HRD PRACTICES IN TNSTC, NAGERCOIL

Questionnaire

Socio-Demographic Particulars:

1. Age : Up to 20/20-30/30-40/40-50/50-60
2. Gender : Male/Female
3. Designation : Driver/Conductor/Technical/Administrative/
                   Officer/Technical Supervisor/Training Supervisor/
                   Contingency
4. Marital Status : Married/Unmarried
5. Experience : Up to 5 years/5-10 years/10-15 years
                15-20 years/20-25 years/Above 25 years
6. Qualification : Below SSLC/SSLC/+2/B.A/B.Sc./B.Com/
                    ITI/Diploma/BE/B.Tech/MA/M.Sc/M.Com/Others
7. Income : Up to Rs. 5000/5000 - 10,000/10,000 - 15,000-
            15,000-20,000/20,000 - 25,000/Above 25,000.
8. Dependents : Upto 5/5-10

Please, indicate the extent to which each of the following statements match with what you observe in your organization by ticking in the appropriate column. Use the following five points for rating.

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<tbody>
<tr>
<td>5</td>
<td>Almost always true.</td>
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<tr>
<td>4</td>
<td>Mostly true.</td>
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<tr>
<td>3</td>
<td>Some time true.</td>
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<tr>
<td>2</td>
<td>Rarely true.</td>
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<tr>
<td>1</td>
<td>Not at all true.</td>
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</table>
Worker allowances in the organization are attractive.
Each trade/cluster of trades has a clearly laid down career path in the organization.
Multi-skill training of workers is common in the organization.
Feedback based on performance appraisal is not given to workers.
Workers' job requires application of mind.
It is difficult to protect workers' wages in proportion to rise in cost of living.
Workers are counselled for the problems to improve performance.
Scheme providing medical facilities to workers' families is non-existent.
Workplace does not have sufficient lighting/ventilation.
People working in HR Department are well-trained to undertake worker Development.
Performance appraisal system is used to identify development needs of workers.
Retraining to workers is rare in the organization.
Skill required to reach higher levels in different trades is not clearly defined.
Workplace is noisy.
Worker's duties are routine.
Systematic assessment of workers' performance is not conducted here.
Interaction between workers and other categories of employees is not encouraged.
Training of workers is accorded due priority.
Sufficient toilets, washrooms, water coolers, etc. available for workers.
Family needs and concerns of workers are not given due attention.
Human Resource Department actively pursues worker development.
Get together/social activities involving worker families are frequently organized at the instance of the organization.
Job content of worker is wide.
Participative mechanisms like worker teams/quality circles/problem solving teams are used in the organization.
Direct interaction of workers with top management is encouraged.
A written policy on career progression of workers is in place.
Workers are involved in decision-making process.
Workers are not sponsored for higher studies.
Control of work activities is not vested with workers.
Newsletters, house magazines, suggestion schemes etc. existent in the organization.
Workers here possess the vision, mission, and purpose of the organization.
32. Workers' job provides no opportunity for creativity.
33. A system to identify worker for assuming higher positions in future is not in place.
34. Top management shares the business plans and organizational performance with workers on a regular basis.
35. Workers are not satisfied with the wages in the organization.
36. Worker development plan is not dovetailed with business strategy of the organization.
37. Workplace is clean and tidy.
38. Human resource department is not equipped with adequate resources like manpower, finance, facilities, etc.
39. Workers' wages in the organization are comparable to the best in the industry.
40. Education of workers' children is systematically encouraged.
41. Workers are encouraged to acquire/create services within the organization.
42. Supervisors feel that worker development makes their job easy.
43. If labour laws were not there worker development would not have taken place in the organization.
44. Educational level of workers is low.
45. Workers have basic aptitude necessary to learn and practise new things.
46. Workers think that worker development is aimed at demanding more output from them.
47. General health standards of workers are satisfactory.
48. Workers believe that worker's development practices provide to them opportunities for learning.
49. Unions believe that workers' development practices provide to workers' opportunities for learning.
50. IR-related work stoppages are prevalent in the organization.
51. Separation (Voluntary retirement) of workers is seen as a move to improve organizational efficiency.
52. Industrial relations climate in the organization is conducive to worker development.
53. Labour laws have a limited role in the worker development.
54. Workers think that worker development practices help them grow.
55. Supervisors feel that worker development improves discipline among workers.
56. Management thinks that worker development leads to turnover/attrition of workers.
57. Reducing the manpower in worker category is not necessary for improving the bottom line.
58. Contract/casual workers are preferred to regular workers.
59. Workers are afraid that worker development practices like retraining etc result in their dislocation.
60. Voluntary retirement scheme covering worker is not a practice.
61. Supervisors feel that development of workers' causes erosion to supervisory status.
62. Labour laws do not strengthen the cause of worker development.
63. Supervisors are concerned that worker development help workers encroach on their job.
64. Management feels that workers' development leads to improved efficiency.
65. Management feels that worker development results in better awareness among workers of their rights.
66. Unions believe that worker development practices affect worker allegiance to the trade unions.
67. Performing workers alone are retained here.
68. Unions are concerned that worker involvement and empowerment programmes may substitute collective bargaining mechanisms.
69. Management believes that worker development results in over sophistication of workers.
70. Zeal to learn is low among workers.
71. Union-management relationship in this organization is not free from conflicts.
72. Outsourcing is not encouraged in the organisation.
73. The top management of this organization goes out of its way to make sure that the employees enjoy their work.
74. There is no inter-union rivalry in the organization.
75. The top management believes that human resources are an extremely important resource and that they have to be treated more humanly.
76. Labour laws emphasize worker development.
77. Development of the subordinates is seen as an important part of the job by the managers/officers here.
78. The personnel policies of this organization facilitate employees development.
79. The top management is willing to invest a considerable part of their time and other resources to ensure that development of employees.
80. Senior officers/executives in this organization take active interest in their juniors and help them learn their job.
81. People lacking competence in doing their jobs are helped to acquire competence rather than being left unattended.
82. The managers in this organization believe that employee behaviour can be changed and people can be developed at any stage of their life.
83. People in this organization are helpful to each other.
84. Employees in this organization are very informal and do not hesitate to discuss their personal problems with their supervisors.
85. The psychological climate in this organization is very conducive to any employee interested in developing himself by acquiring new knowledge and skills.
86. Seniors guide their juniors and prepare them for future responsibilities roles they are likely to take up.
87. The top management of this organization makes efforts to identify and utilize the potential of the employees.
88. Promotional techniques are based on the suitability of the promotee rather than on favouritism.
89. There are mechanisms in this organization to reward any good work done or any contribution made by employees.

