CHAPTER IV

H. R. D. IN PLANNING, TRAINING, DEVELOPMENT, PERFORMANCE APPRAISAL AND CAREER PLANNING

(THEORY)

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CHAPTER IV

H. R. D. IN PLANNING, TRAINING, DEVELOPMENT, PERFORMANCE APPRAISAL AND CAREER PLANNING

(THEORY)

4.1 INTRODUCTION:

This chapter covers the theory of human resource development in respect of the planning, training and development. This study will be very useful in sample survey regarding the same in chapter six.

The man is the creator of all the organizations. It is the human being who make things happen. It is the people who make the difference between success or failure. On several occasions, in spite of outdated plant, equipment and technology, a committed group of people have produced “the best”. On the contrary, in many cases organizations with latest technologies and equipments could not yield satisfactorily because of the people. It is possible to be best equipment, quality material, sophisticated machines, robots, technology, super computers, design and fully automatic unit, but it is not possible to buy people, their commitment and dedication. Motivated public will have to be carefully nurtured and developed by material competence. It is not enough to engage on employee as individuals but it is more important to develop boss-subordinate relationships, team spirit, organizational climate and culture with the help of workers.

The success of any organization depends on the quality of its human resources studies in the growth pattern of advance countries have shown that improvements in the quality and utilization of personal have been a major factor in accelerating face of economic growth. It is the effectiveness of human system, therefore, that differentiates successful, dynamic and progressive organizations from others as noted by Thomas J. Peters and Roberts H. Waterman in their management classic in search of Excellence.
“Treat people as adult, treat them as partners, treat them with dignity, treat them with respect. Treat them not capital spending and automation as the primary source of productivity gains. These are fundamental lessons from the excellent companies research. In other words, if you want productivity and the financial reward that goes with it you must treat your workers as your most important asset.”

“There was hardly a mere pervasive theme in the excellent companies than respect for individual that basic belief and assumption were omnipresent. But like so much close we have talked about it’s not any one thing one assumption belief statement, goal value, system or program that makes the theme come to life. What makes it live at these companies is a planner of structural devices, system style and values all reinforcing one another so that the companies are truly unusual in their ability to achieve extraordinary results through ordinary people.”

This is more especially true in banking as it is essentially a people’s business and improvement in service and quality of work as also the commitment towards social and development policies of government will largely depend on the attitudes and calibre of its employees at different levels. It is for this reason that all organizations including the banking institution have started laying much greater emphasis on the development of the most important resource i.e. “human Resource” and the important corporate philosophy over the past few years. In fact HRD has emerged as a profession in itself with tremendous relevance to the service sector like banking. The emphasis of HRD is not only on production and productivity but also on overall quality of work life.(01)

‘Personnel’, in a broader sense of the term, are the workers that an employer obtains, develops, utilizes, evaluates; maintains and retain in right numbers and types, to serve the purpose of organization. Hence “Personnel Management” is defined as being “concerned with Planning, organizing, directing and controlling the procurement, development, compensation and integration of people for the purpose of contributing to organizational and social goals.(02)
‘Human Resources’, conceptually distinct from ‘Personnel’, are “the people who are ready, willing and able to contribute organization goals.”

Hence, “Human Resource management is the process of accomplishing organizational objectives by acquiring, retaining, terminating, developing and properly using the human resources in an organization.”

4.2 HUMAN RESOURCE MANAGEMENT (HRM) :

At the outset, let us go into the details of the definitions of HRM as well as the objectives.

4.2.1 Definitions :

(01) Clearly the purpose of ‘Human Resource Management’ (HRM) is to “improve the productive contribution of people to the organization in an ethical and socially responsible way.”

(02) Personnel Management also intrinsically acknowledges a person’s learning capabilities for knowledge enhancement and skill refinement. On the other hand, HRM believes that human development is a continuous process and that the true organization effectiveness can be achieved by matching the organizations and individual goals.

(03) The basic objective of HRM is to help in the accomplishment of organizational goals. The specific objectives may be defined as:
(a) To ensure effective utilization of human resources; all other organizational resources will be effectively utilized by the human resources.

(b) To establish & maintain an adequate organizational structure and a desirable working relationship among all the members of an organisation by dividing organizational tasks into functions, positions, jobs and by defining clearly the responsibility, accountability, authority for each job and its relation with other jobs in the organization.

(c) To generate maximum development of human resources within the organization by offering opportunities for advancement to employees through training and education or by effecting transfers or by offering retraining facilities.

(d) To secure the integration of the individuals and groups with an organization by reconciling individual / group goals with those of the organization in such a manner that the employees feel a sense of involvement, commitment and loyalty towards it.

(e) To identify and satisfy the needs of individuals by offering various monetary & non – monetary rewards.

(f) To achieve and maintain high morale among employees in the organization by securing better human relations. \(^{(07)}\)

4.2.2 Rules – John Gardner\(^{(08)}\):  
John Gardner has formulated nine rules while stressing the importance of keeping the organizations dynamic, alive and renewed,
The first rule is that the organisation must have an effective program for the recruitment and development of talent. People are the ultimate source of renewal.

The second rule for the organization capable of continuous renewal is that it must be a hospitable environment for the individual. Organization that has killed the spark of individuality in the members will have generally diminished their capacity for change.

The third rule is that the organization must have built-in provision for self criticism. It must have an atmosphere which uncomfortable question can be asked.

The fourth requirement for the organization that seeks continuous renewal is fluidity of internal structure. Obviously, no complex modern organization can exist without the structural arrangements of division, braches, departments and so forth .... Most organizations have a structure that was deigned to solve problems that no longer exist.

The fifth rule is that the organization must have an adequate system of internal communication.

The sixth rule.....The organization must have some means of combating the process by which people become prisoners of their procedures.

The seventh rule.....The organization capable of continuous renewal will have found some means of combating the vested interest that group up in every human institution.

The eighth rule is that the organization capable of continuous renewal should be interested what is going to become and not in what it has been.
The ninth rule is obvious but difficult. An organization runs on motivation, conviction, on morale. People have to believe that it really makes a difference whether they do well or badly.

4.3 HUMAN RESOURCE DEVELOPMENT (HRD):

4.3.1 Definitions:

Human Resource Development is the sub function of HRM and aims at “training, educating, appraising and generally preparing the people in the organization for present or future job.” HRD is also defined as “the development of people by providing them the required environment where they may grow to realize their fullest potential.”

Human Resource Development may be defined as a continuous process to ensure the development of employee competencies, dynamism, motivation and effectiveness in a systematic and planned way. HRD is a process concerned with an organised series of learning activities designed to produce behavioural changes in the human resources in such a way that they acquire the desired level of competence for present and future role. In other words, HRD brings about ‘all round development’ of the people so that they can contribute their best to the organisation, society and the nation.

According to T. V. Rao, HRD is a continuous planned process by which employees are helped to:

(a) Acquire or sharpen their capabilities required to perform various functions associated with their present or expected future roles.
(b) Develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and organisational purposes.

(c) Develop an organisational culture in which superior-subordinate relationships, team work and collaboration among sub-units are strong and contribute to the professional well-being, motivation of employees.

(04) Human Resource Development (HRD) may be defined as development of people by providing the right environment where each individual may grow to his fullest potential. Megginson viewed human resources as “the total knowledge, sills, creative abilities, talents and aptitudes of an organisation’s workforce as wells the values, attitudes and beliefs of the individual involved.”

(05) According to Ishwar Dayal, HRD involves:

(a) Ways to better adjust the individual to his job and the environment,
(b) The greatest involvement of an ‘employee in various aspects of his work; and
(c) The greatest concern for enhancing the capabilities of the individual.

(06) HRD is a conscious and purpose oriented effort through which enlightened organizations strive to continuously upgrade their human resources to compensate for its deprecating physical / financial assets to avoid being overwhelmed by the changing situation, to stay viable and effective and to ultimately attain the organizational objectives. The organizations HRD effort, therefore is sustained on two primary intramural considerations:
First, a person’s craving for growth constitutes the intervening variable in his / her stimulus : response relationship with the environment, the sentiments generated consequent thereto reflect in his / her improved work performance in fulfilling the assigned organizational tasks.

Second, the effort exerted by the person for improving the work performance basically for satisfying a hierarchy of personal needs ultimately leads to the refinement of job skills; the faculties of innovation and resourcefulness developed during the process often offer solutions to the hindrance, and / or impediments encountered in accomplishing the organizational goals.

4.3.2 Expectations from H. R. D. :

The cascading effects of person’s self development in an organizational setting ultimately benefit the person, the organization and the society around. Hence, particularly in the service organizations functioning in a continuously changing environment, HRD ought to become a way of life to improve the organizational effectiveness and a safeguard against falling into complacency – trap. But this is easier to say that done, unless of course, the organisation is committed to its self – development through the conversion of its human resources into human assets though a purposive HRD effort. The organizations’ expectations from the HRD functions are :

(01) That the availability of the right type of human resources for every job is ensured;

(02) That external recruitment be keep to minimum (optimum) level to optimize the human resource costs;

(03) That labour problems and work stoppages are prevented;

(04) That the anticipation and management of change is facilitated so that the organization is able to cope with the rapid changes in future by being receptive to changes.
(05) That employees are made effective team members;

(06) That values of quality and cost consciousness are inculcated;

(07) That employees are motivated to behave amicably with the customers and other agencies;

(08) That expectations of employees are indentified and brought to the notice of the top management supported by alternative strategies;

(09) That a good image of the organization is created both within and outside.\(^{(10)}\)

4.3.3 Nature of HRD:

(01) **System Perspective**:

HRD is said to be the core of a larger system known as Human Resource System. It is concerned with providing learning experience of the organisational members to develop their competencies. HRD is only a sub-system of the organisation which is integrated with all other sub-systems such as production, finance, marketing, etc.

HRD is viewed as a system constituting of several interdependent and interrelated sub-systems. These include performance appraisal, potential appraisal, role analysis, training, job enrichment, communication, etc. In designing a human resource development system, enough attention should be paid to building linkages between the various sub-systems. These linkages can be established in number of ways depending upon the components of the system.
(02) **Behavioural Science Knowledge**: 

Human Resource Development makes use of principles and concepts of behavioural sciences for the development of people. It uses the knowledge drawn from psychology, sociology and anthropology for planning and implementing various programs for the development of individuals, groups and the organisation.

(03) **Continuous Process**: 

As a dynamic and pro-active process, HRF believes in and emphasis the need for ‘continuous development’ of personnel to face the innumerable challenges in the functioning of an organisation. However, HRF mechanisms, processes, policies, etc. differ from organisation to organisation to suit the need of the situation. HRD sub-systems are deeply interlinked with the social, cultural economic and political factors.

(04) **Quality of Life**: 

In general, HRD has its relevance to the “quality of human life improvement”. At the organisation level, it is concerned with improving the quality of work life so as to achieve greater satisfaction of employees and higher level of productivity.

### 4.3.4 Objectives of HRD:

Human Resource Development is a multipurpose process. It has the following objectives:
(01) Provide an opportunity and comprehensive framework for the development of human resources in the organisation for full demonstration of their talents and manifest potentials.

(02) Develop the constructive mind and overall personality of each employee.

(03) Develop each individual’s capabilities to perform the present job well and to handle future likely roles.

(04) Develop each individual’s capabilities to perform the present job well and to handle future likely roles.

(05) Develop and maintain a high level of motivation among the employees.

(06) Strengthen superior-subordinate relationships.

(07) Develop the sense of team spirit, team work and inter-team collaboration.

(08) Develop the organisational health, culture and climate.

(09) General systematic information about human resources.

The realisation of above goals will ultimately contribute to organisational effectiveness reflected though better quality, higher productivity, cost reduction, higher profits and better public image. This explains the increased relevance of HRD for modern organisations operating in an uncertain social, political, economic, technological and global environment.

4.4 NEED AND BENEFITS OF HRD:

No organisation can grow and survive in the present-day environment without the growth and development of its people. In view of fast developing changes, Human Resource Development must be viewed as total system inter-related and interacting with other systems at work production, finance, marketing, with which a business system functions. Though
personnel policies can keep the morale and motivation of employees high, yet these efforts alone are not enough to make the organisation dynamic and take it to newer heights. Employees’ capabilities must continuously be sharpened and used.

(A) Need:

The need of HRD is felt to create a climate which will improve the work life by overcoming monotony, ensuring better communication and creation of a familiar sort of work conditions where creativity of all the members comes into full play. The focus of HRD essentially is on enabling people to self-actualise through a systematic process of developing their existing potentialities and creation of new ones, unfolding and tapping potentialities of people both in the present and in the future.

HRD facilitates the integrated growth of employees. It helps employees to know their strengths and weaknesses and enable them to improve their performance and that of the organisation. The significance of HRD arises from the basic tenet that people constitute the active resources of every organisation, indeed of every nation, who really determine the efficacy of utilization believes that development of its employees is in its own interest. Employees should also be willing to avail of the given opportunities for their growth and development and improving their performance. The management should provide adequate opportunities for the development and optimisation of human resources and also actively participate in the development process.

(B) Benefits:

Human resource development in an organisation can lead to the following benefits:

(01) It helps in the integrated growth of its employees.
(02) It helps employees to know their strengths and weaknesses and thus enable them to improve their performance and that of the organisation.

(03) It facilitates the creation of an environment where opportunities are available for fuller utilisation of the known potentials of the employees. The climate in such an organisation is one of mutuality, trust, collaboration, openness, etc.

(04) It generates valid data about employees for personnel functions like training, placement, selection, promotion etc.

(05) It insists on the provision of feedback and guidance to the employees by the superior for the improvement of their performance.

(06) It leads to greater organisational effectiveness.

4.5 DYNAMICS OF THE ‘HRD’ PROCESS:

Human resource development process is structured around the dynamically interacting nodes of the person, the role, and the organization. The strength and growth of the process is made possible, when the three-way reciprocal interaction among them is mutually supportive and facilitative. If any ink in the closed chain of reciprocal interaction is weak or missing, the process would not only become ineffective, it may also be unable to take off and grow in a self-sustained manner.

The organization node refers to the managerial policies, style, and practices which together provide a supportive work environment in the organization. Such an environment engenders and fosters the person’s work motivation and commitment to organization goals. It also facilitates the elicitation of best role performance from the person by providing him with learning opportunities for the upgradation of his professional skills, and the development of his competence and creative abilities.
The person mode correlative refers to the person’s high motivation for work and identification with the organization goals. Motivation and commitment of the person induce him not only to perform his work role in a sincere and dedicated manner, but also improve his role competence and work abilities in a continuing manner. He thereby contributes to the maintenance and growth of the supportive and achievement-oriented work environment of the organization. The person node implies the abilities, potential, aptitude, and goals of the individual. In the context of the HRD process, these attributes of the person are canalised toward the achievement of organizational goals through a fostering of his work motivation. The latter, in turn, sustains the productive organizational environment on the one hand, and effective role performance of the individual, on the other.

The role node refers to the nature and content of work, and the interpersonal interactions associated with a role or job position. In the context of the HRD process, this node denotes the competence, work excellence, and harmonious interpersonal relationships in the performance of the work role, and the individual’s continuing endeavour to improve his competence and capabilities for role performance not only in the present, but also in the future. This node is strengthened by the motivation and commitment of the person node on the one hand, and the supportive policies and practices of the organization node, on the other. In turn, it sustains and supports the work motivation of the person, and strengthens the organizational work environment.

