The third chapter deals with the development of HRD in India, the chapter highlights on the concept of HRD. The chapter also outlines the Human resource management approaches and the impact of the globalization on employment in India, the chapter also gives the detail on District wise Employees Census 2001 in Marathwada region

**HRD Concept**

Human resources are a term with which many organizations describe the combination of traditionally administrative personnel functions with performance, Employee Relations and resource planning. The field draws upon concepts developed in Industrial/Organizational Psychology. Human resources has at least two related interpretations depending on context. The original usage derives from political economy and economics, where it was traditionally called labor, one of four factors of production. The more common usage within corporations and businesses refers to the individuals within the firm, and to the portion of the firm's organization that deals with hiring, firing, training, and other personnel issues. Though human resources have been part of business and organizations since the first days of agriculture, the modern
concept of human resources began in reaction to the efficiency focus of Taylorism in the early 1900s. By 1920, psychologists and employment experts in the United States started the human relations movement, which viewed workers in terms of their psychology and fit with companies, rather than as interchangeable parts. This movement grew throughout the middle of the 20th century, placing emphasis on how leadership, cohesion, and loyalty played important roles in organizational success. Although this view was increasingly challenged by more quantitatively rigorous and less "soft" management techniques in the 1960s and beyond, human resources had gained a permanent role within an organization.

**Human Resource Management**

Human resource management (HRM) is the strategic and coherent approach to the management of an organization's most valued assets - the people working there who individually and collectively contribute to the achievement of the objectives of the business. The terms "human resource management" and "human resources" (HR) have largely replaced the term "personnel management" as a description of the processes involved in managing people in organizations.
Features of HRM

Its features include:

- Personnel administration
- Personnel management
- Manpower management
- Industrial management

But these traditional expressions are becoming less common for the theoretical discipline. Sometimes even industrial relations and employee relations are confusingly listed as synonyms\(^\text{23}\), although these normally refer to the relationship between management and workers and the behavior of workers in companies.

The theoretical discipline is based primarily on the assumption that employees are individuals with varying goals and needs, and as such should not be thought of as basic business resources, such as trucks and filing cabinets. The field takes a positive view of workers, assuming that virtually all wish to contribute to the enterprise productively, and that the main obstacles to their endeavors are lack of knowledge, insufficient training, and failures of process.

HRM is seen by practitioners in the field as a more innovative view of workplace management than the traditional approach. Its
techniques force the managers of an enterprise to express their goals with specificity so that they can be understood and undertaken by the workforce and to provide the resources needed for them to successfully accomplish their assignments. As such, HRM techniques, when properly practiced, are expressive of the goals and operating practices of the enterprise overall. HRM is also seen by many to have a key role in risk reduction within Organisations. Synonyms such as personnel management are often used in a more restricted sense to describe activities that are necessary in the recruiting of a workforce, providing its members with payroll and benefits, and administrating their work-life needs.

The goal of human resource management is to help an organization to meet strategic goals by attracting, and maintaining employees and also to manage them effectively. The key word here perhaps is "fit", i.e. a HRM approach seeks to ensure a fit between the management of an organization's employees, and the overall strategic direction of the company.

The basic premise of the academic theory of HRM is that humans are not machines, therefore we need to have an interdisciplinary examination of people in the workplace. Fields such as psychology, industrial engineering, industrial, Legal/Paralegal Studies and
organizational psychology, industrial relations, sociology, and critical theories: postmodernism, post-structuralism play a major role. Many colleges and universities offer bachelor and master degrees in Human Resources Management.

One widely used scheme to describe the role of HRM, developed by Dave Ulrich, defines 4 fields for the HRM function

- Strategic business partner
- Change agent
- Employee champion
- Administration

However, many HR functions these days struggle to get beyond the roles of administration and employee champion, and are seen rather as reactive as strategically proactive partners for the top management. In addition, HR organizations also have the difficulty in proving how their activities and processes add value to the company. Only in the recent years HR scholars and HR professionals are focusing to develop models that can measure if HR adds value.
Table No: 3.1 Comparisons of HRM and HRD

<table>
<thead>
<tr>
<th>HRM</th>
<th>HRD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition:</strong> HRM is a <em>process</em> of managing human talents to achieve organisation’s objective”</td>
<td><strong>Definition:</strong> <em>HRD is a series of organized activities conducted</em> within a specified time and designed to produce behavioural change</td>
</tr>
</tbody>
</table>
Critical Academic Theory

Postmodernism plays an important part in Academic Theory and particularly in Critical Theory. The Karen Legge in 'Human Resource Management: Rhetoric's and Realities' possess the debate of whether HRM is a modernist project or a postmodern discourse. In many ways, critically or not, many writers contend that HRM itself is an attempt to move away from the modernist traditions of personnel (man as machine) towards a postmodernist view of HRM (man as individuals). Critiques include the notion that because 'Human' is the subject we should recognize that people are complex and that it is only through various discourses that we understand the world. Man is not Machine, no matter what attempts are made to change it i.e. Fordism / Taylorism, McDonaldisation (Modernism).

Critical Theory also questions whether HRM is the pursuit of "attitudinal shaping" particularly when considering empowerment, or perhaps more precisely pseudo-empowerment - as the critical perspective notes. Many critics note the move away from Man as Machine is often in many ways, more a Linguistic (discursive) move away than a real attempt to recognise the Human in Human Resource Management.
Critical Theory, in particular postmodernism (poststructuralism), recognises that because the subject is people in the workplace, the subject is a complex one, and therefore simplistic notions of 'the best way' or a unitary perspective on the subject are too simplistic. It also considers the complex subject of power, power games, and office politics. Power in the workplace is a vast and complex subject that cannot be easily defined. This leaves many critics to suggest that Management 'Gurus', consultants, 'best practice' and HR models are often overly simplistic, but in order to sell an idea, they are simplified, and often lead Management as a whole to fall into the trap of oversimplifying the relationship.

**Business Practice**

Human resources management comprises several processes. Together they are supposed to achieve the above mentioned goal. These processes can be performed in an HR department, but some tasks can also be outsourced or performed by line-managers or other departments.

