APPENDICES

Appendix – I  Questionnaires.
Appendix – II  A Selected Bibliography
Appendix – III  HRD Resources
Appendix – IV  Professional Bodies
Appendix I. Questionnaires.

Questionnaire No.1
For Identification of HRD instruments /process mechanisms / sub systems

Name of Organisation : ____________________________________________
Name of Respondent : ____________________________________________
Designation : ____________________________________________

Please tick mark (✓) which of the following, exists in your organisation.

1. Human Resource Development Department
2. Performance Appraisal
3. Potential Appraisal & Development
4. Induction Training
5. Training & Development
6. Performance Planning, Analysis, Review, Development and Counselling
7. Career Planning & Development.
8. Organisation, Development (OD) Interventions
9. Employee Welfare & OWL Programmes
10. Reward & Recognition System
11. Job Rotations
12. Communication Policies
13. Role Analysis Exercises
14. Suggestion Scheme
15. Workers Education Scheme
16. Inter-Unit Study Visits
18. Human Resource Planning (HRP)
19. Quality Circles (QC)
20. Human Resource Information System
21. Any other (Specify) ________________________________

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Questionnaire No. 2

for Study of HRD Climate Survey

1. The top management of this organization goes out of its way to make sure that employees enjoy their work.

2. The top management believes that human resources are an extremely important resource and that they have to be treated more humanely.

3. Development of the subordinates is seen as an important part of their job by the managers/officers here.

4. The personnel policies in this organization facilitate employee development.

5. The top management is willing to invest a considerable part of their time and other resources to ensure the development of employees.

6. Senior officers/executives in this organization take active interest in their juniors and help them learn their job.

7. People lacking competence in doing their jobs are helped to acquire competence rather than being left unattended.

8. Managers in this organization believe that employee behaviour can be changed and people can be developed at any stage of their life.

9. People in this organization are helpful to each other.

10. Employees in this organization are very informal and do not hesitate to discuss their personal problems with their supervisors.
11. The psychological climate in this organization is very conducive to any employee interested in developing himself by acquiring new knowledge and skills.

12. Seniors guide their juniors and prepare them for future responsibilities/roles they are likely to take up.

13. The top management of this organization makes efforts of identify and utilize the potential of the employees.

14. Promotion decisions are based on the suitability of the promotee rather than on favouritism.

15. There are mechanisms in this organization to reward any good work done or any contribution made by employees.

16. When an employee does good work his supervising officers take special care to appreciate it.

17. Performance appraisal reports in our organization are based on objective assessment and adequate information and not on favouritism.

18. People in this organization do not have any fixed mental impressions about each other.

19. Employees are encouraged to experiment with new methods and try out creative ideas.

20. When any employee makes a mistake his supervisors treat it with understanding and help him to learn from such mistakes rather than punishing him or discouraging him.
21. Weaknesses of employees are communicated to them in a non-threatening way.

22. When behaviour feedback is given to employees they take it seriously and use it for development.

23. Employees in this organization take pains to find out their strengths and weaknesses from their supervising officers or colleagues.

24. When employees are sponsored for training, they take it seriously and try to learn from the programmes they attend.

25. Employees returning from training programmes are given opportunities to try out what they have learnt.

26. Employees are sponsored for training programmes on the basis of genuine training needs.

27. People trust each other in this organization.

28. Employees are not afraid to express or discuss their feelings with their superiors.

29. Employees are not afraid to express or discuss their feelings with their subordinates.

30. Employees are encouraged to take initiative and do things on their own without having to wait for instructions from supervisors.

31. Delegation of authority to encourage juniors to develop handling higher responsibilities is quite common in this organization.
32. When seniors delegate authority to juniors, the juniors use it as an opportunity for development.

33. Team spirit is of high order in this organization.

34. When problems arise people discuss these problems openly and try to solve them rather than keep accusing each other behind the back.

35. Career opportunities are pointed out to juniors by senior officers in the organization.

36. The organization's future plans are made known to the managerial staff to help them develop their juniors and prepare them for future.

37. This organization ensures employee welfare to such an extent that the employees can save a lot of their mental energy for work purposes.