The three nodes and their three-way reciprocally reinforcing interactions may be represented as in the following figure. These interactions, in turn, generate a self-sustained and mutually amplifying dynamic pattern of organization effectiveness. High level of work motivation / commitment, and role competence together serve to produce effective performance of the organization. Organization’s success, in turn, serves to further strengthen and improve the managerial policies, style, practices, and work environment, supportive of work motivation and role competence. These policies, practices, style, and environment, in turn, sustain and foster the high levels of work motivation and role competence. This dynamic cyclical pattern thence continues to operate in a self-sustaining and self-reinforcing manner.
FIGURE 4.1: THREE-WAY RECIPROCAL INTERACTIONS IN THE HRD PROCESS
4.6 HRD CLIMATE:

HRD climate is an integral part of general organisational climate. Organisational climate is the summary perception which people have about an organisation. It is a global expression of what the organisation is. Organisational climate is the manifestation of the attitudes of organisational members toward the organisation itself. An organisation tends to attract and keep people who fit its climate so that its patterns are perpetuated at least to some extent.

Organisation climate is a relatively enduring quality of the internal environment that is experienced by its members, influences their behaviour, and can be described in terms of the values of a particular set of characteristics of the organisation.

HRD climate may be defined as perceptions the employee have of the developmental environment of an organisation. HRD climate contributes to the organisations’ overall health and self-renewing capabilities which, in turn, increase the enabling capabilities of individual, teams and the entire organisation.

4.6.1 Characteristics:

To facilitate HRD, an optimal level of “development climate” is essential. Some of the characteristics of such a climate are,

(01) A tendency at all levels and especially the top management to treat people as the most important resource.

(02) A perception that developing the competencies in the employees is the job of every manager / supervisor.

(03) Faith in the capability of people to change acquire new competencies at any stage of life.
(04) A tendency to be open in communications.

(05) A tendency to encourage risk-taking.

(06) A tendency to help employees recognise their strengths and weaknesses.

(07) A general climate of trust.

(08) A tendency on the part of employees to be generally helpful to one another and collaborate.

(09) Team spirit.

(10) A tendency to discourage favouritism and bias.

(11) Supportive personnel or human resource policies.

(12) Development-oriented appraisals, training, reward system, job-rotation, career planning and potential appraisal.

Organisations differ in the extent to which they have these tendencies. Some organisations may have some of these tendencies, some others may have only a few of these and a few may have most of these. It is possible to work out the profile of an organisation on the basis of these tendencies.

4.6.2 Elements of HRD Climate:

The elements of HRD climate can be grouped into three broad categories, general climate, OCTAPAC climate and HRD mechanisms.

The general climate deals with the importance given to the HRF by top management and the line managers. The OCTAPAC culture deals with the extent to which openness,
confrontation, trust, autonomy, proactivity, authenticity and collaboration are valued and promoted in the organisation. The items dealing with the HRD mechanism measure the extent to which there are implemented seriously. These three groups are taken with the following assumption.

(01) A general supportive climate is important for HRD if it has to be implemented effectively. Such supportive climate consists of not only top management, but good personnel policies and positive attitude towards development.

(02) Successful implementation of HRD involves an integrated look at HRF and efforts to use many HRD mechanisms as possible. These mechanisms include performance and potential appraisal, career planning, performance rewards, feedback and counselling, training, employee welfare for quality of life, etc.

(03) OCTAPAC culture is essential for facilitating HRD. Openness prevails when employees feel free to discuss their ideas, activities and feelings with each other. Confrontation is bringing out problems and issues into the open with a view to solving them rather than hiding them for the fear of hurting or getting hurt; Trust is taking people work independently with responsibility. Pro-activity is encouraging employees to take initiative and risks; authenticity is the tendency on the past of people to do what they say, collaboration is to accept inter-dependancies; to be helpful to each other and work as a team.

4.6.3 Contributory factors of HRD climate:

Following factors may be considered as contributing to the HRD climate.
(01) **Top management style and philosophy:**

A developmental style, a belief in the capability of people, a participative approach, openness and receptivity to suggestions from the subordinates are some of the dimensions that contribute to the creation of a positive HRD climate;

(02) **Personnel policies:**

Personnel policies that show high concern for employees, that emphasize equity and objectivity in appraisals, policies that emphasize sufficient resource allocation for welfare and development activities, policies that emphasize a collaborative attitude and trust among the people go a long way in creating the HRD climate;

(03) **HRD instruments and systems:**

A number of HRD instruments have been found to generate a good HRD climate. Particularly, open system of appraisal with emphasis on counselling career development systems, informal training mechanisms, potential development system, etc. contribute to HRD climate.

(04) **Self–Renewal Mechanisms:**

Organisations that have built in self–renewal mechanisms are likely to generate a positive HRF climate.
(05) Attitudes of Personnel and HRD staff:

A helpful and supportive attitude on the part of HRD and personnel people plays a very critical role in generating the HRF climate. If the Personnel behaviour of any of these agents is not supportive, the HRD climate is likely to be initiated.

(06) Commitment of Line Managers:

The commitment of line managers to the development of their Subordinates is a very important determiner of the HRD climate. If the line managers are willing to spend a part of their time for subordinates, it is likely to have a positive impact.

4.7 HRD CULTURE:

The selection of relevant dimensions of HRD in an organisation would depend upon the requirements of the organisation for developing its human resources, in the fast changing environment, the organisations have to develop and maintain an enabling culture to become dynamic and growth-oriented. The purpose of HRD is to facilitate development of such a culture in the organisation. An enabling culture is one where employees use their initiative, risk, experiment, innovate and make things happen. HRD culture is characterised by openness, confrontation trust, autonomy, proaction, authenticity and collaboration which are represented by the term ‘OCTAPAC’ consisting of first letter of each characteristic.

Organisational climate is the human environment within which an organisation’s employees do their work. It may regere to the environment within a department, a major company unit such as a branch, plant, or an entire organisation. Climate can influence motivation, performance, and job satisfaction. It does influence by creating certain kinds of expectancies about what consequences will follow from different actions. Employees derive certain rewards, satisfactions, and frustrations on the basis of their perception of the organisation’s climate. These perception tend to lead to motivation.
Organisational climate affects significantly the process of participative system of decision-making and is bound to be ineffective in a climate which is predominantly characterised by an autocratic style of management. Group decision-making without creating a proper organisational climate generates more cynicism among the group member. The group members normally perceive group decision-making system as a façade and an eye-wash. It is, therefore, essential to democratise the organisational systems for successful decision-making. In other words, introduction of group decision-making process must be coupled with supportive and congenial organisational climate.

‘OCTAPAC’ VALUES IN HUMAN RESOURCE DEVELOPMENT:

Udai Pareek maintains that ‘HRD’ in Indian context, is a concept based on the values of:

(01) ‘Openness’, implying confronting the problems rather than avoiding them.

(02) ‘Confrontation’, meaning facing the problems and exploring the ways of improving relationship amongst individuals and searching for solutions to ‘problems’.

(03) ‘Trust’ is the result of Openness’ and ‘Confrontation’,

(04) ‘Autonomy means that an individual does not feel threatened in seeking help from others in coping with problems. Autonomy underlines collaboration, because only an autonomous person can collaborate and not perceive his collaborative initiative as a sign of weakness or inferiority.

(05) ‘Collaboration’ is emphasised as a value, so that individuals, instead of working independently in solving their problems, working teams and with a commitment to their respective roles to the organization.
Since, their verbalization, the OCTAPAC values of the HRD concepts have greatly influenced the evaluation of HRD practices in India.

The purposiveness of HRD effort presupposes a systematic practice of certain basic, or direct, processes viz.,

(01) Human Resource Planning, recruitment and selection.
(02) Training and Development,
(03) Performance and potential appraisal,
(04) Career Planning and development,
(05) Compensation and Employees’ Welfare.

A brief introduction of the HRD processes taken up for investigation under the present work is presented below and remaining three steps are elaborated in Chapter Six.

(1) Human Resource Planning, Recruitment and selection:

Planning means looking ahead. Human resource planning means a formal systematic, Managerial Process organized around responsibility, time and information.

The possibility of the full at development of the selected person’s potential for organization and personal development receives due consideration if it has strong HRD bias.

It is an important activity because the quality of an organization’s human resources depends upon the quality of people it recruits. Selection is the process by which an organization
chooses from a list screened applicants, the person or persons who best meet the selection criteria for the position available.\(^{(11)}\)

(2) Training & Development:

Training represents those activities that teach employees how to perform their present jobs.\(^{(11)}\)

The primary purpose of training is to establish a sound relationship between the worker and his/her job, at the optimum person.

Training is the basic and strong mechanism in HRD contributing directly to the individual development. It is a process of skill building aimed at developing an individual’s ability and effectiveness to perform his present and future jobs.\(^{(12)}\)

Development, on the other hand, are those activities that prepare an employee for future responsibilities.\(^{(13)}\)

Although often used interchangeably in HRD context, ‘training’ and ‘development’ have separate emphasis and scopes; training is more a short-term process of utilizing systematic and organized procedure to impart knowledge and skill to an employee for a definite immediate purpose; development is a long term educational process aimed at expanding his knowledge – base, attitudes, basic job skills as also interpersonal and technical skills. While the term training is applied from workers, to managers and executives, the term ‘development’ is used mainly for managers and executives.
4.8 PLANNING RECRUITMENT AND SELECTION:

The success of an organisation depends largely on the quantity and quality of its human resources. No organisation can be successful in the long run without having the right number and the right kind of people doing the right jobs at the right time. Procurement of the right kind and right number of personnel is the first operative function of human resource management. Before selecting the right man for the right job, it becomes necessary to determine the quality and quantity of people required in an organisation. This is the function of human resource planning or manpower planning. Human resource management begins with manpower planning.

Human resource planning has been defined as “the process by which management determines how an organisation should move from its current manpower position to its desired manpower position. Through it management strives to have the right number and the right kind of people at the right places, at the right time, doing things which result in both the organisation and the individual receiving maximum long-range benefit.” In other words of Stainer, “Manpower planning is the strategy for the acquisition, utilisation, improvement and preservation of an organisation’s human resources. It is aimed at coordinating the requirements for and the availability of different types of employees.” According to Beach, “Human resource planning is a process of determining and assuming that the organisation will have an adequate number of qualified persons, available at the proper times, performing jobs which meet the needs of the enterprise and which provide satisfaction for the individuals involved.” To sum up, human resource planning is the process of determining manpower needs and formulating plans to meet these needs.

An analysis of the above definition reveals the following characteristics of human resource planning.
(01) Human resource planning like all planning is forward looking or future oriented. It involves forecasts of the manpower needs in a future time period so that adequate and timely provisions may be made to meet the need.

(02) Human resource planning is an on-going or continuous process because the demand for and the supply of human resources undergo frequent changes. It is not static but subject to review and revision in accordance with the needs of the organisation and the changing environment.

(03) Human resource planning is an integral part of corporate planning. Without a corporate plan, there can be no manpower plan. Whether or not the manpower plans meet the organisation requirements and are in tune with the reality depends on or clearly the goals are defined.

(04) The basic purpose of human resource planning is to make optimum utilisation of a organisation's current and future human resources. In order to maximise the return on investment in investment in human resources, it is necessary to relate future human resources to future needs of the organisation.

(05) Human resource planning has both quantitative and qualitative aspects. The former implies the right number of employees while the later means the right talent required in the organisation.

(06) Human resource planning is the primary responsibility of management so as to ensure effective utilisation of the organisation’s human resources.

(07) Human resource planning is a systems approach to human resources. In it, the information about the demand and supply of human resources constitutes the input.
Comparison and evaluation of demand and supply so as to identify the gap between the two is the transformation process. The outputs of human resource planning are the strategy and programme formulated to bridge the gap.

4.8.1 Human Resource Planning (HRP):

(01) Definitions of HRP:

Human resource Planning (HRP) is the process of making decision regarding the acquisition and utilization of human resources.

Elmer H. Burach defines HRP as:

‘Human Resource Planning is the sum total of the plan formulated for recruiting, screening, compensation, training, job structure, promotion and work rules for an organization's human resources. It is a process designed to translate corporate plans to fulfill those requirements over both short and longer terms, through human resource utilization, development, employment and recruiting and information system.’

This definition emphasizes structuring plans to carry out what are considered to be the traditional personnel management functions of hiring, training, compensation and promotion. Thus even though the primary focus of human resource planning is on obtaining people to fill jobs, human resource planning is a pervasive function in that it involves; planning for the operation of other areas of human resource management as well.

Dale S. Beach describes HRP as “The process of determining and assuring that the organization will have an adequate number of qualified persons, available at the proper times, performing jobs which meet the needs of the organization and which provide satisfaction for the individuals involved.”
Evidently, HRP, by its presence or absence plays a crucial role in the future success, or failure of the organization.

(02) OBJECTIVES OF HRP:

The major objective of HRP are …

(01) To ensure optimum use of human resources currently employed;

(02) To assess and forecast future skill requirements for achieving organization’s objectives;

(03) To provide control measures to ensure that necessary human resources are available as and when required.

Conversely, the major reasons for undertaking HRP are …

(01) To determine recruitment level;

(02) To anticipate redundancies and avoid unnecessary dismissals;

(03) To determine scope of training and management development programs;

(04) To assess future housing accommodation requirements. (19)

Edwin B. Geisler’s description of HRP highlights these objectives more clearly as, “human resource planning (including forecasting, developing, implementing and controlling) by which a firm ensures that it has the right number of people and the right kind of people, at the right places, at the right time, doing things for which they are economically most useful.” (20)
(03) FOCUS ON HRD:

Of course, HRP when done carefully helps to ensure that the organization obtains the right number of employees with proper skills and abilities at the time they are needed. These activities together determine the span of focus of HRD as narrow / medium or broad.

Each of these span may focus on activities like ..

Narrow : Recruiting, Selecting Training and Development

Broad : Recruiting, Selecting, Training and Development, Rewards, appraisals, Information system.(21)

Essentially, an organisation can choose a narrow focus by planning in only one or two human resource areas such as recruitment or selection or it can choose a broad focus by planning in all human resource areas.

(04) EVALUATION OF HRP:

An ongoing evaluation, monitoring and review system is essential for the satisfactory implementation of the human resource plan. The purpose of the evaluator exercise is to guide and direct the HR planning activities by identifying deviations from the plan and their causes on the one hand and on the other, initiating corrective action.
4.8.2 NEED AND IMPORTANCE OF HUMAN RESOURCE PLANNING:

Effective human resource planning offers the following benefits:

(01) To carry on its work and to achieve its objectives, every organisation requires employees with adequate knowledge, experience and aptitudes. Human resource planning is helpful in selection and training activities. It ensures that adequate number of persons are selected and trained well in advance to fill future job vacancies in the organisation. Resource Human planning provides the required number and quality of human resources at all times.

(02) Human resource planning identifies gaps in existing manpower in terms of their quantity and talent. Suitable training and other steps can be taken in time to fill these gaps. Existing manpower can be developed to fill future vacancies.

(03) There is need to replace employees who retire, die, resign and become incapacitated due to injury. Provision for replacement of personnel can be made through human resource planning.

(04) Human resource planning facilitates the expansion and diversification of an organisation. In the absence of human resource plans, the required human resources will not be available to execute expansion and diversification plans at the right time.

(05) Human resource planning creates awareness about the effective utilisation of human resources throughout the organisation. It helps to reduce wastage of manpower. It also helps in judging the effectiveness of human resource policies and programmes of management.
(6) Human resource planning is helpful in effective utilisation of technological progress. To meet the challenge of new technology existing employees need to be retrained and new employees may be recruited.