- Workforce planning
- Recruitment (sometimes separated into attraction and selection)
- Induction and Orientation
- Skills management
- Training and development
- Personnel administration
- Compensation in wage or salary
- Time management
- Travel management (sometimes assigned to accounting rather than HRM)
- Payroll (sometimes assigned to accounting rather than HRM)
- Employee benefits administration
- Personnel cost planning
- Performance appraisal

**Human Resource Management - Approaches**

The term Human Resource management came to prominence during 1980s as a pressure grew to give priority for the effective management of people at work. The pressure which led to greater interest in 1980s still persists today which include growing market competition, changing expectations of the employee, complex management process, availability of 'excellence' and 'quality' models. Competitive market pressures demands full use of human resources and a higher quality of goods and services arguably provided the main pressure, while a key trigger was provided in accounts of success stories of companies. Analysis of Japanese companies appeared to demonstrate that they succeeded through a distinctive approach to management of
human resources. The importance of human resources was reinforced by American perspective by Peters and Waterman's book *In search of excellence*. This claimed that the best American company succeeded by emphasizing the soft side of management, that is management of human resources. Reinforced by hyperbole and rhetoric became popular in industry and came to offer a counter to the growing Japanese competition. One of the distinctive feature of Human Resource management is that as the critical success factor it is too important to be left to human resource specialist.

**Impact of Globalization on Employment in India**

Globalization has played an important role in the generation of employment in India. Since the economic liberalization policies in the 1990s, the employment scenario in the country has significantly improved. An analysis of the impact of globalization on employment in India will bring out a number of factors in this regard.

**Market liberalization policies and employment**

The wake of globalization was felt in India in the early 1990s when the then Finance Minister Manmohan Singh initiated the open market policies. This led to a significant improvement in the gross domestic product of the country and the exports increased considerably.
Growth of new segments in the market

Due to globalization and the growth of the consumer market, a number of segments in various sectors of the industry have grown over the years. This has led to the significant rise in the rate of demand and supply. In the recent years, a number of industry segments such as information technology, agro products, personal and beauty care, health care and other sectors have come into the market.

Improvement in the standard of living

As globalization has put a favorable impact in the economy of the country, there has been an improvement in the standard of living of the people. The favorable economic growth has led to the development of infrastructure, health care facilities and services, per capita income and other factors which have really led to the high growth rate.

Development of other sectors

Globalization has positively affected the growth of various sectors in India. These have opened up new employment opportunities for the people. The service industry has a share of around 54% of the yearly Gross Domestic Product (GDP). From this figure itself, it is understood that the service industries are doing very well in the market and as such, plenty of employment opportunities are taking place.
Government Initiatives

To keep pace with the favorable effects of globalization, the government has taken a number of initiatives. A number of employment opportunities such as Prime Minister Rojgar Yojna and the CM Rojgar Yojna have been initiated to improve the employment situation in the rural areas.

Status of HRD:

The adult literacy rate in India as per UNDP Statistical Update 2008 was 65.2% which ranked India at 148 among 179 countries. As per the Human Development Report 2009, the Human Development Index (HDI) for India in 2007 was 0.612, placing it at 134th position in a list of 182 countries. The HDI is based on three dimensions of human development, namely life expectancy at birth, being educated as measured by adult literacy rate and gross enrolment ratio (GER), and having a decent standard of living as measured by the per capita GDP in terms of purchasing power parity. The movement of HDI over the years from 2000 to 2007 in India and other selected countries show that improvement in HDI in India in recent years has been better than in several countries such as Brazil, Sri Lanka and Indonesia. However, adult literacy rate in 2007 was 66% in India as against 90% in Brazil, 90.8% in Sri Lanka and 92% in Indonesia. Also, the combined GER in
education in 2007 was 61% in India as compared to 87.2% in Brazil and more than 68% in Sri Lanka and Indonesia.

**Initiatives Taken:**

**Elementary Education:**

The National Policy on Education (NPE), 1986, has prescribed decentralized planning and management of elementary education as the goal of the Policy. This is sought to be achieved through direct involvement of the community in the form of Village Education Committees. The Plan of Action, 1992, emphasized micro planning for designing a family-wise and child-wise plan of action to ensure that each child regularly attends school and completes at least eight years of schooling.

**Secondary Education:**

For increasing the outreach of secondary education (i.e. classes IX to XII), a new scheme was launched in 2009 for enhancing access to secondary education as well as improving its quality. The scheme, inter alia, provides for setting up new secondary schools and strengthening existing ones, and making provision for education as the foundation for building the potential of the youth.
**Vocational education and skill development:**

Apart from formal school and higher education, development of vocational skills is an integral part of HRD. Early estimates were that about 25% of students at secondary stage would go for the vocational streams. However, recent data shows that only 5% of the population of 19-24 age group has acquired skills under vocational education.

**Strengthening Infrastructure:**

A National Mission on Education through Information and Communication Technology (ICT) has been proposed for higher education institutions aimed at building connectivity and knowledge network among institutions, spreading digital literacy for teacher empowerment and drawing up standards of e-contents is also taking conscious policy decisions to progressively involve the private sector in meeting the challenges and the requirements of the HRD sector, particularly in the area of higher education. In this direction, a tailor-made Public-Private Partnership (PPP) mode for the education sector is being explored for facilitating private-sector investment in the Indian higher education system, without diluting the regulatory oversight of the Government.
### Table No. 3.2

District wise employees at a glance in Marathwada region (2001 census)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>District</th>
<th>Government</th>
<th>Zilla Parishad</th>
<th>Nagar Parishad</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Aurangabad</td>
<td>21030</td>
<td>14800</td>
<td>863</td>
<td>36693</td>
</tr>
<tr>
<td>02</td>
<td>Jalna</td>
<td>11506</td>
<td>8879</td>
<td>1183</td>
<td>21568</td>
</tr>
<tr>
<td>03</td>
<td>Parbhani</td>
<td>7773</td>
<td>9605</td>
<td>2121</td>
<td>19499</td>
</tr>
<tr>
<td>04</td>
<td>Hingoli</td>
<td>3849</td>
<td>6429</td>
<td>454</td>
<td>10732</td>
</tr>
<tr>
<td>05</td>
<td>Nanded</td>
<td>16003</td>
<td>19356</td>
<td>1069</td>
<td>36428</td>
</tr>
<tr>
<td>06</td>
<td>Osmanabad</td>
<td>7812</td>
<td>11893</td>
<td>1490</td>
<td>21195</td>
</tr>
<tr>
<td>07</td>
<td>Latur</td>
<td>8694</td>
<td>19858</td>
<td>1802</td>
<td>24354</td>
</tr>
<tr>
<td>08</td>
<td>Beed</td>
<td>10987</td>
<td>16393</td>
<td>4729</td>
<td>32109</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>87654</strong></td>
<td><strong>101213</strong></td>
<td><strong>13711</strong></td>
<td><strong>202578</strong></td>
</tr>
</tbody>
</table>

Source: - Compiled from economic survey of all district (2009)
EXISTING CRITIQUES OF HRD

