CHAPTER -VII

FINDINGS, CONCLUSIONS AND SUGGESTIONS
CHAPTER 7

Findings, Conclusions and Suggestions

The title of the present research study is “A Study on HRD management in Selected Cooperative Industrial Units in Kolhapur District”. In this study the First Objective of the present study is to take cognizance of the development of HRD in India. The findings in this respect are summarised as follows.

7.1 Highlights of Development of HRD in India

As stated above, the first objective of the present study is to take a cognizance of development of HRD in India. The researcher for the purpose of this study started referring the relevant literature on the HRD and he came across with many books, journals, magazines, and reports. When put in a systematic manner, the following are some of the observations regarding the highlights of the development of HRD in India.

1. 1974: L & T accepts the Consulting report by Udai Pareek and T.V. Rao suggesting the setting up of a HRD department.
2. 1975: State Bank of India decides to create new HRD departments.
3. 1976: Associate Banks of SBI appoint HRD managers.
4. The HRD managers of associate banks get trained in OD and PA systems at IIMA.
5. 1978: State Bank of India appoints head of the HRD and OD.
6. Bharat Earth Movers Limited, Bangalore, a public sector company, decided to start a HRD department.
7. 1979: The first workshop on HRD was conducted by IIMA by Dr. T.V. Rao,
8. ISABS conducts the first HRD facilitators program in Bangalore as a part of their summer event, using laboratory methodology.

9. 1980: The first program of HRD managers started at IIMA to prepare HRD managers for HRD roles.

10. Second HRD facilitators program conducted by T.V. Rao in Hyderabad, ISABS summer event.

11. A large number of companies try to adopt integrated HRD systems models. 1982, Larsen & Toubro institutes a Chair at XLRI Jamshedpur to promote HRD.

12. 1984: Dr. T.V. Rao joins XLRI as L & T professor in HRD to start the Center for HRD.

13. 1985: A national HRD Network is conceived and an HRD Newsletter started from XLRI Jamshedpur and IIM, Ahmedabad to promote the HRD in the country.

14. The first HRD Newsletter published by the Center for HRD at XLRI, Jamshedpur that later became a joint publication of the National HRD Network and CHRD. Funds were mobilized for the Newsletter by Abraham and T.V. Rao from Ahmedabad.

15. 1986: First program on Performance Appraisal launched in Madras by the Madras regional HRD Network and Center for HRD XLRI.

16. National HRD Network Registered at Ahmedabad with IIMA as the address.

17. National HRD Network collaborates with Indira Gandhi National Open University to write the modules for MS 22, an HRD course for those specializing in HRD.

18. 1988 First National Conference of HRD Network, first day, fully devoted to CEOs and 10 CEOs address and attend the first day full sessions.
19. The Indian Society for Applied Behavioral Sciences (an associate of the NTL) along with the National HRD Network starts offering laboratory-based education for HRD professionals with the title ‘HRD Facilitators Program’.

20. A Three-phased professional development program in HRD launched by the National HRD Network.

21. The national HRD Network holds an annual symposium and Conferences to promote networking and learning from one another in the field to HRD. Each event results in a book and over a dozen books written in the field on HRD by the 1990s.

22. Mission-vision workshop of the National HRD Network, where an Institute of HRD was conceived. It was later termed as the Academy of HRD.

23. 1991: The AHRD launches a diploma program in HRD distance education mode. About 130 candidates admitted to the diploma from all over the country.

24. 1994: Doctoral-level fellow program launched jointly with XLRI Jamshedpur by the Academy of HRD.

25. 1995: First contact program for doctoral-level fellow students.

26. 1999: First Doctoral Fellow graduates from XLRI out of the joint doctoral-level Fellow Program with AHRD.