(7) With the help of human resource planning areas of surplus manpower can be anticipated and timely action can be taken (e.g. redeployment).

(8) Human resource planning is useful in anticipating the cost of human resources which facilitates the budgeting process. It also helps in controlling human resource costs through effective utilisation. Through proper manpower planning, management can avoid both shortage and surplus of manpower and thereby control labour costs.

(9) Human resource planning facilitates career succession planning in the organisation. It provides enough lead time for internal succession of employees to higher positions through promotions. Manpower planning also contributes to management succession and development.

(10) Human resource planning helps in planning for welfare facilities like canteen, staff quarters, dispensary and school for the staff and their children.

(11) At the national level, human resource planning facilitates educational reforms, geographical mobility of talent and employment generation.

LEVEL OF HUMAN RESOURCE PLANNING:

Human resource plans may be prepared at the following levels:
(01) National Level:

The Central Government plans for human resources at the national level. It forecasts the demand for supply of human resources for the country as a whole. National level plan covers factors like population projections, economic development programme, educational facilities, occupation distribution of population, mobility of people, etc. The Government uses population policy, family planning, education policy, etc. to create a match between the demand and supply of human resource.

The Government of India has specified the objectives of human resource planning in successive Five-Year plans. The major focus has been on employment generation and poverty alleviation through urban and rural development programmes, health, education and training schemes, welfare facilities, etc. As a result, India now has the third largest pool of scientific and technical personnel. But certain skills are still scarce and the number of educated unemployed has increased.

(02) Sectoral Level:

Central and State Governments formulate human resource plans for particular sectors, e.g. agricultural sector, industrial sector, tertiary sector, etc. Projections are based on Government policy, projected output operations, etc.

(03) Industry Level:

Human resource plans for specific industries like textiles, cement, iron and steel, petrochemicals, computers, etc. and are prepared on the basis of projected operations / output of the particular industry.
(04) Unit Level:

Human resource requirements of a particular enterprise are forecast at this level. These may be estimated department wise, job category wise, etc. The process of human resource planning should begin at the plant / branch level so as to reap the benefits of thinking of operating personnel who are in direct touch with day-to-day problems. Plant level manpower plans can be prepared by the operating committee. Such plans are submitted to departmental / divisional heads. At department / divisional level, the divisional committee will review and integrate plant level plans. The departmental / divisional plan is submitted to top management. At the top level, departmental / divisional plan are reviewed and integrated with manpower plans for head office staff. Special emphasis is placed at this level on management development plans. Finally, the company’s manpower plan is integrated with the organisational plans.

4.8.3 PROBLEMS IN HUMAN RESOURCE PLANNING:

The main problems in the process of human resource planning are as follows:

(01) Inaccuracy:

Human resource planning involves forecasting the demand for and supply of human resources. Therefore, it cannot be a cent percent accurate process. Longer the time horizon, greater is the possibility of inaccuracy. Inaccuracy increases when departmental forecasts are merely aggregated without critical review.
(02) Employees Resistance :

Employees and trade unions feel that due to widespread unemployment people will be available for jobs as and when required. Moreover, they feel that human resource planning increases their workload and regulates them through productivity bargaining. Employers may also resist human resource planning that it increases the cost of manpower. Managers and human resource specialists do not fully understand human resource planning process and lack a strong sense of purpose.

(03) Uncertainties :

Labour absenteeism, labour turnover, seasonal employment, technological changes and market fluctuations are the uncertainties which serve as constraints to human resource planning. It is risky to depend upon general estimates of manpower in the face of rapid changes in environment.

(04) Inefficient Information System :

In most of the Indian industries human resource information system has not been fully developed. In the absence of a reliable data, it is not possible to develop effective human resource plans.

(05) Lack of Top Management Support :

In the absence of support and commitment from the top, human resource experts find it difficult to obtain vital inputs. Sometimes the process is started with great fanfare but is not sustained due to lack of patience. Successful human resource planning flourishes slowly and
gradually. In some cases sophisticated technologies are forcefully introduced just because competitors have adopted them. These may not yield fruits unless matched with the needs and environment of the particular enterprise.

(06) Time and Expense :

Manpower planning is a time-consuming and expensive exercise. A good deal of time and cost are involved in data collection and forecasting.

(07) Unbalanced Focus :

In some companies, human resource planning is used as a number game. There is too much focus on the quantitative aspect to ensure the flow of people in and out of the organisation. Such an exclusive focus overtake the more important dimension, i.e., the quality of human resources. Career planning and development, skill levels, morale, etc. are likely to suffer due to such unbalanced approach to human resource planning. Thus, limitations of manpower planning arise both from inherent limitations of forecasting and from human weaknesses.

4.9 RECRUITMENT, SELECTION AND PLACEMENT :

After having determined the number and kinds of personnel required the Human Resource or Personnel Manager proceeds with identification of sources of recruitment and finding suitable candidates for employment. Both internal and external sources of manpower are used depending up to the types of personnel needed.

The selection procedure starts with the receipt of applications for various jobs from the interested candidate. Totally unsuitable candidates are rejected at the screening stage. The
personnel department administers various kinds of test to the candidates to determine if they would be able to do their jobs efficiently. Those passing this stage are called for employment interview. Candidates found suitable for employment are required to go through medical examination and reference checking. The employment process is completed when appointment letters are issued to the candidates clearing all the stages in the selection procedure.

4.9.1 Meaning of Recruitment:

The process of identification of different sources of personnel is known as recruitment. According to Edwin B. Flippo, “Recruitment is the process of searching the candidates for employment and stimulating them to apply for jobs in the organisation”. It is a linking activity that brings together those offering jobs and those seeking jobs.

Dale S. Beach observed, “Recruitment is the development and maintenance of adequate manpower resources. It involves the creation of a pool of available labour upon whom the organisation can draw when it needs additional employee.” Recruitment refers to the attempt of getting interested applicants and providing a pool of prospective employees so that the management can select the right person for the right job from this pool. Recruitment precedes the selection process, i.e., selection of right candidates for various positions in the organisation.

Recruitment is a positive process as it attracts suitable applicants to apply for available jobs. The process of recruitment is as follows….

(01) identifies the different sources of labour supply,

(02) assesses their validity,

(03) chooses the most suitable source or sources, and
(04) invites applications from the prospective candidates for the vacant jobs.

4.9.2 Definitions:

(1) Recruitment is a process of generating a pool of qualified applicants for organizational jobs.

(2) In an organization, the need for recruitment arises because of vacancies due to transfer promotion, retirement, termination, permanent disability of death, vacancies due to expansion diversification, growth or job redesigning. The first of these occurs because of the mobility of personnel, the second because of the growth of the organization. (22)

(3) Recruitment thus is not only a matter of satisfying an organization’s needs – it also is an activity that shapes the organization’s future.

(4) The term “recruitment” applies to the process of attracting potential employees to the organizations. It is a “linking activity” bringing together those offering jobs and those seeking jobs. The purpose of recruitment is to prepare an inventory of people who meet job specifications, so that the organization may choose those who are found most suitable for the vacant positions it has. (23)

(4) Dale S. Beach senses a continuity in the process of recruitment as it is “the development and maintenance of adequate manpower resources. It involves the creation of a pool of available labour upon whom the organisation can depend when it needs additional employees.” (24)
Edwin B. Flippo visualizes a proactive action of the organization in recruitment as it is “the process of searching for prospective employees and stimulating them to apply for jobs in the organization.”

4.9.3 Job Reservation:

In recent years, societal pressures and government regulations have added a new factor to the recruitment process of public sector organization. In developed countries, it is known as ‘affirmative action’ or ‘equal employment opportunity’, in developing countries, it is known as ‘job reservations’, whereby the law requires the employers to actively seek out job applicants from minorities and/or communities who might not otherwise apply for employment. The main intention behind this legal provision is to remedy past discriminations and to prevent future discriminations against otherwise suitable recruits belonging to particular minority / community by birth.

4.9.4 Recruitment Policy:

Every organization has its own recruitment policy, whether it varies in response to differing operational pressures or remains stable over longer periods in view of the basic organizational objectives. Recruitment policy spells out the objectives of recruitment and also lays down the procedural framework for recruitment programs. It refers to such things as extent of promotion from within priorities to certain classes of applicants such as women, friends and relatives of present employees, reserved categories, etc. Recruitment policy also is a reflection of the organizations’ personnel policy. Anjali Ghanekar observes, Considered in its broadest sense, a recruitment policy involves a commitment by the employment to such principles as …

(01) To find and employ the best qualified persons for each job.
(02) To retain the best and most promising of those hired.

(03) To offer promising opportunities for life – time working careers; and

(04) To provide programmes and facilities for personal growth on the job.

And adds that “the pre–requisites of a good recruitment policy are … it should be in accordance with the organization’s general personal policies, it should be flexible enough to satisfy for changing recruitments of the organization, it should be so designed and implemented as to hire people in a way that both quality as well as quantity as per the requirements of the match each other.”

4.9.5 Sources of Recruitment:

There are two sources of recruitment (1) internal and (2) external. Each of these are being briefly described below.

Internal Sources includes the current employees of the organization. Whenever a vacancy occurs, someone is promoted, demoted or moved side-ways to fill it. If the organization has very large workforce, some other methods are also used. Such as

(i) Job – Posing (advertising the vacancy on the notice boards or in the house magazine / news letter.

(ii) Skill inventories (list of employees names, their education, training, present position, Work experience, relevant job skills and abilities and other qualifications) which may be searched for indentifying potential candidates.
(iii) Referrals from among the current employees who may know someone who would be qualified and interested in the vacant position.

**External Sources:**

In case no suitable candidates are found internally, organizations usually use external sources of recruitment. These are …

(i) Media advertising,

(ii) Recommendation by present employees for their friends and relatives,

(iii) Government employment agencies,

(iv) Private employment agencies,

(v) On Campus recruiting,

(vi) Labour Unions,

(vii) Casual applicants,

(viii) Leasing, and

(ix) Head – hunting.

These are all kinds of variations and two or more methods can of course be used simultaneously.\(^{(27)}\)
4.9.6 SELECTION:

Selection is the process of choosing individuals who have the necessary qualification, and experience to perform a particular job well. Organisations differ as to the complexity of their selection systems. Unlike recruitment, which is positive process,. Selection is a negative process, as it eliminated the least promising ones from among the job applicants. The process also aims at matching the applicants with job requirements and pick up the most suitable ones. The choices are made by elimination of the unsuitable candidates at successive stages. Selection divides all the applicants into two categories (a) suitable, and (b) unsuitable. Selection may be described as a process of rejection because generally more candidates are turned away than are hire Selection is different from recruitment. Recruitment technically precedes selection. Recruitment is positive as it aims at increasing the number of applications for wider choice or for increasing the selection ration. Selection is negative as it rejects a large number of applicants to indentify the few who are suitable for the job. Recruitment involves prospecting or searching whereas selection involves comparison and choice of candidates. The purpose of selection is to pick up the right person for every job. Selection is an important function as n organisation can achieve its goals without selecting the right people. Faulty selection leads to wastage of time and money and spoils the environment of an organisation. Scientific selection and placement of personnel can go a long way in building up a stable work force. It helps to reduce absenteeism and labour turnover. Proper selection is helpful in increasing the efficiency and productivity of the enterprise.

The selection process can be successful if the following conditions are satisfied.

(1) Someone should have the authority to select. This authority comes from the employment requisition as developed though an analysis of the work-load and workforce.

(2) There must be some standard of personnel with which applicant can be compared. In other words a comprehensive job description and job specification should be available beforehand.
(3) There must be a sufficient number of applicants from who the required number of employees may be selected.

**Steps in Selection Procedure:**

Anthony, et Al., describe the selection procedure of activities: applications and resumes – initial screening interview – reference checks – testing – additional interviews – physical examination—job offer and acceptance – hiring of new employees.\(^{(28)}\)

The selection procedure consists of a series of steps. At each stage facts may come to light which may lead to the rejection of the applicant. It is a series of successive hurdles or barriers which an applicant must cross. These hurdles or screens are designed to eliminate an unqualified candidate at any point in the selection process. This technique is called “successive hurdles technique”. According to Dale Yoder the hiring prices consists of go no gauges. Candidates who qualify a hurdle go to the next stage while those who do not qualify are dropped out. However, every selection procedure does not contain all these hurdles. Moreover, the arrangement of these hurdles may differ from organisation to organisation. There is no standard selection procedure to be used in all organisations or for all jobs. The complexity of selection procedure increases with the level and responsibility of the position to be filled. The strategy and method used for selecting employees varies from firm to firm and from one job to another.

The procedure of selection will vary from organisation to organisation and even from department to department within the same organisation according to the kinds of the jobs to be filled. The number of steps in the procedure and the sequence of steps also varies. For instance, some organisations do not hold preliminary interview, test or screening, whereas in other organisations such as commercial banks, preliminary test are given to eliminate a large numbers of applicants. Similarly, in some cases medical examination is given before final selection, ever and in others, medical check up follows final selection. Thus, every
organisation will design a selection procedure that suits its requirements. However, the main steps that could be incorporated in the selection procedure are as under:

1. Preliminary interview
2. Receiving applications
3. Screening of applications
4. Employment test
5. Employment interview
6. Physical examination
7. Checking references
8. Final selection

Every candidate for a job has to clear a number of hurdles before getting selected for the job. If he is not found suitable at any stage, he is not considered for the further stages. Thus, he will be rejected. For instance, if a candidate’s particulars in the application are not found suitable, he will not be called for tests. Similarly, if a candidate fails in the test, he will not be called for the interview.

**Importance of Scientific Selection:**

On the importance of scientific selection, Anjali Ghanekar observes, “It is essential to realise the importance of the need of scientific selection. A selection procedure which utilizes systematic and scientific methods and is reliable and valid can achieve objectively and can also save costs. A sound selection system based on Scientific methods can go along way in establishing an image of impartiality and thus can help to attract the most ‘qualified candidates’ for vacancies.”(29)
The selection process depends heavily on the factors such as job analysis, human resource plans and recruitment. These inputs are used within the context of challenges posed by organizational policies, job reservations, supply of labour, social credibility and image of the organization, etc. The key challenge underlying the entire selection process is to ensure that all the steps in the process are valid and transparent enough to avoid discriminations.

Ultimately, the selection decisions must focus on performance-related issues if the selection process is to contribute to the organization’s success. At the same time, selection process is strongly influenced by whether candidates are being picked from within or outside the organization, availability of applicants and the situations resulting from job reservation.

4.9.7 PLACEMENT:

When once the candidate report for duty, the organisation has to place him initially in the job for which he is elected. Immediately the candidate will be trained in various related jobs during the period of probation of training or trial. The organisation generally decides the final placement after the initial training is over on the basis of the candidate’s aptitude and performance during the training / probation period. Probation period generally ranges between six months and two year. If the performance is not satisfactory, the organisation may extend the probation or ask the candidate to quit the job. If the employee’s performance during the probation period is satisfactory, his services will be regularised and he will be placed permanently in a job.

Placement is the determination of the job to which an accepted candidate is to be assigned and his assignment to that job. It is a matching of what the supervisor has reason to think he can do with the job demands (job requirements), it is a matching of what he imposes (in stain, working conditions) and what he offers in the form of pay roll, companionship with others, promotional possibilities, etc. It is not easy to match all the factors to the new employee who is still unknown to many. So, the new employee is placed as a probationer until the training period is over.
PROBLEMS IN PLACEMENT :

As stated earlier, placement is a crucial task. Placement needs a clear-cut match between the employees’ skills, knowledge, value systems, aptitude and attitude to the job description and job specification. Though the HR manager takes all possible precautions, some problems in placement do crop up. These problems include.