38. Job-rotation in this organization facilitates employee development
Questionnaire No. 3

for Study of Training Effectiveness

1. Induction training is given adequate importance in this organization.
2. Induction training is well planned.
3. Induction training is of sufficient duration.
4. Induction training provides an excellent opportunity for new comers to learn comprehensively about this organization.
5. Norms and values of this company are clearly explained to new employees during induction.
6. Senior executives/officers take interest and spend time with new staff during induction training.
7. New recruits find induction training very useful in this organization.
8. Our induction training is periodically evaluated and improved.
9. Employees are helped to acquire technical knowledge and skills through training.
10. There is adequate emphasis on developing managerial capabilities of management staff through training.
11. Human relations competencies are adequately attempted to be developed in this organization through training in human skills.
12. Training of workers is given due importance in this organization.
13. Employees are sponsored for training programmes on the basis of carefully identified developmental needs.
14. Those who are sponsored for training programmes take the training seriously.
15. Employees in this organization participate in determining the training they need.
16. Employees sponsored for training go with a clear understanding of the knowledge and skills they are expected to acquire from training.
17. The HRD department conducts briefing and debriefing sessions for employees sponsored for training.
18. In-company programmes are handled by competent faculty.
19. The quality of in-company programmes in this organization is excellent.
20. Senior line managers are eager to help their juniors develop through training.
21. Employees returning from training are given adequate free time to reflect and plan improvements in the organization.
22. Line managers provide the right kind of climate to implement new ideas and methods acquired by their juniors through training.
23. Line managers in this organization utilize and benefit from the training programmes.
24. External training programmes are carefully chosen after collecting enough information about their quality and suitability.
25. There is a well designed and widely shared training policy in the company.
Questionnaire No. 4, for Study of Performance Appraisal Effectiveness

(Performance Planning, Analysis and Development)

PART 1

1. The executive appraisal system in this organization provides an opportunity for each appraisee to have a clear understanding of what is expected from him by his reporting officer during the performance year.

2. The appraisal system helps each appraisee and appraiser to have a clear joint understanding of each appraisee's job.

3. The appraisal system helps managers to plan their performance well.

4. The appraisal system provides an opportunity for each appraisee to communicate the support he needs from his superiors to perform his job well.

5. The appraisal system provides an opportunity for self-review and reflection.

6. The appraisal system encourages the appraiser and appraisee to have a common understanding of the factors affecting the performance of the appraisee.

7. The appraisal system provides an opportunity for a discussion between the appraiser and appraisee on the expectations achievements, failures, constraints and improvements required.

8. 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.
9. The appraisal system encourages open communication between each appraiser–appraisee pair through performance review discussion.

10. The appraisal system provides an opportunity for each appraisee to express his developmental needs.

11. The appraisal system has scope for correcting the biases of reporting officer through a review process.

12. The appraisal system aims at strengthening appraiser-appraisee relationships though mutuality and trust.

13. The appraisal system helps interested appraisees to gain more insights into their strengths and weaknesses.

14. The appraisal system has scope for helping each employee to discover his potential.

15. The appraisal system has scope for communicating top management plans and business goals to staff below.

Part-II

16. The objectives of the appraisal system are clear to all employees.

17. Periodic orientation programmes are conducted to explain the objectives and other details of the appraisal system.

18. Line managers generally spend time and discuss with their subordinates about their performance.

19. Reporting officers help their appraisees to plan their performance in the beginning of the year.
20. Discussions on key performance areas/ key result areas/tasks/ targets between appraiser–appraisee pairs are very educative to appraisees and appraisers.


22. Executives do a thorough job on self-appraisal in terms of reviewing, reflecting and analysing the factors affecting their performance.

23. Performance review discussions are taken seriously by managers and sufficient time is spent in these discussions.

24. Performance review discussions are conducted with high quality and care.

25. Efforts are made by appraisers to be objective in their appraisals.

26. The HRD department follows up seriously the training needs identified during appraisals.

27. The appraisal data are used by the HRD department for other development decisions like job-rotation, job-enrichment and the like.

28. The appraisal data are used as inputs for recognition and encouragement of high performers and desirable behaviour.

29. The reviewing officers take appraisals seriously and try to educate their subordinates to overcome their personal biases and favouritism.

30. The HRD department actively reviews each appraisal and discusses with line managers.

31. The HRD department provides adequate feedback to line managers on their rating behaviour and the decisions taken on their ratings.
32. The performance review committees do a thorough job in reviewing and using appraisal data.

33. Appraisals facilitate growth and learning in this organization both for appraisees and appraisers.
Questionnaire No. 5
for Study of Effective Counsellor Attitudes

<table>
<thead>
<tr>
<th>Questions</th>
<th>How do you think your subordinates would rate you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you feel your job requires development of your subordinates?</td>
<td>–</td>
</tr>
<tr>
<td>2. Do you believe behaviour can be changed at any stage of life?</td>
<td>–</td>
</tr>
<tr>
<td>3. Are you a careful listener?</td>
<td>–</td>
</tr>
<tr>
<td>4. Do you let your employees try their ideas even though these may not be as good as yours?</td>
<td>–</td>
</tr>
<tr>
<td>5. Are you aware of your employees' feelings when you converse with them?</td>
<td>–</td>
</tr>
<tr>
<td>6. Do you communicate to your employees your understanding of their strengths and weaknesses?</td>
<td>–</td>
</tr>
<tr>
<td>7. Do you communicate your true feelings to others (as against telling them what they would like to hear)?</td>
<td>–</td>
</tr>
<tr>
<td>8. Do you offer specific and concrete suggestions</td>
<td></td>
</tr>
</tbody>
</table>
to your employees?

9. Do you make it a point to give sufficient time to have periodic performance review discussions with each of your staff?

