed to fulfill these aspirations.
(vi) Improved working relationships with the superiors.

(B) **For the Management**

(i) Identification of performers and non-performers and their development towards better performance.
(ii) Opportunity to prepare employees for assuming higher responsibilities.
(iii) Opportunity to improve communication between the employees and the management.
(iv) Identification of training and development needs.
(v) Generation of ideas for improvement.
(vi) Better identification of potential and formulation of career plans.

(C) **For the Organization.**

(i) Improved performance throughout the organization.
(ii) Creation of a culture of continuous improvement and success.
(iii) Conveyance of message that people are valued.

5.8.2 Career Planning and Development

A career can be defined as all the jobs occupied by a person during his working life. It consists of a series of properly sequenced role experiences leading an increasing level of responsibility, status, power, and rewards. Career Planning essentially means helping the employees to plan their career in terms of their capacities within the context of organizational needs. It is described as devising an organizational system of career movement and growth opportunities from the point of entry of an individual in employment to the point of his retirement.

5.8.2.1 Career Development Cycle

According to Wison (2005) there are following four stages in the career development cycle:

(a) Exploratory Stage. This stage starts when a new employee joins an organization. He finds a big gap between what an ideal organization should be and what it is. He finds that neither the education in the university nor the induction programme of the organization is able to prepare him fully for the job at hand. Alternatives for the initial training include a 'swim or sink' approach, full time training with no job responsibility, and work while being trained. However, the sooner the trainee is given a definite job, the more rapidly he will develop.

(b) Establishment Stage. Once an individual has chosen a career, he requires regular feedback on his performance. A good career development plan should provide this feedback. The first performance appraisal, the first promotion, and the first successfully completed assignment are all very important occasions for a young employee.

(c) Maintenance Stage. In this stage, employees try to retain the name they have established in their career. In a fast changing world, this will require continuous effort at self-development. This is the stage where many face their mid-career crisis.

(d) Stage of Decline. Impending retirement scares everybody, but it is almost inevitable. Some planning for retirement can ensure smooth transition. Many organizations conduct training programme for their retiring employees.

5.8.2.2 Career Need Assessment

Employees are often uncertain as to the type of work that would suit them best. There are a number of evaluation instruments available to determine the basic aptitude. Human Resource Development managers should be able to guide employees by administering these instruments on them. Employees should think whether they value prestige, independence, money or security. This exercise
with some assistance from HRD managers should help them in career need assessment.

5.8.3 Training and Development

The effectiveness of career planning in an organization system will largely depend on the extent to which training and development opportunities are made available to employees to enable them to realize their growth potential and to make contributions towards achievement of organizational objectives.

Training differs from exercise in that people may dabble in exercise as an occasional activity for fun. Training has specific goals of improving one's capability, capacity, and performance. In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development.

Training and development encompasses three main activities: training, education, and development.

- **Training**
  This activity is both focused upon, and evaluated against, the job that an individual currently holds.

- **Education**
  This activity focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs.

- **Development**
  This activity focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.

5.8.3.1 Training:

Training is a learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job (DeCenzo and Robbins, 1995). Training may be defined as a planned programme designed to improve performance and to bring about measurable changes in knowledge, skills, attitude and social behavior of employees for doing a particular job.

5.8.3.1.1 Need for training:

The need for training and development of employees on a continuing basis in organized sector of human activity is no longer a matter of debate. The need has been recognized as an essential activity not only of management in public and
private sectors but also of trade unions, academic institutions, professional bodies and the various departments and agencies of the government. Some of the conditions that have led to the awareness of the importance of training and development activities in organizations are given below:

(i) Suboptimal performance of organizations in public, government and private sectors
(ii) The ever-increasing gap between planning and implementation of projects
(iii) Technological change necessitating acquisition of new skills
(iv) Qualitative change in the form of professionalization of managerial staff and workmen
(v) Increased uncertainties and complexities in the environment necessitating flexible and adaptive responses
(vi) Need of individuals and organizations to grow at rapid pace
(vii) To meet challenges of global competition
(viii) To harness the human potential and give expression to their creative urges

5.8.3.1.2 Systematic Approach to Training:

Although in many cases need for training has been realized; infrastructure created; financial support provided; yet the benefits of training are not reflected to the desired extent in the overall improvement in the current state or preparedness for future challenges. Training to be meaningful, therefore, must be integrated into the overall human resource development strategies of organization. Such integration can be achieved only when training activities are carried out in a systematic manner. A systematic and integrated approach to training should consist of various interrelated components shown below:

5.8.3.1.3 Assessment of Training Needs:

Management can determine training needs by answering four questions:

(1) What are the organization’s goals?
(2) What tasks must be completed to achieve these goals?
(3) What behaviors are necessary for each job incumbent to complete his or her assigned tasks?
(4) What deficiencies, if any, do incumbents have in the skills, knowledge, or attitudes required to perform the necessary behaviors?