Critics of HRD challenge the field’s supposed allegiance to human capital theory (Baptiste, 2001; Coffield, 1999; Collins, 1991), the consequent commodification and subjugation of human development to exploitative organizational interests (Cunningham, 1993; Fenwick & Lange, 1998; Hart, 1992; Howell, Carter, & Schied, 2002; Spencer, 2001), and the concomitant deployment of HRD technologies wielding soft control through surveillance, classification, normalization, deficit assumptions, cultural engineering, workers’ self-regulation, and learning demands (Fenwick, 2001; Schied, Carter, & Howell, 2001; Townley, 1994). There is also a certain “preemptive cringe” (Coffield, 1999) of critics toward any project appearing to merge learning with market or managers.
DEFINING CRITICAL APPROACH

Obviously, the meaning of critical requires definition. In analyzing the confusion resulting from proliferation and fragmentation among diverse critical perspectives in organization and management studies, Antonacopoulou (1999) synthesized common themes into the following definition: providing voice for the repressed and marginalized, exposing assumptions and values, revealing the use of power and control, and challenging inequities and sacrifices made in the name of efficiency, effectiveness, and profitability through a self-reflexive critique of rhetoric, tradition, authority, and objectivity.

Epistemology: workplace as contested terrain. In a critical HRD, workplace organizations are conceptualized as contested terrains of relations and knowledge concealed by unitarist illusions of homogeneous identities, alignment between worker/manager interests, and false naturalization of imperatives such as globalization, competition, and performativity.

Inquiry: focused on power and history. Explanations of human or organizational development in a critical HRD would center on power and control issues and seek to understand how sociopolitical processes historically have come to constitute elements that appear to comprise structures that appear inevitable: performance measurement, human development, and shareholder value.
**Methodology:** exposure, iconoclasm, and reflexivity. Practices to be encouraged through a field of critical HRD would expose and challenge prevailing economic ideologies and power relations constituting organizational structures of inequity. Familiar critical questions about whose interests are served by development, how knowledge is constructed, what knowledge counts, and who influences its assessment would underpin pedagogical activities.

**Table No:- 3.3 HR Role Concept**

<table>
<thead>
<tr>
<th>Role/Cell</th>
<th>Deliverable/Outcome</th>
<th>Metaphor</th>
<th>Core Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mgmt of SHR</td>
<td>Executing corp. strategy</td>
<td>Strategic Partner</td>
<td>Aligning HR and bus. Strategy</td>
</tr>
<tr>
<td>Mgmt of Firm Infrastructure</td>
<td>Building an efficient infrastructure</td>
<td>Administrative Expert</td>
<td>Reengineering org. Processes</td>
</tr>
<tr>
<td>Mgmt of Employee Contributions</td>
<td>Increasing employee commitment and capability</td>
<td>Employee Champion</td>
<td>Providing resources to employees</td>
</tr>
<tr>
<td>Mgmt of Transformation/Change</td>
<td>Organizational renewal</td>
<td>Change Agent Managing transformation and change</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------</td>
<td>------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

**DILEMMAS OF A CRITICAL HRD**

Several dilemmas immediately appear in constructing theoretical and practical foundations for a critical HRD stream that enacts these purposes of justice, equity, and participation; assumptions of the workplace as contested terrain; inquiry focused on power and history; and methodologies of exposure, iconoclasm, and reflexivity. These dilemmas are threaded across all four dimensions, for in theory and practice, political purposes, epistemological assumptions, inquiry foci, and methodological approaches become blended. The following discussion of dilemmas, therefore, treats these four dimensions as integrated.
Global OD Services

- Program Management of global initiatives -
  - Core Employee Development
  - ES&D
  - Performance Management
  - Leadership Development
  - Consultation with senior leaders regarding -
    - Customized interventions
    - Assessment tools
- Services contracted with HRBPs (based on the capacity of the OD COE) -
  - Regional OD intervention design
Practical difficulties of implementing critical HRD

However, the question of how to integrate critical theory with organizational practice continues to cause trouble. Fournier and Grey (2000) identified three themes to guide practice within CMS that suggest fruitful directions for the concrete practice of critical HRD. Non performative intent is the first, questioning the alignment between knowledge, truth, and efficiency. Performativity means, following Fournier and Grey’s interpretation of Lyotard, “the intent to develop and celebrate knowledge which contributes to the production of maximum output for minimum input” (p. 17). Although some may argue that performativity actually structures organizational existence, Fournier and Grey were most interested in highlighting their argument that “noncritical management study is governed by the principle of performativity which serves to subordinate knowledge and truth to the production of efficiency” (p. 17).

Trends in Professional HRD Work

- Higher Visibility
- Higher Accountability
- Greater Cross-Functional Involvement
- Higher Performance Demands
- Multiple Projects
• Greater need for comprehensive business knowledge
• Need for solid research and theory know-how

**Human Resource Development practices in India**

**TRAINING**

It is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviours to enhance the performance of employees.

Training is activity leading to skilled behavior.

• It’s not what you want in life, but it’s knowing how to reach it
• It’s not where you want to go, but it’s knowing how to get there

It’s not how high you want to rise, but it’s knowing how to take off

• It may not be quite the outcome you were aiming for, but it will be an outcome
• It’s not what you dream of doing, but it’s having the knowledge to do it
• It's not a set of goals, but it’s more like a vision
• It’s not the goal you set, but it’s what you need to achieve it
Training is about knowing where you stand (no matter how good or bad the current situation looks) at present, and where you will be after some point of time. Training is about the acquisition of knowledge, skills, and abilities (KSA) through professional development.

Chart No: - 3.3 ROLE OF TRAINING

Importance of Training and Development

- Optimum Utilization of Human Resources – Training and Development helps in optimizing the utilization of human resource that further helps the employee to achieve the organizational goals as well as their individual goals.
• **Development of Human Resources** – Training and Development helps to provide an opportunity and broad structure for the development of human resources’ technical and behavioral skills in an organization. It also helps the employees in attaining personal growth.

**Development of skills of employees** – Training and Development helps in increasing the job knowledge and skills of employees at each level. It helps to expand the horizons of human intellect and an overall personality of the employees.

□ **Productivity** – Training and Development helps in increasing the productivity of the employees that helps the organization further to achieve its long-term goal.

□ **Team spirit** – Training and Development helps in inculcating the sense of team work, team spirit, and inter-team collaborations. It helps in inculcating the zeal to learn within the employees.

□ **Organization Culture** – Training and Development helps to develop and improve the organizational health culture and effectiveness. It helps in creating the learning culture within the organization.
- **Organization Climate** – Training and Development helps building the positive perception and feeling about the organization. The employees get these feelings from leaders, subordinates, and peers.

- **Quality** – Training and Development helps in improving upon the quality of work and work-life.

