CHAPTER - III

A Conceptual Framework
3.1 Introduction

The cooperation is a voluntary effort, with equitable participation and control among all concerned in any enterprise. This idea appears to have been evolved to reduce the evil effects of capitalism. The need for cooperation was much felt especially after the Industrial Revolution. During those days, capital occupied a predominant position and human beings were treated with utter disregard. Thus the concept of cooperation, expresses the feelings of men, pressed under the heavy weight of poverty, who wanted to emancipate themselves from the clutches of the middlemen. In India, cooperative movement started around 1904 to get relieved from catch hold of private money lenders.

3.2 HRD in Cooperatives

Human resource development is the 'Key Factor' to build and develop an economy. The growth and progress of a nation is, to a great extent, dependent on the quality of its manpower. It is the productivity of human resources through which the optimum use of the natural resources, capital and technology can be ensured.

But there is difficulty in measuring the relationship between the investment in manpower and its return in quantitative terms during a short period as is possible in the case of capital input and returns. Investment in primary and secondary education, nutrition programme, measures for sanitation and medical care are some of the examples which help in developing the human resources even at a time when the people are not engaged in any productive occupation. The measures, so taken by
the State, will bring the dividend only after a lapse of time and an immediate input-output relationship cannot be established.

Human resource development is the process which helps in increasing the knowledge, the skill and the capacity of the people so that they may contribute to the development of the economy and the society. A change in their attitude and value system conducive to increase the productivity of human efforts is also considered a necessary concomitant to human resource development measures.

The people are to be developed in a manner that they contribute to build the economy in an environment of harmonious social and political order. The development, therefore, should enable a person not only to exert more for economic well-being but also in adjusting his or her interest with the interest of the society. Human resource development, therefore, needs to be directed both for economic and social development. Though human resources are one of the factors of production, it will be wrong to treat them simply as means for achieving higher growth, because unlike other factors, the human factor is both the means and an end. The basic objective of human resource development should, therefore, be the development of the people so that they may contribute more for a richer economic life and social relations.

3.3 Need for HRD in Cooperatives

To sustain the growth and also to stimulate the growth further, all efforts should be made to develop human resources in all cooperative organisations. The scope of human resource development in the cooperative organisations is wider in the sense that the cooperatives for their development, will have to develop the ordinary members, the members of the Board and also the employees. As a future perspective,
the cooperatives will also have to think to develop the prospective members who may enter the cooperative organisations in future. The task of human resource development, therefore, is much more difficult in a cooperative organisation than in a private enterprise where the main focus of development is confined only to the employees.

3.4 Concept of HRD

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HRD believes that individuals in an organisation have unlimited potential for growth and development and that their potential can be developed and multiplied through appropriate and systematic efforts. Given the opportunities and by providing the right type of climate in the organisation, individuals can be helped to give full expression of their potential, contributing to the achievement of goals of the organisation and thereby ensuring optimisation of human resources. Investment in human beings is another underlying concept of the human resources system. The organisation accepts that development of human resources involves investment of time and concern for growth. Everyone in the organisation
will have to take self-responsibility for growth and optimization of performance.

To appreciate the importance of HRD it is necessary to understand the HRD concept because it is multi-dimensional. It has been defined by economists, social scientists, industrialists, managers and other academicians in different ways and from different angles. In a broad sense HRD is the process of increasing knowledge will and capacities of all the people in a given society. In the national context, HRD is a process by which the people in various groups are helped to acquire new competence continuously so as to make them more and more self-reliant and simultaneously develop a sense of pride in their country. In economic terms, it means accumulation of human capital and its effective utilisation for the development of economy. In political terms HRD prepares people for active participation in the political process. From the social and cultural point of view, the development of human resources enriches life. As far as industrial organisation is concerned, human the 'human' aspect where people are seen as having skills, having potential and the ability to grown change and develop; the 'resource' aspect where individuals are considered resources rather than problems and the 'development' aspect, where there is an emphasis on the discovery and nurturing of their potentials.

In this context, M.N. Khan also rightly remarks: HRD is the process of increasing knowledge, skills, capabilities and positive work attitude and values of all people working at all levels in a business undertaking. It is nevertheless true that it is a very narrow concept of HRD. Its stress is on the individual development and not on HRD which by itself is not an end but a means to achieve certain objectives and making advancement of individual and organisational goals.
Professor C.S. Sanker observed, "HRD-is a development-oriented planning effort in the personnel area, which is basically concerned with the development of human resources in the organisation for improving the existing capabilities and acquiring new capabilities for achievement of the corporate and individual goals." Dr. Len Nadler observed, "HRD means an organised learning experience, within a period of time with an objective of producing the possibility of performance change." According to John E. Jones, 'HRD is an approach to the systematic expansion of people's work-related abilities, focused on the attainment of both organisational and personal goals.'

Dr. Nadler, Carrol and Jones, has used the terms "HRD" mainly refer to training, education and development. According to them, training is focused on the present job education and the future job and development is concerned with providing learning experiences to employees so that they may be ready to move to new directions and dimensions that the organisational change requires. The concepts of these thinkers are practical and pragmatic.

Human Resource Development in the organisational context as rightly defined by Prof. T.V. Rao is a process in which the employees of an organisation are continuously helped in a planned way to:

(i) Acquire or sharpen their capabilities required to perform various obligations, tasks and functions associated with and related to their present or future expected roles;
(ii) Develop their capabilities as individuals so that they may be able to discover their potentialities and exploit them to full for their own and/or organisational development purposes; and
(iii) To develop an organisational culture where superior subordinate relationships, team work and collaboration among different sub-
units are strong and contribute to the organisational wealth
dynamism and pride of the employees.

The above definition lays emphasis on the organisational role of
employees, but HRD is not limited to this only. The individual's inner
urges, his genius and potentials are emphasised as worth developing not
just for organisational purposes, but also for his own development. The
focus is equally on building an 'enabling' organisational culture so as to
emphasise the team work, which is particularly relevant in as far too often
the base of our organisation.

3.5 Objectives of HRD

The main aims, goals and objectives of HRD are:
1. To maximise the utilisation of human resources for the
   achievement of individual and organisational goals;
2. To provide an opportunity and comprehensive framework for the
development of human resources in an organisation for full
expression of their latent and manifest potentials;
3. To locate, ensure, recognise and develop the enabling capabilities
   of the employees in the organisation in relation to their present and
   potential roles;
4. To development the constructive mind and an overall personality
   of the employees;
5. To develop the sense of team spirit, team work and inter-team
   collaborations;
6. To develop the organisational health, culture and effectiveness;
7. To humanise the work in the organisation;
8. To develop dynamic human relationship; and
9. To generate systematic information about human resources.
3.6 Scope of HRD

HRD is a total system with various sub-systems but there is a lack of oneness in the concept of HRD system. Various HRD thinkers and professionals have designed the mechanism and HRD in different ways.