Once management has answers to above questions, they can have a grasp of the extent and nature of training needs. What kind of signals can warn a manager that employee training may be necessary? Clearly the more obvious ones relate directly to productivity; inadequate job performance or a drop in productivity. The former is likely to occur in the early months on a new job. When a manager sees evidence of inadequate job performance, assuming the individual is making a satisfactory effort, attention should be given toward raising the skill level of the worker. When a manager is confronted with a drop in productivity, it may suggest that skills need to be 'fine-tuned'.
In addition to productivity measures a high reject rate or larger than usual scrappage may indicate a need for employee training. There is also the future element: changes that are being imposed on the worker as a result of a job redesign or a technological upgradation. These types of job changes require a training effort that is fewer crises oriented; that is, a preparation for planned change rather than a reaction to immediately unsatisfactory conditions.

If deficiencies in performance are uncovered, it need not necessarily follow that the manager should take corrective action. It is important to put training into perspective. It has costs, which are often high, and training should not be viewed as a panacea.

Training will be judged by its contribution to performance where performance is a function of skills, abilities, motivation and the opportunity to perform. Managers must compare the value received from the increase in performance that can be attributed to training with the costs incurred in that training. The benefits that accrue from training must exceed the costs incurred. When inadequate performance results from a motivation problem rather than a skills problem, the rewards and disciplinary actions discussed later may be of greater relevance. Nor would training be the answer if the problem lies outside the job activity itself. Some of the methods for determining training needs are given below:

(i) Observation and analysis of job performance
(ii) Management and staff conferences and recommendations
(iii) Analysis of job requirements
(iv) Consideration of current and projected changes
(v) Surveys, reports, and inventories
(vi) Interviews

Once it has been determined that training is necessary, training goals must be established. Management should explicitly state what changes or results are sought for each employee. Management must clarify what is to change, and by how much. Such explicit goals ensure that both management and the employee know what is expected from the training effort.

5.8.3.1.4 Types of training:

Three various forms of training for the public service can usually be identified (ILO, 1998).

- **Secondary and tertiary education.**

Determining factors for the overall quality of the pool of potential public sector employees are, of course, the school and university systems in the countries under consideration. Although these are largely outside the immediate control of
public sector training proper, it has proved beneficial to lend political support to the inclusion of administrative (public sector) issues in high-school curricula as well as to help in establishing relevant university faculties and courses/seminars.

- **Pre-service training**

Prior to recruitment and placement, all candidates for public service employment need to be provided with initial or pre-service training, preparing them for a competitive entry examination which may take the form of a general aptitude test. Investing in specialized training at the pre-service stage may lead to qualification differentials which, in turn, are likely to reduce mobility at a later stage. Pre-service training should therefore be aimed at testable skills for which common standards can be applied. These include oral and written communication, organizational and teamwork performance, languages, computer literacy and social behaviour — elements which are arguably at least as important for a successful public service as familiarity with specific legislation.

- **In-service training.**

The continuous training of public servants serves two distinct purposes. First, the progress of individual employees has to be ensured and assessed before decisions on promotion are to be taken. Second, and of equal importance, is public servants remaining in the same post need to update constantly their knowledge and skills in view of the modernization of and changes in public administration. Given the variety of specific knowledge to be imparted to trainees of both categories, no single training format should be favoured. A whole range of activities may usefully be pursued, including long-term and short-term courses, information days, workshops, study tours, visits, on-the-job training, funded educational leave, individual programmes, exchange programmes, internships and consultancies coupled with training. An instrument of training for promotion may also be secondment — which at present is scarcely used. Care should, however, be taken in selecting the format best suited to achieving the objectives of each training measure.

5.8.3.1.5 Training Methods:

The most popular training methods used by organizations can be classified as either on-the-job or off-the-job training. These two categories are discussed in detail below:

i) **On-the-Job Training**

The most widely used methods of training take place on the job. This can be attributed to the simplicity of such methods and the impression that they are less costly to operate. On-the-job training places the employees in an actual work situation and makes them appear to be immediately productive. It is learning by
doing. For jobs that either are difficult to simulate or can be learned quickly by watching and doing, on-the-job training makes sense. One of the drawbacks to on-the-job training can be low productivity while the employees develop their skills. Another drawback can be the errors made by the trainees while they learn. However, when the damage the trainees can do is minimal, where training facilitates and personnel are limited or costly, and where it is desirable for the workers to learn the job under normal working conditions, the benefits of on-the-job training frequently offset its drawbacks.