- **Healthy work environment** – **Training and Development** helps in creating the healthy working environment. It helps to build good employee, relationship so that individual goals aligns with organizational goal.

- **Health and Safety** – Training and Development helps in improving the health and safety of the organization thus preventing obsolescence.

- **Morale** – Training and Development helps in improving the morale of the work force.

- **Image** – Training and Development helps in creating a better corporate image.

- **Profitability** – Training and Development leads to improved profitability and more positive attitudes towards profit orientation.
Training and Development aids in organizational development i.e. Organization gets more effective decision making and problem solving. It helps in understanding and carrying out *organisational policies*.

Training and Development helps in developing leadership skills, motivation, loyalty, better attitudes, and other aspects that successful workers and managers usually display.

**Systematic Model Training**

*Chart No: - 3.4 Systematic Model Training*

The *system model* consists of five phases and should be repeated on a regular basis to make further improvements. The training should achieve the purpose of helping employee to perform their work to required standards. The steps involved in System Model of training are as follows:
1. **Analyze and identify** the **training** needs i.e. to analyze the department, job, employees requirement, who needs training, what do they need to learn, estimating training cost, etc. The next step is to develop a performance measure on the basis of which actual performance would be evaluated.

2. **Design and provide training** to meet identified needs. This step requires developing objectives of training, identifying the learning steps, sequencing and structuring the contents.

3. **Develop**- This phase requires listing the activities in the **training program** that will assist the participants to learn, selecting delivery method, examining the training material, validating information to be imparted to make sure it accomplishes all the goals & objectives.

4. **Implementing** is the hardest part of the system because one wrong step can lead to the failure of whole training program.

5. **Evaluating** each phase so as to make sure it has achieved its aim in terms of subsequent work performance. Making necessary amendments to any of the previous stage in order to remedy or improve failure practices.
Instructional System Development Model (ISD) Model

Chart No: - 3.5 Instructional System Development model

*Instructional System Development model* or ISD training model was made to answer the training problems. This model is widely used now-a-days in the organization because it is concerned with the training need on the job performance. *Training objectives* are defined on the basis of job responsibilities and job description and on the basis of the defined objectives individual progress is measured. This model also helps in determining and developing the favorable strategies, sequencing the content, and delivering media for the types of training objectives to be achieved.
The Instructional System Development model comprises of five stages:

**Chart No: - 3.6 Instructional System Development model**

1. **ANALYSIS** – This phase consist of training need assessment, job analysis, and target audience analysis.

2. **PLANNING** – This phase consist of setting goal of the learning outcome, instructional objectives that measures behavior of a participant after the training, types of training material, media selection, methods of evaluating the trainee, trainer and the training program, strategies to impart knowledge i.e. selection of content, sequencing of content, etc.

3. **DEVELOPMENT** – This phase translates design decisions into training material. It consists of developing course material for the trainer
including handouts, workbooks, visual aids, demonstration props, etc, course material for the trainee including handouts of summary.

4. EXECUTION – This phase focuses on logistical arrangements, such as arranging speakers, equipments, benches, podium, food facilities, cooling, lighting, parking, and other training accessories.

5. EVALUATION – The purpose of this phase is to make sure that the training program has achieved its aim in terms of subsequent work performance. This phase consists of identifying strengths and weaknesses and making necessary amendments to any of the previous stage in order to remedy or improve failure practices.

The **ISD model** is a continuous process that lasts throughout the **training program**. It also highlights that feedback is an important phase throughout the entire training program. In this model, the output of one phase is an input to the next phase.

**Transitional model** focuses on the organization as a whole. The outer loop describes the vision, mission and values of the organization on the basis of which **training model** i.e. inner loop is executed.

**Vision** – focuses on the milestones that the organization would like to achieve after the defined point of time. A vision statement tells that where the organization sees itself few years down the line. A vision may
include setting a role mode, or bringing some internal transformation, or may be promising to meet some other deadlines.

**Mission** – explain the reason of organizational existence. It identifies the position in the community. The reason of developing a mission statement is to motivate, inspire, and inform the employees regarding the organization. The mission statement tells about the identity that how the organization would like to be viewed by the customers, employees, and all other stakeholders.

**Values** – is the translation of **vision and mission** into communicable ideals. It reflects the deeply held values of the organization and is independent of current industry environment. For example, values may include social responsibility, excellent customer service, etc.

**Trainees’ learning style** – the learning style, age, experience, educational background of trainees must be kept in mind in order to get the right pitch to the design of the program.

**Training strategies** – Once the training objective has been identified, the trainer translates it into specific training areas and modules. The trainer prepares the priority list of about what must be included, what could be included.
Training topics – After formulating a strategy, trainer decides upon the content to be delivered. Trainers break the content into headings, topics, and modules. These topics and modules are then classified into information, knowledge, skills, and attitudes.

Sequence the contents – Contents are then sequenced in a following manner:

- From simple to complex
- Topics are arranged in terms of their relative importance
- From known to unknown
- From specific to general
- Dependent relationship

Training tactics – Once the objectives and the strategy of the training program becomes clear, trainer comes in the position to select most appropriate tactics or methods or techniques. The method selection depends on the following factors:

- Trainees’ background
- Time allocated
- Style preference of trainer
- Level of competence of trainer

Availability of facilities and resources, etc
Support facilities – It can be segregated into printed and audio visual. The various requirements in a training program are white boards, flip charts, markers, etc.

Constraints – The various constraints that lay in the trainers mind are:

- Time
- Accommodation, facilities and their availability
- Furnishings and equipments
- Budget
- Design of the training, etc

Training Implementation

Chart No:- 3.7 Training tactics
To put training program into effect according to definite plan or procedure is called **training implementation**. Training implementation is the hardest part of the system because one wrong step can lead to the failure of whole training program. Even the best training program will fail due to one wrong action.

**Training implementation can be segregated into:**

- Practical administrative arrangements
- Carrying out of the training

**Implementing Training**

Once the staff, course, content, equipments, topics are ready, the training is implemented. Completing training design does not mean that the work is done because implementation success. Therefore, following are the factors that are kept in mind while implementing training program:

**The trainer** – The **trainer** need to be prepared mentally before the delivery of content. Trainer prepares materials and activities well in advance. The trainer also set grounds before meeting with participants by making sure that he is comfortable with course content and is flexible in his approach.
**Physical set-up** – Good physical set up is pre requisite for effective and successful training program because it makes the first impression on participants. Classrooms should not be very small or big but as nearly square as possible. This will bring people together both physically and psychologically. Also, right amount of space should be allocated to every participant.