Professor T.V. Rao opines that the sub-systems should comprise the performance appraisal, potential appraisal and development, feedback and performance coaching, career planning, training, organisation development, rewards, employee’s welfare and the quality of work life and human resource information system. Dr. Udai Pareek, a pioneer in the subject of HRD Philosophy in India makes a reference only to the performance appraisal, feedback and counselling, potential appraisal, career development and career planning and training under HRD. According to Dr. Udai Pareek, reward system and employees welfare schemes are the hygiene factors necessary for the creation of proper environment for inducting HRD system. Dr. Lallen Prasad dealing with the Management of Public Enterprises finds manpower planning, injection of new blood, promotion scheme, job rotation; job-enrichment and job re-design as a part of HRD.

Before coming to the conclusion as to the appropriate sub-systems of HRD, it would be worthwhile to look into the practices followed in some leading public and private enterprises in India, where HRD has been introduced. In the State sector, a large number of undertakings are now experimenting the entire HRD system in varying degrees. The sub-systems differ and there is no harmony in the application of the system. The State Bank of India, which pioneered the HRD systems in India, developed manpower planning, performance appraisal, training, organisation development, career plan and research as components of HRD. The Bharat Heavy Electricals, Bhopal has followed the list and has
introduced similar schemes in the system. However, it has added some more sub-systems. Under HRD System come the potential appraisal, performance feedback and counselling, job-design, rewards, quality circles and human resource information system. The HRD model of Indian, Oil Corporation Ltd. initially introduced twelve sub-systems but later on dropped recruitment, selection and induction and participative management from the list. The present components of HRD in the Indian Oil Corporation Ltd. are corporate planning, manpower planning, role analysis, performance appraisal, counselling and feedback, succession planning, career planning, job rotation, training and human resource data bank. Larson and Toubro Limited, a Pioneer of HRD in private sector, introduced HRD in 1975 through the sub-systems of performance appraisal, career development and planning, employee counselling, potential appraisal and organisational development. T.V. Sundaram lyengar and Sons Ltd., Madurai have used manpower planning induction, job-rotation, training, performance appraisal, potential appraisal succession planning, job-enrichment, suggestion schemes, liberal education, personnel research and organisation analysis, reports control and long range planning as techniques to develop the HRD in the organisation. From the above discussion it may be informed that there is no clarity about the scope of HRD systems and divergent views as to the composition of HRD system have not made it possible to develop a holistic system of HRD. The process is still at the experimental stage and only time would tell what shall or what shall not form part of the system in the times to come. However, some agreement is visible in a few sub-systems of HRD plan and according to this agreement; the following areas seem to be the fundamentals of HRD systems:

(i) Organisation Development,
(ii) Training and Development,
(iii) Appraisal Systems, and
(iv) Career Advancement.

The contribution of Academicians and Management Consultants should be viewed in the context of the overall HRD programme enlisting various components that may form part of the HRD system. It is not necessary that an organisation introduces all the suggested components; it may select a few sub-systems according to its needs and requirements. Alternatively, an organisation may develop HRD by introducing one or two components in the beginning and then incorporate other systems by and by with the experience gained during the course of the working of HRD system. In the same way, an organisation may use those subsystems which have been introduced in a similar organisation. The mechanism used by an organisation depends on the size, technology, corporate philosophy and resources of the organisation.

There are four main sub-systems in HRS, which are as follows:

I. **Job and Salary:**
   1. Job Description
   2. Job Analysis
   3. Job Evaluation
   4. Salary Administration.
   5. Performance Appraisals

II. **Planning and Administration:**
   1. Manpower Planning
   2. Procurement
   3. Promotion and Transfers
   4. Career Planning and Development
5. Personnel Records

III. Human Resource Development:
   1. Training
   2. Organisational Development
   3. Feed-back
   4. Counselling
   5. System Development and Research

IV. Worker Affairs:
   1. Industrial Relations
   2. Worker Welfare
   3. Work Design
   4. Worker Participation
   5. Worker Development.

   Human resource system consists of several interrelated components which can be regarded as sub-systems. These are as follows:

3.7 Philosophy and Strategies

   HRD is a process, not merely a set of mechanisms and techniques. The mechanisms and techniques such as performance appraisal, counselling, training and organisation development interventions are used to initiate, facilitate and promote this process in a continuous way. Because the process has no limit, the mechanisms may need to be examined periodically to see whether they are promoting or hindering the process. Organisations can facilitate this process of development by planning for it, by allocating organisational resources for the purposes, and by exemplifying an HRD philosophy that values human beings and promotes their development.
Three emphases are involved in the concept of HRD. In the first place, persons working in organisations are regarded as valuable resources: implying that there is a need to invest time and effort in their development. Secondly, they are human resource which means that they have their own special characteristics and therefore cannot be treated like material resources. This focuses on the need to humanize organisational life, and introduce human values in the organisation. And thirdly, human resource does not merely focus on employees as individuals, but also on other human units and processes in the organisation. These include the role or the job a person has in the organisation, the dyadic unit (consisting of the person and his boss), the various teams in which people work, inter-teams and the total organisation.

3.8 HRD System and Activities

The system primarily concerned with individual employees related to their appraisal, advancement and training activities are concerned with developing system to make individual and the organization more effective.

The HRD systems and activities may include:
(a) Appraisal system
(b) Career systems
(c) Training systems
(d) Work systems
(e) Cultural systems
(f) Self-renewal systems.

(a) Appraisal Systems

Appraisal systems have attracted the most attention in these years in India. There are three main appraisal systems;
Performance appraisal, potential appraisal and performance coaching. Out of these, much more attention has been given to performance appraisal. Some attention has been given to performance coaching, but very little attention has been given to ‘potential appraisal’.

It increasingly needs more and more attention to performance review and coaching.

(b) Career Systems

Career systems are concerned with the advancement of the individual employees in their careers in the organisation. The first step is taken in introducing career development plans so that employees joining at an entry point are helped to go through various experiences which may help them to move up in the organisation, and may give them opportunities to prove themselves for higher responsibilities. Career planning, on the other hand, is concerned with charting specific career paths for the individual employees who have spent enough time in the organisation, and have proved their competence. The third element, which has been used only in a few organisations in India, is mentoring which we have discussed in more details in Unit 8 of this block. Mentoring ensures individual attention to young potential employees for their possible fast growth in the organisation.

(c) Training Systems

Training system is the oldest element of HRD and does not require much discussion. However, it is being very inadequately treated in most organisations. Attention to identification of training needs, preparation of training strategy, development of training
system, curriculum designing, to meet specific needs, follow up and evaluation, and post-training support would be needed.

(d) **Work Systems**

Generally work systems have not attracted attention in HRD effort in India. Moreover, HRD has remained mostly confined to managerial levels. HRD must deal with work-related issues. Four aspects deserve attention.

Task analysis remains a neglected aspect in HRD. It can provide better understanding of the key contribution, each job should make to the organisation aspects. Since it is an important aspect, a separate unit (Unit 5) of this block is devoted to it.

Although some work has been done on quality of work life, more attention to this important aspect is needed. This will include workplace democracy, autonomous work groups, participating management, etc. Improvements of quality of work life, primarily characterised by autonomy and diversity is very important.

