CHAPTER II

REVIEW OF LITERATURE
In this chapter an attempt has been made to present an overview of the literature pertaining to the issues of HRD and its subsystems viz. Performance Appraisal, Potential Appraisal, Feedback and Counselling, Training, Career Planning and Development, Organization Development, Rewards and Human Resource Information System. Most of the literature available on these subsystems is in the form of case studies and experience narration.

In India, the HRD system is still at the experimental stage. The academicians, professionals and practitioners have divergent views about the components and subsystems of HRD. The leading private and public sector enterprises which have introduced HRD also differ about their HRD subsystems. However some agreement is visible on a few systems of the HRD plan viz. OD, Training and Development, Appraisal System and Career Advancement. The HRD mechanism selected by an organization depends on the size, technology, corporate philosophy and resources of the organization.

This chapter attempts to highlight research trends in HRD and its subsystems. This chapter is, by no means, an annotated bibliography of research in HRD. However, it contains only those studies and cases which have been published. In the process of research it was discovered that though much work is being done in the area of HRD, very little of it get published. Most organizations
tend to be confidential and somewhat possessive about the work that they do and are seldom willing to share it with others.

The chapter first deals with studies related to the different HRD sub-system like Performance and Potential Appraisal, Feedback and Counselling, Career Planning, Training Effectiveness, Organization Development, Training and Human Resources Information System. Then it discusses various HRD case studies of different organizations and finally Training and Development. The approach is comprehensive in that as it covered the research areas related to HRD theory and practice on individual, team, and organizational learning and performance. At the same time, it was detailed insofar as we selected examples of exemplary research.

The articles selected represent a broad range of issues confronting HRD practitioners and researchers in the study of learning and performance at the individual, team, and organizational levels. Further, the articles also represent a broad range of research methods available with which to address HRD issues and questions. The articles selected display the following characteristics:

- A well-grounded theoretical framework
- An appropriate mode of inquiry
- A systematic approach to research
- A well-executed methodology
- A well-grounded analysis and interpretation
- An original contribution to the field
A clear and well-organized written presentation

An appeal to a large audience

It is also recommended that as an HRD practitioner you consider your practices in light of the research results. For example, the consistent message about the disconnects between (a) employee satisfaction with training, (b) self-assessments of performance, and (c) actual output should raise a red flag for practitioners who are funding efforts using only the first two measures.

Finally, for practitioners who want to stay on the leading edge of research, every month or every quarter, a quick scan of the research journals will provide information on studies that address some of the issues raised here.

As part of research, one will benefit from a review of all the chapters and subsequent pages that focus on the implications for research design and methods. As a researcher, one can build on the content of these studies. Furthermore, the methodological limitations provide opportunities for future research. The field of HRD research can benefit from the systematic application of standards for good research.

Performance Appraisal

Studies conducted by Rao and Abraham (1986) and Basu (1985) on the appraisal practices in India indicate that a development thrust has been added to the appraisal systems. Performance as the basis of appraisal and
self-appraisal are becoming more popular. Appraisal data are also used for
counselling, feedback and identification of training needs.

The survey of 53 organizations by Rao and Abraham (1986) indicates that
about 27% of organizations have mainly development as the objective of
performance appraisal and about 49% have both development and control of
employee behaviour as objectives.

Basu (1985) surveyed performance appraisal practices of 60 companies
using a mailed questionnaire and conducted in depth case studies of five
companies. The survey indicates that about 83% of companies were using
formal systems of appraisal, about 72% of private and 50% of public
enterprises surveyed have revised their appraisal systems in the last five
years; in about 80% organizations the immediate superior seems to be the
appraiser; most organizations are moving in the direction of open-appraisal
systems; and while about 53% of private sector companies seem to use
external consultants, only about 14% of public sector seem to have done so
in designing and implementing appraisal systems.

A survey of appraisal practices in banks conducted by Kulkarni & Nangia.
and Prakasam (1981) and by Rao and Iqbal (1982) in twenty five
Malaysian banks indicate trends similar to those observed by Rao and

Daniel R.S. (1996) studied the appraisal system at National Dairy
Development Board (NDDB). The NDDB’s current executive appraisal system
known as the Performance Planning and Review (PPR) system was developed
in 1988. It is designed to be forward looking and developmental in its application. As against appraising an individual employee's performance in retrospect without planning, the PPR requires that the performance of each employee be planned in advance, expected results agreed to at the outset, and performance assessed on the basis of these plans and agreements. This is considered a dynamic and ongoing process in which continuous dialogue between the employees and his reporting officer is critical. The system has the following objectives:

- Bring about clarity in the role of each other
- Help officers plan and review their work through a participatory process thereby increase job satisfaction.
- Facilitate communication at all levels
- Identify training and development needs on a continuing basis, evolve training plans and facilitate development decisions.
- Enable the officers to be responsible for the development of their subordinates
- Improve the quality of data available for personnel decisions.