**Establishing rapport with participants** – There are various ways by which a trainer can establish good rapport with trainees by:

- Greeting participants simple way to ease those initial tense moments
- Encouraging informal conversation
- Remembering their first name
- Pairing up the learners and have them familiarized with one another
- Listening carefully to trainees’ comments and opinions
- Telling the learners by what name the trainer wants to be addressed
- Getting to class before the arrival of learners
- Starting the class promptly at the scheduled time
- Using familiar examples
- Varying his instructional techniques
• Using the alternate approach if one seems to bog down

**Reviewing the agenda** – At the beginning of the *training program* it is very important to review the program objective. The trainer must tell the participants the goal of the program, what is expected out of trainers to do at the end of the program, and how the program will run. The following information needs to be included:

• Kinds of training activities
• Schedule
• Setting group norms
• Housekeeping arrangements
• Flow of the program
• Handling problematic situations

**Training Need Analysis**

There are three types of training need analysis: organizational need analysis, job need analysis, and person need analysis.

**Organizational Needs Analysis**

According to many training experts, attaining the objectives of the business should be the ultimate concern of any training and development effort. Therefore, conducting an organizational needs analysis should be
the first step in effective needs assessment. It begins with an examination of the short and long-term objectives of the organization and the trends that are likely to affect these objectives. It can include a human resource analysis, analysis of efficiency indexes, and an assessment of the organizational climate.

The organizational needs analysis should translate the organization's objectives into an accurate estimate of the demand for human resources. Efficiency indexes including cost of labor, quantity of output (productivity), quality of output, waste, and equipment use and repairs can provide useful information. The organization can determine standards for these indexes and then analyze them to evaluate the general effectiveness of training programs.

Organizational analysis also can address the organization's performance in the "softer" domains that constitute the corporate culture. For example, it may reveal a misalignment between the current value system in the organization and the values espoused by top management. Many companies today espouse values such as focusing on customers, following ethical business practices, and supporting diversity, yet behavior within these companies may fail to reflect those values. In such cases, training for everyone in the company, regardless of their specific job, may be needed.
Job Needs Analysis

The specific content of present or anticipated jobs is examined through job analysis. For existing jobs, information on the tasks to be performed (contained in job descriptions), the skills necessary to perform those tasks (drawn from job qualifications), and the minimum acceptable standards (obtained from performance appraisals) are gathered. This information can then be used to ensure that training programs are job specific and useful.

The process of collecting information for use in developing training programs is often referred to as job needs analysis. In this situation, the analysis method used should include questions specifically designed to assess the competencies needed to perform the job.

Person Needs Analysis

After information about the job has been collected, the analysis shifts to the person. A person needs analysis identifies gaps between a person's current capabilities and those identified as necessary or desirable. Person needs analysis can be either broad or narrow in scope. The broader approach compares actual performance with the minimum acceptable standards of performance. The narrower approach compares an evaluation of employee proficiency on each required skill dimension
with the proficiency level required for each skill. The first method is based on the actual, current job performance of an employee; therefore, it can be used to determine training needs for the current job. The second method, on the other hand, can be used to identify development needs for future jobs.

Whether the focus is on performance of the job as a whole or on particular aspects of the job, several approaches can be used to identify the training needs of individuals:

**Output Measures.** Performance data (e.g., productivity, accidents, customer complaints), as well as performance appraisal ratings, can provide evidence of performance deficiencies. Person needs analysis can also consist of work sample and job knowledge tests that measure performance capability and knowledge.

**Self-Assessed Training Needs.** The self-assessment of training needs is growing in popularity. Here top managers require the employee and his or her supervisor to identify what the business needs are for the department and the business, as well as the skill needs and deficiencies of the individual. Self-assessment is premised on the assumption that employees, more than anyone else, are aware of their weaknesses and
performance deficiencies. Therefore, they're in the best position to identify their own training needs.

**Attitude Surveys.** Attitude surveys completed by a supervisor's subordinates or by customers or by both also can provide information on training needs. For example, when one supervisor receives low scores regarding her or his fairness in treating subordinates, compared with other supervisors in the organization, the supervisor may need training in that area. Similarly, if the customers of a particular unit seem to be particularly dissatisfied compared with other customers, training may be needed in that unit. Thus, customer surveys can serve a dual role: providing information to management about service and pinpointing employee deficiencies.

**Types of Training Program**

Types of learning can be categorized into three groups:

**Cognitive learning.** This means knowledge learning. It not only includes the knowledge per se, but also what to do with it or how to apply it. Thus the investigative process and the principles of problem solving and decision making are part of this group. Much learning of this nature is imparted by the lecture method, but can be reinforced by a
variety of methods such as private study, process reviews, role plays and case studies.

**Psychomotor learning.** These are the physical skills that are required in order to complete a task. Examples would be driving a car or giving an oral presentation. The most effective environment in which to gain these physical skills is in the 'laboratory', in which students actually gain hands-on experience. The lecturer only prepares the student by giving him the knowledge before entering the arena to practice. It is only in the arena that the real learning takes place. This experiential approach is used in the training of airline pilots in simulators.

**Affective learning.** This is related to attitudes, values and interests and is the most difficult training of all, mainly because it is difficult to measure.

**HRD Learning Activities**

HRD or Human Resource Development can best be described as a comprehensive learning system designed to enhance individual performance for the purpose of improving organizational efficiency. As such, HRD includes three types of learning activities: on the job, off the job, and through the job.
On-the-job learning activities are used when individual instruction is appropriate. An example of this would be on-the-job training (OJT). On-the-job learning activities do, however, include workshops and seminars designed for group participation. They are usually conducted by HRD learning specialists or highly qualified and experienced managers. Again, the purpose is to enhance performance through the acquisition of increased knowledge, skills, competencies, and/or improved behavior.

Off-the-job learning activities include college and university courses as well as workshops and seminars conducted by outside consultants and instructors. These are used to supplement internal organizational learning activities and/or to provide specialized learning that cannot be provided by internal HRD practitioners. An example would be a program on team building or interpersonal dynamics using outside resources away from the organizational setting.

Finally, through-the-job learning activities manifest themselves as new job assignments and/or duties that foster growth, development, and confidence. They include job rotations and job enrichment programs designed to increase knowledge, skills, and competencies and/or improve behavior. Because these types of activities are focused on providing new experience and increased responsibilities, they are often not viewed as learning activities. Properly organized and arranged,
however, they can serve as the foundation for a comprehensive and complete career development program. Included in this approach is individual analysis of knowledge, competencies, skills, values, and interest. Career planning has also become a part of this approach by returning to the employee the responsibility of career advancement and mobility. The organization becomes an active participant by providing challenging assignments designed to foster interest and commitment.