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

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

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

93. Employees are not encouraged to experiment with new methods and try out creative ideas.

94. When an employee makes a mistake, his/her supervisors treat it with understanding and help him/her to learn from such mistakes rather than punishing him/her or discouraging him/her.

95. Weakness of employees is communicated to them in a non-threatening way.

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

97. Employees in this organization take pains to find out their strengths and weakness from their supervising officer's or colleagues.

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

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

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

101. People trust each other in this organization.

102. Employees are not afraid to express or discuss their feelings with their supervisors.

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

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

105. Delegation of authority to encourage juniors to develop handling higher responsibilities is quite common in this organization.

106. When seniors delegate authority to juniors, the juniors use it as an opportunity for development.

107. Team spirit is of order in this organization.

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

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

110. The organization's future plans are made known to the managerial staff to help them develop their juniors and prepare them for the future.
111. This organization ensures employees' welfare to such an extent that the employees can a lot of their mental energy for work purposes.

112. Job rotation in this organization facilities employee development.

113. Induction training is given adequate importance in this organisation.

114. Induction training is well planed.

115. The norms and values of this company are clearly explained to the new employees during induction.

116. Induction training provides an excellent opportunity to newcomers to learn comprehensively about this organization.

117. Induction training is of sufficient duration.

118. Senior executives/officers involved with the new staff during induction.

119. Senior executives/officers take interest and spend time with the new staff during induction training.

120. The new recruits find induction training very useful in this organisation.

121. Our induction training is periodically evaluated and improved.

122. The employees are helped to acquire technical knowledge and skills through training.

123. There is adequate emphasis on developing managerial capabilities of the management staff through training.

124. Human relation competence is adequately developed in this organization through training in human skills.

125. Training of workers is given due importance in this organisation.

126. Employees are sponsored for training programmes on the basis of carefully identified developmental needs.

127. Those who sponsored for training programmes take the training seriously.

128. Employees in this organization participate in determining the training seriously.

129. Employees sponsored for training go with a clear understanding of the knowledge and skills they are expected to acquire from training.