HRD should also be concerned with productivity and improvements of quality of products. Improvements of quality of products contribute to, and are to be done through effectiveness of individuals and teams in the organisation. HRD attention to these aspects cannot be over-emphasized.

More emphasis is being increasingly given in many Indian organisations stress management. With increase in the complexity of organisational life attention to work stress and role stress is increasing. Some organisations have started programmes to deal with stress. Stress audit and stress management programmes help both the individuals and the organisation.
(e) **Cultural Systems**

Cultural systems are most neglected part of HRD. Three aspects deserve attention in this regard. HRD should pay attention to development of organisational culture which will sustain the kind of effort HRD has developed. Attention to development of appropriate organisational climate is equally important. Some work has already started in some organisations on HRD climate. More work needs to be taken up in this regard.

The second aspect deserving attention is communication. In most organisations, problems may arise because of lack of attention to various aspects of communication (top down, bottom up, horizontal, circular, external).

The third aspect is reward system. Whatever is rewarded in an organisation gets reinforced. Reward system, including incentive schemes both for individuals and for teams, deserves careful attention. Rewards work both ways. They can facilitate and promote good work; but if they are not properly designed, they can also do a great harm to the organisation.

(f) **Self-renewal Systems**

An organisation should be concerned not only with its growth, but also with its health. It needs to diagnose its problems from time to time and take steps to develop new competency to cope with the various problems and challenges it would be facing. This can be done through effective Organisation Development (OD) effort. Organisation Development or Action Research is concerned with development of competency through effective teams to diagnose the problems and initiate process of collaborative work to deal with such problems. In OD the focus is
on developing process competency to increase organizational effectiveness. Organisation Development aims at maintaining profiles of organisational health, monitoring organisational health, assisting 'sick' departments, helping interested units and departments in self-renewal, conflict management, creation of strong teams, etc. and establishing processes that build a climate to promote enabling capabilities in the organisation.

In addition to OD, attention should also be given to organisational learning, which is concerned with learning from the experiences, and utilisation of such learning for future effectiveness.

The third aspect of this system will be research orientation in HRD, which means consciously collecting data in order to understand the various issues, and designing interventions based on such data. For example, data should be collected on the working of appraisal system, benefit to and difficulties experienced by different groups. Such data will help to improve implementation of the appraisal system. HRD-related research is important for HRD effectiveness; it helps in analysing data and information generated by the HRD sub-systems.

### 3.9 HRD Philosophy

Organisations cannot avoid the impact of dynamic and fast changing world. For success of an organisation it is necessary for it to be dynamic. To cope with the changing world, organisations have to change their approaches of working through HRD. Thus, it is necessary to understand the basic philosophy of HRD which assumed that HRD can be planned and monitored in ways that may be beneficial both to the individual and to the organisation.
Human resources are the most important asset in the organisation because all other natural resources can be better utilised by motivated human resources only. Thus, there is a need to invest time, money and effort in their development. The investment of time, money and effort in it provides fruitful results as the human resources can be developed to an unlimited extent because every human being has endless potentials. As McGregor observed, people have got a large amount of creativity, imagination, ingenuity to solve the problems of organisation. But, often these potentials are not fully utilised by management through appropriate and systematic efforts. Each human being is born as something new, something that never existed before. Each is born with the capacity to win at life. Each has his own unique potentials, capabilities and limitations. Thus, it is the responsibility of management to develop subordinates for the achievement of organisation goals.

It is well known that the return from investment in human resource is many times more than other resources. Material resources depreciate every year in value but human resources appreciate in value by acquiring greater knowledge, experience and efficiency.

Every organisation has some social obligation. It is the responsibility of every organisation to create a healthy and congenial atmosphere in the organisation, so that people may give their best to the organisation along with a sense of belongingness, satisfaction and growth. Growth is the need of the time. People in organisation have very high aspirations and ambitions for their own growth and development. Faith is needed in the capability of employees to change and acquire new competence at any stage of life in the organisation. HRD does not merely focus on employees as individuals, but also on other human units and
processes such as roles or jobs in the organisation dynamic units, teams, inter-team groups and total organisations.

Perhaps the most fundamental part of an HRD plan is that which deals with HRD philosophy. It represents those basic beliefs, ideals, principles and views which are held by the management with respect to the development and growth of its employees. A well establishment HRD philosophy plays two important functions. First, it gives rise to what one may call 'style of management'. A manager develops his practice on the basis of his philosophy. Second, it makes organisational goals more explicit. For example, in organisations that have unshakable belief in the development of human potential, though profit may still be the most important goal, investment in human resources also becomes a powerful sub-goal.

3.10 HRD Strategy

HRD strategy/strengthening HRD is a total integrated system. That is why, strategies of introducing HRD systems must be clear in the mind of the management, a vision that may guide the choice of HRD programmes and direction. It should include the following phases systematically in order to make it purposeful, meaningful and effective for the organisation.

1. Acceptance of HRD Philosophy and Policy

The success of HRD system depends upon the acceptance of HRD philosophy and policy by the top "management. HRD exercise becomes meaningful and realistic when an organisation believes that the development of individuals is in its own interest and expresses concern for the growth of its employees because:
(i) Organisation provides opportunities, climate and conditions for the development of human resources and its optimisation;

(ii) The top management is willing to invest adequate time and resources for the development of employees and to examine the organisational context and existing mechanisms in which human resources development will function; and

(iii) Employees are willing to avail themselves of the given opportunities for growth and development.

2. **Determination of Major Objectives of HRD**

After adopting the philosophy and policy of HRD top management should determine the major objectives of HRD. An objective specifies a single result to be achieved within a given period of time, which will accomplish all or some of the goals.

3.11 **HRD Mechanism**

**Pre-requisite for HRD**

Developing human resources is sometimes that could be initiated and facilitated by HRD Departments, but achievement of its goals depends entirely on various implementing agents and agencies. At the organisational levels, there are line managers and at the National level, there are various agents and agencies. But for helping an employee to grow and develop in any organisation, it is necessary to understand, the conditions associated with development. The following are some such conditions:

(1) **Interest**

Development cannot take place if the person himself is not interested in it. The first condition for Human Resources Development is to ensure the interest of the individual in developing himself. Quite often,
higher level officers in the organisations write-off some of their employees as not growing and not willing to grow. Such perceptions only show bias. No individual wants to stagnate. Only others, because of their expectations and their limited perspectives brand people as stagnating. This may be because of the difference between the observer's interests in the employee's development in one direction, being different from the employee's own desire to learn something else. It is useful to know in which areas the employee is interested in developing. Through such an understanding and mutual discussion it may be possible to create interest in individuals for new areas of development that are congruent with organisational goals and plans.