All three types of learning activities (on, off, and through the job) have as their purpose increased knowledge, skills, and competencies and improved behavior, all of which should result in performance improvement.

**Performance Appraisal Methods**

There are many types of performance appraisal methods. Some of them are:

1) Job results/outcome

2) Essay method

3) Ranking

4) Forced Distribution
5) Graphic Rating Scale

6) Behavioral Checklist

7) Behavioral Anchored Rating Scales (BARS)

8) Management by Objectives (MBO)

**Job Results**

Though not an appraisal method per se, job results are in themselves a source of data that can be used to appraise performance. Typically, an employee's results are compared against some objective standard of performance. This standard can be absolute or relative to the performance of others. Results indexes are often used for appraisal purposes if an employee's job has measurable results. Examples of job results indexes are dollar volume of sales, amount of scrap, and quantity and quality of work produced. When such quantitative results are not available, evaluators tend to use appraisal forms based on employee behaviors and/or personal characteristics.

In some cases, appraisals may focus on results rather than behaviors. This is especially true where job content is highly variable, as in many managerial positions, thus making it difficult to specify appropriate behaviors for evaluative purposes. Results indexes such as turnover,
absenteeism, grievances, profitability, and production rates can be used to evaluate the performance of organization units.

**Essay Method**

The essay method involves an evaluator's written report appraising an employee's performance, usually in terms of job behaviors and/or results. The subject of an essay appraisal is often justification of pay, promotion, or termination decisions, but essays can be used for developmental purposes as well. Since essay appraisals are to a large extent unstructured and open-ended, lack of standardization is a major problem. The open-ended, unstructured nature of the essay appraisal makes it highly susceptible to evaluator bias, which may in some cases be discriminatory. By not having to report on all job-related behaviors or results, an evaluator may simply comment on those that reflect favorably or unfavorably on an employee. This does not usually represent a true picture of the employee or the job, and content validity of the method suffers.

**Ranking**

Ranking methods compare one employee to another, resulting in an ordering of employees in relation to one another. Rankings often result in overall assessments of employees, rather than in specific judgments
about a number of job components. Straight ranking requires an evaluator to order a group of employees from best to worst overall or from most effective to least effective in terms of a certain criterion. Alternative ranking makes the same demand, but the ranking process must be done in a specified manner (for example, by first selecting the best employee in a group, then the worst, then the second-best, then the second-worst, etc.).

Comparative evaluation systems such as ranking are rarely popular. No matter how close a group of employees is in the level of their performance, and no matter how well they perform on the job, some will rank high and some will end up at the bottom. Evaluators are often reluctant to make such discriminations. Also, rankings are unable to compare employees across different groups. For example, it is difficult to say whether the second-ranked employee in unit A is as good as or better than the second-ranked employee in unit B. Despite the problems of ranking methods, if an organization has a very limited number of promotions or dollars to allocate, rankings can be very useful in differentiating among employees.
Forced Distribution

Forced distribution is a form of comparative evaluation in which an evaluator rates subordinates according to a specified distribution. Unlike ranking methods, forced distribution is frequently applied to several rather than only one component of job performance.

Use of the forced distribution method is demonstrated by a manager who is told that he or she must rate subordinates according to the following distribution: 10 percent low; 20 percent below average; 40 percent average; 20 percent above average; and 10 percent high. In a group of 20 employees, two would have to be placed in the low category, four in the below-average category, eight in the average, four above average, and two would be placed in the highest category. The proportions of forced distribution can vary. For example, a supervisor could be required to place employees into top, middle, and bottom thirds of a distribution.

Forced distribution is primarily used to eliminate rating errors such as leniency and central tendency, but the method itself can cause rating errors because it forces discriminations between employees even where job performance is quite similar. For example, even if all employees in a unit are doing a good job, the forced distribution approach dictates that a
certain number be placed at the bottom of a graded continuum. For this reason, raters and ratees do not readily accept this method, especially in small groups or when group members are all of high ability.

**Graphic Rating**

Graphic rating scales are one of the most common methods of performance appraisal. Graphic rating scales require an evaluator to indicate on a scale the degree to which an employee demonstrates a particular trait, behavior, or performance result. Rating forms are composed of a number of scales, each relating to a certain job or performance-related dimension, such as job knowledge, responsibility, or quality of work. Each scale is a continuum of scale points, or anchors, which range from high to low, from good to poor, from most to least effective, and so forth. Scales typically have from five to seven points, though they can have more or less. Graphic rating scales may or may not define their scale points.

Acceptable rating scales should have the following characteristics:

1. Performance dimensions should be clearly defined.

2. Scales should be behaviorally based so that a rater is able to support all ratings with objective, observable evidence.
3. Abstract trait names such as "loyalty," "honesty," and "integrity" should be avoided unless they can be defined in terms of observable behaviors.

4. Points, or anchors, on each scaled dimension should be brief, unambiguous, and relevant to the dimension being rated. For example, in rating a person's flow of words, it is preferable to use anchors such as "fluent," "easy," "unimpeded," "hesitant," and "labored," rather than "excellent," "very good," "average," "below average," and "poor."

Carefully constructed graphic rating scales have a number of advantages:

1. Standardization of content permitting comparison of employees.
2. Ease of development use and relatively low development and usage cost.
3. Reasonably high rater and ratee acceptance.

A disadvantage of such rating scales is that they are susceptible to rating errors which result in inaccurate appraisals. Possible rating errors include halo effect, central tendency, severity, and leniency. The halo effect occurs when a rating on one dimension of an appraisal instrument substantially influences the ratings on other dimensions for the same employee. As a result of the halo effect, an employee is rated about the
same across all performance dimensions. Central tendency is a lack of variation or difference among ratings of different subordinates, wherein most employees tend to be rated as average. Leniency refers to an evaluator's tendency to rate most employees very highly across performance dimensions, whereas severity refers to the tendency to rate most employees quite harshly.

**Mixed Standard Scales**

Mixed standard scales are a relatively recent innovation in rating scales. They contain statements representing good, average, and poor performance based on behavioral examples obtained from knowledgeable persons, usually supervisors. An evaluator's task is to indicate whether an employee either fits the statement, is better than the statement, or worse than the statement.

In a mixed standard scale, each performance dimension has three statements relating to it: one illustrating good performance, one average, and one poor. Thus, this mixed standard scale has nine statements, three for each of the three dimensions used. Statements in mixed standard scales are randomly mixed, tending to reduce rater errors by making it less obvious which statements reflect effective or ineffective performance.
Behavioral Checklist

A behavioral checklist is a rating form containing statements describing both effective and ineffective job behaviors. These behaviors relate to a number of behavioral dimensions determined to be relevant to the job.