7.2 Second Objective: HRD Mechanisms/Instruments.

The Second Objective of the present study is to identify the HRD instruments /process/ mechanisms / sub systems existing in the cooperative organisations under study. The respondents were asked in the given questionnaires to give their feedback on the existence of HRD mechanisms in their organisations.
### Table No.7.1 List of HRD mechanisms

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>HRD mechanisms</th>
<th>Respondents %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>HRD Department</td>
<td>70%</td>
</tr>
<tr>
<td>2.</td>
<td>Performance Appraisal</td>
<td>80%</td>
</tr>
<tr>
<td>3.</td>
<td>Potential Appraisal &amp; Development</td>
<td>40%</td>
</tr>
<tr>
<td>4.</td>
<td>Induction Training</td>
<td>100%</td>
</tr>
<tr>
<td>5.</td>
<td>Training &amp; Development</td>
<td>100%</td>
</tr>
<tr>
<td>6.</td>
<td>Performance Planning, Analysis, Review, Development and Counselling</td>
<td>90%</td>
</tr>
<tr>
<td>7.</td>
<td>Career Planning &amp; Development</td>
<td>30%</td>
</tr>
<tr>
<td>8.</td>
<td>OD Interventions</td>
<td>50%</td>
</tr>
<tr>
<td>9.</td>
<td>Employee Welfare &amp; QWL Programmes</td>
<td>90%</td>
</tr>
<tr>
<td>10.</td>
<td>Reward &amp; Recognition System</td>
<td>70%</td>
</tr>
<tr>
<td>11.</td>
<td>Job Rotations</td>
<td>80%</td>
</tr>
<tr>
<td>12.</td>
<td>Communication Policies</td>
<td>60%</td>
</tr>
<tr>
<td>13.</td>
<td>Role Analysis Exercises</td>
<td>30%</td>
</tr>
<tr>
<td>14.</td>
<td>Suggestion Scheme</td>
<td>90%</td>
</tr>
<tr>
<td>15.</td>
<td>Workers Education Scheme</td>
<td>90%</td>
</tr>
<tr>
<td>16.</td>
<td>Inter- Unit Study Visits</td>
<td>80%</td>
</tr>
<tr>
<td>17.</td>
<td>Human Resource Policy Manual</td>
<td>60%</td>
</tr>
<tr>
<td>18.</td>
<td>Human Resource Planning (HRP)</td>
<td>60%</td>
</tr>
<tr>
<td>19.</td>
<td>Quality Circles (QC)</td>
<td>60%</td>
</tr>
<tr>
<td>20.</td>
<td>Human Resource Information System</td>
<td>90%</td>
</tr>
</tbody>
</table>
7.2.1 Findings on Objective No.2: HRD mechanisms

I. 100% of the respondents have given positive responses on the following HRD mechanisms that exist in their organisations.
   (a) Induction Training       (b) Training & Development

II. According to 90% of the respondents, following hrd mechanisms exist in their organizations.
    a. Performance planning,   b. Workers Education scheme.
    c. Suggestion Scheme.      d. HR Information System.

III. 80% of the respondents have mentioned that the following hrd mechanisms existed in their organisations.
    a. Performance Appraisal,  b. Job rotation,
    c. Inter-Unit study visits,

IV. 70% of the respondents have the following.
    a. HRD Department,        b. Reward & Recognition system.

V. 60% respondents have the following hrd mechanisms.
    C.HR Planning.            d. Quality Circles,

VI. 50% respondents have the following.
    a. OD interventions.

VII. Lastly 30% of the respondents said ‘yes’ to,

7.2.2 Conclusion about HRD mechanisms:

In all the cooperative units under study, some or all of the HRD mechanisms are being used by the organisations. ‘Induction training’ and the ‘Training & Development’ are the two HRD mechanisms which exist in all organisations.
7.3 Findings in respect of Objective No. 3.

The objective No. 3, reads like this- To measure the HRD climate prevailing in the selected Industrial Cooperative units under study. The overall finding in this respect is good. The details are as follows.

7.3.1 Factors contributing to good HRD Climate:

i. The overall HRD climate in the Cooperative organisations appeared to be good. (Percentage score =65.34%).

ii. The most important factor contributing to the HRD Climate seemed to be the attitude of managers to give importance to the development of their subordinates. (Item No.3 =75%),

iii. People in the Cooperatives are helpful to each other (Item No.9=80%),

iv. Promotional decisions are based on suitability of the promotees rather than the favouritism (Item No.14=75%), and

v. Team spirit is high in these cooperative organisations (Item No.33=76.75%).