In order to achieve these objectives, the PPR system is divided into the following components:
Performance Planning

The first stage of the process in which a performance plan, in terms of key tasks, is jointly developed by the reporting officer and the officer whose performance is to be appraised. The plan is worked out in terms of results expected, performance standards, performance measures and target dates for a period of one year.

Performance Review

This technique provides the opportunity for the officer and the reporting officer to assess the results achieved in the perspective of the original plan. The review also provides input for future planning. The review is done as frequently as the need arises and is initiated by either the reporting officer or the officer. An important aspect of performance review is self review which is to be filled in by the officer whose performance is under review. It has been structured to give him an opportunity to report on his own performance, his outstanding achievements, the difficulties faced and suggestions for improving his performance. Following a discussion on the review, the reporting officer will assign an assessment of performance for each key tasks.

The following attributes were considered for appraisal:

Job Knowledge, Leadership Skills, Problem-solving Skills, Administrative Capability, Initiative and creativity; Cost consciousness; Quality and Quantity of output; Loyalty and Integrity, Team Play; Communication skills and Discipline.
3 types of PA forms were prepared for the 3 different organizational levels. The system covered the entire staff. The appraisal was done on a five point rating scale. The description of attributes was widely circulated among both the appraiser and appraisees. The score range of each appraisal grade was further fine tuned, so that only after one has achieved higher grades in at least 60 percent of the attributes, one can become eligible for the overall higher grade.

The PDR system provided for an exercise in performance planning to be completed by the managers and the staff members. The system emphasizes mutual discussion, clarity and an agreement on goals and priorities. The form has a column for requirements in which steps required to complete the goals are recorded. This encourages proactive planning on the part of the staff. Between the initial performance plan and the final review, three interim reviews are done, in which the progress can be discussed and any changes in goals/infrastructure or other support required can be discussed.

In Performance Review, the performance of a person is reviewed against the goals/activities agreed for the period. It has to be conducted at least once a year. The first step is self-appraisal by the staff member. Then the manager consults his manager (reviewing authority) and after that the performance review session is conducted where the attempt is to come to an agreement on the rating of performance for that period as well as to diagnose problems and design solutions and action steps to improve performance. The performance review form is signed by both parties.
Lee C. (1996) in a review of a 1993 survey conducted among 1149 respondents - HR managers and non-management employees in their organization - found rampant dissatisfaction with the performance review system and equally critical of their systems. The top frustration was lack of ongoing review. Without periodic updates, people do not have the information they need to understand their ratings or to improve their performance. Another was lack of employee involvement. Respondents did not feel they had control over their goals and objectives nor did they understand how their objectives related to the organization's overall business goals. Thirdly, lack of appropriate rewards i.e. respondents complained that they were neither compensated nor recognized for good performance.

A 1995 survey among executives at 218 companies, found that managers and workers are always subject to formal performance evaluations. The survey paints a picture of most common performance evaluation practices. Some findings are given below: -

- Immediate supervisor conduct the review at 99% of the companies, although employees also evaluate themselves at two thirds of the companies. 60% make no use of less traditional evaluators - peers, subordinates or internal and external customers.

- Employees are most often rated on goals (at 78% of the companies) and result (72%); other common measures include responsibilities (65%) competencies (61%) and behaviour (58%).
The most popular rating system is a narrative evaluation with an overall numeric score, used by 60% of respondents. Other systems include: using an overall numeric score (33%), writing a narrative description with no numeric score (26%) and ranking each employee in a work group from best to worst (20%).

The executive PA system (EPAS) is in effect in SAIL since 1991-92 and is used to assess the performance of executives and to plan their development.

Mishra A.K., in 1996 studied and said one of objectives is to integrate corporate and individual goals through a process of performance assessment linked to achievement of organizational objectives. Another objective is to increase awareness of tasks or targets and the responsibility of executives at all levels. The EPAS aims to facilitate the process of executive development through Performance Planning, Self-Review, Performance Analysis and two-way communication between appraisee and appraiser.