BARS - Behaviorally Anchored Rating Scales

Behaviorally anchored rating scales (BARS) are rating scales whose scale points are defined by statements of effective and ineffective behaviors. They are said to be behaviorally anchored in that the scales represent a continuum of descriptive statements of behaviors ranging from least to most effective. An evaluator must indicate which behavior on each scale best describes an employee's performance.

BARS differ from other rating scales in that scale points are specifically defined behaviors. Also, BARS are constructed by the evaluators who will use them. There are four steps in the BARS construction process:

1. Listing of all the important dimensions of performance for a job or jobs

2. Collection of critical incidents of effective and ineffective behavior

3. Classification of effective and ineffective behaviors to appropriate performance dimensions
4. Assignment of numerical values to each behavior within each dimension (i.e., scaling of behavioral anchors)

**Sample of BARS**

**INTERPERSONAL**

**SKILL DESCRIPTION:** Develops and maintains a friendly rapport with others; demonstrates a sensitivity to their feelings; respects the dignity of others and responds with empathy to their own sense of self-worth.

Ratings 1 and 2: Demonstrates the ability to get along well with subordinates, managers, and peers; strives to achieve work group objectives. Can express own ideas, thoughts, and feelings and considers the needs, ideas, and feelings of others.

Ratings 3 and 4: Demonstrates the ability to apply factors of effective listening, on a one-to-one basis, such as displaying interest, not interrupting when another is speaking, and withholding judgments. Consistently provides honest (both positive and negative) feedback and provides constructive criticism when appropriate.

Ratings 5 and 6: Demonstrates the ability to consistently consider and respond to the needs and ideas of others which encourages and stimulates further communication. Effectively listens in group or one-to-
one situations involving distractions, stress, complex information, or when the person speaking is emotional/distraught. Creates/maintains a positive working environment that encourages expression of thoughts, ideas, and feelings.

Management by Objectives

Management by objectives (MBO) involves setting specific measurable goals with each employee and then periodically discussing his/her progress toward these goals. The term MBO almost always refers to a comprehensive organization-wide goal setting and appraisal program that consist of six main steps:

1. Set the organization's goals. Establish organization-wide plan for next year and set goals.

2. Set departmental goals. Here department heads and their superiors jointly set goals for their departments

3. Discuss and allocate department goals. Department heads discuss the department's goals with all subordinates in the department (often at a department-wide meeting) and ask them to develop their own individual goals; in other words, how can each employee contribute to the department's attaining its goals?

5. Performance review and measure the results. Department heads compare actual performance for each employee with expected results.

6. Provide feedback. Department heads hold periodic performance review meetings with subordinates to discuss and evaluate progress in achieving expected results.

**Evaluation Criteria in Performance Appraisal**

In choosing an appraisal system, HR professionals should consider their own organization's needs for performance appraisal. Key considerations are (1) whom the company should evaluate, and (2) what criteria should be used to evaluate.

**Whom Company Should Evaluate**

First, the organization must determine which employees in what types of jobs should be evaluated. Whom the organization needs to evaluate has implications for the type of system chosen. For example, a system that effectively appraises managerial performance would be quite different from a system evaluating the performance of clerical workers. Different jobs place different demands on appraisal systems. Jobs that are difficult
to describe or that vary substantially in terms of activities and tasks create difficulties in terms of appraising performance.

**What criteria should be used to evaluate**

Next, an organization must decide what criteria it will use for evaluation. Does it want a system based on evaluating individual traits, behaviors, or job results? This decision depends in part on who is being evaluated and how the organization intends to use the performance appraisal.

**Trait**

Early graphic rating scales evaluated workers on individual traits or personal characteristics which were presumably related to job performance. Initiative, aggressiveness, reliability, and personality are examples of traits on which employees have been rated. One problem with trait rating is that the traits themselves are difficult to define and may be subject to varying interpretation by evaluators.

**Behavior**

Rating employees according to job behaviors is based on the assumption that there are effective and ineffective behaviors and that these have been identified for each job or type of job. Behaviors are judged effective or ineffective in terms of the results the behaviors produce.
(either desirable or undesirable). For example, a customer service representative could be judged on the amount of patience shown to irate customers. Evaluating employees along behavioral dimensions is especially important for employee development purposes.

**JOB RESULT**

Results indexes are often used for appraisal purposes if an employee's job has measurable results. Examples of job results indexes are dollar volume of sales, amount of scrap, and quantity and quality of work produced. When such quantitative results are not available, evaluators tend to use appraisal forms based on employee behaviors and/or personal characteristics. In some cases, appraisals may of necessity focus on results rather than behaviors. This is especially true where job content is highly variable, as in many managerial positions, thus making it difficult to specify appropriate behaviors for evaluative purposes. Results indexes such as turnover, absenteeism, grievances, profitability, and production rates can be used to evaluate the performance of organization units.
Developing Feedback Skills

The purposes of this article are to show you the importance of providing both positive and negative feedback and to identify specific techniques to help make your feedback more effective.

Positive Versus Negative Feedback

Positive feedback is more readily and accurately perceived than negative feedback. Furthermore, while positive feedback is almost always accepted, negative feedback often meets resistance. Why? The logical answer seems to be that people want to hear good news and block out the bad. Positive feedback fits what most people wish to hear and already believe about themselves.

Does this mean that you should avoid giving negative feedback? No! What it means is that you need to be aware of potential resistance and learn to use negative feedback in situations in which it's most likely to be accepted. What are those situations? Research indicates that negative feedback is most likely to be accepted when it comes from a credible source or if it's objective in form.

Subjective impressions carry weight only when they come from a person with high status and credibility. This suggests that negative feedback that's supported by hard data?numbers, specific examples, and the
like?is more likely to be accepted. Negative feedback that's subjective can be a meaningful tool for experienced managers, particularly those in upper levels of the organization who've earned the respect of their employees. From less-experienced managers, those in the lower ranks of the organization, and those whose reputations haven't yet been established, negative feedback that's subjective in nature is not likely to be well received.

**Developing Effective Feedback Skills**

There are six specific suggestions that we can make to help you be more effective in providing feedback.

**Focus on Specific Behaviors.** Feedback should be specific rather than general. Avoid such statements as "You have a bad attitude" or "I'm really impressed with the good job you did," They're vague and while they provide information, they don't tell the recipient enough to correct the "bad attitude" or on what basis you concluded that a "good job" had been done so the person knows what behaviors to repeat.