7.3.2 The other pertinent factors contributing significantly to good HRD Climate in the organisations:

i. Senior officers taking active interest in their juniors and helping them in their learning their jobs. (Item no.6),

ii. The psychological climate in these organisations is very conducive for development of the employees (Item no.11),

iii. Seniors guide their juniors and prepare them for future responsibilities (Item no.12),

iv. Performance appraisal reports are based on objective assessment and not on favouritism (Item no.17),
v. The employees sponsored for training take it seriously and try to learn from the programmes they attend (Item no.24), and
vi. People trust each other in these organisations.

7.3.3 **Items on which HRD climate perceived favorably** (item-wise percentage score/overall mean score, was more than 65.34%,
(i) Top management’s belief that human resources are important (item no.2, 68.75%);
(ii) Personnel policies in the cooperatives under study facilitate employee development (item no.4, 68%);
(iii) Supervisors appreciate their subordinate’s good work (item no.16, 68.25%);
(iv) Employees coming back after completing their training course is given opportunities to try out what they have learnt (item no.25, 69.25%);
(v) Employees are sponsored to training on the basis of identification of training needs (item no.26, 67.75%);
(vi) Employees are not afraid to discuss their feelings with their superiors (item no.29, 67.50%);
(vii) juniors use the delegation as an opportunity for their development (item no.32, 65.75%);
(vii) When problems arise people discuss and solve these problems instead of accusing each other (item no.34, 67.50%);
(viii) Organisations future plans are shared with the managers so that they can develop and prepare their employees for such future plans (item no.36, 66.75%);
(ix) Welfare of employees is ensured by organisations. (Item no.37, 68.25%).
7.3.4 **Items having lower scores make adverse effect on HRD climate:**

(i) Top managements of the organisations go out of their ways to make sure the employees enjoy their work. Item-1, score-53.50%,

(ii) There are mechanisms to reward good work done by employees. (Item-15, score-50%,

(iii) Employees are encouraged to take initiative and do things on their own. Item-30, Score-54.25 %,

(iv) Job rotation in the organisations facilitate employee development. (Item-38, score-55 %,

(v) People in the organisations do not have any fixed mental impressions about each other.item-18, 55.75%,

(vi) Weaknesses of the employees are communicated to them in a non-threatening way.item-21, 57%,

(vii) Employees take pains to find out their strengths and weaknesses.item-23, score-57%,

(viii) Delegation of authority to encourage juniors to develop handling higher responsibilities is quite common.item-31, score-59.25 %,

(ix) Top management invests considerable time and other resources to ensure development of employees.item-5, score-59.50 %,

(x) Employees are informal and discuss their problems with supervisors.item-10, score-59.25 %,

These items with lower scores have highlighted the weaknesses in the organisations leading to adverse effect on the HRD climate.
7.3.5 Conclusions in respect of HRD climate.

Thus, on the whole, it is found that the good HRD Climate exists in the Cooperatives covered under policies and practices of the Cooperatives. The employees were satisfied with developmental policies of the top management as well as happy with the prevailing HRD climate in the Cooperatives under study.

However, findings of the present study indicate that there is still substantial scope for improvement in various aspects of HRD in the Cooperatives covered under study.

7.3.6 Suggestions to improve HRD Climate:

(i) Top managements of the organisations can go out of their ways to make sure the employees enjoy their work.

(ii) Some mechanisms can be introduced to reward good work done by employees.

(iii) Employees can be encouraged to take initiative and do things on their own,

(iv) Job rotation in the organisations can facilitate employee development,

(v) People should not have any fixed mental impressions about each other,

(vi) Weaknesses of the employees may be communicated in a non-threatening way,

(vii) Employees should take pains to find out their strengths and weaknesses.

(viii) Delegation of authority can be used to encourage juniors to develop handling higher responsibilities,
(ix) Top management can invest time and other resources to ensure development of employees.

(x) Employees may discuss their problems with supervisors.