(1) Employee Expectations :

Employee expectations from the job is the main source for the problems in placement. If the employee expects high salary, independent and challenging work and the job offers low salary, dependent and routine work, the employee finds himself misfit to the job.

(2) Job expectations / description :

Sometimes the expectations from the employees are more than the employee’s abilities or skills. Then the HR manager finds the mismatch between the job and the employee.

(3) Change in Technology :

The technological changes bring radical changes in job description and specification. These changes result in mismatch between the job and the employee.
(4) Changes in Organisational Structure:

Grand business strategies like mergers, acquisitions, downsizing, delayering etc. result in changes in organisational structure and thereby changes in the jobs. These changes result in a mismatch misfit between the employee and the job.

(5) Social and Psychological Factors:

The social and psychological factors involved in team work or group formation sometimes result in mismatch.

HOW TO MAKE PLACEMENT EFFECTIVE:

(01) Job Rotation:

The technique of rotating the employee among different jobs in the department / organisation enables the employee to satisfy his aptitude for challenging work and finds the match between himself and job.

(02) Team work:

The recent trend of job design is team building. The teamwork allows employees to use their skill, knowledge, abilities, etc. collectively and it minimises the problems in placement.
(03) Training and Development:

Continuous employee training and management development programs help the employee to acquire new skills and knowledge, based on the redesigned jobs. This practice solves the placement problems.

(04) Job Enrichment:

Job enrichment provides a challenging work and decision making authority to the employees. It gives an opportunity of utilising the varied skills of the employees and minimises problems in management.

(05) Empowerment:

Employee empowerment relating to the job makes the employee to exploit his potentialities and make use of them. This technique reduces the problems in placement.

Relocating the Employee:

Companies having branches/offices at different places select the candidate and place him at one branch initially and shift him to other branch/office at a later stage based on organisation/employee requirement. Placing the employee at different places subsequently is called relocating the employee.
4.10 TRAINING, DEVELOPMENT AND EDUCATION:

In the HRD context, training and development has two basic approaches – a reactive (or problem – solving) approach, and a proactive (or forward-looking approach). After selecting necessary employees, no organization has a choice whether to train and develop them or not; the only choice is that of the method. Organizations are completed to maintain a viable and knowledgeable workforce in the every- changing environment. Training is a systematic process of changing the behaviour, knowledge and attitudes of present employees to improve the match between employee characteristics and employment requirements.

Development of human resources involves acquisition of new abilities with changed skills, knowledge and attitude necessary for better performance.

The processes of training and development are often confused. Training means leaning the basic skills and knowledge necessary for a particular job or a group of jobs. To put it in other words, training is the act of increasing the knowledge for doing a particular job. But development, on the other hand, means growth of the individual in all respects. An organisation works for the development of its executives or potential executives in order to enable them to be more effective in performing the various functions of management. An executive development programme aims at increasing the capacities of the individuals to achieve the desired objectives. Executive capacities imply his personal abilities and potentials. Desired objectives imply consideration for the goals of the organisation and through him in his subordinates.

Training must also be distinguished from education. Training is concerned with increasing knowledge and skills in doing a particular job and the major burden of training falls upon the employer. But education is broader in scope. Its purpose is to develop individuals. It is concerned with increasing general knowledge and understanding of total environment. By education we generally mean formal instruction in a school or a college, whereas training is vocationally oriented and is general imparted at the work-place. Training usually has a more
immediate utilitarian purpose than education. Actually, the distinction between training and education is not precise because in many cases both the training and education occur at the same time. Some formal vocational school programmes are job oriented only, whereas some employee development programmes in industry are quite wider in scope and they may be viewed as education. According to Dale Yoder, “the use of the terms training and development in today’s employment setting is far more appropriate than ‘training’ alone since human resources can exert their full potential only when the learning process goes for beyond simple routine.

Definition of Training and Development:

Usually the concept of Education, Training and Development are so closely related that these terms are often used synonymously. The direct definitions of these three, however, are:

**Education**: A process by means of which the knowledge, Learning, Understanding of physical capacities or mental outlook or attitude of employees so increased as to bring about their better adjustment with their working environment.

**Training**: A process by means of which the aptitudes, skills and capabilities of individual employees to perform specific jobs are increased;

**Development**: A process by means of which an individual attains overall improvement in ability and competence and makes progress towards maturity and actualization of personality.  

Training and development of human resources usually return to the organization increased productivity, heightened morale, reduced cost and greater organizational stability and flexibility to adapt to changing environment. Training and development efforts also help in
achieving high standards of quality, building up satisfactory organization structure, reducing employee dissatisfaction, eliminating the need for constant supervision, equipping them with capabilities for promotion, cordial and healthy employment relation through better handling of complaints and grievances.\(^{(31)}\)

A systematic approach to Training:

Systematic training plays a key role in increasing the organizational efficiency and involves:

1. Establishing the facts about the present and the likely future, perspective or projected manpower situation and organization growth and determining the gap.

2. Planning a completer training cycle comprising:
   
   a. Determining, reviewing and clearly understanding organization’s goals;
   
   b. Designing methodology and undertaking training needs survey,
   
   c. Analysis of training needs survey data,
   
   d. Determining and prioritizing training objectives,
   
   e. Setting up training facilities,
   
   f. Preparing a calendar of training programs,
   
   g. Preparing training budgets,
   
   h. Identifying contents of training programs,
   
   i. Selecting trainees / participants, selecting trainers / resource – person, selecting training methods, training materials,
j. Implementing training programs,

k. Undertaking on-the-job training effectiveness surveys,

l. Implementing post – training follows – up

A Systems Concept of Training :

A system may be defined s a group of interrelated and interdependent processes, separated in sequence. The principle subsystems of a systems concept of training may be described as :

1) identifying training needs,

2) formulating training objectives,

3) designing training programs,

4) implementing training programs, and

5) evaluating training.

Training needs :

‘Training needs’ is the gap between the knowledge, skills and attitudes that the job demands and the knowledge, skills and attitudes possessed by the employee assigned to do that job. Training needs may be determined through:

(1) Observing and analysing the employees job performance,

(2) Analysing job requirements,

(3) Considering anticipated changes in the nature of job,
(4) Surveying training needs and,

(5) Interviewing employees

Training objectives:

Training objectives should state the desired behaviour and the candidates under which the training is to occur. Objective also serve as the standard against which individual. Performance and the training program can be measured. Objective gives the trainer and the trainee specific goals that can be used for evaluating their respective successes. If the objectives are not met, failure gives the organization feedback on the training program, the trainer and the trainee.

Benefits of Training:

The major benefits of training are discussed below.

(1) Quick learning:

Training helps to reduce the learning time to reach the acceptable level of performance. The employees need not learn by observing others and waste time if a formal training programme exists in the organisation. The qualified instructors will help the new employees to acquire the skills and knowledge to do particular jobs quickly.
(2) Higher productivity:

Training increases the skill of the new employee in his performance of a particular job. An increase in skill usually helps in increase of both quantity and quality of output. Training is also of great help to the existing employees. It helps them to increase their level of performance on their present job assignments and prepares them for future assignments.

(3) Standardisation of procedures:

With the help of training, the best available methods of performing the work can be standardised and taught to all employees. Standardisation will make high levels of performance a rule rather than an exception. Employees will work intelligently and make fewer mistakes when they possess the required know-how and have an understanding of their jobs and of the interdependence of one job on another.

(4) Less supervision:

If the employees are given adequate training, the need of supervision will be lessened. Training does not eliminate the need for supervision, but it reduces the need for detailed and constant supervision. A well-trained employee is self-reliant in his work because they know what to do and how to do. Under such situations, close supervision is ordinarily not mandatory.

(5) Economical operations:

Trained personnel will be able to make better and economical use of materials and equipment. Wastage will also be low. In addition, the rate of accidents and damage to
machinery and equipment will be kept to the minimum by the trained employees. These will lead to lower cost of production per unit.

(6) Higher morale:

The morale of employees is increased if they are given proper training. A good training programme will mould employees’ attitudes toward organisational activities and generate better co-operation and greater loyalty. With the help of training, dissatisfactions, complaints, absenteeism and turnover can also be reduced among the employees. Thus, training helps in building an efficient and co-operative work-force.

(7) Preparation of future managers:

When totally new skills are required by an organisation, it has to face great difficulties in the selection process. Training can be used in spotting out promising men and preparing them for promotion. It is better to select and train from within the organisation rather than seek skilled employees from the outside sources.

(8) Better management:

A manager can make use of training to manage in a better way. To him, training the employees an assist improve his planning, organising, directing and controlling. For instance, maintaining higher standards of quality, building a satisfactory organisation structure, delegating authority and stimulating employees are all assisted by effective training.
Advantages of Training to Employees:

Training helps the employees or workers in the following ways:

(1) Confidence:

Training creates a feeling of confidence in the minds of workers. It gives a feeling of safety and security to them at the work-place.

(2) New skills:

Training develops skills which serves as a valuable personal asset of a worker. It remains permanently with the worker himself.

(3) Promotion:

Training provides opportunity for quick promotion and self-development.

(4) Higher Earnings:

Training helps in earning higher remuneration and other monetary benefits to the workers as their productivity is increased.
(5) Adaptability:

Training develops adaptability among workers. They don’t worry when work procedures and methods are changed.

(6) Increased Safety:

Trained workers handle the machines safely. They also know the use of various safety devices in the factory. Thus, they are less prone to accidents.

Design of Training Program:

Contents of training program are shaped by the assessment of training needs and the training objectives. The three major ingredients of any training program design are:

1. a purpose, 2. a method and 3. a format. The design also includes indentifying the various training methods to be used; used and is influenced by (1) Cost effectiveness, (2) desired program content, (3) appropriateness of facilities, (4) trainee preferences and capabilities, (5) learning principles to be adopted.

Implementation of Training Program:

Ensuring the successful implementation of a training program is a process that actually begins before the trainee arrives. The implementation begins with the five initial and necessary steps:
Preparing the trainers mentally,

Arranging the physical environment,

Greeting trainees and establishing support,

Making positive impression on the trainees and

Reviewing the training program agenda.\(^{(36)}\)

**Evaluation of Training:**

Those are several training evaluation methods, the four prominent among them being; (1) reactions, (2) test / re-test, (3) pre / post training performance and experimental control method. A competitive evaluation essentially cover such aspects as:

- The relevance of the training objectives,
- The accomplishment of objectives,
- The appropriateness of training methodology,
- The impact of learning.\(^{(37)}\)

Evaluation of training is a process of putting a value on the benefits streaming from the training in practical, social and / or financial terms. The criteria used for evaluating training effectiveness focus on outcomes; particularly the training effects that relate to the reactions of trainees to the training content and process, the knowledge acquired through training experience, the post training changes in behaviour and attitudes, the measurable results / improvements such as lowered employee turnover, accidents absenteeism.\(^{(38)}\)
The findings of the evaluation must be properly utilized as the purpose of the evaluation is to determine the value of the training program or to identify the areas in its improvement. Careful evaluation not only improves future training programs but also enhances the value of the training.

**Training Methods / Techniques:**

Training methods fall into two broad categories. On-the-job training (OJT) and off-the-job training. Any comprehensive training system in an organization utilizes both types of methods. W. P. Anthony, et. Al. describe several on-the-job training techniques:

1. **Expanded responsibilities** involving expansion of job duties, assignments and responsibilities of an individual, both horizontally and vertically. Opportunities are created in the present job to practice higher level and diverse skills not normally required in the present job.

2. **Job rotation** involves moving individuals to various types of jobs within the organization at the same level or next higher level for periods of time. This technique familiarizes a person with the broad functional operations and processes in the organization.

3. **Staff development meetings**, to discuss the various facets of each individual job and to develop ideas for improving job performance.

4. **Assistant to positions**, having promising employees serve as staff assistants to higher skilled level jobs for a specified time, to become more familiar with higher skilled positions.
(5) Problem solving conferences, to solve a specific problem being experienced by a particular work group or by the organization, as a whole. It involves brainstorming and other reactive means to come up with mutually determined solutions to basic problems.

(6) Mentoring (or job coaching) technique assigns a guide or a higher-up knowledgeable person to the trainee – new employee. The social relationship that usually develops makes the trainee to seek advice from his mentor rather than from his immediate superior, and helps the trainee to develop a comprehensive career plan for self in the organization.

(7) Special assignments are the task, or responsibilities given to an individual for a specified period or time.

(8) In – house training by organization’s trainers cover such topics as safely, new procedures, products or services, technical programs.

(9) In – house training by outside consultants cover such topics as goal-setting, communications, assessment techniques, safety and other current topics of importance. They often supplement training done by organization’s trainers.

(10) Consultant (internal or external) advisory reviews - Experts in specialized finds meet with managers and employee groups to investigate and help solve particular problems. The emphasis is on problem solving rather than on training.

(11) Distribution of reading matter – Often one of the most overlooked training methods, this formal program is created to circulate books, journals, selected articles, new business material and so on, to select employees. An effective program also includes periodic scheduled meetings to discuss the reading material.
(12) Apprenticeship refers to the training provided through working under a master craftsman. Apprenticeship programs also often include some classroom work. Apprenticeship programs are most suitable for skilled crafts or work processes in almost every organization.\(^{(39)}\)

W. P. Anthony, et. Al. describe off-the-job training techniques as:

(1) Lecture / Discussion technique has the advantage of being spontaneous allowing the participants to become involved in exploring concepts and in seeking classifications right away. The major disadvantage is that the technique is difficult to use with large groups.

(2) Lectures require a dynamic trainer who can organize and present material in an effective manner. For best use, it should be supplemented with additional training techniques.

(3) Multimedia presentations are usually combined with lectures, printed material, films, slides, film strips, videotapes, audio cassettes, overhead projectors, flip charts. A skilled instructor can turn multimedia into an effective training tool.

(4) Self paced (Programmed) technique includes programmed tests and exercises, to guide students through a step-by-step series of learning experiences. It is a learner-centred method and seldom, if ever, requires an instructor at the time the training occurs. The technique presents the subject matter to the trained in small steps and immediately informs them of appropriateness of their responses.

(5) Computer assisted instruction is a form of multimedia self – paced instruction learning, when used as a part of a total educational program, it can be quite effective.
(6) Gaming and role playing (simulation) technique gives participants actual practice in applying concepts in an artificial situation. An opportunity to solve a problem is provided and the participants actually act out the solution. Gaming usually involves some element of competitiveness in which one group tries to outperform other groups. In the hands of skilled trainer, the technique can be extremely useful training tool since it gives participants actual practice, yet allows them to make mistakes without having the repercussions such mistakes would have in real-on-the job situations.

(7) Case analysis technique, usually combined with role-playing and / or gaming, also gives participants the opportunity to solve an actual or hypothetical problem. If used without gaming or role playing, it relies heavily on group discussion without the participants putting themselves in the actual roles of individuals in case.\(^{40}\)

**Significance of Training:**

A well planned and well executed training programme can provide the following advantages:

**01 Higher Productivity:**

Training helps to improve the level of performance. Trained employees perform better by using better method of work. Improvements in manpower productivity in developed nations can be attributed small measures to their educational and industrial training programmes.
(02) Better Quality of Work :

In formal training, the best methods are standardised and taught to employees. Uniformity of work methods and procedures help to improve the quality of product or service. Trained employees are less likely to make operational mistakes.