**Keep Feedback Impersonal.** Feedback, particularly the negative kind, should be descriptive rather than judgmental or evaluative. No matter how upset you are, keep the feedback focused on job-related behaviors and never criticize someone personally because of an inappropriate
action. Telling people they're "incompetent," or "lazy," or the like is almost always counterproductive. It provokes such an emotional reaction that the performance deviation itself is apt to be overlooked. When you're criticizing, remember that you're censuring a job-related behavior, not the person.

**Keep Feedback Goal Oriented.** Feedback should not be given primarily to "dump" or "unload" on another person. If you have to say something negative, make sure it's directed toward the recipient's goals. Ask yourself whom the feedback is supposed to help.

**Make Feedback Well Timed.** Feedback is most meaningful to a recipient when there's a very short interval between his or her behavior and the receipt of feedback about that behavior.

**Ensure Understanding.** Is your feedback concise and complete enough that the recipient clearly and fully understands your communication? Remember that every successful communication requires both transference and understanding of meaning. If feedback is to be effective, you need to ensure that the recipient understands it.

**Direct Negative Feedback Toward Behavior That the Recipient Can Control.** There's little value in reminding a person of some shortcoming
over which he or she has no control. Negative feedback should be
directed toward behavior the recipient can do something about.

**Manpower Planning at Company Level:**

Manpower planning may be viewed from the public and private
standpoints from the standpoints of public personnel administration it
applies to the process of manpower planning for public services and at
the level of economy from the standpoint of private administration it is
essentially take up at the level of an industrial undertaking.

Different authors have defined manpower planning viewing it all
the national level, large industrial level or at a single organizational
level. Manpower planning at an enterprise level is defined in a way that
rather consistent with it’s definition as applied to the economy but
simply it is the process by which a firm insures that it has the right
places at the right number of people and the right kind of peoples in the
right places at right time doing things for which they are economically
most useful. It is therefore a two phased process by which we anticipate
the future through manpower projections and then developed and
implement manpower action plans and programs to accommodate the
implications of the projection. According to Coleman, “It is the process
of determining manpower requirement and the means for meeting these
requirements in order to carry out the integrated plan of organization.
The process of manpower planning for single organization is naturally, different from that for country or for total public service. However the basic or logical steps are almost similar and the difference is due to the level and the scope of manpower planning. At the enterprise or company level the nature of manpower planning also depends upon the size and activities of the concern. It is within an organization that manpower planning ensures the right place and time doing the right things for which they are suited for the achievement of goals of the organization. Thus it is concerned with qualitative and quantitative measurement of manpower within an organization to meet its goals.

**Recruitment:**

Society depends for its progress and well being on the effective functioning of government whatever its type democratic or otherwise will in the last analysis be as good as what its personnel make of it. A theoretically perfect administrative structure and unexceptional methods of work may be devised but they will be of little or no avail if those task who man the administration are either unequal in their task or are apathetic towards it. However, and interesting feature of administration in the modern times is that it has grown very complex. It has acquired new dimensions as a result of the enlargement of scope functions and
responsibilities of administration in developing societies. In fact today we are all caught in the vortex of revolution of different kind we witness knowledge explosion and also technological, social economic and political revolution. For instance launching of AGNI on May 22, 1989 by the Indian Scientists is testimony to the above notion.

"An enlightened administration dealing constantly with the new situations all the time needs equally committed and motivated dynamic and inventive administrative service personnel to handle the technological advances on the other side. Thus recruiting the people of merit and competence for the civil service has become a fundamental imperative to the more specific, it is a process which is of vital importance to the administration that it determines the tone and caliber of public services. In fact on its rests the usefulness and relevance of the machinery of government to the society

Selection Process:

The object of manpower selection is to ascertain clearly the type of persons required and to secure appropriate candidates for filling that position. To be more specific, the purpose is to make sure that they physically, mentally temperamentally fitted to the jobs they are expected to do. It is also expected to ensure that new employees developed into desirable employees and that there are a minimum number of square
pegs in round holes. Before we initiate the recruitment process it is of utmost importance for an organization to plan and develop recruitment policies and procedures in accordance with the personnel policies and procures and organizational goals. In fact, adequate planning has a vital significance for a sound recruitment policy.

Methods to be adopted in Recruitment:

The very character of recruit’s who are brought and character of recruits who are brought inform time to time. Many methods have been devised and tried out in fact a sound methods of recruitment is one which one can be adopted to local conditions, resourcefulness and ingenuity is constantly brought not play and at the same time contacts with educational institutions are assiduously cultivated and further more that helps in improving the status and prestige of public service in immeasurable items. Thus having decided the questions of recruiting authority we are faced with the question of finding methods of recruitment. According to Luis Meyers an eminent authority on personnel administration, “Methods of Selection basically two in number” to him, “Selection from within the service embracing reassignment and promotion. The be more specific one is promotion the latter is one in which appointment to the higher posts in the public
service is made only from within the services itself either through a system of promotion or through restricted competitive examination”.

It may be pointed here that the two methods are mutually exclusive and all the countries meet the turnover requirements by adopting both the methods. In fact the method of selection goes to the very nature of personnel system. In a democratic type of personnel system generally a system of recruitment from without is followed. However, in a bureaucratic aristocratic type preference is given to the system of recruitment from within. The general philosophy or democratic system of personnel is provided equal opportunity to all whereas bureaucratic and aristocratic types of system are based on the professional of public service. How let us proceed further to examine the relative merits and demerits of the two systems.

Training being most vital tool of HRD naturally forms the major part of the present HRD activities. Effective managers recognize training as an on-going, continuous process, not a one short activity. New problems, new procedure and equipment new knowledge new jobs are constantly creating the need for employee instruction.

The efficiency of any organization depends directly on how well its members trained. Newly hired employees usually need some training before they take up their work older employees require training to keep
alter to demands of their jobs to prepare for transfer and promotions.
The essentials purpose of manpower training is to develop skills, habits, attitude and knowledge which contributes to the growth of the individual as well as the organization training also motivates employees to work harder. Employee who understand their jobs are likely to have higher morale. They are able to see a closer relationship between their efforts and performance. Ability can be improved by proper training provided the trainees selected have the necessary qualification. However training which makes for ability will not alone ensure total contribution much depends on institution the kind of training aimed at establishing the relationship and milieu which will activate inherent desire for accomplishment. This desire will remain dormant or will fail to become fully active if the approach to training is one which does not consider total contribution as a major objective self training and self motivation can be the greatest rewards of a training approach.

**Concluding remark:-**

Development is always self development. Nothing could be more absurd then for the enterprise to assume responsibility for the development of a man. The responsibility rests with the individual his abilities his efforts no business enterprise is competent let alone abilities to substitute its efforts for the self development efforts of individual.
References:-