The appraisal process comprises of seven stages. The first stage is self appraisal, where the self appraisal form is filled by the appraisee twice a year, reporting on his performance, his major strengths, development needs and suggestions for improvement. The second stage is that of Performance Review and Planning (PREP) which is done twice a year jointly by the appraisee and the reporting officer. The reporting officer assesses the appraisee on a five point rating scale on eight main performance factors and about five to six potential factors like communication, initiative and so on.
Each factor carries a weightage and the reporting officer fills a summary sheet indicating the overall factor score of appraisees reporting to him, and sends it to the reviewing officer. The reviewing officer follows the same principles as the reporting officer for making his assessment and prepares a summary-sheet indicating the factor score of the appraisee assessed by him.

The personnel department helps in compiling the total scores based on the assessment on each individual factor by the reporting officer and the reviewing officer. The Performance Review Committee (PRC) also includes the head of the department or the next authority higher than the reviewing officer. The PRC receives information from the Personnel Department regarding the scores and the primary grading of each appraisee. The PRC decides the final grading. The final assessment sheet in appraisal form is then filled up and signed by the Chairman or any member of the PRC.

The Development Review (DR)

The Development Review (DR) is to be conducted at least one month after the PR but not more than 3 months after the PR. It is the core mechanism for planning and managing the development of people. It provides a process of feedback and support for development. It involves self-assessment on various qualities required for effective performance of the role, getting feedback from supervisor and the peer group, identifying development action and assessing the effectiveness of the inputs.
Several organization conduct employee counselling programs as a part of performance appraisal training. Feedback and coaching is an integral part of the role of every employee vis-à-vis his juniors. But there are several difficulties in institutionalising a good feedback program (Rao 1994). Negative feedback seems to stick more deeply and much longer affecting the relationships. There should be cultural change. People should learn to take feedback as a learning and empowering mechanism rather than as a weakening mechanism. There is a need to move in the direction of more and more open feedback, group feedback and frequent feedback. Feedback and counselling should be delinked from performance appraisals. They should be made more continuous and a part of life. There should be continuous unplanned feedback sessions.

**Organization Development (O.D)**

Pareek (1987) defines OD as a planned effort, initiated by process specialists to help an organization develop its diagnostic skills, coping capabilities, linkage strategies in the form of temporary and semi permanent systems, and a culture of mutuality. In the earlier mentioned survey by Rao and Abraham (1986), 50% of the organizations reported that they have someone to look after OD activities. However, only 44% of them seem to have some OD activity going on. Nine companies reported that using OD consultants and undertaking OD activities is a regular feature and in 12% OD activities are undertaken “sometimes”. Majority of the organizations which use OD seem to
focus on “Team building” and “role clarity” exercises. Other OD activities include interpersonal sensitivity, personal growth and stress management. Sinha (1986) has reported a turn-around of a company using an OD-HRD approach. On the whole there is an encouraging upward trend in using OD in Indian organizations. Team development and other OD activities will bring about a change of culture – healthy and development oriented, which may nurture development of human resources.

The first OD experiment dates back to 1968-69 with the Kamani Group of Companies (De, 1971). In Kamanis, OD had led the central policy council to explore the inter-personal relations and discover strengths and weaknesses of members which in turn, helped the company to make effective strategic decisions. OD had contributed to the development of collegiate culture, between and at cross levels in the organization.

In TISCO, OD, involved group methods and team building as a major intervention (Sinha, 1973). Its thrust was to build commitments and a balance between engineering oriented technology and operation oriented work behaviour. This eventually led to restructuring of the top management team in the mines division of the company. The burning issue, however, was to consolidate the gains of process change and bridge perceptual gap between Chief Executive at head quarters and the top field in the team.

In HMT, the first public sector organization to experiment with OD, its initial strategy was vertical and horizontal team building, staff-line functional integration, improvement of organizational climate, and development of
organizational climate and development of mechanisms to manage differences and conflicts.

Besides the above three major OD interventions, several other organizations which initiated OD efforts by 1971, included Orient Paper Mills, Bokaro Steel, Indian Aluminum, Hindustan Steel and State Bank of India.

According to Dandekar M.N (1993) at State Bank of India, (SBI) the formal human Resources System emerged during 1979-80. HRD in the SBI is a continuous process, to enable every individual to work as a member of an effective team and to realize and activate his potential which enables him to achieve the Bank's goal and also in the process, derive intrinsic satisfaction.