The above mentioned items if given proper attention, the HRD climate can be improved. So also, in addition to the above, a few more things need to be given some attention. They are as follows-

7.3.7 **Superior-Subordinate Relationship:**

It is the responsibility of every manager to ensure the development of and utilisation of the capabilities of the subordinates. Employee commitment is increased with the opportunity to discover and use one’s capabilities and potential in one’s work. The mean scores of the items dealing with these aspects in the cooperative organisations under study were above average score of 50 per cent. However, to strengthen the same in the cooperatives, the management should make all out efforts to convert “superior-subordinate relationships” into “friendly informal relationships”. Efforts should be geared to strengthen the values of mutuality, trust, confidence, collaboration, loyalty, authenticity and so on.

7.3.8 **PA system:**

A scientific system of appraising the performance of employees should be introduced in the Cooperatives. The scientific system of appraising the performance should be based on identification of key performance areas (KPAs), and the qualitative and quantitative requirements of the job should form the basis of appraisal. Besides, a proper rating system should be evolved to give a concrete picture of the appraisal conducted.
7.3.9 Psychological Climate:

Psychological climate in the organisation should be improved and efforts should be initiated to make it conducive to the development of employees. Besides, there is an urgent need for restructuring the various personnel policies in the cooperatives. Sound personnel policies that show high concern for employees and emphasise equity and objectivity in appraisals would go a long way in creating a better HRD climate in the organisations.

7.4 Findings on Objective No.4: Training Effectiveness

The objective No.4, in the present study, is about the assessment of the effectiveness of the training function. The findings in this respect are as follows. Some of the items given below have contributed to greater extent in making the training function effective in the cooperative units under study:

7.4.1 Positive Aspects about Training function:

1. Line managers utilize and benefit from the training programmes (Item-23, mean score-4.03)
2. Line managers provide the right kind of climate to implement new ideas and methods acquired by their juniors through training (Item-22, mean score-3.13);
3. The new recruits find induction training very useful in the cooperatives under study (Item-7, mean score-3.06)
4. Induction training is given adequate importance in the cooperatives (Item-1, mean score-3.06);
5. Employees are helped to acquire technical knowledge and skills through training (Item-9, mean score-2.94);
6. The quality of in-company programmes is excellent (Item-19, mean score-2.90);
7. The norms and values of the cooperatives are cleared explained to new employees during induction (Item-5, mean score-2.87);
8. Induction training is well planned in the cooperative organisations under study (Item-2, mean score-2.81);
9. HR competencies are developed through training in human skills (Item-11, mean score-2.81);
10. Induction training provides an excellent opportunity to new comers to learn about the organisations (Item-4, mean score-2.77
11. The training of workers is given due importance in the cooperatives (Item-12, mean score-3.03)
12. The employees sponsored for training take the training seriously (Item-14, mean score-2.87);
13. The employees are sponsored for training programme on the basis of identified needs of training (Item-13, mean score-2.97);

7.4.2 Negative Aspects about Training function:

However the following items probably have negative effect on the effectiveness of training in the cooperatives under study:
1. The periodical evaluation and improvement of induction training (Item-8, mean score-2.16); i.e. no sufficient periodical evaluation and improvement.
2. Well designed and widely shared training policy (Item-25, mean score-2.42); i.e. sound training policy perhaps lacking; and,
3. Senior executives interest and time given for development of new staff (Item-6, mean score-2.45) i.e. it is probably not sufficient.
7.4.3 Suggestions in respect of Training Function:

A well integrated sound training policy should be introduced in the cooperative units. The organisations under study were undertaking various training activities; they were doing the identification of training needs, programme designing and scheduling, etc. As a suggestion, the training system in the cooperative units under study should be geared to design innovative and highly specialised programmes as a measure to improve and provide skills, knowledge and expertise in the functional areas.

7.5 Findings on Objective No.5, in respect of PA system

The objective No.5 of the present study is to assess the extent of implementation of development oriented PA systems of the cooperatives under study. The findings are as follows.

7.5.1 Positive Aspects of PA system.

i. A majority of the respondents of the study mentioned that in the process of giving feed-back, the weaknesses of the employees were communicated in a non-threatening way;

ii. When feed-back was given to employees they took it seriously and used it for development; performance appraisal in their organisations was based on objective assessment and adequate information.

7.5.2 Negative Aspects of PA system:

i. The employees in these units did not take pains to find out their strengths and weaknesses from their supervising officers and colleagues.

ii. The overall score of all the items pertaining to this aspect put together has been calculated as 2.7, which indicates an average
implementation of performance appraisal and feed-back mechanisms.

7.5.3 Observations on PAS Questionnaire- Part-I

This part of the PA system indicates its HRD Orientedness of the same. In the table pertaining to PA system there are two types of items- positive and negative.

7.5.3.1 Items influencing the HRD orientation of the PA system positively:

The scores in the following items have been observed more than average (59.61) score indicating their positive effect on the hrd orientedness of PA system.

1. Item-6, score-70- The appraisal system provides an opportunity for a discussion between the appraiser and appraisee on the expectations achievements, failures, constraints and improvements required.

2. Item3, score-66- The appraisal system provides an opportunity for each appraisee to communicate the support he needs from his superiors to perform his job well.

3. Item-12, score-65- The appraisal system helps interested appraisees to gain more insights into their strengths and weaknesses.

4. Item-7, score-63- The appraisal system has scope for reflection and assessment of each appraises on the personality factors and attributes required for the current job of the assessee.

5. Item-9, score-65- The appraisal system provides an opportunity for each appraisee to express his developmental needs.
6. Item-1, score-62- The appraisal system helps each appraisee and appraiser to have a clear joint understanding of each appraisee's job.

7.5.3.2 Items influencing the HRD orientedness of PA system negatively:

The following items having scores less than average score (Avg.Score=59.61) have affected the hrd orientedness of PA system adversely.

1. Item-10, score-52 - The appraisal system has scope for correcting the biases of reporting officer through a review process.
2. Item-15, score-54 - The objectives of the appraisal system is clear to all employees.
3. Item-14, score-58 - The appraisal system has scope for communicating top management plans and business goals to staff below.

7.5.4 Conclusions about Part- I of PAS:

The above findings lead to say that the cooperatives under study need to look into the issues pertaining to these items and take necessary steps so that the things can be set right. These issues are-(a) scope for correcting the biases of reporting officer through a review process. (b) Objectives of the appraisal system to be made clear to all employees (c) The appraisal system should have the scope for communicating top management plans and business goals to staff below.

7.5.5 Observations on PAS Questionnaire-part-II

This part II of the PAS questionnaire assesses how well PA system is implemented.
(A) **The following items were found influencing the implementation of PA system positively.**

1. Item16, score-67, Periodic orientation programmes are conducted to explain the objectives and other details of the appraisal system.
2. Item-18, score-67, Reporting officers help their appraisees to plan their performance in the beginning of the year.
3. Item-21, score-63, Executives do a thorough job on self-appraisal in terms of reviewing, reflecting and analysing the factors affecting their performance.
4. Item-22, score-63, Performance review discussions are taken seriously by managers and sufficient time is spent in these discussions

(B) **The following items were found influencing implementation of PA system negatively:**

The scores in the following items have been observed to be less than average (59.61) score thereby affecting the implementation of PA system adversely.

1. Item-24, score-49, Efforts are made by appraisers to be objective in their appraisals.
2. Item-25 score-51, The HRD department follows up seriously the training needs identified during appraisals.
3. Item-32 score-52, Appraisals facilitate growth and learning in this organization both for appraisees and appraisers.
4. Item-23, score-55, Performance review discussions are conducted with high quality and care.
5. Item-29, Item-55, The HRD department actively reviews each appraisal and discusses with line managers.
6. Item-26, score-57, the appraisal data are used by the HRD department for other development decisions like job-rotation, job-enrichment and the like.

7. Item-27, score-57, the appraisal data are used as inputs for recognition and encouragement of high performers and desirable behaviour.

8. Item-33, score-57, Appraisals facilitate growth and learning in this organisation both for appraisees and appraisers.

9. Item-28, score-58, the reviewing officers take appraisals seriously and try to educate their subordinates to overcome their personal biases and favouritism.

7.5.6 Suggestions in respect of PA system:

The observations of the scores (findings) in the above items tend to suggest that the cooperatives under study need to take appropriate steps to improve the implementation of PA system by looking into the issues contained in the following items:

(1) Making appraisers to be objective in their appraisals.

(2) Identification of training needs during appraisals.

(3) Appraisals should facilitate growth and learning for appraisees and appraisers.

(4) Conducting Performance review discussions with high quality and care.

(5) Reviewing and discussing each appraisal with line managers.

(6) Using, the appraisal data for decisions like job-rotation, job-enrichment etc.

(7) Using the appraisal data for recognition and encouragement of high performers.
(8) Appraisals should facilitate growth and learning for appraisees and appraisers

(9) The reviewing officers should take appraisals seriously and try to educate their subordinates to overcome their personal biases and favouritism.

In nutshell: A scientific system of appraising the performance of employees should be introduced in the Cooperative units. The scientific system of appraising the performance should be based on identification of key performance areas (KPAs), and the qualitative and quantitative requirements of the job should form the basis of appraisal. Besides, a proper rating system should be evolved to give a concrete picture of the appraisal conducted.

7.6 Findings on Objective No 6 : Regarding Counseling Attitudes

7.6.1 Interpretations:

1. The 25 item questionnaires were administered to line/staff managers. The average score stands at 76.7 or near to 77.

2. Scores above 75 indicate effective counselor attitudes.

3. It means that the managers/ respondents are having effective counselor attitudes.

4. Low scores may identify items on which they need to discuss in the group about their beliefs and the sources behind their beliefs.

5. The star (*) marked scores show low scores meaning thereby on these dimensions some improvements are necessary.

6. The average score respondent-wise as well as item-wise works out to be 76.7 or near to 77. It indicates that the managers/ respondents are having effective counselor attitudes.
7. However the star marked scores show low scores meaning thereby on these dimensions (Items/Respondents) some improvements are necessary. The results can be discussed among the respondents.

8. The following items carry the scores which are less than 75.

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Are you a careful listener?</td>
<td>67 *</td>
</tr>
<tr>
<td>4</td>
<td>Do you let your employees to try their ideas?</td>
<td>67 *</td>
</tr>
<tr>
<td>5</td>
<td>Awareness about employee’s feelings.</td>
<td>71 *</td>
</tr>
<tr>
<td>6</td>
<td>Communication of strengths and weaknesses of subordinates.</td>
<td>68 *</td>
</tr>
<tr>
<td>7</td>
<td>Communication of true feelings to others.</td>
<td>69 *</td>
</tr>
<tr>
<td>8</td>
<td>Offering specific and concrete suggestions to employees.</td>
<td>69 *</td>
</tr>
<tr>
<td>10</td>
<td>Performance review discussions are learning opportunities for both.</td>
<td>63 *</td>
</tr>
<tr>
<td>21</td>
<td>Talking and offering suggestions on problems.</td>
<td>69 *</td>
</tr>
<tr>
<td>23</td>
<td>Frequency of thinking about employees and their problems.</td>
<td>70 *</td>
</tr>
</tbody>
</table>

7.6.2 Suggestions in respect of Counseling Attitudes:

7.6.2.1 Issues for Consideration:

By observing the low scores of the above items it can be said that the following issues need to be given consideration and some measures can be taken so that the counseling attitude of managers can be improved.

Some of the important issues which need consideration, may be –

1. Careful listening to the employees,
2. Permitting them to try their ideas,
3. Increasing awareness about their feelings,
4. Communicating their strengths and weaknesses to them,
5. Communicating your true feelings to employees,
6. Offering specific and concrete suggestions,
7. Learning through performance review discussions,
8. Talking and offering suggestions on problems and lastly;

7.6.2.2 Implications for Managers:

In the above items the scores are less than 75. The scores below 75 indicate the necessity of discussion on these items among the managers. The manager is said to have an effective counsellor attitude when he talks with his employees about their problems and offers suggestions to them so that the employees can get some solutions.

In the present study, the managers perhaps need to find out the reasons of their low scores on this account. They can increase their interaction with the employees, discuss their problems and try to offer the solutions to the employees.

7.7 Findings on Objective No.7; Leadership Styles

7.7.1 Administration of Questionnaire and Scoring:

These are 10 sets of items in the questionnaire. Each set of items contain one "Benevolent" style related item ('a' in each item), one "Critical" style related item (V in each item), and one "Development" style related item. In every set of items a total of 6 points are to be distributed depending on the extent to which the item characterizes the belief of the respondent.

Add scores on all 'a's to get the Benevolent Score for the respondent.
Add scores on all 'b's to get the Critical Score for the respondent.
Add scores on all 'c's to get the Developmental Score for the respondent.
1. The total of all the three scores should add up to 60 as there are 10 sets of items.

2. The highest score indicates the dominant style of the respondent.

3. The next highest score indicates the "back-up" style of the respondent.

4. While a relatively higher score on developmental style is desirable, lack of flexibility in using other styles may not be desirable. Such "flexibility" is not measured by this questionnaire and this issue may be discussed in the group.

5. A Development Style is congruent with HRD philosophy.

### 7.7.2 The Scores of Leadership Styles.

The scores of all respondents added together for each of the leadership styles are as follows:

1. Mean score of all ‘a’s= 22.68, the ‘Benevolent Score’ for the respondents.

2. Mean score of all ‘b’s= 13.76, the ‘Critical Score’ for the respondents.

3. Mean score of all ‘c’s, = 23.56, the ‘Developmental Score’ for the respondents.

### 7.7.3 Interpretation of the scores of the leadership Styles:

(i) In the present study, the highest mean score of all ‘c’s together is equal to 23.56, indicating the presence of ‘developmental style’ as a ‘dominant style’ in the cooperatives under study.

(ii) The second highest score is equal to 22.68. This is the mean score of all ‘a’s together and is called ‘benevolent score ‘indicating the presence of the ‘Benevolent Leadership Style’. It is the ‘back-up’ style.
(iii) The mean score of all ‘b’ s together is equal to 13.76 which is the least one and indicates that the ‘Critical Leadership Style’ is the least dominant style in the cooperatives.

Generally the ‘developmental’ style is always desirable, because it is HRD oriented style. In the present study the ‘developmental’ score is greater than the ‘benevolent’ score. A ‘development’ style is congruent with HRD philosophy.

In the present study, though the ‘developmental’ score is greater than the ‘benevolent’ score, the difference is negligible. This means they are almost equal to each other and hence it can be safely said that both of these styles are dominant in the cooperatives. It obviously creates good HRD climate.

7.7.4 Correlations:

Interpretation of correlations:

(i). In the present study the ‘developmental’ style of leadership in the cooperatives, is positively correlated with the HRD climate.

(ii) The ‘critical’ style is negatively correlated with the HRD climate.

(iii) The correlation between’ benevolent’ style and ‘HRD climate’ is negligibly negative.

7.8 Suggested New HRD Model:

On the basis of the findings of the present research, the following new HRD model is suggested applicable to all types of Cooperatives. This model contains the following 10 elements.

1. Framing of HRD policies & philosophy.
2. Introduction of HRD mechanisms.
3. Creation of HRD climate.
4. Need based Training facilities offered to the employees.
5. Introduction of a suitable PA system characterised by HRD orientedness.

6. Creating a “Developmental Leadership Styles” among the managerial employees.

7. Inculcating counselling attitude in the managerial employees.

8. Assignment of HRD tasks to the HRD department or an independent HRD manager.

9. Periodical review & revision of the HRD activities.

10. Enhancement of the system on regular basis.

The success of the model will depend upon the quality, sincerity, honesty, rigorousness, perseverance and patience of the people implementing the same. The positive environment in and outside the organisation is a pre-requisite for the same. All models ultimately are as good or bad, as the people implementing it. Hence conducive HRD climate needs to be created and maintained for sustainable growth of the organisation. The new HRD model will be helpful in the competitive environment. However HRD being a smooth social science its success may vary from place to place, organisation to organisation, and situation to situation and time to time.
7.9 Suggested HRD Model

Design of New HRD Model

1. HRD Policies & Philosophy
2. HRD Mechanisms
3. HRD Climate
4. Need based Training
5. HRD oriented PA system
6. Developmental Leadership Styles
7. Counselling Attitude
8. HRD Department or HRD Manager
9. Review & Revision
10. Enhancement of the System