(2) **Aptitude**

Although the recent researches in behaviour suggest that individuals can learn any skills, there is also ample evidence to show that some individuals can grow faster on some dimensions than on others. These are called aptitudes. While in the developed countries there are enough opportunities for an individual to know about his potential through psychological tests, school counselling services, family guidance services, etc., we do not have such services easily available in India. An individual himself may discover, quite often too late, that he is good at certain things and he is not as good at certain other things. A person's insight into his strengths and weaknesses may depend on his introspective capability and the opportunities he gets to test himself. In organisations where fresh graduates are exposed to a variety of jobs through job rotation procedures, the young men get opportunities to test themselves and their aptitudes in relation to various functions. In the organisations which do not have such a job rotation policy at the early stages of employee's careers the chances of round pegs being put in square holes
increase. While every individual should attempt to discover his own potential, the organisation also has an obligation to create conditions for such a discovery.

(3) **Direction to Grow and Develop**

Besides discovering his aptitudes, the individual should be in a position to make a clear choice about his career. He might discover that he has more than one strength. A combination of his strengths may indicate that he is good at a number of things. Some careers may be more paying than others. Sometimes the individual may have the strengths required for a particular career which according to him is rewarding only in a limited way. In such a case he should be able to take the risk and create opportunities for himself to develop strengths required for new careers. Through a good career planning and training system the organisation should attempt to help him to develop himself. The organisation should also help in setting such career goals realistically.

(4) **Identification of Opportunities**

Identification of potential, strengths, weaknesses, etc., may have a demoralising effect on the employees if no system exists for developing or overcoming them.

Opportunities for development of the individual employees within and outside the organisation should be planned.

(5) **Strategies for Development**

While the organisation should plan for the growth of the employees according to their career plans, it is unrealistic to expect the organisation to support the career goal each individual employee has. However, the organisation should help the individual to understand the limitations and work out alternative strategies.
(6) **To make Efforts for Development**

Mere interest in development does not serve any purpose if the individual is not prepared to invest himself and his energies in his development. Such an investment would depend upon how much he is prepared to act. Development can take place only through concentrated efforts to acquire knowledge and the ability to experiment with the knowledge. High activity level and risk-taking orientation accelerate learning.

(7) **Periodical Reviews**

Persons cannot develop in isolation. Most of the development at higher levels is facilitated through human interaction. A person should either have a reference group or a few selected helpers in the environment for periodical reviews. The reference group or selected helpers act as mirrors so that the individual can continuously look at himself in the direction in which he is growing.

(8) **HRD Climate**

The responsibility for creating such a climate lies at every level with higher level officers and the top management of the organisation. Such a climate facilitates free expression of feelings, emotions, free exchange of views, opinions and at the same time having mutual trust.

3.12 **HRD Climate and Culture**

**Concept of climate**

Perception about an organization’s goals and about decisions that a manager should take to achieve these goals come not only from formal control systems but also through informal organisation. Both the formal and informal structure combine to create what is called organisational climate.
The term 'climate' is used to designate the quality of the internal environment which conditions in turn the quality of cooperation, the development of the individual, the extent of member's dedication or commitment to organisational purpose, and the efficiency with which that purpose becomes translated into results. Climate is the atmosphere in which individuals help, judge, and reward, constrain and find out about each other. It influences morale and the attitudes of the individual toward his work and his environment.

Hellriegel and Slocum (1974) define organisational climate as a "set of attributes which can be perceived about a particular organisation and/or its sub-systems, and that may be induced in the way that organisation and/or its sub-systems deal with their members and environment." This definition implied that in the measurement of organisational climate:

(a) Perceptual responses sought are primarily descriptive rather than evaluative;
(b) The level of inclusiveness of the items, scales and constructs are macro rather than micro;
(c) The units of analysis tend to be attributes of the organisation or specific sub-systems rather than the individual; and
(d) The perceptions have potential behavioural consequences.

Schneider (1975) has prepared a working definition of climate:

"Climate perceptions are psychologically meaningful moral descriptions that people can agree characterize a system's practices and procedures. By its practices and procedures a system may create many climates. People perceive climates because the moral perceptions function as frames of reference for the attainment of some congruity between behaviour and the system's practices and procedures. However,
if the climate is one which rewards and supports individual differences, people in the same system will not behave similarly. Further, because satisfaction is a personal evaluation of a system's practices and procedures, people in the system tend to agree less on their satisfaction than on their description of the system's climate."

By its very nature, 'climate' cannot be described correctly. Some alternative characteristics are as follows:

(2) Focus on results versus focus on following work.
(3) Individual accomplishment versus being a member of the team.
(4) Initiative and risk-taking versus not rocking the boat.
(5) Individual gains versus enhancement of organization objectives.
(6) Tough mindedness versus dealing with people versus avoidance of unpleasant actions.
(7) The relative importance of participating management versus authoritarian.

3.13 HRD Climate and Organisational Climate

HRD climate is an integral part of organisational climate. It can be defined as perceptions the employee can have on the developmental environment of an organisation. The developmental climate will have the following characteristics (Rao and Abraham, 1986):

(1) A tendency at all levels starting from top management to the lowest level to treat the people as the most important resource.
(2) A perception that developing the competencies in the employees is the job of every manager /supervisor.
(3) Faith in the capability of employees to change and acquire new competencies at any stage of life.
A tendency to be open in communications and discussions rather than being secretive (fairly free expression of feelings).

Encouraging risk-taking and experimentation.

Making efforts to help employees recognize their strengths and weaknesses through feedback.

A general climate of trust.

A tendency on the part of employees to be generally helpful to each other and collaborate with each other.

Team spirit.

Tendency to discourage stereotypes and favouritism.

Supportive personnel policies.

Supportive HRD practices including performance appraisal, training, reward management, potential development, job-rotation, career planning, etc.

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 few may have most of these. It is possible to work out the profile of an organisation on the basis of these tendencies.

HRD climate contributes to the organisations overall health and self-renewing capabilities which in turn, increase the enabling capabilities of individual, dyads, team and the entire organisation.

Elements of HRD Climate

The elements of HRD climate can be grouped into three broad categories—1. General Climate, 2. OCTAPAC Culture and 3. HRD Mechanisms.
The **General Climate** items deal with the importance given to human resources development in general by the top management and line managers.

The **OCTAPAC items** deal with the extent to which Openness, Confrontation, Trust, Autonomy, Proactivity, Authenticity and Collaboration are valued, and promoted in the organisation.

The items dealing with **HRD Mechanisms** measure the extent to which HRD mechanisms are implemented seriously. These three groups were taken with the following assumptions:

(a) **A general supportive climate is important for HRD** if it has to be implemented effectively. Such supportive climate consists of not only top management, line management's commitment but good personnel policies and positive attitudes towards development.

(b) **Successful implementation of HRD involves** an integrate look at HRD and efforts to use as many HRD mechanisms as possible. These mechanisms include: performance appraisal, potential appraisal, career planning, performance rewards, feedback and counselling, training, employee welfare for quality work life, job-rotation, etc.

(c) **OCTAPAC culture is essential for facilitating HRD.**

**Openness** is there 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 fear of hurting or getting hurt.

**Trust** is taking people at their face value and believing what they say.
**Autonomy** is giving freedom to let people work independently with responsibility.