From this HRD philosophy the following emerged as the main aims and objectives:-

i) Create a climate of openness and thrust

ii) Build a collaborative culture

iii) Promote human capabilities and competencies in the organization.

iv) Bring about integration of the individual and organizational goals.

v) Improve quality of life

To fulfil the basic HRD philosophy and achieve the main aims and objectives, the basic thrust areas were identified as under:-

a) A vibrant and effective training system

b) A manpower planning system - incorporating the quantitative and qualitative models, data based techniques etc.
c) A well defined career path

d) A performance appraisal system—essentially generating adequate data to facilitate various personnel decisions as also focusing on the individual and his growth.

e) Organization Development Interventions—aimed at promoting people’s problem solving and coping capabilities, and enabling them to anticipate and manage change.

Initially the OD intervention undertaken at branches aimed at developing cohesive and efficient teams for improving accounting efficiency of branches. At a later stage OD specialists undertook study of critically problematic branches, and could succeed in achieving a break through “Manager to Messenger” Seminars were organized to foster team spirit among all categories of staff at a branch. These enhanced accounting efficiency and also helped in developing business, improving levels of customer satisfaction and involvement of staff in various non-banking community services.

Setting up of “Quality Circles” also gained momentum and gave tremendous boost to the problem-solving capabilities among the staff. With a view to improving the “Quality of Life”, the bank has also introduced certain systematic intervention for smooth induction of new entrants and other activities which have facilitated inculcating a sense of belonging to the organization.

While reviewing the cases of organizations a look at a model of integrated HRD system which assumes that there are linkages between various sub-
systems of HRD and it is only then all the sub-systems of HRD can be integrated (Rao, 1991). Nagabrahainain (1980) studied the implementation of integrated HRD system across four organizations and found the following:

1. There were developmental variations in effective implementation of the system and this variation seems to have been influenced by the departmental climate and leadership commitment.

2. Top Management commitment seems to departmental leadership and other variables.

A survey of case studies published reveal that there are many gaps in organizations in implementing integrated HRD systems. Every organization seems to be strong in one or two components and seem to concentrate on those rather than attempting to and integrate all sub-systems.

Subsequently, from an analysis of the HRD experience of 14 Organisations (BEML, BHEL, Bank of Baroda, Crompton Greaves, Jyoti, IOC, L&T, ECC, SAIL, SBI, State Bank of Patiala, Sundaram Fasteners, TVS Iyengar and Sons and Voltas). Rao T.V. (1989) found the following trends and strategies of developing human resources:

Need for HRD: The source of inspiration for setting up new HRD departments on strengthening the HRD function came from one or more of the following:

1. To support the structural and strategic changes made by organization to orchestrate its growth and expansion.

2. Recognition by the top management of the importance of HRD and
their responsibility to promote it for the good of the organization.

3. To prepare employees to respond to increasing problems faced by the Organization both internally (dissatisfaction, delays, fall in productivity) and extremely (high competition, falling market situation etc.)

Eleven out of these 14 have set up new HRD departments as a strategy for strengthening the HRD function in the company. In other companies, the Personnel Department was strengthened by creating new HRD positions or by strengthening the competencies of Personnel Executive.

Most of these organizations recognized the need for making the line managers aware of their HRD role and have been orientating the line managers to HRD. About 50% of these organizations were using internal task forces to strengthen the HRD function.

The setting up and structuring of the HRD department is itself an indicator of the top management’s commitment to HRD in these organizations. In addition, the chief executive and the corporate teams of several of these organizations played active role in the implementation of HRD. The role played by them took the following forms:

a) The Chief Executive attends the initial HRD orientation programs given to line managers.

b) The board or the top management team reviews periodically the progress in implementing HRD.

c) The CE himself chairs the HRD task force.

d) The CE or the top management team commits a reasonable amount of
resources (financial and time of line managers) for HRD purposes.

From experience of these 14 organizations, it has become abundantly clear that the CE and the top management team play an extremely critical role in HRD. In addition, the chief executive and corporate teams of several of these organizations played active role in the implementation of HRD instruments being used in addition to performances appraisal. The HRD work done so far can be broadly classified into three aspects:

1. Improvement of HRD climate
2. Audit, redesign and integrate HRD system
3. Upgrade the variety of skills required for proper Human Resource Development

Training

Training is the most important function that directly contributes to the development of human resources. It is also the most frequently used HRD mechanism in the country. Some organizations equate training with HRD and consequently do nothing more than training for the development of human resources.

D'Souza K. (1986) contends that the return of investment on training is very poor because people are sent for training in many industries as "fringe benefits" and very little is being done to make use of the learning once the people return from a training program. This was the conclusion arrived at Rao T.V. and Abraham E. (1986) in a study of HRD climate of 42 Indian
Organizations. Asked whether employees are sponsored for training programs on the basis of genuine training needs, once again majority of them answered in negative. Anandram's (1987) study of Pune based industries indicates that training policy and training facilities do not exist in most of organizations. Even large organizations were found to pay lip sympathy to training.

Dayal I: Sahgal. P; Jain R; Gupta P. and Sen A.K (1996) studied and reviewed the training practices in four different organizations and made the following observations.

Training is one of the major activities of HR division at Engineers India Ltd. The program aimed at upgrading technical and human relations skills. The training needs were identified through performance appraisal systems and also through "get-together". It provided people an opportunity to interact, and to discuss about the kind of training inputs they require. The particular thrust of the organization also determined the training needs to a great extent. The main thrust in training had been computerization in technical and commercial areas. The new thrust areas of EIL were nuclear power, risk analysis and environmental impact studies.

Program in the area of general management such as leadership, motivation, TA etc. had also been conducted. The purpose was to develop general management perspective and strengthen the approach to management. EIL developed a three-tier training program senior level, middle level and others. Training in respect to conceptual skills was imparted to senior executives, human relations skills to middle level executives and technical training to
junior executives. EIL has a well developed training centre and in addition to internal faculty, outside experts are also invited to teach. Also executives are sent to attend training programmes organized by various institutes. (Dayal I. Sahgal P., Jain R., Gupta P., and Sen A.K. 1996)

At CMC, while technical training is provided by the various schools of specialization, HRD department undertakes training in management. Every employee undergoes a week of training. During the annual performance review, areas to be developed are identified between the employee and his manager and the courses are either organized by HRD department or the individual can attend courses organized by other institutes. HRD department has been conducting programs, but not on a regular basis. The training needs are not assessed by the HRD Department. The regional personnel departments inform HRD department by keeping in touch with managers. Sometimes, during a course, areas of concern are expressed by participants. At times, the higher management ask HRD department to Organize a programme on a subject they consider important. (Dayal I. Sehgal P., Jain R., Gupta P., and Sen A.K.).

The major HRD initiatives in Steel Authority of India Limited have been reported by Nair M.R.R (1989),

In the first phase of the turnaround strategy, an organized attempt was made to collect feed back from the various section of the industry spread out in every part of the country. Meetings were organized in all sectors of the industry with the top management, unit management, with a across-section of the middle management, front line supervisor, workmen on the top shop
floor, unions and associations. The agenda was to identify the problems in the company, opinions and perception of people, how they felt that the company was doing and what could be done internally to further improve its operation.

On the basis of the discussions and the feedback collected a document called 'Priorities for Action' was drafted and it set forth thrust areas in which the industry needed to devote itself to improve its operations and prepare itself for the challenges of the future. These areas are – Improve work culture, Optimise use of installed facilities, Increased productivity, Generate profits through control of costs, and Customer satisfaction.

The document was used as a basis for large scale education of managerial force through a series of workshops. These workshops were backed up by a series of decisions taken to rationalise manpower, to improve training, to change the performance appraisal system in the direction of more training, to change the performance appraisal system in the direction of more objectivity and more development-orientation, revision of incentive system, restructuring to reduce levels of hierarchy, improvements in grievances and welfare systems etc.

In Eicher Goodearth, HRD has shown the way for improving employees relations climate (Sachdeva A. and Arora A.R) (1989). In early 1980s, a diagnosis of employees relations climate in the company was made. After initial diagnosis and problem solving, a company-wide survey feedback intervention was carried out. This included an attitude survey to assess employees satisfaction with 19 aspects of their job and organizational climate,
ranging from job content and compensation to opportunities for development and union management relations. In addition, a SWOT analysis was carried out in each of the company’s division in order to identify areas requiring improvement.

Training Capsules

At NLC training capsules for mentors and proteges, separately and jointly, were designed with the help of an external consultant. The pilot project for the first batch was launched in June 1986 with 22 carefully selected senior executives as mentors and 85 out of 330 Graduate Engineer Trainees (GETs): develop coping skills in them, provide them with encouragement and perspectives about their career paths, assess their potential; enhance the mentoring capabilities of senior executives to use their experience and understanding achieved through long and successful careers in fostering the talents of the new generation of executives.

The first batch of mentors and proteges were carefully selected and matched by the Training Department. Orientation training for the mentors focused on giving them a broad conceptual framework of mentor – protege, relationship, outlining ways of increasing protégé competence, self confidence and progress in the company, developing skills, like time-management, communication skills, interviewing, self-exploration etc. which are vital for the mentor, understanding the risk and problems involved in mentoring; facilitating rather than teaching the protégé to take his own decisions; and
developing a support network for mentors among themselves. The emphasis was on mentoring as a relationship which stimulates self direction.

For proteges, orientation training focussed on an understanding of their career prospects and of the organization; self-assessment to identify personal strengths and weaknesses which could be improved through mentoring; clarifying personal aspirations; drawing up action plans for the mentoring phase and beyond; developing Intersectional skills.

Mentors and proteges who went through 3 days of training in separate groups, then came together in a half session to practice mentoring under supervision. This session gave an opportunity for putting into practices the knowledge and skills acquired during the orientation training.

The consultants emphasized three stages in the mentoring process. First the rapport building stage which seeks to put the protégé at ease and establish the mentor’s image as a patient listener and a trustworthy listener and a trustworthy elder. The second stage of joint exploration takes mentor and protégé on a journey into issues, problems and feelings with a view to clarifying, verifying and exploring hidden agenda. Stage of action planning involves the mentor in facilitative activity which would put the protégé on the path of self-discovery, initiative and action. Though no rules were laid down. It was expected that mentors and proteges would meet at least once a fortnight for at-least half-an-hour. Forms were provided for periodic assessment of such interactions by mentors and proteges separately. A mid-term contact session and a review session at the end of six months both of
which were attended by the Chairman, provided vital feedback which has been ploughed into subsequent programs.

At NLC, the mentoring program has made an important contribution towards building a participative culture. The program has also been extended to cover the junior-most workers and the supervisory staff.

Evaluating Training Effectiveness

Bureau of National Affairs, 1990), described four barriers that discourage training evaluation: In many evaluations of training studies, there is relatively little difficulty in measuring change because the variables of interest are straightforward and reliable (e.g., amount of scrap produced, incidents of customer complaints, amount of productivity). Recent research suggests that, particularly with regard to self-reported data (e.g., questionnaires, interviews, personality tests), the measurement of change is far more difficult than just discussed. (K.N. Wexley, “Personnel Training,” Annual Review of Psychology 35 (1984): 519-51. Research suggests that value of the pretest-posttest design can be increased when an evaluator is using learning criteria. Haccoon and Namtiaux, (R.R. Haccoun and T. Namtiaux, “Optimizing Knowledge Tests for Inferring Learning Acquisition Levels in Single Group Training Evaluation Designs: The Internal Referencing Strategy,” Personnel Psychology (1994): 593-604) suggested using what they call Internal Referencing Strategy (IRS). It is a simple procedure for inferring that trainees really did learn what they were taught. With IRS, the evaluator purposely incorporates in the pre- and post-training measures items that are relevant to the training (i.e., that ought to change because the course content covered them) and items that are not expected to change because the course content did not deal with them. The pre-post differences are then determined for the relevant and for the irrelevant items. Training effectiveness is inferred when changes on the relevant items are significantly greater than changes on the irrelevant ones.

Finally the review of literature in the Indian context indicates the following:
1. There are very few empirical studies on HRD and there is a great scope and need for systematic research on HRD subsystems, processes and outcomes.

2. Whatever, little research is available in the literature are based on surveys, perceptions of employees and are done mostly by HRD staff of these companies where the possibility of a bias cannot be ruled out in favour of the company. Very few external management researchers have attempted to study HRD variables in organizations.

3. Experience sharing, case reporting and opinionated articles seem to be characterised in the HRD field today much more than empirical investigations.

4. Among the areas of HRD, Performance Appraisal, training and OD seem to be the three areas where a good deal of literature is available.

5. Very little work has been reported on the impact of Human Resource Development climate on the effectiveness of the training.

6. Very little work has been reported on the impact of HRD subsystem in generating HRD or HRD outcomes and organization effectiveness.

7. There is an increasing awareness of the need for researches in HRD along with the increased adoption of HRD in Indian organizations.

8. There is a lack of formal evaluation studies in the professional literature concerning on-site training techniques.