❖ **Apprenticeship Programs.** People seeking to enter skilled jobs are often required to undergo apprenticeship training before they are accepted to job. Typically, this apprenticeship period is from two to five years, depending on the type of job. During the apprenticeship period, the trainee is paid less than a fully qualified worker.

❖ **Job Instruction Training.** This approach, called job instruction training (JIT), was part of the Training within Industry program. JIT consists of four basic steps:

1. Preparing the trainees by telling them about the job and overcoming their uncertainties.
2. Presenting the instruction, giving essential information in a clear manner.
3. Having the trainees try out the job to demonstrate their understanding; and
4. Placing the workers into the job, on their own, with a designated resource person to call upon should they need assistance.

ii) **Off-the-Job Training**

Off-the-job training covers a number of techniques — classroom, lectures, films, demonstrations, case studies and other simulation exercises, and programmed instruction. The facilities needed for each of these techniques vary from a small makeshift classroom to an elaborate development center with large lecture halls, supplemented by small conference rooms with sophisticated audiovisual equipment, two-way mirrors, and all the frills.

❖ **Classroom Lectures or Conferences.** The lecture or conference approach is well adapted to conveying specific information — rules, procedures, or methods. The use of audiovisuals or demonstrations can often make a formal classroom presentation more interesting while increasing retention and offering a vehicle for clarifying more difficult points. However this method suffers from lack of feedback and lack of involvement by the trainees. This can be partially offset by reducing the structured lecture format and allowing trainees to provide feedback to the lecturer or creating discussion groups under the direction of a conference leader.

❖ **Films.** Motion pictures can be useful training technique. They can provide information and explicitly demonstrate skills that are not easily presented by other techniques. Motion pictures are often used in conjunction with conference discussions to clarify and amplify those points that the film emphasized.
Simulation Exercises. Any training activity that explicitly places the trainee in an artificial environment that closely mirrors actual working conditions can be considered a simulation. Simulation activities include case exercises, experimental exercises, complex computer modeling, and versatile training.

Experiential exercises. Experiential exercises are usually short, structured learning experiences where individuals learn by doing.

Computer modeling. Complex computer modeling simulates the work environment by programming a computer to imitate some of the realities of the job. The computer simulates the number of critical jobs dimensions and allows learning to take place without the risk or high costs that would be incurred if a mistake were made in a real-life situation. An error during a simulation exercise offers an opportunity to learn through one’s mistakes. Obviously, complex computer modeling is expensive and can be justified only where programs are formal, a number of trainees will be developed, and the costs of allowing the individual to learn on the job are prohibitive.

Vestibule training. In vestibule training, employees learn their jobs on the equipment they will be using, but the training is conducted away from the actual work floor. While expensive, vestibule training allows employees to get full feel for doing tasks without “real-world” pressures. Additionally, it minimizes the problem of transferring learning to the job, since vestibule training uses the same equipment the trainee will use on the job.

Programmed Instruction. The programmed instruction technique can be in the form of programmed texts or manuals, while in some organizations teaching machines are utilized. All programmed instruction approaches have a common characteristic: they condense the material to be learned into highly organized, logical sequences, which require the trainee to respond. The ideal format provides for nearly instantaneous feedback that informs the trainee if his or her response is correct.

5.8.4 Management Development:

Management development is more future oriented, and more concerned with education, then in employee training, or assisting a person to become a better performer. Through education management development activities attempt to instill sound reasoning processes – to enhance one’s ability to understand and interpret knowledge – rather than imparting a body of serial facts or teaching a specific set of motor skills. Development therefore focuses more on the employee’s personal growth. Managers need good listening skills, interviewing competence, and the ability to read, analyze, and classify types of employee behavior. Training can improve these type of skills. Unfortunately, effective management requires considerably more than the acquisition of any specific or specialized skills. For the most part, therefore the methods for developing executives are educational and are intended to foster the manager’s analytical and conceptual abilities.
5.8.4.1 Methods for developing Managers:

❖ **On-the-Job Development.**

The development of a manager's ability can place on the job. Four popular on-the-job development techniques are: coaching, understudy assignments, job rotation, and committee assignments.

- **Coaching.** When a manager takes an active role in guiding another manager, we refer to this activity as coaching. Just as track coaches observe, analyze, and attempt to improve the performance of their athletes, "coaches" on the job can do the same. The technique of managers coaching other managers has the advantages that go with learning by doing, particularly the opportunities for high interaction and rapid feedback on performance. Unfortunately, its two strongest disadvantages are (1) its tendencies to perpetuate the current managerial styles and practices in the organization and (2) its heavy reliance on the coach's ability to be a good teacher.