**Proactivity** is encouraging employees to take initiative and risks.

**Authenticity** is the tendency on the part of people to do what they say.

**Collaboration** is to accept interdependencies, to be helpful to each other and work as teams.

The conventional connotation with which the term 'Climate' has been used in literature is 'Organisational Climate'. The concept of climate with specific reference to HRD context, i.e. **HRD Climate**, has been recently introduced by Rao and Abraham (1986). Perhaps it could be due to this reason that there is hardly any research work available in published literature.

### 3.14 Factors Affecting HRD Climate

The following factors may be considered as contributing to HRD climate:

1. **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.

2. **Personnel Policies**
   
   Personnel policies that show high concern for employees that emphasise equity and objectivity in appraisals, policies that emphasise sufficient resource allocation for welfare and developmental activities, policies that emphasise a collaborative
attitude and trust among the people go a long way in creating the HRD climate.

(3) **HRD Instruments and Systems**

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

(4) **Self-renewal Mechanisms**

Organisations that have built in self-renewal mechanisms are likely to generate a positive HRD climate.

(5) **Attitudes of Personnel and HRD Staff**

A helpful and supportive attitude of HRD Staff and personnel people is crucial in generating HRD climate.

**3.15 HRD Instruments, Processes and Outcomes**

There are many instruments that can be used to facilitate HRD. These instruments may be called sub-system. The most frequently used instruments are the following.

1) Role analysis and development exercises.
2) Performance planning.
3) Performance analysis and review.
4) Performance counseling and interpersonal feedback.
5) Induction training
6) Training
7) Job rotation
8) Potential appraisal and development
9) Career planning and development
10) Self-renewal and institution building exercises
11) Stress audit and stress management
12) Organization development exercises
13) Personal grown laboratories and worker education programmes
14) Quality circles
15) Task forces
16) Weekly and monthly meetings
17) Managerial learning networks
18) Other unconventional development exercises.

HRD therefore, needs to be a continuous process in organizations. There are many methods or instruments available for organizations to develop employee competencies. HRD instruments lead to the generation of HRD processes like role clarity, performance planning, development climate, risk-taking and dynamism in employees. Such an HRD process results in more competent, satisfied and committed people who, by their contributions, would make the organization grow.
HRD INSTRUMENTS, PROCESSES AND OUTCOMES

Figure 1 - Linkages between HRD Instruments, Processes, Outcomes and Organizational Effectiveness

<table>
<thead>
<tr>
<th>HRD Mechanisms of subsystem or instruments</th>
<th>HRD Processes &amp; HRD Climate Variables</th>
<th>HRD Outcome Variables</th>
<th>Organizational Effectiveness Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• HRD department</td>
<td>• Roll clarity</td>
<td>• More competent people</td>
<td>• Higher productivity</td>
</tr>
<tr>
<td>• Performance appraisal</td>
<td>• Planning of development by every employee</td>
<td>• Better developed roles</td>
<td>• Growth and diversification</td>
</tr>
<tr>
<td>• Review discussions, feedback counseling sessions</td>
<td>• Awareness of competencies required for job-performance</td>
<td>• Higher work-commitment and job involvement</td>
<td>• Cost reduction</td>
</tr>
<tr>
<td></td>
<td>• Proactive orientation</td>
<td>• More problem solving</td>
<td>• More profits</td>
</tr>
<tr>
<td></td>
<td>• More trust</td>
<td>• Better utilization of human resource</td>
<td>• Better image</td>
</tr>
<tr>
<td></td>
<td>• Collaboration and teamwork</td>
<td>• Higher job-satisfaction and work motivation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Authenticity</td>
<td>• Better generation of internal resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Openness</td>
<td>• Better organizational health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Risk-taking</td>
<td>• More teamwork, synergy and respect for each other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Value generation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clarification of norms and standards</td>
<td></td>
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<tr>
<td></td>
<td>• Increased communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• More objective Rewards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Generation of objective, data on employee etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other factors

Environment, technology, resource availability, history, nature of business etc.

Other Factors

Personnel policies, top management styles, investments on HRD, top management’s commitments, history previous culture, line manager’s interest, etc.
3.16 Leadership Styles

In the above context the leadership styles may be classified into three categories: benevolent, critical and development.

1. A Benevolent Chief Executive

He is one who is like father figure—a ‘giver’ and a ‘satisfier’ of the needs of his employees. He believes that the best way to manager people is by constantly understanding their needs, building them like a parent, giving them instructions and treating them with warmth and affection. He is nurturing, and values relationship at times even at the cost of tasks.

2. A Critical Chief Executive

He is one who believes that people are generally lazy and tend to avoid work unless they are closely supervised. He, therefore, tends to keep a close watch on his subordinates, at times reprimanding them or expressing his dissatisfaction.

3. A Developmental Chief Executive

He is one who believes in educating his subordinates and making them independent. He believes that the test of his success is in making himself dispensable. According to McClelland such an executive has the following characteristics:

- He may attend the initial HRD orientation programmes given to line managers.
- He sets personal example to others.
- He exercises self-discipline.
- He has a keen sense of justice in rewarding those who work and sacrifice for the organization; and
- He builds up good morale and positive culture in his unit by ‘empowering’ his subordinates.
The first two types of leadership, viz. benevolent and critical, are not conducive for human resource development. Benevolent leadership makes subordinates feel dependent on their leader and critical leadership makes them feel incompetent. Hence these styles should be used only in certain situations or with certain people. The style which should be used generally is the developmental style.
Planning and Organizing the HRD System (P.C.Tripathi-2005-pp-13 to 25)

**Manpower Planning**
1. Forecast manpower needs based on the company trend etc.
2. Determine the adequacy of current manpower resources in relation to future needs
3. Complete manpower planning based on forecast, internal search and manpower audit.

**Critical Attributes Analysis**
1. Determine the technical skills required for each job, list them.
2. Determine the behavioural skills required for each job, list them.
3. Determine the managerial and other skills required for each job, list them.
4. Develop indicators of each of the attributes and valid methods of assessing and measuring them.

**Industrial Relations**
1. Recruitment and Placement
2. Job Analysis
3. Supervision
4. Wage Administration
5. Trade Union Matters

**Selection & Placement**
Use the criteria and measures developed for selection procedures and placement.

**Training**
1. Assess training needs of different groups of employees
2. Search available outside training facilities.
3. Develop in-company training strategy including pre-training and post-training activities.
4. Prepare training packages and modules.
5. Organise specific programmes as well as general development programmes with own and outside resources.
6. Evaluate training efforts.

**Feedback & Counselling**
1. Give critical and supporting feedback.
2. Discuss with the employee the difference between his self rating and the rating by the immediate superior.
3. Discuss the steps the employee can take for improvement.

**Performance Appraisal**
1. Help employee in self-appraisal
2. Review his performance in relation to the objectives and other behaviours.
3. Check reviews done by the superiors.
4. Send summary information for central storage and use.