(03) Less Learning Period :

A systematic training programme helps to reduce the time and cost involved in learning. Employees can more quickly reach the acceptable level of performance. They need not waste their time and efforts in learning through trial and error.

(04) Cost Reduction :

Trained employees make more economical use of materials and machinery. Reduction in wastage and spoilage together with increase in productivity help to minimise cost of operations per unit. Maintenance cost is also reduced due to fewer machine breakdowns and better handling of equipments. Plant capacity can be put to the optimum use.

(05) Reduced Supervision :

Well-trained employees tend to be self-reliant and motivated. They need less guidance and control. Therefore, supervisory burden is reduced and the span of supervision can be enlarged.
(06) Low Accident Rate:

Trained personnel adopt the right work methods and make use of the prescribed safety devices. Therefore, the frequency of accidents is reduced. Health and safety of employees can be improved.

(07) High Morale:

Proper training can develop positive attitudes among employees. Job satisfaction and morale are improved due to a rise in the earnings and job security of employees. Training reduces employee grievances because opportunities for internal promotion are available to well trained personnel.

(08) Personal Growth:

Training enlarges the knowledge and skills of the participants. Therefore, well trained personnel can grow faster in their career. Training prevents obsolescence of knowledge and skills. Trained employees are a more valuable asset to any organisation. Training helps to develop people for promotion to higher posts and to develop future managers.

(09) Organisational Climate:

A sound training programme helps to improve the climate of an organisation. Industrial relations and discipline are improved. Therefore, decentralisation of authority and participative management can be introduced. Resistance to change is reduced. Organisations having regular training programmes can fulfil their future needs for personnel from internal source. Organisational stability is enhanced because training helps to reduce employee
turnover and absenteeism. Training is an investment in people and therefore, systematic training is a sound business investment. In fact, “no organisation can choose whether or not to train employees..... the only choice left to management is whether training shall be haphazard, causal and possibly misdirected or whether training shall be haphazard, casual and possibly misdirected or whether it shall be made a carefully planned part of an integrated programme of personnel administration”.

**Evaluating Training Effectiveness:**

It is necessary to evaluate the extent to which training programmes have achieved the aims for which they were designed. Such an evaluation would provide useful information about the effectiveness of training as well as about the design of future training programmes. Evaluation enables an organisation to monitor the training programme and also to update or modify future programmes of training. The evaluation of training oriented or consequences also provides useful data on the basis of which relevance of training and its integration with other functions of human resource management can be judged.

Training effectiveness is the degree up to which trainees are able to lean and apply the knowledge and skills acquired in the training programme. It depends on the attitudes, interest, values and expectations of the trained and the training environment. A training programme is likely to be more effective when the trainees want to lean are involved in their jobs, have career strategies. Contents of a training programme and the ability and motivation of trainers also determine training effectiveness.

**Evaluation Criteria:**

Evaluation of training effectiveness is the process of obtaining information on the effects of a training programme and assessing the value of training in the light of that information. Evaluation involves controlling and correcting the training programme. The basis of
evaluation and mode are determined when the training programme is designed. According to Hamblin, training effectiveness can be measured in terms of the following criteria:

(01) Reactions:

A training programme can be evaluated in terms of the trainees’ reactions to the objectives, contents and methods of training. In case the trainees considered the programme worthwhile and liked it, the training can be considered effective.

(02) Learning:

The extent to which the trainees have learnt the desired knowledge and skills during the training period is a useful basis of evaluating training effectiveness.

(03) Behaviour:

Improvement in the job behaviour of the trainees reflects the manner and extent to which the learning has been applied to the job.

(04) Results:

The ultimate results in terms of productivity improvement, quality improvement, cost reduction, accident reduction, reduction in labour turnover and absenteeism are the best criteria for evaluating training effectiveness.
However, it may not always be possible to employ a comprehensive evaluation system due to organisation constraints e.g., lack of clear training policy, inadequate infrastructure, unwillingness of the management to change personnel policies, performance appraisal systems and organisational processes on the basis of feedback.

**Methods of Evaluation :**

(01) The opinions and judgements of trainers, superiors and peers,

(02) Asking the trainees to fill up evaluation forms,

(03) Using a questionnaire to know the reactions of trainees,

(04) Giving oral and written test to trainees to ascertain how far they have learnt,

(05) Arranging structured interviews with the trainees,

(06) Comparing trainees performance on the job before and after training,

(07) Studying profiles and career development charts of trainees,

(08) Measuring levels of productivity, wastage, costs, absenteeism and employee turnover after training,

(09) Trainees’ comments and reactions during the training period, and

(10) Cost benefit analysis of the training programme.

**Feedback :**

After the evaluation, the situation should be analysed to identify the possible causes for a difference between the expected outcomes and the actual outcomes. Necessary precaution should be taken in designing and implementing future training programmes so as to avoid these – causes. The outcomes of a training programme should justify the time, money and efforts invested by the organisation in training. Information collected during evaluation
should be provided to the trainees and the trainers as well as to others concerned with the designing and implementation of training programmes. Follow-up action is required to ensure implementation of evaluation report at every stage.

**Steps in Training Programmes:**

Training programmes are a costly affair and a time consuming process. Therefore, they need to be designed very carefully. Usually in the organisation of training programme the following steps are considered necessary:

1. Discovering or identifying the training needs.
2. Getting ready for the job
3. Preparation of the learner
4. Presentation of operation knowledge
5. Performance try-out
6. Follow – up and Evaluation of the programme

**(1) Discovering or identifying the training needs:**

A training programme should be established only when it is felt that it would assist in the solution of specific operational problems. The most important step, in the first place, is to make a thorough analysis of the entire organisation, its operations and manpower resources available in order to find out “The trouble spots” where training may be needed. It should, however, be noted that training is not a cure-all. For example, if the efficiency of an employee is low, or he cannot get the job done,, it may be due to faulty raw materials and equipment or not getting their timely supplies or a defective engineering design, or
uncongenial work environment, or low wages, or lax supervision. If that is the case, these problems should be rectified.

Identification of training needs must contain three types of analyses: organisational analysis, operations analysis and man analysis. Organisational analysis centres primarily around the determination of the organisation’s goals, its resources and the allocation of the resources as they relate to the organisational goals. The analysis of the organisational goals establishes the framework in which training needs can be defined more clearly. Operations analysis focuses on the task or job regardless of the employee doing the job. This analysis includes the determination of what the worker must do the specific worker behaviour required if the job is to be performed effectively Man analysis reviews the knowledge, attitudes and skills of the incumbent in each position and determines what knowledge, attitudes or skills he must acquire and what alterations in his behaviour he must make if he is to contribute satisfactorily to the attainment of organisational objectives.

William Berliner and William McLarney say that discovering training needs involves five tasks:

(a) Task Description Analysis:

- List the duties and responsibilities or tasks of the job under consideration, using the Job Description as a guide.
- List the standards of work performance on the job.

(b) Determining Training Needs:

- Compare actual performance against the standards.
➤ Determine what parts of the job are giving the employee trouble where is he falling down in his performance?

➤ Determine what kind of training is needed to overcome the specific difficulty or difficulties.

Numbers 1 and 2 comprise basic (ask description step in identifying training needs. Here type job requirements the jobs the person does and expected standards of performance are taken not of Number 3, 4 and 5 involve determining job related training needs. Problems and performance discrepancies are noted and training goals set.

(a) Task Description Analysis:

The job or task analysis aims at determining what constitutes the job, the methods that are used on the job and the human skills required to perform the job adequately. The job or tasks description that results, lays out for requirements of task in terms of actual duties to be performed. The job specification lists the human skills and knowledge required.

(b) Determining Training Needs:

Training needs may be discovered / identified for the new as well as the present employees and for solving a specific problem in the following ways:

➤ Identifying specific problems: Such problem are productivity, high costs, poor material and control, poor quality, excessive scrap and waste, excessive labour-management troubles, excessive grievance, excessive violation of rules of conduct, poor discipline, high employee turnover and transfers, excessive absenteeism, accidents, excessive fatigue, fumbling, discouragement, struggling with the job; standards of work performance not being met, bottlenecks in production, deadlines
not being met, and delayed production. Problems alike these suggest that training may be necessary. For this the tasks and the workers should be closely observed and the difficulties found out.

- **Anticipating Impending and future Problems**: Bearing on the expansion of business, the introduction of new product, new services, new designs, new plant, new technology and of organisational changes concerned with manpower inventory for present and future needs.

- **Management Requests**: The supervisors and managers may make specific request for setting training programmes. Though this method is simple and a correct evaluation of the employees performance deficiencies can be made, but often such recommendations may be build on faulty assumption; and requests may not coincide with each other or organisational goals.

- **Interviewing and observing the personnel on the job**: Interviewing personnel and direct questioning and observation of the employee by his superiors may also reveal training needs.

- **Performance Appraisal**: An analysis of the past prospective record of the perspective trainee and comparing his actual performance with the target performance may provide clues to specific interpersonal skills that may need development.

- **Questionnaires**: Questionnaires may be used for eliciting opinion of the employees on topics like communication, satisfaction, job characteristics, their attitude towards working conditions, pay, promotion policies, etc. These will reveal much information about where an employee’s skills and knowledge are deficient.
• **Checklist**: Checklist is a useful supplement to interviews and observations. Through it, more reliable information can be obtained and the data got are quantifiable. This facilitates evaluating the training programme’s effectiveness.

• **Morale and Attitude Surveys**: An occasional personnel audit may be conducted to forecast future promotions, skill requirements, and merit rating, to initiate informal discussions and an examination of records and statistics regarding personnel, production, cost, rejects and wastages. All these generally reveal the potential problems to be tackled through training programmes.

• In addition, tests of the interpersonal skills though handling of posed cases and incidents, may also reveal training needs.

**2) Getting Ready for the Job:**

Under this step, it is to be decided as to who is to be trained, the newcomer or the older employee, or the supervisory staff, or all of them selected from different departments.

The trainer has to be prepared for the job, for he is the key figure in the entire programme.

**3) Preparation of the Learner:**

This step consists of:

• In putting the learner at ease (so that he does not feel nervous because of the fact that he is on a new job);
- In stating the importance and ingredients of the job, and its relationships to work flow;

- In explain why he is being taught;
- In creating interest and encouraging questions, finding out what the learner already knows about his job or other jobs;

- In explaining the ‘why’ of the whole job and relating it to some job the worker already knows;

- In placing the learner as close to his normal working position as possible; and

- In familiarising him with the equipment, materials, tools and trade terms.

(4) Presentation of Operation and knowledge :

This is the most important step in a training programme. The trainer should clearly tell, show, illustrate and question in order to put over the new knowledge and operations. The learner should be told of the sequence of the entire job, and why each step in its performance is necessary. Instruction should be given clearly, completely and patiently; there should be an emphasis on key points and one point should be explained at time. For this purpose, the trainer should demonstrate or make use of audio-visual aids and should ask the trainee to repeat the operations. The trainee should also be encouraged to ask questions in order to indicate that he really knows and understands the job.
(5) Performance Try Out:

Under this, the trainee is asked to go through the job several times slowly, explaining him each step. Mistakes are corrected, and if necessary, some complicated steps are done for the trainee the first time. The trainee is asked to do the job, gradually building up skill and speed. As soon as the trainee demonstrates that he can do the job in a right way, he is to put on his own, but not abandoned.

The trainee is then tested and the effectiveness of a training programme evaluated. This usually done by:

(a) Giving written or oral test to trainees to ascertain how far they have learnt the techniques and principles taught to them and the scores obtained by them;

(b) Observing trainees on the job itself and administering performance test to them;

(c) Finding out individual’s or a group’s reaction to the training programme while it is in progress and getting them to fill up evaluation sheets;

(d) Arranging structured interview with the participates or sending them questionnaires by mail;

(e) Eliciting the opinion or judgement of the top management about the trainees’ performance;
(f) Comparing the results obtained after the training with those secured before the training programme in order to find out whether any material change has taken place in attitude, opinion, in the quality of output, in the education in scrap, breakage and the supplies used and in overhead costs;

(g) Study of profiles and charts of career development of the participants and related assignment techniques.

Through one or a combination of these devices, the validity of training programmes may be ascertained. If there are errors or weaknesses, they should be corrected and instruction repeated, if necessary, till the trainer knows that the trainee has learnt whatever has been imparted to him.

(6) Follow-Up :

This step is undertaken with a view to testing the effectiveness of training efforts. This consists in :

(a) Putting a trainee “on his own”.

(b) Checking frequently to be sure that he has followed instructions; and

(c) Tapering off extra supervision and close follow-up until he is qualified to work with normal supervision.

It is worth remembering that if the learner hasn’t learnt, the teacher hasn’t taught.
Training Course:

Training may range from highly specified instruction in the procedures to be adopted while performing a particular job to every general instruction concerning the economy and society.

Training course in general areas usually aim at making an employee a rounded individual, a happier worker and a good citizen, and in training him for “larger responsibilities” and future advancement. Such training exerts a remarkable influence on production and labour. From the producer’s point of view, output would increase with decrease in scrap, spoilage, waste and the cost of production. From the point of view of labour, the employee’s morale would improve; so would the rate of turnover, excessive absenteeism and accidents decrease. Training programmes are no doubt expensive, but their worth to a growing concern cannot be over-emphasised.

Training in general areas is given subjects in such as general and home economics, basic English, instruction in better writing and report drafting, reading using gauges operation of machines, fire-fighting and safety devices on the job, shop practices and secretarial practices, elementary mathematics, sociology, industrial psychology, time study, personal hygiene, public speaking and public relations, selling and communication with people.

As far as women employees are concerned, they are given training in telephone etiquette, personal hygiene, good grooming, sales, talk and handling of sales and is courtesy.

Support Material for Training:

A variety of equipments are utilized to impart effective training. These are:
(1) Lectures (learning by hearing and supplemented by reading assignments); conferences, seminars and staff-meetings (learning by participation); demonstrations (learning by seeing); and short course, through coaching.

(2) Role-playing (learning by doing) and job rotation (learning by experience).

(3) Case of Project studies and problem-solving sessions (learning by experience).

(4) Use of pamphlets, charts, brochures, booklets, handbooks, manuals, etc.

(5) Graphs, pictures books, slides, movie projectors film strips, tape recorders, etc.

(6) Posters, displays, notice and bulletin boards,

(7) Reading rooms and libraries where specified books and journals are maintained for reference and use.

(8) Under-study and visits to plants.

(9) Correspondence courses under which knowledge about business law, statistics, industrial management, marketing, office procedures, retailing and many other similar subjects may be imparted.

(10) Teaching machines.
(11) Membership to professional or trade associations, which offer new technology and ideas to their members.

Training material has to be prepared with great care and distributed among the trainees so that they may come well-prepared to a session and are able to understand the operations and/or demonstrations quickly and correctly.

**Training Period:**

The duration of a training varies with the skill to be acquired, the complexity of the subject, the trainees’ aptitude and ability to understand, and the training media used.

Generally, a training period should not be unduly long; if it is, trainees may feel bored and uninterested. The ideal session should not go beyond 2 to 3 hours at a stretch, with a break in between two sessions. If convenient, employees may be trained for a week or a fortnight for an hour or two, every day after work hours.

The training period may extend from 3 weeks to 6 months or even more, depending upon job requirements.

The physical location of the programme should be in pleasant surroundings away from the noise and tension of the work place.
Retraining:

Retraining is the process of providing training to persons who underwent training earlier in their job. Retraining programmes are generally arranged for employees who have long been in the service of an organization. Such programmes are designed to avoid obsolescence of a person in terms of job requirements; Retraining is required on account of the following factors:

1. Some employees concentrate on a narrow task and lack all round knowledge and skills. Training is required to widen their knowledge and attitude.