- **Understudy Assignments.** In this technique potential managers are given the opportunity to relieve an experienced manager of his or her take job and act as his or her substitute during the vacation period. The understudy who is thrown into the job for a short period of time is given the opportunity to see the job in total. While there are opportunities for sizeable errors, the technique is used predominantly in situations where major or critical decisions can be delayed until the manager returns or can be made in close consultation with the manager next up in line.

- **Job rotation.** In job rotation workers are shifted to new area of work regularly or periodically. Job rotation represents an excellent method for broadening the manager or potential manager, and for turning specialists into generalists. In addition to increasing the manager's experience and allowing the manager to absorb new information, it can reduce boredom and stimulate the development of new ideas. It can also provide opportunities for a more comprehensive and reliable evaluation of the manager by his or her supervisors. On the other hand, job rotation is not without its drawbacks. Development costs are increased, and productivity is reduced by moving a worker into a new position just when his or her efficiency at the prior job was creating organizational economics.

- **Committee assignments.** Assignments to a committee can provide an opportunity for the employee to share in managerial decision making, to learn by watching others, and to investigate specific organizational problems. It increases the employee's exposure to other members of the organization, broadens his or her understanding, and provides an opportunity to grow and make recommendations under the scrutiny of other committee members.

❖ **Off-the-job-Development**

There is a wealth of management development techniques that personnel can partake in off the job. Some of these techniques are discussed below:
- **Sensitivity training.** Often referred to as laboratory training, it influences the participants through unstructured group interaction. The objectives of sensitivity training are to provide managers with increased awareness of their own behavior and of how others perceive them, greater sensitivity to the behaviors of others, and increased understanding of group processes. Specific results sought include increased ability to emphasize with others, improved listening skills, greater openness, increased tolerance for individual differences, and improved conflict resolution skills.

- **Transactional analysis** 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 a transaction. Transactional analysis can be done by the ego states of an individual. An ego state is a system of feelings accompanied by a related set of behaviours. There are basically three ego states: Child, parent, and adult.

- **Lecture courses.** Formal lecture courses offer an opportunity for managers or potential managers to acquire knowledge and develop their conceptual and analytical abilities. In large organizations, these lecture courses may be offered “in-house” by the organization itself and supported by outside college course work. Often, college and university faculty are willing to provide specific courses to deal with the unique needs of an organization.

- **Simulation exercises.** Simulation exercises include case study, decision games, and role plays. Simulations exercises are very useful to give real life like situations for problem solving, in which the managerial as well as the technical skills of managers can be sharpened.

### 5.8.5 Evaluation:

Evaluating the Training (includes monitoring), addresses how one determines whether the goals or objectives were met and what impact the training had on actual performance on the job or in the organisation.

#### 5.8.5.1 Types of Training evaluation:

Generally there are 4 kinds of standard training evaluation: formative, process, outcome, and impact. These are described as follows:

- **Formative** evaluation provides ongoing feedback to the curriculum designers and developers to ensure that what is being created really meets the needs of the intended audience.

- **Process** evaluation provides information about what occurs during training. This includes giving and receiving verbal feedback.
• **Outcome** evaluation determines whether or not the desired results (e.g., what participants are doing) of applying new skills were achieved in the short-term.

• **Impact** determines how the results of the training affect the strategic goal Evaluation methods can be either qualitative (e.g., interviews, case studies, focus groups) or quantitative (e.g., surveys, experiments). Training evaluation usually includes a combination of these methods and reframes our thinking about evaluation in that measurements are aimed at different levels of a system.

5.8.5.2 Benefits of evaluation:

A program evaluation can find out “what works” and “what does not work.”

- A program evaluation can showcase the effectiveness of a program to the community and funders.
- A program evaluation can improve staff’s frontline practice with participants.
- A program evaluation can increase a program’s capacity to conduct a critical self-assessment and plan for the future.

In present day knowledge society the people’s knowledge is regarded as the power. The intellectual capital is the driving force of the economy. Therefore in any organization the human resource is regarded as the most vital resource. Human resource development (HRD) aims at the nourishing and development of this human capital so that the organizations can reap the most benefit from it. As discussed in the foregoing pages HRD is a broader subject incorporating not only the development of the human capital but also involves the overall organizational development. The application of HRD in the libraries is very significant particularly in the present day context which is characterized by rapid technological application and changing environment.

The human element is a very important aspect in implementing an automated system in the library. The library and its staff are the focal point and play a very important role in the goal of library automation. During the course of the automation project, it is crucial for the library to assure a coordinating role and to be aware of what is going on at all times. Staff awareness and participation before installation are crucial to the success of the new system or service. Above it is also equally necessary to that the library staff should have computer literate and professionally experienced and involvement of staff that will be affected at all levels of a new system/service is a requisite to successful implementation. In the next Chapter we will go into the details of HRD aspects especially in context of the increasing process automation of the libraries of Higher Education Institutions.