**Organization Development**
1. Organization Diagnosis
2. Team Building
3. Task Force
4. Other structural and process interventions like role development, job enrichment, job re-designing etc.

**Data Storage & Processing**
1. Maintain systematic information about the individual employee; history, characteristics, performance record, potential record, promotions, other records, additional qualification, remarkable achievements, salaries etc.
2. Supply files to departments whenever solicited for counselling, career planning, training purposes.
3. Design data cards for computer.
4. Monitor feeding in and out of the data.
5. Process data for research on trends, etc.

**Potential Appraisal**
1. Make through potential appraisal of the employee once in 3 years.
2. Appraise the potential of employee annually.

**Career Development & Career Planning**
1. Make new employees aware of the general phases of their development in the company.
2. Plan with senior employees their career paths.
3. Plan development and coping strategies with employees showing limited potential.
Characteristics of the HRD culture

1. It should be a learning culture.
2. It should facilitate the identification of new competencies of people (individuals, dyads and teams) on a continuous basis.
3. It should facilitate bringing out the hidden potential and new talents of people.
4. It should help in developing new competencies.
5. It should have built-in motivational value. In other words,
6. It should have a self-sustaining motivational quality. People are committed to what they do, they need not be told to act. They simply act.
7. It should enable people to take initiative and experiment.
8. Initiative and experimentation are the corner stones for development. They enable individuals, teams and organizations to discover new potentials in them.
9. It should bring joy and satisfaction to work. Work should not become drudgery. It is made enjoyable by a good work culture.
10. Relationships matter and have an enabling capability.
11. It should create team spirit and morale.
12. It should enhance action orientation of individuals, dyads and teams.

3.18 The OCTAPACE Culture:
The above-described culture has been termed as OCTAPACE culture in the past. OCTAPACE is an acronym for Openness,
Collaboration, and Trust, Authenticity, Proaction, Autonomy, Confrontation and Experimentation.

**Openness** is where people (individuals, dyads, teams and everyone in the organization) feel free to express their ideas, views, opinions and feelings to each other, irrespective of their level, designation etc. there are no barriers to such expression. People are encouraged to express and are heard when expressed. Their views are taken seriously. Such an expression provides an opportunity for individuals to explore their own talents. The organization handles these expressions for discovering new ways of doing things, for discovering new potential and for taking actions that are based on the best talent of the organization. There are only some views that can finally be accepted and tested or put to action. That does not disappoint those whose views do not find their way to action. They continue to contribute, as such, contribution is a way of life.

**Collaboration** is the culture where people (individuals, dyads, teams and the organization as a whole) are eager to help each other. There is a spirit of sacrifice for each others and sake for larger goals. Personal power is played down and people are governed by larger goals like the goals of the organization, country and humanity at large. People are willing to go to any extent to help each other make sure that larger organizational goals do not suffer. Organizational goals particularly govern decision-making and people do not have narrow departmental or team loyalties. Fewer overheads are needed to resolve inter-departmental conflicts. The We Feeling is of the highest order. Team spirit is high. Intra-departmental loyalties don’t come in the way of inter-departmental collaboration. Cohesiveness of small groups has an enabling and
empowering effect on building cohesiveness and the larger organizational identify.

**Trust and Trustworthiness** - deals with a culture of people believing each other and acting on the basis of verbal messages and instructions, without having to wait for written instructions or explanations. When people say that they will do something or promise to do something it is simply relied upon. There is no need for extra monitoring and control. There are no overheads to check whether people are mean what they say. The word given by individuals, dyads or teams is relied upon. In such a culture both trust and trustworthiness are of the highest order. In order to create a culture of trusting another, a culture of trustworthiness is essential. If every individual becomes trustworthy, trust automatically follows. Trust puts the onus on the person who is the recipient of the promise or the work given. Trustworthiness puts the onus on the person who makes the promise or gives his work. Both are equally important and they are two sides of the same coin. One is required to build the other.

**Authenticity** - is speaking the truth fearlessly and keeping promises once they are made. It is indicated by the extent to which people way what they mean and do what they say. In a way, it is the higher order than trust and trustworthiness. Individuals, dyads and teams can be counted upon not to make false promises. They never say, promise or commit things to please others. Whenever people speak they speak from their heart and are sincere in what they say. They also make full efforts to implement what they say and keep their promises. They do not need any follow-up and if they fail to do so, it is understood that it is because of extraordinary circumstances beyond their control.
Proactive culture is one that promotes initiative and explorations on the part of all individuals, dyads, teams and employees. A pro-active culture encourages everyone to take initiative and make things happen. New activities and new ways of doing things are encouraged. Such pro-action may be in any area, including role-making (giving new interpretations to one’s role in order to achieve organizational or team goals), role-taking (taking new initiatives, initiating new activities, changing old methods of work), work methodology, cost reduction, quality improvements, culture building, human resource management, etc. A proactive culture encourages people to undertake new activities.

Autonomy- is present if every role holder in the organization, irrespective of the level has some scope in his or her job to use some discretion. The discretion may be in terms of work methods, decision-making, communication or any such area. Every employee should feel that he/she has the scope for some discretion in his job. There should be scope to choose one’s activities and the role to some extent. It may be 10 percent of the time or it may be 20 percent. The higher the freedom to choose what one wants to do, or the way he/she wants to do things the higher the autonomy. This has been the highest in quite a few educational and research organizations.

Confrontation- is the culture of facing issues squarely. Issues are talked about and discussed. There is very little or no fear of hurting one another. Even if one has to hurt each other, the issue is faced up to and not brushed under the carpet. People can be relied upon to treat issues as issues and not take them as a personal assault or get hurt. This culture enhances the problem-solving ability.

Experimentation- is the orientation on the part of employees to try out new ways of doing things and experiment with new decisions. It
characterizes a risk-taking culture in the organization. Without risks, there is no growth. Without experimentation, there is very little scope for renewal, rejuvenation and simplification of life.

Openness and confrontation go together. Autonomy and collaboration go together. Trust and authenticity go together. Proaction and experimentation go together. These four pairs are the four cornerstones of a HRD culture.

When these values are practiced in an organization, they become a part of life and are likely to get the best out of people. Human potential is likely to be developed to the maximum extent and the people’s competencies are also likely to be utilized to the maximum extent.

3.19 Sub-Systems of HRD

Training

This is the most frequently used and focused sub-system of HRD. This has been so significant in the past that HRD was equated in some companies with training. It is not uncommon today for an organization to redesignate their training center as HRD centre or the training department as HRD department.

Performance Appraisal:

In the past, this system was an independent system to ensure role clarity, performance planning, job-related competency, identification and development, development of critical attributes required by the job as well as those valued by the organization and identification of training needs. In the last few years, this system is slowly being replaced by a better term known as performance management to include the following.

Performance Planning or Work Planning; Performance Development, Performance Analysis, Performance Review discussion
(Coaching Counselling), Performance Appraisal or Monitoring and Performance Rewards and Recognition.

Of these, the first 4 are developmental and the rest are both developmental and monitoring to ensure accountabilities.