130. The HRD department conducts briefing and debriefing sessions for employees sponsored for training.

131. In the company, programmes are handled by competent faculty.

132. The quality of in company programmes in this organisation is excellent.

133. Senior line managers are eager to help their juniors develop themselves through training.

134. Employees returning from training are given adequate free time to plan improvements in the organization.
135. Line managers provide the right thing of climate to implement new ideas and methods acquired by juniors through training.

136. Line managers in this organisation utilise and benefit from the training programmes.

137. External training programmes are carefully chosen after collecting enough information about their quality and suitability.

138. There is a well designed and widely shared training policy in the company.

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

140. The appraisal system helps each appraiser to have a clear joint understanding of each appraisee’s job.

141. The appraisal system helps managers plan their performance well.

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

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

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

145. The appraisal system has scope for reflection and assessment of each appraisee on the personality factors and attributes required for the current job of the assessee.

146. The appraisal system encourages open communication between each appraiser-appraisee pair through performance review discussions.

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

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

149. The appraisal system aims at strengthening appraiser appraisee relationships through mutuality and trust.

150. The appraisal system helps interested appraisees to gain more insights into their strengths and weakness.

151. The appraisal system has scope for helping each employee discover his/her potential.

152. The appraisal system has scope for communicating the plans of the top management and the business goals to the staff.

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

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

155. Line managers generally spend time with their subordinates and their performance.
156. Reporting officers help their appraisees plan their performance in the beginning of the year.

157. Discussions on key performance areas/key result areas tasks/targets between appraiser-appraisee pairs is very educative to both the appraisees and appraisers.

158. The managers take the performance appraisal seriously.

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

160. Performance review discussions are taken seriously by the managers and they devote sufficient time to them.

161. Performance review discussions are of high quality and are conducted with care.

162. The appraisers make special efforts to be objective in their appraisals.

163. The HRD department follows up the training needs identified during the appraisal seriously.

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

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

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

167. The HRD department actively reviews each appraisal and discusses them with the line managers.

168. The HRD department provides adequate feedback to the line managers on their rating behaviour and the decisions taken on their ratings.

169. The performance review committees do a thorough job in reviewing and using appraisal data.

170. The appraisal facilitate growth and learning of both appraisees and appraisers in this organization.

**DIMENSIONS**

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<th>QUESTION NO</th>
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<tr>
<td>Training    : 3,12,18,45,81,98,100,122,123,124,125,126,127,128,129,133,136,137,138</td>
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<tr>
<td>Induction Training : 113,114,116,117,118,119,120,121</td>
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<td>Performance Appraisal : 4,11,16,90,91,139,140,141,142,143,144,145,146,147,148,149,150,151,152,153,154,155,156,157,158,159,160,161,162,165,166,169,170</td>
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<td>HR Development : 13,28,31,36,42,44,46,48,54,55,56,59,64,69,79,87,96,106,112</td>
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HRD Climate : 22,25,34,41,61,63,70,73,75,77,80,85,92,93,94,95,97,102,103,104,105,108,134,135
Organizational Policy : 27,51,58,60,67,72,78,115
Labour Welfare : 8,9,14,19,20,30,37,40,47,111
HRD Climate in IR : 43,49,50,52,53,62,65,66,68,71,74,76
Counselling and Career Development : 2,7,26,33,86,88,99,109,110
HRD Department : 10,21,38,130,131,163,164,167,168
Inter-personnel Relations : 17,24,83,84,101,107
Rewards and Benefits : 1,6,35,39,89
Job Nature : 5,15,23,29,32
Other HRD practices : 57,82,132