2. Employees who are called back to work after layoff are given training so as to handle highly skilled jobs.

3. Due to technological changes some jobs may become unnecessary. Employees working on such jobs are retrained for other jobs.

4. Retraining is necessary to develop a versatile workforce capable of performing more than one job.

5. Retraining becomes necessary when the knowledge and skills of employees become obsolete due to rapid changes in technology. With automation computerization new skills become necessary.

6. Due to changes in demand for goods and services, some new jobs are created. Retraining of existing staff is needed to handle new jobs.
Retraining may be required at all levels. But it is more common for rank and file workers. This is so because technological change make an immediate impact on these people. Moreover, they are less equipped to foresee their personal needs and, therefore, require greater assistance than others. Workers need refresher course to help them recall what they have forgotten. They require retraining when work tools and method changes due to technological progress.

4.11 PERFORMANCE APPRAISAL AND CAREER PLANNING:

The performance appraisal is widely used in society. Parents evaluate their children, teachers evaluate their students and employers evaluate their employees. However, formal evaluation of employees is believed to have been adopted for the first time during the First World War. At the instance of Walter Dill Scott, the U. S. Army adopted the ‘Man to Man’ rating system for evaluating military personnel. During 1920-1930 hourly paid workers in industrial units were evaluated on the basis of rating scores. This early appraisal system was called merit rating. In the early fifties, performance appraisal techniques began to be used for technical, professional and managerial personnel. Since then tremendous changes have taken place in the concept, Techniques and philosophy of employee appraisal.

Performance appraisal has a very long history. It probably began in the Wei Dynasty (221-265 AD) in China with an Imperial Rater appraising the performance of members of the royal family. It was introduced in India by East India Company to keep a ‘confidential roll’ (CR) containing the relevant information on its employees. Government organizations till date continue to use the acronym ‘CR’ for the confidential record of their employees. In the first world war, U. S. Army refined the technique to evaluate the military personnel. After the war, ‘merit-rating’, a revised version of the technique, was adopted by industrial manufactures to determine the grade ‘wages’ of the hourly paid workers. After 1950, professional, technical and managerial personnel brought within the purview of performance appraisal. Since then, the technique has evolved into a hallmark of modern organizations with shifting of emphasis from ‘personnel’ or ‘human resources’. Performance appraisal has assumed a special relevance to the organizations HRD effort.
‘Performance Appraisal’ is also known as under several other nomenclatures, employee evaluation, employee efficiency rating, performance rating, merit rating, employee development report, personnel development record or report, personnel performance record, employee progress report, employee service rating, personnel rating, employee ability rating, but it means the something – a systematic orderly and objective method of evaluating the present and potential usefulness of an employee to the organization.

4.12 CONCEPT OF PERFORMANCE APPRAISAL:

Performance evaluation or performance appraisal is the process of assessing the performance and progress of an employee or a group of employees on a given job and his potential for future development. It consists of all formal procedures used in working organization to evaluate personalities, contributions and potentials of employees. According to Flippo, “Performance appraisal is the systematic, periodic and an impartial rating of an employee’s excellence in matters pertaining to his present job and his potential for a better job”. It is the process of obtaining, analyzing and recording information about the relative worth of an employee. Performance appraisal and merit rating are used synonymously. But strictly speaking performance appraisal is a wider term than merit –rating. In merit rating the focus is on judging the calibre of an employee so as to decide salary increment. It is designed primarily to over rank and file personnel. On the other hand, performance appraisal focuses on the performance and future potential of the employee. Its aim is not simply to decide salary increments but to develop a rational basis for personnel decision. Merit-rating measures what the person is (traits) whereas performance appraisal measures what the person does (performance).

The main characteristics of performance appraisal are:

(01) Performance appraisal is a process consisting of a series of steps.

(02) It is the systematic examination of an employee’s strengths and weaknesses in terms of the job.
(03) Performance appraisal is a scientific or objective study. Formal procedures are used in this study. The same procedure is adopted for all job holders so that the results are comparable.

(04) It is an ongoing or continuous process wherein the evaluations are arranged periodically according to a definite plan.

(05) The main purpose of performance appraisal is to secure information still necessary for making objective and correct decisions on employees.

4.13 APPLICATION OF PERFORMANCE APPRAISAL:

(01) Dale Yoders more comprehensive definition of it is “Performance appraisal includes all formal procedures used to evaluate personalities and contributions and potentials of group members in a working organization. It is a continuous process to secure information necessary for making correct and objective decisions on employees.”

(02) Walter D. Spott, et. Al., had originally defined ‘Performance Appraisal’ as, “a process of evaluating an employee’s performance on a job in terms of its requirements.”

4.13.1 Uses of performance appraisal:

Alike training, performance appraisal also is a ‘HRD’ process beneficial both to the organization and the employees. W. B. Werther and K. Davis list some of the uses of the performance appraisal:

Performance improvement:
Performance feedback allows the employee, manager and HRD specialist to intervene with appropriate action to improve performance.

**Compensation adjustments:**

Performance evaluations help decision makers to determine who should have receive pay raises. Many firms grant part or all of their pay increases and bonuses based upon merit, which is determined mostly through performance appraisals.

**Placement decision:**

Promotions, transfers and demotions are usually based on past or anticipated performance. Often promotions are a reward of past performance.

**Assessment of training and development needs:**

Poor performance may indicate the need for retraining. Likewise, good performance may indicate untapped potential that should be developed.

**Career Planning and development:**

Performance feedback guides career decisions about specific career paths one should investigate.

**Staffing process deficiencies:**
Good or bad performance implies strengths and weaknesses in the organizations staffing procedures.

**Informational inaccuracies:**

Poor performance may indicate errors in job analysis information, human resource plans, or other parts of the human resource management information system. Reliance on inaccurate information may have led to inappropriate hiring and training decisions.

**Job design errors:**

Poor performance may be a symptom of ill-conceived job designs. Appraisals help diagnose these errors.

**Absence of discrimination:**

Accurate performance appraisals that actually measure job-related performance ensure that internal placement decisions are not discriminatory.

**External challenges:**

Sometimes performance is influenced by factors outside the work environment, such as family, financial health or other personal matters. If uncovered through appraisals, the organization may be able to provide assistance on individual basis.
Human resource feedback:

Good or bad performance throughout the organization indicates how well the human resource function is performing.\(^{(44)}\)

4.13.2 Objectives of performance appraisal:

According to Joseph Tiffin, performance appraisals essentially have the following objectives.

(1) To prevent employee grievances,

(2) To improve job performance,

(3) To increase analytical abilities of supervisors,

(4) To resolve promotion, demotion and transfer problems,

(5) To reveal areas where training is needed,

(6) Diagnosing individuals and organizational strengths and weaknesses,

(7) Counselling, coaching, career and succession planning, employee morale and motivation,
(8) Developing positive superior : subordinate relationships.

4.13.3 Role of performance appraisal:

(01) Salary Increase:

Performance appraisal plays a role in making decision about salary increase. Normally salary increase of an employee depends on how he is performing his job. There is continuous evaluation of his performance either formally or informally. In a small organisation, since there is a direct contact between the employee and one who makes decisions about salary increase, performance appraisal can be informal process. However, in a large organisation where such contact hardly exists, formal performance appraisal has to be undertaken. This may disclose how well an employee is performing and how much he should be compensated by way of salary increase.

(02) Promotion:

Performance appraisal plays a significant role where promotion is based on merit. Most of the organizations often use a combination of merits and seniority for promotion. Performance appraisal discloses how an employee is working in his present job and what are his strong and weak points. In the light of these, it can be decided whether he can be promoted to the next higher position and what additional training will be necessary for him. Similarly, performance appraisal can be used for transfer, demotion and discharge of an employee.
(03) Training and Development:

Performance appraisal tries to identify the strength and weaknesses of an employee on his present job. This information can be used for devising training and development programmes appropriate for overcoming weaknesses of the employees if any. In fact, many organizations use performance appraisal as means for identifying training needs of employees.

(04) Feedback:

Performance appraisal provides feedback to employees about their performance. It tells them where they stand. A person works better when he knows how he is performing and how his efforts are contributing to the achievement of organization objective. This works in two ways. First, the person gets feedback about his performance and he may try to overcome his deficiencies which will lead to better performance. Second, when the person gets feedback about his performance, he can relate his work to the organizational objectives. This provides him satisfaction that his work is meaningful. Thus, given the proper organizational climate, he will try his best to contribute maximum to the organization.

(05) Pressure on Employees:

Performance appraisal puts a sort of pressure on employees for better performance. If the employees are conscious that they are being appraised in respect of certain factors and their future largely depends on such appraisal, they tend to have positive and acceptable behavior in his respect. Thus, appraisal can work automatically as a control device.

Above roles of performance appraisal are quite important. However, these roles can be performed only when there is systematic performance appraisal, and various relevant decisions are made objectively in the light of result of performance appraisal. To be
systematic and objective in performance appraisal, managers require an understanding of various intricacies involved in performance appraisal like methods of performance appraisal, problems in performance appraisal and how these problems can be overcome.

4.13.4 Approaches to Performance Appraisal:

Generally, these are three approaches to the performance appraisal:

(01) Casual Approach:

This is an unsystematic and often haphazard approach quite in vogue in early days. It is largely based on seniority or quantitative standards of output for rank and file workers. Fortunately, in many organizations, it is now being replaced by more formal methods.

(02) Traditional Approach:

This approach is highly systematic and takes into account the measurement of employee characteristics and/or employee contribution (or both). In this approach, all employees are rated in the same manner utilizing the same methods so that the ratings of separated employees may be compared.

(03) Behavioural Approach:

This approach is based on behavioral value of trust in goodness, capability and responsibility of individuals. It lays emphasis on providing mutual goal setting and appraising of progress made by both the appraiser and appraise.\(^{(46)}\)
The value of the systematic appraisal lies in the fact that it serves to stimulate and guide employee development through a comparison of actual performance with the approved pattern. Systematic appraisal not only benefits the appraise but also the appraise in improving his appraisal skills.

4.13.5 Techniques of Performance Appraisal:

Strauss and Sayles have classified performance appraisal methods into ‘traditional’ and ‘modern’ methods. Included in the traditional methods are:

(01) Straight ranking,

(02) Man-to-man comparison,

(03) Grading,

(04) Graphic rating scales,

(05) Forced – choice description,

(06) Forced distribution,

(07) Check-list,
(08) Free-form essay,

(09) Critical incident,

(10) Group appraisal, and

(11) Field review

While modern methods include:

(01) Assessment Centre,

(02) Appraisals by results (or Management by objectives – MBO)

(03) Human assets accounting, and

(04) Behaviorally anchored rating scales.

The broad distinction between the traditional and modern methods of performance appraisal is that,

(01) Traditional methods by emphasis on rating individuals personality traits such as initiative, dependability, drive, responsibility, creativity, integrity, leadership, potential, intelligence, judgement, organizing ability, etc.
Modern methods place emphasis on the valuation of work results and job achievements than the personality traits.\(^{(48)}\)

### 4.13.6 Methods of Performance Appraisal:

There are various methods of performance appraisal. In fact, each organization may have its own unique system and method of appraisal. In one organization, it may be continuing and informal, where personal opinion of a superior about his subordinates may be the basis of appraisal. In another, it may be well-defined and a particular system and method may be followed by all manners. Whatever system is to be adopted, usually performance appraisal has two bases: (i) appraisal of employees according to traits, attributes and general behavior on the job, commonly known as trait approach; (ii) appraisal of results, work and goals achieved by the employees, known as appraisal by results. These two approaches, however, are not mutually exclusive and can be used in combination. Either trait approach or results approach, or combination of both of these may be adopted in different forms resulting into different methods of appraisal.

### (1) Appraisal Based on Traits:

Appraisal based on traits and behavioral patterns shown in job performance emphasizes various traits which the appraisee possesses and the behaviors he adopts in performing his job. It does not take into account the outcomes of those behaviors, that is performance achieved. There are various methods of performance appraisal based on traits.

**Ranking Method:**

Ranking is the oldest and simplest method of appraisal in which a person is ranked against others on the basis of certain traits and characteristics. This is just like preparing ranks of
various examinees in an examination. In the ranking method various persons are given ranks on the basis of their traits. This is a very simple method when the number of persons to be ranked is small because ranking has to be given on the basis of traits which are not early determinable, not like marks in an examination. Moreover, since differences ranks do not indicate absolute or equal differences of ability between individuals, the method has limited value for performance appraisal.

**Paired comparison:**

Paired comparison method is a slight variation of ranking system designed to increase its value for use in the large groups. In this method, each person is compared with other persons taking only one at a time. Usually only one trait, overall suitability to perform the job, is considered. The rater is provided with a bunch of slips each containing a pair of names. The rater puts a teak marks against the person whom he consider the better of the two, and final ranking is determined by the number of times that person is judged better than others. This method provides better comparison of persons. However, this increases the work because of large number of comparisons. For example, to rank 50 persons through paired comparison there will be 1,225 comparisons. This can be calculated by a formula \[N(N-1)/2\] where ‘N’ is the total number of persons to be compared.

**Grading:**

In this method, certain categories of abilities or performances are defined well in advance and persons are put in particular category depending on their traits and characteristics. Such categories may be definitional like outstanding, good, average, poor, very poor, or may be in terms of letters like A, B, C, D, etc. with A indicating the best and D indicating the worst.
The actual performance of the employees is measured against these grades. This method is generally useful for promotion based on performance. This method, however, suffers from a basic limitation that the rater may rate most of the employees at higher grades.

**Forced distribution method:**

The forced-choice rating method contains a series of group of statements and the rater checks how effectively the statement describes each individual being evaluated. There may be some variations in the methods and statements used, but the most common method of forced choice contains two statements both of which may be positive or negative. Though both of them describe the characteristics of an employee, the rater is forced to tick only one which appears to be more descriptive of the employee. Out of these two statements, only one statement is considered for final analysis of rating. For example, a rater may be given the following two statements:

(a) The employee is hard working.

(b) The employee gives clear instructions to his subordinates.

Both these statements are positive but the rater is asked to rate only one which is more descriptive of his subordinate’s behavior. This is done to avoid subordinate’s behavior. This is done to avoid subjectivity in rating. Out of the above two statements, only one statement is to be considered in final rating. Since the rater does not know which statement will be taken for final ranking, he cannot become subjective. Several sets of such statements, both positive and negative, are given for rating. The final rating is done on the basis of all sets of statements. This method may be more objective but it involves a lot of problems in constructing such sets of statements.
Check-list Method:

In the check-list method of appraisal, the rater provides appraisal report by answering a series of questions related to the appraise. These questions are prepared by personnel department and are related to the behavior of the appraise concerned. Each question has two alternatives, yes or no, as given below:

(a) Is he/she interested in the job? yes/No
(b) Is he/she regular on the job? yes/No
(c) Does he/she show uniform behavior to all? yes/No
(d) Is he/she respected by his/her subordinates and colleagues? yes/No
(e) Is he/she willing to help other employees? yes/No
(f) Does he/she follow instructions properly? yes/No
(g) Does he/she give recognition and praise to employees for good work done? yes/No
(h) Does he/she maintain discipline well? yes/No

These are some of the examples of the questions. An organization may prepare a series of questions relevant to various categories of its personnel. The rater concerned has to tick appropriate answers relevant to the appraises. When the check-list is completed, it is sent to personnel department for further processing. Various questions in the check-list may have either equal weightage or more weightage may be given to those questions which are more important. The personnel department, then, calculates the total scores which show the appraisal result of an employee. This method appears to be easy to handle if proper questions are framed for different categories of employees. However, as Flippo argues, it is difficult to assemble, analyze, and weigh a number of statements about employee characteristics and contributions.
Critical Incidents Method:

In this method, only critical incidents and behavior associated with these incidents are taken for evaluation. This method involves three steps. A test of noteworthy on the job behavior (good or bad) is prepared. A group of experts then assigns scale value to them depending on the degree of desirability for the job. Finally, a checklist of incidents which define good and bad employees is prepared. The rater is given this checklist for rating. The basic idea behind this rating is to appraise the people who can do well in critical situations because in normal situations, most employees work alike. This method is very useful for discovering potential of employees who can be useful in critical situations. Such a situation may be quite important for the job. For example, how a supervisor has handled the situation in the case of sudden disturbance by workers will give better idea about his leadership qualities and handling of situation.

There are certain positive features of this method. It measures behaviors which are critical to the effective performance of the job. If the proper maintenance of the record of critical incidents is effected, it provides real clue for judging the fitness between the employee and his job. However, this method has serious imitations, both psychologically and operationally. These limitations have been identified by Burack and Smith as follows:

(a) Negative incidents are, generally, more noticeable than positive ones.

(b) The recording of incidents is a core to the superior and may be put off and easily forgotten.

(c) Overly close supervision may result.
(d) The managers may unload a series of complaints about incidents during annual performance review session. The feedback may be too much at one time and, thus, appear as punishment to the ratee. More appropriately, the management should use incidents of poor performance as opportunities for immediate training and counselling.

**Graphic Scale Method:**

Graphic scale, also known as linear rating scale, is the most commonly used method of performance appraisal. In this method, a printed appraisal form is used for each appraise. The form contains various employee characteristics and his job performance. Various characteristics include initiative, leadership dependability, cooperativeness, enthusiasm, creative ability, analytical ability, decisiveness, emotional maturity, etc. depending on the level of the employee. Job performance includes a quantity and quality of work performance, responsibility assumed, specific targets achieved, regularity of attendance, etc. The rating is done on the basis of scale which is in continuum. The central idea behind this scaling is to provide the rater with a continuum representing varying degrees of a particular quality. The rate estimates the degree to which each quality is possessed by his subordinates. The degree of quality is measured on a scale which can vary from three points to several points. However, most common practice is to have five-point scales. Some organizations use even number in order to avoid the tendency of the rater to tic mark central points. Degrees may be numbered or defined. Thus 5, 4, 3, 2 and 1 in that order can be used to denote points for various degrees of excellent-poor, high-low, or good-bad, and so on. These numbers can be expressed in terms of description like excellent, very good, average, poor and very poor; or very high, high, average, low and very low. Instead of numbers showing various degree, sometimes definitions an descriptions of qualities can be used.

Graphic scale method is good one in measuring various job behaviour of an employee. However, it is not free form rater’s biases. Problems may emerge in defining various traits and judging these.
**Essay Method:**

Instead of using structured forms for performance appraisal, some companies use free essay method the rater assesses the employees with certain parameters in his own words. Such parameters may be as follows:

(a) Work performance in terms of quality, quantity and costs;

(b) Knowledge about the job;

(c) Knowledge about organizational policies, procedures and rules;

(d) Employee’s characteristics and behavior;

(e) Employee’s strengths and weaknesses;

(f) Overall suitability of the employee;

(g) Employee’s potential for promotability, and

(h) Training and development needs of the employee.

The essay method is useful in providing information about an employee on the basis of which he can be appraised. However, there may be problems in the free essay method. Each rater may use his own style and perception in describing a person which produces difficulty in analysis. Further, as Henderson observes the quality standard for the appraisal may be unduly influence by appearance rather than content. Thus, a ‘high quality appraisal’ may provide little useful information about the performance of the rater.
Field Review Method:

In the field review method, an employee is not appraised by his direct superior but by another person, usually, from personnel department. The basic idea is that such a person may take a more objective view in appraisal as he is not under any pressure as the superior of the employee may be. The rater, in this case, appraises the employee based on his records of output and other quantitative information such as absenteeism, late coming, etc. The rater also conducts interviews with the employee and his superior to ascertain qualitative aspects of job performance. This method is more suitable for promotion purpose. Further, this method provides information to make a comparison of employees from different locations and units. The chances of bias are reduced to a great extent as the personnel department person is supposed to be trained in appraisal mechanism. Henderson observes that even when a superior or others concerned supply biased information, the rater may be able to pinpoint areas requiring training and development assistance. However, field review method suffers from two limitations:

(a) An outsider is usually not familiar with the conditions in an employee’s work environment which may affect his ability and work motivation to perform.

(b) The outsider does not have the opportunity to observe the employee’s behavior or performance over a period of time and in a variety of situations, but only in an artificially structure interview situation which extends over a very short period of time.

4.13.7 Assessments of Appraisal based on Traits:

The various methods of performance appraisal, discussed so far, generally, use various traits of apprises to appraise them. Though each method has its own limitations, as pointed out in the case of each of these, they provide some useful information specially for training and
development. However, the trait approach of performance appraisal suffers from the following limitations:

(a) This approach is more prone to biases:

Trait is the personal quality of an individual which cannot be identified by mere observation. Unless some tests are used, appraisal based on observation is likely to be misleading. Therefore, serious and fair-minded managers do not wish to utilize their obviously subjective judgement on a matter is so important as performance. Similarly, employees who receive less than the top rating almost invariably feel that they have been unfairly dealt with.

(b) Another problem:

Which comes in the way of trait approach is the identification of traits which should be evaluated. For example, psychologists have identified about 300 traits. Therefore, which traits are to be taken for evaluation is a difficult proposition. However, this problem can be solved to some extent if the traits are selected on the basis of job description which tries to project the characteristics of person in the light of the nature of the job.

(c) Another major problem:

In the way comes in the form of resistance of employees to be evaluated on the basis of their traits. They feel that the organization should be concerned with their traits. They feel that the organization should be concerned with their work performance and not with their own personal values and thinking. Similar resistance may come from superiors also. They may resist it because they have to rate without knowing fully how exactly to rate. They look upon it as only a paper work exercise that must be done because someone has ordered it. When this
happens, people go through the paper work and tend to make ratings as painless as possible. Consequently, they tend to be very discriminating.

(2) **Appraisal by Results or Objectives**:

One of the most promising tools of appraisal of employees, particularly at managerial performance against the setting and accomplishment of verifiable objectives. The basic idea behind this appraisal is that the organization is concerned with achievement of objectives through the contributions of individual managers rather than on the basis of their traits. Appraisal by results draws its root from management by objectives (MBO) and involves various elements. Accordingly, various steps involved in appraisal by results are as follows:

(a) Appraisal by result is a joint process between a superior and his subordinates.

(b) The subordinate prepares his plan for specific period usually for one year in the light of the overall plan provided by his superior. The final plan is prepared through mutual consultation.

(c) Through mutual consultation, both of them decide the evaluation criteria, that is, what factors should be taken up for evaluation of subordinate’s performance. The supporting role of superior is also finalized so that the subordinate is clear about the various supports he will get.

(d) At the end of a specified period, normally one year, the superior makes a performance evaluation of the subordinate on the basis of mutually agreed-criteria.
(e) The superior discusses the results of his evaluation with the subordinate corrective actions, if necessary, are suggested; and mutually agreed targets for the next period are set.

Thus, this method uses the contributions of a manager as the basis for performance appraisal. Where contributions can be measured quantitatively, no much problems are involved because targets against which performance is to be evaluated can be fixed in terms of quantity like production figures, sot figures, sales figures.

**Evaluation of Appraisal by Results:**

This method of appraisal springs from forces that have generated a popular philosophy of management, known as ‘management by objectives’ or ‘management by results’. MBO is not merely a technique of managing but it reflects about the entire philosophy of management. Therefore, if the prevailing style of management is conducive to management by objective, appraisal by results is much more advantageous against appraisal based on traits. It has the same strengths as MBO has. This approach is operational because appraisal is a part of superior’s job; this is not considered to be an extra burden by angers, as is the case with appraisal based on traits. Moreover, the person appraised is more likely to see positive steps to improvement than he faced with the need to remould his inner psychological make-up to satisfy his superior. Thus, it produces self-generated change which works better than imposed change which generates hostility, resistance and defensiveness on the part of the subordinates.

**Appraisal for Promotion:**

Performance appraisal has duality of objectives-evaluation of an employee in his present role and his development for doing the present job in better way as well as to develop him for the higher-order job. However, the performance of this higher-order job depends on his potential
in the light of the requirements of new job and therefore it is not necessary that an employee who is doing well in his present job will do equally well in higher-order job. Thus, to determine an employee’s likelihood to succeed in the new job, potential appraisal is carried. From this point of view, potential appraisal differs from performance appraisal; the former is related to a future role while latter is related to the present role. For example, K. Ramchandran, director and Senior Vice-President (Human Resource and Operational Policy), Philips India limited, where potential appraisal is undertaken in a very systematic way, has observed as follows:

“People are like icebergs. What you see above the surface (performance) is only a small part. A large part of the attributes needed to perform excellently in a future job, which I call potential, is not immediately visible. It is hidden below surface”.

Potential appraisal discovers this hidden part in an individual. Some companies integrate potential appraisal in its performance appraisal programme while many companies take potential appraisal separately. Such companies are mostly associates of multinationals like Philips, Hindustan Lever, Glaxo, P and G, etc.

However, promotion involves many factors besides potential appraisal. In this section, this aspect will be considered.

**4.13.8 Process of Performance Appraisal :**

**01) Establishing Performance standards :**

The appraisal process begins with the setting up of criteria to be used for appraising the performance of employees. The criteria is specified with the help of job analysis which reveals the contents of a job. This criteria should be clear, objective and in writing. It should
be discussed with the supervisors to ensure that all the relevant factors have been included. Where the output can be measured the criteria is clear. If work performance cannot be measured, the personal characteristics which contribute to employee performance must be determined. These characteristics include work quality, honesty, and reliability, co-operation and team work, job knowledge, initiative, leadership, safety consciousness, attendance, learning ability, adaptability, judgement, sense of responsibility, health and physical condition, etc. These standards should be indicated in the appraisal form. Appraisal forms should be carefully designed and printed.

In addition, who is to do the appraisal and frequently appraisal is to be done should also be decided. In fact, performance standards will depend upon the objectives of the appraisal i.e. to appraise actual performance on the present job or to judge potential for higher jobs.

(02) Communicating the Standards:

The performance standards specified in the first step are communicated and explained to the employees so that they come to know what is expected of them. The standards should be conveyed to the evaluators. The reaction of employees to the standards should be obtained. If necessary the standards may be revised or modified in the light of feedback obtained from the employees and the evaluators.

(03) Measuring Performance:

Once the performance standards are specified and accepted, the next stage is the measurement of actual performance. This requires choosing the right technique of measurement, identifying the internal and external factors influencing performance and collecting information of results achieved. Personal observations, written reports and face to face contacts are the means of collecting data on performance. The performance of different
employees should be so measured that it is comparable. What is measured is more important than how it is measured.

**Comparing the Actual with the Standards:**

Actual performance is compared with the predetermined performance standards. Such comparison will reveal the deviations which may be positive or negative. Positive deviations occur when the actual performance exceeds the standards. On the other hand, excess of standard performance over the actual performance represents negative deviation.

### 4.14 CAREER PLANNING:

A career is a sequence of positions or jobs held by a person during the course of his working life. According to Flippo, “a career is a sequence of separate but related work activities that provide continuity, order and meaning to a person’s life.” It is not a series of work related experiences but a sequence of attitudes and behavior associated with work related activities over the span of a person’s life. It represents an organized path taken by an individual across time and space. A person’s career is shaped by many factor e.g. hereditary factors, parents, culture, age level, job experience, social environment, etc.

Normally, employees want to advance and grow in their careers. Most individuals develop quite early in life and idea or a mental image of what career they would like to pursue. An individual with managerial potential joins a firm not for a job but for a career. Unless an organization meets these desires and aspirations of its employees it cannot make optimum use of its human resources. But organizations have their own requirements and constraints which limit their capacity to meet the employee expectations. Changing expectations of employees and organization’s inability to meet these expectations create a conflict. If this conflict is not resolved properly, the organization cannot attain higher levels of efficiency and effectiveness.
Career planning is an important technique for productive resolution of this conflict between the individual and the organization.

4.14.1 Concept and Meaning:

The concepts related with ‘Career Planning and Development’ are explained below.

(01) Career:

A ‘Career’ is all the jobs that are held during one’s working life;

(02) Career Path:

A ‘Career Path’ is the sequential pattern of jobs that one holds.

(03) Career Goals:

‘Career Goals’ are the future positions one strives to reach as part of a career. These goals serve as benchmarks along one’s career path.

(04) Career Planning:

‘Career Planning’ is the process by which one selects career goals and the path to those goals.
(05) Career Development :

‘Career Development’ is those personal improvements one undertakes to achieve a personal Career plan.\(^{(49)}\)

Meaning of Career Planning :

Career planning is the systematic process by which one selects career goals and the path to these goals. From the organization’s viewpoint it means helping the employees to plan their career in terms of their capacities within the context of organization’s needs. It involves designing an organizational system of career movement and growth opportunities for employees from the employment stage to the retirement stage. Individuals who can fill planned future positions are identified and prepared to take up these positions. It is a managerial technique for mapping out the entire career of young employees. It requires discovery, development, planned employment and re-employment of talents.

Planning of one’s own career is ultimately the responsibility of the individual for which he / she must be aware of the concepts explained above. A career plan gets underway when one asks oneself questions like, “Given my education, experience and the results of last performance appraisal, what should be my short and long term career goals ? What are the chances of my attaining these ? What should be my first step ? ” The organization can facilitate an individual’s career planning process by providing answers to these questions.

In fact many organizations have realized that rendering career planning, assistance to employees ensured an adequate supply of internal talent. In practice, such an assistance is generally reserved for managerial, professional & technical employees. Ideally, all workers should have access to this advice. When an organization encourages career planning, employees are more likely to set career goals and work toward them. In turn, these goals may
motive employees to pursue further education, training and other developmental activities, which would give the organization a larger pool of qualified applicants.

4.14.2 Career Planning Terminology:

(01) Career Goals: The future positions one strives to reach as part of a career.

(02) Career Path: The sequential pattern of jobs that form a career.

(03) Career Progression: Making progress in one’s career through promotions.

(04) Career Counseling: Guiding and advising people on their possible career paths and what they must do to achieve promotions.

(05) Mentoring: The process wherein an executive or senior employee serves as a teacher, advisor, guide, friend, philosopher and confidante to the entrant.

William Rothenbach reports on some of the expectations the employees have from their employing organization through career planning assistance.

- **Career equity**: Employees want equity in promotion system with respect to career advancement opportunities;

- **Supervisory concern**: Employees want their supervisors to play an active role in career development and to provide timely performance feedback;

- **Awareness of opportunities**: Employees want knowledge of the career advancement opportunities.
- **Employees interest**: Employees need different information and have different degrees of interest in Career advancement, depending on a variety of factors.

- **Career Satisfaction**: Employees, depending on their age, occupation, need different levels of career satisfaction.\(^{(50)}\)

What employees expect from the career programs of the organization will vary according to age, sex, nature of work, education and other variables. In short, whatever approach the organization undertakes, it must be flexible and proactive.

### 4.14.3 HRD and Career Planning

Organizations require an appropriate mix of human talents to implement their operational strategies. The organizations human resource plans translate strategies into employment needs. To fulfill its future human resource needs with internal candidates, the organization uses placement decisions, training and development, performance appraisals and career planning assistance. The involvement of human resource development in career planning offers numerous benefits to the organization.

- Aligns strategy an internal staffing requirements. By giving assistance with career planning, employees van be better prepared for anticipated job openings identified in the human resource plan. The result can be a better mix of talent needed to implement organizational strategies.

- Develops promotable employees. Career Planning helps to develop internal supply of promotable talent to meet openings due to retirements, resignation or growth.
Facilitates internal placement. Large organizations use career planning to help identify appropriate assignments and prepare employees for placement across departments/divisions.

Assists with workforce diversity. By providing career planning assistance, employees with diverse backgrounds can learn about the organization’s expectations for self growth and development, and become better integrated into mainstream.

Lower turnover. Increased attention and concern for individual careers generate more organizational loyalty and hence, lowers employee turnover.

- **Taps employee potential**: Career Planning encourages employees to tap more of their potential abilities because they have specific career goals. Not only does this prepare employees for future openings, it can lead to better performance among incumbents in their present jobs.

- **Further personal growth**: Career plans and goals motivate employees to grow and develop.

- **Reduces hoarding**: Without Career Planning, it is easier for higher executives to hoard key subordinates. Career Planning makes personnel departments aware of employee aspirations and potential.

- **Satisfies employee needs**: with reduced hoarding and improved growth opportunities, individual employees esteem needs, such as recognition and accomplishment, are more readily satisfied.
- **Helps in fulfilling job reservation quotas**: Career Planning can help protected group members to prepare for more important jobs. It can also contribute to meeting job reservation quotas.\(^{(51)}\)

Clearly HRD and Career Planning assistance both are purposive efforts that ultimately contribute to enhancement of organizational efficiency and meeting of organizational objectives.

**Objectives of Career Planning**:

1. To attract and retain the right type of persons in the organization.
2. To map out careers of employees suitable to their ability, and their willingness to be trained and developed for higher positions.
3. To ensure better use of human resources through more satisfied and productive employees.
4. To have a more stable workforce by reducing labour turnover and absenteeism.

**4.14.4 Process of Career Planning**:

**(01) Identifying Individual Needs and Aspirations**:

First of all, an objective analysis of the hopes and aspirations of different categories of employees is done. It is necessary to identify and communicate the career goals,
aspirations and career anchors of every employee because most individuals may not have a clear idea about these. For this purpose a personnel inventory of the organization and employee potential is made. Personnel inventory will reveal the age, qualifications, experience and aptitude of present employees. Appraisal of employees is then carried out to identify the employees. Appraisal of employees is then carried out to identify the employees having the necessary potential for climbing up the ladder and are willing to be promoted and to take up higher responsibilities. Such appraisal may reveal three categories of employees;

(a) Employees who are already fit and willing to take up higher responsibilities. These can be promoted to fill the higher level vacancies;

(b) Employees who have the potential and willingness to take up higher, and responsibilities but require more training and experience;

(c) Employees who have the capacity to take higher responsibilities but lack the interest or desire.

(02) Analyzing Career Opportunities:

The organizational set up, future plans and career system of the employees are analyzed to identify the career opportunities available within it. Career paths can be determined for each position. It is also necessary to analyze career demands in terms of knowledge, skills, experience, aptitude, etc. Long term and short term career goals can be defined after relating specific jobs to different career opportunities. At a particular level, there may be young direct recruits as well as older persons who have risen to the level through promotions. The former aspire for quick career progression
due to their better education and training. The latter cannot be expected to move up very high due to limited professional education. Therefore, promotions and direct recruitment at every level must be so planned as to ensure a fair share to each group. This is called age balance in career paths.

(3) Identifying match and mismatch:

A mechanism for identifying congruence between individual current aspirations and organizational career system is developed to identify and compare specific areas of match and mismatch for different categories of employee. For this purpose, specific jobs are related to different career opportunities. Such matching helps to develop realistic career goals for both long term and short term.

(4) Formulating and Implementing strategies:

Alternative strategies and action plans for dealing with mismatch are formulated and implemented. Some of the strategies used are given below:

(a) Changes in the career system by creating new career paths, by providing opportunities for lateral movements though job redesign, etc.

(b) Changing employee needs and aspirations by helping them to scale down unrealistic goals and aspirations or by creating new aspirations.

(c) Seeking new basis of integration though problem solving, negotiations and compromises, etc.
(d) Training and development of suitable people, so as to meet the needs of both the individuals and the organization.

(5) Reviewing Career Plans:

A periodic review of career plans is necessary to know whether the plans are contributing to effective utilization of human resources by matching employee objectives to jobs needs. Review will also indicate to employees in which direction of the organization is moving, what changes are likely to take place and what skills are needed to adapt to the changing needs of the organization. The following questions may be asked during the review process.

(a) Was the classification of the existing employees correct?

(b) Are the job descriptions proper?

(c) Is there any employee unsuited to his job?

(d) Are the future manpower projections still valid?

(e) Is the team pulling on well as a whole?

(f) Are the training and development programmes adequately designed to enable the employees to climb up the career ladder and it into higher positions?
Answers to these and other similar questions may be sought through brain storming session. Surveys may also be conducted to judge the impact of career planning activities on the working of the organization.

Making Career Planning Effective:

(1) Top Management support:

Strong and unflinching co-operation of top management is most important for effective career planning. Top management must develop enthusiasm among executives for this purpose.

(2) Expansion:

Career planning is feasible in growing organizations. Long term manpower projections can be made in such enterprises and there exist ample opportunities for vertical mobility.

(3) Clear Goals:

An organization must have clear corporate goals for the next decade. On the basis of its corporate plans, it should determine the type of changes required in its activities, technology, materials and procedures. Otherwise, the enterprise cannot develop the human resource development system that requires career planning.
(4) Motivated and Hardworking Staff:

An organization can create an environment and express genuine concern for development. But unless the employees are willing to make use of the available opportunities and resources career planning cannot be effective. If the employees are contented with what they are, the question of planning their career does not arise.

(5) Proper Selection:

Selection of right jobs is essential for career planning. The person should not only be fit for the job but should have enough potential and urge to develop himself and grow in his career.

(6) Proper Age Balance:

Unbalanced age structure causes promotion blocks which hampers career planning. There should be both continuity and renewal in personnel. Effective career planning requires harmony between the growth needs of the organisation and aspirations of individual employees.

(7) Fair Promotion Policy:

There should be an equitable policy for promoting employees. In addition there should be systematic training for those who are trainable and willing to learn higher skills.
(8) Management of Career Stress:

Stress at work is harmful to an individuals’ career as well as to the organization. It rises due to blockage of career or lack of control over one’s career. Management can help employees get over this stress though career stress management programme. Employee participation in career decisions and career counselling can also be helpful.

(9) Internal Publicity:

A career plan should be given wide publicity within the organization. The employees for whom the plan is designed should know the career paths they can flow, the training and development facilities available for career growth, etc. In this respect, the personnel department can play an important role.

(10) Continuity:

Career planning and development should be carried out on continuing basis so as to take care of changing needs of both the individual and the organization.

4.14.5 Career Development Cycle:

For an analyzing career development, it is important that a career is viewed as made up of various stages. We generally can identify four career stages that every individual comes across during his / her career.
Exploratory stage:

This stage starts when a new employee joins an organisation. He gets a real shock when finds a big gap between what an ideal organisation should be and what it is. He finds that neither the education in the university nor the induction programme of the organisation 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.

Establishment stage:

Once an individual has chosen a career, he requires regular feedback on his performance. A good career development plan should provide their feedback on his performance appraisal, the first promotion and the first successfully completed assignments are all very important occasions for a young employee.

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. Some start an entirely different career. In one case, an executive took to journalism at the age of 40 and he was quite successful.
Stage of decline:

Impending retirement scares everybody, but it is of course inevitable. Some advance planning for retirement can ensure a smooth transition. Many organizations conduct training programme for their retiring employees. In Indian army forces, resettlement course are regularly organized for personnel about to retire.

4.15 CAREER DEVELOPMENT:

Career development is essential for implementing career plans. It consists of activities undertaken by the individual employees and the organization to meet career aspirations and job requirements. The most important requirement of career development is that every employee must accept his/her responsibility for development. Career development involves the following activities.

(1) Career need assessment:

Career needs of employees can be judged by evaluating their aptitudes, abilities and potential. Many employees may not be aware of what they want to become. The organization should assist the employees in assessing their career needs and in identifying their career goals. Life planning work-books can be used to help employees develop and clarify their career goals. Formal assessment workshops may be conducted by specialist. In these workshops, executives explore their strengths and weaknesses and develop plans for career growth. Psychological tests, depth interviews and simulation exercises may be used for exploring potential and developing future career goals for executives.
(2) Career Opportunities:

Career opportunities that can be met should be indentified through job analysis. Job description, job specification and job redesign reveal lines of advancement for employees. The available career opportunities are then published in a booklet form. Such a booklet will provide necessary information. On the basis of such information employees can plan their own career movement and progression.

(3) Need – Opportunity alignment:

In the next stage of career development, employee needs are aligned with available career opportunities. The organization can design appropriate development programmes to help employees to integrate their development needs with organizational opportunities. Some of these programmes are as follows.

(a) Individualised Techniques:

Special assignment, understudy, supervisory coaching, planned job rotation and job enrichment can be used to develop potential of employees.

(b) Performance Appraisal:

An effective appraisal system can provide an objective assessment of current performance and future potential of employees. Performance feedback helps employees in understanding and developing their potential.
(c) Management by Objectives:

Under this system employees are encouraged to set personal development goals and develop action plans for achieving them. Efforts are made through continuous self-monitoring to integrate the individual goals with the organizational goals. Management by objectives is thus a strategy for planned change.

(d) Monitoring Career Moves:

It is necessary to maintain a record of career movements of employees and to monitor their progress towards the predetermined career goals. This will enable the personnel department to identify discrepancies and to adopt corrective measures at the right time. In case career opportunities are not available for some employees, they may be assisted in finding suitable openings outside the organization.

A career development programme can be made effective by:

(01) Creating awareness about individual strengths and weaknesses,

(02) Developing appreciation of organizational constraints,

(03) Making employees believe that their superiors care for their development,

(04) Developing appropriate career plans,
(05) Providing support systems to give a fair and equal opportunity for all to move within and among different job families

Implementation of career plans requires career development. Career Development in those personal improvement one undertakes to achieve a career plan. Each person must accept responsibility for his / her career development. Once this personal commitment is made, there is a choice of several career development actions, such as;

(01) **Job performance**:  

Good performance on the job underlies all career development activities. Also, career progress rests largely upon performance.

(02) **Exposure**:  

Exposure means becoming known (and, hopefully, held in high regard) to those who decide on promotions, transfers and other career opportunities. Without exposure, good performers not get the opportunities needed to achieve their career goals. Simply put, exposure makes an individual standout from the crowd – a necessary ingredient to career success, especially in large organizations. I some situations, however, social status, mutual acquaintances, and seniority can be more important than exposure.

(03) **Relations**:  

When an individual sees greater career opportunities elsewhere, a registration may be the only way to meet one’s career goals. If done effectively, a registration usually results in a promotion, a pay increase and a new learning experience.
(04) Organizational Loyalty :

Many times people put loyalty to their career above loyalty to their organization. Quite often, employees try to “buy” loyalty with high pay or benefits or by other means. But the organizations that adopt mutually beneficial HRD practices towards employees rarely have to encounter loyalty problems. By offering careers, not just jobs, many organizations nature a pool or talent that allows them to staff senior positions internally; while many employees use their dedication and loyalty to the organization as a career tactic.

(05) Mentors and Sponsors :

A mentor is someone who offers informal career advice to an individual. Neither always recognized the relationship exists. However, if the mentor can create career opportunities-training programs, transfers or promotions-for the junior, then he becomes sponsor.

(06) Key Subordinates :

A successful manager relies on subordinates who aid his performance. These subordinates may possess highly specialized knowledge of skills, or perform a crucial role in helping him to achieve good performance. They exhibit total loyalty to the boss and a high ethical standard. They gather and interpret information, offer sills that to further his career. They benefit by also moving up the career ladder when the manager is promoted and by receiving important delegations that serve to develop their careers.
(7) Growth Opportunities:

When employees expand their abilities, they complement the organizations objectives. Enrolling in a training program, taking non-credit course, pursuing an additional degree, or seeking a new work assignment can contribute to employee growth. These growth opportunities aid both the departments objectives of developing internal replacements and individual’s personal career plan.\(^{(52)}\)

Self Development:

The organization should also create a climate for self-development. Some of the facilities provided in this area by one organization are as follows:

(01) A well-stocked library at headquarters, branches and plants,

(02) Liberal attitude in deputing personnel for attending conferences/ seminars,

(03) Reimbursement of fees on passing any examination relevant to the job on hand,

(04) Reimbursement of membership fees for joining a professional body.

Model of planned Self-Development:

All organizations may not be in position to provide opportunities for development. It is therefore the individual’s responsibility to constantly strive for his self-
development. He must take consistent effort at self—development so that his development is more rapid than the level of growth reflected in his formal position in the organizations. His effort at self—development must be even more intense when his growth in the organization is very rapid. This will ensure a healthy balance between growth and development. Every employee, therefore, should formulate an action plan for self—development. This plan has to be related to the career goal of the individual.

Success is a function of the following three factors:

(01) **Job responsibilities**:

How clear we are about our job responsibilities and how well are we discharging them.

(02) **Leadership qualities**:

How good a leader we are.

(03) **Relationships**:

Whether we are able to maintain good relationships (not ‘goodie-goodie’ relationship) with our boss, or peers and or subordinates. Good relations should be function and objective and should be based on mutual respect. An evaluation of where we stand on these three factors will be a good starting point for making plans for success. A prerequisite for the success of this exercise is giving time to our self. An exaggerated notion about ourselves will be as dysfunctional as a poor self-image. Being objective in the evaluation will ensure formulation of a correct plan. Assistance of a friend,

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colleague, boss or even a subordinate could be sought, provided he is objective and genuinely interested in our development.

4.16 EVALUATION:

This fourth chapter discusses the theoretical aspects of Human Resource Development (HRD) in Planning Training and Development. Here, in this chapter Human Resource Management, HRD climate, Recruitment and Selection, Human Resource Planning, Training, Development and education etc. points are discussed in detail.

The present chapter also discusses the performance appraisal and career planning in the form of different points like concept of performance appraisal, application of performance appraisal, career planning, career development, etc. Appraisal of performance is widely used in society. Parents evaluate their children, teachers evaluate their students and employers evaluate their employees. Career planning is the systematic process by which one selects career goals and the path to these goals. From the organization’s viewpoint it means helping the employees to plan their career in terms of their capacities within the context of organization’s needs. It involves designing an organizational system of career movement and growth opportunities for employees from the employment stage to the retirement stage. Individuals who can fill planned future positions are identified and prepared to take up these positions. It is a managerial technique for mapping out the entire career of young employees. It requires discovery, development, planned employment and re-employment of talents. Career development is essential for implementing career plans. It consists of activities undertaken by the individual employees and the organization to meet career aspirations and job requirements. The most important requirement of career development is that every employee must accept his / her responsibility for development. Career development involves the following activities. These all points are very significant from the view point of HRD which are given in above paragraphs.
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