**Feedback and Counselling System:**

The assumption here is that every senior should be conducting feedback and counseling sessions with his/her junior periodically to help each others development and to develop together. The periodicity is left for the organization and the levels of the persons. It is recommended that it should be at least every quarter at senior levels—even monthly and at junior levels it could be half yearly. It is a system of communicating expectations, understanding difficulties, empowering, influencing, communicating, problem-solving and mutuality-building. Today, organizations treat it as a part of their performance management system.

**Career Development and Career Planning:**

Hope and advancement in one’s career is one of the main motivating factors at any level of management. Some expectations of possible future opportunities of the individual are necessary to keep the managers motivation high. Career planning does not mean predicting or envisaging what higher jobs will be available for each person. It essentially means helping the employees to plan his career in terms of his capabilities within the context of organizational needs. Career planning need not imply any specific commitment on the part of the management to promote an employee. It only implies that the individual after becoming aware of some of his capabilities and career opportunities and development opportunities, chooses to develop himself in direction that improves his chances of being able to handle new responsibilities’…

‘Career development means the development of general technical and
managerial career in the organization; career planning implies planning of specific career paths of employees in the foreseeable future in the organization with the help of the superior, (Pareek and Rao, 1975, HRD system in Larsen & Toubro, p.46, 1998 edition).

A number of organizations have followed this. Some of them have worked out career paths and linked promotion policies to career planning development. In the changed context where the employee turnover is high and the average tenure of an executive in an organization has reached it's lowest (for example in software industry and for HRD professionals it is stated to be of 2 to 3 years) career planning takes on a different meaning. Succession planning becomes more relevant. Career information also becomes more critical as a motivating factor. In the new model, career planning and development is treated as a part of the career system and is linked to potential appraisals, manpower planning and recruitment.

**Potential Appraisal and Development:**

Potential appraisal and development deals with the assessment of competencies of the employees in relation to their likely future jobs at higher levels. The assessment could be using primitive models like asking the appraiser to assess the profitability of an individual to the next higher level or a more modern method like the assessment centers. In any case, developing competencies of employees for handling likely future jobs is an integral part of the career development systems and hence, in the new model, it is a part of the career system.

### 3.20 Challenges for HRD Professionals

The following are the competitive business challenges to the HRD professionals, identified by Dave Ulrich (1997b):
Challenge 1: Globalization

‘Globalization entails new markets, new products, new mindsets, new competencies, and new ways of thinking about business. HR needs to create models and processes for attaining global agility, effectiveness, and competitiveness.’ (Ulrich, 1997b: 2)

Challenge 2: Value chain for global competitiveness and HR services

It is building customer-responsive organizations: ‘Responsiveness includes innovation, faster decision making, leading an industry in price or value, and effectively linking with suppliers and vendors to build a value chain for customers. The employee attitude correlates highly with customer attitude.’ (Ulrich, 1997b: 5)

Challenge 3: Profitability through cost and growth

Leveraging growth through customers involves efforts by the firm to induce customers to buy more of its products and services, the creation of new products and turning research knowledge into customer products and mergers, acquisitions and joint ventures.

The HR managers need to think over the following issues:

1. Creating a commitment to rapid growth and the culture that supports it while simultaneously controlling its costs.

2. Hiring people who can grow the business while reducing overall labor costs.

3. Creating an organizational structure that provides the autonomy needed for growth and the discipline to control costs.

4. The HR implications of entering new business, of leveraging core technologies that lead into unfamiliar business, and of building the intimate customer relationships that bring an ever-increasing percentage of customer bases. (Ulrich, 1997b,p.9)
Challenge 4: Capability focus:

'Organization capabilities are the DNA of competitiveness/ (Ulrich, 1997b: 10) Capabilities maybe hard, such as technological, or soft, such as quality or organizational, speed of response, etc. The HR professional needs to focus on the following:

1. Capabilities currently existing within the firm.
2. Capabilities required for the future success of the firm.
3. Aligning the capabilities with business strategies.
4. Designing HR practices to create the needed capabilities.
5. Measuring the accomplishment of the needed capabilities.

Challenge 5: Change, change and change:

'Managers, employees, and organizations must learn to change faster and more comfortably. HR professionals can help their organizations to change, and deal with many related issues, like the following:

1. Unlearning the old learning.
2. Honoring the past and adapting to the future.
3. Encouraging the risk taking necessary for change without any damage to the firm.
4. Determining which HR practices to change for transformation and which to continue.
5. Changing the hearts and minds of every one to change.
6. Changing and learning more rapidly. (Ulrich, 1997b: 11-12)

Challenge 6: Technology

'Managers including HR professionals need to make technology a viable and productive part of the work setting. (Ulrich, 1997b: 13)
Challenge 7: Competence and intellectual capital

In the changing world, attracting and retaining talent becomes the most crucial task of managers. Securing intellectual capital and developing it becomes a critical task. Managers in the highly demand possess intellectual capital required for global business. A firm's success depends upon the economic criteria and its capability to attract and retain intellectual capital. This changes the measurement criteria of a firm's success, and seeking, finding and using such measures becomes another challenge.

Challenge 8: Turnaround is not transformation

Many organizations undertake turnaround exercises using downsizing, business process reengineering, consolidations, restructuring, etc. They have become more profitable. But such turnaround is not transformation. Transformation involves some fundamental changes like identity changes. Creating fundamental and enduring changes is another challenge for HR professionals.

3.21 HRD: Myths and Reality

Dave Ulrich (1997b) has identified the myths that keep HR from becoming a profession.

1. HRD means training

This myth has been perpetuated by those organizations that have renamed their training departments as HRD departments or their training managers as HRD managers. HRD is far more than training.

2. HRD means promotions

This myth is perpetuated by line managers who put the onus of their promotion (or not getting the promotion) directly or indirectly on
the HRD department or HRD systems like appraisals. No one gets promoted just because of HRD.

3. HRD means fat salaries

This myth got perpetuated by some CEOs and top-level managers who went on communicating to their employees that salary revisions were not being undertaken as they did not have a good and competent HRD manager.

4. HRD means planning the careers of people

This myth partly got perpetuated by the term itself and partly by line managers who are incapable of planning their own careers.

5. HRD means rewards

Some companies wrongly over-publicize the linkage of their performance appraisal systems with rewards. Most line managers think that the moment the performance appraisal system in their company changes they will now become eligible to get rewards.

6. HRD means having a good time

Some managers think that the HRD means sponsoring for a training programme outside the company and outside their city and in a good place. Some people think that the HRD department can be nicknamed as the Holiday and Recreation Department.

7. HRD depends on the top management

This myth got perpetuated by a number of incompetent HRD managers who keep on attributing their own inefficiencies and ineffectiveness to the lack of commitment of the top management. They have treated HRD as a fashion and established HRD departments without knowing what it can do.
8. **HRD is the job of the HRD department alone**

   This is the myth connected with normal human tendency to assume that if you have a department everything is to be done by that department only. Most managers get disappointed that the HRD department is not able to change their employees and their attitudes. HRD is the responsibility of each employee to develop himself or herself and facilitate the development of at least one level below.