10. Do you feel that performance review discussions are learning opportunities for both the appraiser and the appraisee?

11. Have you found the performance review discussions useful?

12. Do you take time to reflect about your own behaviour and its impact on your subordinates?

13. Do you seek feedback from your subordinates about your own performance and the support you are able to give them?

14. Do you believe that it is your responsibility to initiate special counselling sessions with troubled employees?

15. Does your job offer you opportunities to help your employees?

16. Do you believe in leading by example?

17. Do you delegate and pass authority and responsibility down as far as possible?
18. Do you provide candid and data-based feedback without getting emotional?

19. Do your employees communicate to you their personal problems also?

20. Are you meeting your objectives?

21. Do you talk to your employees about their problems and offer suggestions when they talk to you?

22. Do you get concerned about providing them a proper emotional climate for growth?

23. How often do you think about them and their problems?

24. Are you aware of your own styles of communication in interpersonal communication?

25. Do you believe that you are capable of becoming an effective counsellor through practice on your own?

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Questionnaire No. 6

For Study of the Supervisory and Leadership (Beliefs) Styles.

1. Beliefs about Subordinates

(a) I firmly believe that subordinates should be treated very affectionately and constantly guided and helped. Therefore, I tend to keep giving instructions to them constantly.

(b) Most often I feel that the subordinates I have tend to avoid work unless they are closely supervised. Therefore, I prefer to keep a close watch on them to make sure that they put in at least some effort.

(c) I generally tend to believe that my subordinates are capable of working on their own. Therefore, I tend to leave them freely to work on their own most of the time, providing support only in difficult or most needy situations.

2. Vision

(a) I think mostly in terms of my people and protecting them. A good leader should make efforts to gain loyalty of subordinates by satisfying them as it is the people that count in the long run.

(b) I prefer to think mostly in terms of immediate tasks and short term goals. I do not mind dissatisfying a few if immediate tasks are not accomplished. In the present day environment there is very little time to think about future.
(c) I always think in terms of the long term interests and future of the organization. I invest considerable amount of my time in developing subordinates for the future of the organization.

3. Mistakes

(a) I tend to tolerate the mistakes of my subordinates. Quite often I end up salvaging the situation and protecting them as far as possible.

(b) I lose my patience and tolerance when my subordinates make mistakes. I tend to get upset and irritated easily.

(c) I encourage my subordinates to use mistakes as learning opportunities. I discuss with them and educate them to become more competent.

4. Conflicts

(a) When conflicts arise my subordinates normally look to me for my judgment on who is right and who is wrong. I do tell them what I think is the best.

(b) When conflicts arise I prefer to bring it to the notice of my seniors or take action to pull up the erring side.

(c) When conflicts arise I prefer to call the parties together and try to help them solve the problems in a manner that understanding between them is increased and eventually they learn to resolve their conflicts.

5. Decision Making

(a) I tend to take most decisions myself rather than delegating to subordinates and prefer to inform only those who need to know.
(b) I prefer to take most decisions by myself as I am not sure if my subordinates have the competencies.

(c) I prefer my subordinates to take most decisions relating to their job on their own. I consult my subordinates and other relevant employees on critical decisions and keep them informed to give them a sense of involvement and identification with the company.

6. Assignment of Tasks

(a) I tend to assign tasks on the basis of my assessment of the subordinates and their competencies. By and large they seem to like my judgment.

(b) I prefer to assign tasks purely according to organizational norms even if it hurts some people.

(c) While assigning tasks I ensure that they match the competencies of the subordinates at the same time providing them opportunities for development.

7. Significance

(a) I prefer to have subordinates who can be trusted and loyal to me personally.

(b) I am quite careful in praising my subordinates. Nowadays if you praise them, they tend to sit on your head. Employees normally tend to put up a show to impress you. It is difficult to trust them.

(c) I believe in treating my subordinates with respect. I believe that I cannot be a powerful leader unless I make my subordinates powerful.
8. Communication

(a) I prefer to share any new information I get to know about the company, its plans and policies, external environment, technology etc. only with a select few and particularly those related to it.

(b) I do not think there is any need to share any information about the company or its external environment, technological developments etc. with my subordinates.

(c) Whenever I come to know about any important developments in the country, the technology we use, sociopolitical and economic change, about the company its plans, policies etc., I make efforts to share this with all of my subordinates. I do this as an effort to build up their competencies for future.

9. Inspiration

(a) I tend to give a high weightage to people and their relationships. I would like my employees to do things that I like and they do try to keep me satisfied.

(b) I do my job well and I expect my subordinates also to do their job well and I find it difficult to tolerate any deviation from the tasks assigned to my subordinates,

(c) I think I do have a leadership style that inspires my subordinates. I try to create conditions for my subordinates so that they enjoy the work they do.

10. Initiative

(a) I permit only some of my employees to take initiative and work on their own. There is no point giving freedom to everyone in the team. Some are more capable than others.
(b) I prefer my subordinates to conform to the rules and procedures and do what they are expected to do. If they follow the instructions given to them it is sufficient.

(c) I encourage my subordinates to take initiative and do things. They cannot develop unless they cultivate some initiative.