   **The Reality about HRD**

   1. HRD means learning
   2. HRD means self-development
   3. HRD means creating conditions for others to develop and remain motivated
   4. HRD means creating new development tools and their use
   5. HRD means more accountability
   6. HRD means more initiative, teamwork and collaboration
   7. HRD means trusting and trustworthiness and creation of a trusting environment
   8. HRD means autonomy and experimentation
   9. HRD means effort
   10. HRD is contextual

   In sum, it means competence, commitment and culture building at individual, dyad, team and organizational levels.
**Myths and Realities Affecting the HR Profession**
*(Ulrich 1997b)*

<table>
<thead>
<tr>
<th>Old Myths</th>
<th>New Realities</th>
</tr>
</thead>
<tbody>
<tr>
<td>People join the HR function because they like people</td>
<td>HR departments are not designed to provide happiness retreats. HRD practices must make employees more competitive, not more comfortable.</td>
</tr>
<tr>
<td>Anyone can do the HR function</td>
<td>HR activities are based on theory and research by HR professionals who must master both theory and practice.</td>
</tr>
<tr>
<td>The HR function deals with the soft side of business and is therefore not accountable</td>
<td>The impact of HR practices on theory and research can be measured. HR professionals must learn how to translate their work into financial performance.</td>
</tr>
<tr>
<td>The HR function focuses on costs which must be controlled</td>
<td>HR practices must create value by increasing the intellectual capital within the firm. HR professionals must add value not reduce costs.</td>
</tr>
<tr>
<td>The job of the HR professional is to be the policy police.</td>
<td>HR practices do not exist to make employees happy but to help them become committed.</td>
</tr>
<tr>
<td>The HR function means a lot of fads</td>
<td>HR professionals must see their current work as a part of an evolutionary chain and explain their work with less jargon and more authority.</td>
</tr>
<tr>
<td>The HR function is performed by nice people</td>
<td>HR professionals must be confrontative and challenging as well as supportive.</td>
</tr>
<tr>
<td>The HR function is only for HR professionals</td>
<td>HR professionals should join other functional managers in championing HR issues.</td>
</tr>
</tbody>
</table>

Source-HRD Audit, T.V. RAO,(1999),Response Books,pp-150 -157
3.22 HRD Climate Survey:

An optimal level of "Development Climate" is essential for facilitating HRD. Such a climate is characterized as consisting of the following tendencies on the part of the organization:

1. A tendency at all levels and specially the top management to treat people as the most important resource.
2. A perception that developing the competencies in the employee is the job of every manager/supervisor,
3. Faith in the capability of people to change and acquire new competencies at any stage of life.
4. A tendency to be open in communications.
5. A tendency to encourage risk-taking.
6. A tendency to help employees recognize their strengths and weaknesses.
7. A general climate of trust.
8. A tendency on the part of employees to be generally helpful to each other and collaborate.
9. Team spirit.
10. A tendency to discourage favouritism and biases.
11. Supportive personnel policies.

Organizations differ in the extent to which they have these tendencies. Some organizations may have only a few of these tendencies and a few others may have most of these.
3.23 The Supervisory / Leadership Styles

One of the most important tasks of a manager is to manage human resources. Effective management of human resources requires understanding the capabilities of subordinates, assigning them appropriate tasks, helping them to acquire new capabilities, maintaining their motivation level, and structuring the work so that people can derive some satisfaction from doing it. As a person goes up the managerial ladder, he or she is required to spend an increasing amount of time interacting with people- These interactions may be on the shop floor, in group meetings, in dyadic transactions, through telephone conversations, or in formal or informal gatherings. Many managers spend more than 50 per cent of their time interacting with their subordinates.

The effectiveness of the manager depends on both the content of the interaction and the manager's style. The manager's technical competence, functional knowledge, skills, and information are very important in determining his or her effectiveness in managing subordinates. A capable manager is able to influence a subordinate by providing technical guidance and clear directions when needed. However, if the manager is not sensitive to the emotional needs of subordinates and does not use the appropriate styles of supervision and leadership, there is a great danger of crippling the growth of the subordinates. For example, an authoritarian manager may arouse strong negative reactions by continually dictating terms to capable subordinates but may do extremely well with subordinates who are dependent and who are just beginning to learn their roles. Similarly, a democratic manager may be liked by capable subordinates but may be seen as incompetent by dependent subordinates. It is necessary, therefore, for managers to interact differently with different people.
3.23.1 Benevolent, Critical and Developmental Styles:

In this concept, leadership or supervisory styles stem from three mutually exclusive orientations: benevolent, critical, and self-dispensing or developmental.

(a) Benevolent Supervisor:

This type protects subordinates, continually tells them what they should and should not do, and comes to their rescue whenever needed. Such a supervisor caters to subordinates' needs for security and is generally liked by his employees. He is effective as long as he is physically present. In his absence the workers may experience a lack of direction and motivation. Such supervisors tend to have dependent followers, and initiative-taking behaviour may not be reinforced.

(b) Critical Supervisor:

This type takes a critical approach to employees and does not tolerate mistakes, low-quality work, undisciplined behaviour, or individual peculiarities. Finding mistakes, criticizing subordinates, and making them feel incompetent is a characteristic behaviour of a critical manager. Subordinates may produce acceptable work put of fear, but they do not like this type of manager.

(c) Developmental Supervisor:

This type has confidence in his subordinates, helps them to set broad goals, and allows them to work on their own. Guidance is provided only when requested for by the subordinates. Competent workers who have this kind of supervision are likely to feel confident about their work. They are free to work both independently and interdependent with their colleagues. Employee competencies are developed well under this supervisor.
3.23.2 Implications of Supervisory Styles

No single supervisory style is universally effective. The effectiveness of the style depends on the employee, the nature of the task, and various other factors. If a new employee does not know much about the work, a benevolent supervisor is helpful; a critical supervisor may be frightening. On the other hand, a capable employee may feel most comfortable with a developmental style of supervision and resent a benevolent supervisor who continually gives unwanted advice.

Employees with low self-discipline probably could be developed best by critical supervision, at least on an intermittent basis. Continuous critical supervision, however, is unlikely to be effective. Flexibility and perceptiveness about when to use each style are useful attributes for leaders or supervisors. However, developmental philosophy should be the core philosophy to enhance learning among employees.

3.24 Effective Counselor Attitudes

Every line manager should have counselling or helping skills. These skills contributed good to deal in managing the staff effectively and facilitating their development. Line managers are required to use these skills particularly during annual performance discussions. These skills bring a line manager closer to his subordinate, understand him better, motivate him and in the process also contribute to his development.- The counselling skills are based on listening skills, diagnostic skills, empathy and attitudes like faith in people and their competencies, positive attitude to others, development attitudes, openness, self-disclosure, receptivity to feedback etc. This questionnaire is meant to help line managers assess themselves on the extent to which they possess the attitudes required to be a good counsellor.
References:


