CHAPTER - 3
HUMAN RESOURCE DEVELOPMENT
CHAPTER - 3
HUMAN RESOURCE DEVELOPMENT

3.1 Introduction

HRD aims at preparing people for performing role, jobs, tasks and functions which they may be required to perform in the future as they go up on the organizational hierarchy or as the organization takes up new tasks through diversification, expansion, modernization etc. HRD tries to develop the potential of employees for future likely jobs and roles in the organization, another aim of HRD is to identify the competency gaps of employees to perform the present roles, jobs, tasks and functions effectively through development.

Organizations cannot avoid the impact of dynamic and fast changing world. For the success of an organization it is necessary for it to be dynamic. To cope with the changing world, organizations have to change their approaches for working through HRD. Thus it is necessary to understand the basic philosophy of HRD which assumes that HRD can be planned and monitored in a way that it is beneficial both to the individual and to the organization.

3.2 Need and Purpose

Personnel constitute the most important and vital key to the effective functioning of an organization. Their skills have to be constantly upgraded to handle new tasks to achieve organizational success. Not only employee’s competencies and abilities have to be enhanced but their motivation, dedicated involvement, sense of personal participation and above all full commitment to organizational goals, objectives and targets are absolutely essential.

Therefore HRD is necessary for any type of library for

a) Survival and stability
b) Growth and development
c) Change and diversification
d) Returning activities to become more effective
e) Providing highest quality services
f) Playing a leadership role in the field
g) Obtain good will and reputation through user satisfaction.

46
3.3 Objectives

a) To prevent obsolescence of skills at all levels in an organization in the fast changing environment.

b) To maintain an effective workforce in the social and technological changing environment.

c) To prepare present employees to succeed those who leave organization.

d) To fulfill the career aspiration of the working force.

e) To avoid all kinds of distortions, lop sided developments, short falls of performance and waste of national resources.

g) The overall objective is to improve library personnel's creativity and to improve library services.\(^2\)

3.4 Functions

The functions of HRD are considered necessary for the purpose of imparting the necessary job knowledge to the manpower and developing the necessary skills/aptitudes among them. Hence the functions of HRD are \(^3\)

a) To ensure the optimum use of manpower at all levels so that they deliver the best possible services.

b) To meet the dynamic needs of the individuals development, to meet the needs of organizational development and requirement of social order.

c) To meet the challenges put forward by changes in technology, job system, working methods etc. and to prepare the manpower accordingly to meet such challenges.

3.5 Philosophy

HRD mechanisms are based on the following philosophy \(^4\)

i) Human resources are the most important assets of an organization.

ii) Performance of human resources can be developed and increased to an unlimited extent by training and by providing effective leadership.

iii) For developing human resources it is essential to have a healthy working climate, mutual trust between management and employees, opinion of the system and sense of belongings to the organization.
iv) HRD can be planned and monitored in a way that is beneficial both to the individual and the organization.

v) Employee's commitment is increased with opportunity to discover and use one's capabilities and potential in one's work.

vi) Management must ensure that basic needs of all employees are met and try to fulfill their higher needs through appropriate management style and system.

3.6 Human Resources Information System

A Human resources information system (HRIS) can be defined as "an information system that monitors, controls and influence the movement of human beings from the time they indicate their intention to join an organization till they separate from it."

Human Resources Accounting (HRA) popular in the west is gaining ground in India. HRA is primarily an information system, which informs the management about the changes that are taking place in the human resources of an organization. HRA can help the management in budgeting for development of human resources by providing the requisite on 'cost' and 'value' of the different alternatives and providing information about the rate of return on the proposed investment in training the personnel.

Human resources information system contain information on the following.

i. Recruitment System.

ii. Personnel Information System.

iii. Manpower Planning System.

iv. Training Information System.

v. Health Information System.

vi. Pay Roll

vii. Annual Appraisal System.


3.7 Human Resource Development Mechanisms or Subsystems

There are many mechanisms that can be used to facilitate HRD. These instruments may be called subsystems or mechanisms or methods. Each of these subsystem focuses on some particular aspect of HRD. To have a comprehensive HRD, many of these instruments
may be needed to be used simultaneously. Any systematic or formal way of facilitating competency, motivation and climate development could be considered as HRD mechanisms. The most frequently used HRD mechanisms are:

1. Training and Development
2. Performance Appraisal.
3. Potential Appraisal
4. Feedback and Counselling
5. Career Planning and Development
6. Organizational Development
7. Rewards
8. Job Rotation
9. Team Work / Team Spirit and Team Building.
10. Leadership Development
11. Job Enrichment.

Above stated HRD mechanisms/subsystem are briefly described below.

3.7.1 Training and Development

3.7.1.1 Meaning and distinction

Training is the act of increasing the knowledge and skills of an employee for doing a particular job. The major outcome of training is learning. Trainee learns new habits, refined skills and useful knowledge during the training that helps him to improve performance. Training is mainly job oriented as it enables personnel to do their present job more efficiently and prepare themselves for a higher-level job.

Development, on the other hand is concerned with growth of a person in all respects. Training refers only to instructions in technical and mechanical operations whereas development refers to philosophical, theoretical and educational aspects. It is a long-term educational process utilizing a planned and systematic procedure by which managerial personnel acquire conceptual and theoretical knowledge for enhancing general administrative abilities. Training courses are typically designed for a short term stated set purpose, such as Library software training, while development involves a broader education for long run general.
purposes. Distinctions between training and developments are summarized through following table.

Table 3.1 - Training and development distinction

<table>
<thead>
<tr>
<th>Learning Dimensions</th>
<th>Training</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>Non managers</td>
<td>Managers</td>
</tr>
<tr>
<td>What</td>
<td>Technical, Mechanical operations</td>
<td>Theoretical, conceptual ideas</td>
</tr>
<tr>
<td>Why</td>
<td>Specific-job-related information</td>
<td>General knowledge</td>
</tr>
<tr>
<td>When</td>
<td>Short term</td>
<td>Long term</td>
</tr>
</tbody>
</table>

3.7.1.2 Need for training

The factors giving rise to the needs for training are such as
i. Newly recruited personnel require training so as to perform their tasks effectively. Instructions, guidance, coaching helps them to handle jobs competently, without any wastage.

ii. Training is necessary to prepare existing personnel for higher-level jobs (promotion)

iii. Existing personnel require refresher training so as to keep abreast of the latest developments in concerned subject. In the rapid technological changes this is absolutely necessary.

iv. Training is necessary when a person moves from one job to another (job rotation).

v. Training is necessary to make personnel mobile and versatile. They can be placed on various jobs depending on organizational requirements.

vii. Training is needed to bridge the gap between what the personnel has and what the job requires. Training is needed to make personnel more productive and useful in the long run.

3.7.1.3 Objectives of training and development

Objectives of training and development programmes are follows:

i. Productivity: Training and development activities aims at increasing the performance levels of personnel in their present job assignments, by exposing them to the latest
concepts, information, techniques and by developing skills that may be required in their particular field.

ii. Quality: Properly designed and implemented training and development programmes aim at extracting higher quality output from the personnel.

iii. Human resource planning: Training and development programmes facilitate human resource planning at the organizations that have a good internal educational programme will have less drastic manpower changes and adjustments to make in the event of sudden personal alterations.

iv. Morale: Well-planned instructional programmes aim at improving the morale of employee, by preparing them systematically for higher level challenging assignment.

v. Indirect compensation: Organization's educational endeavours offer an excellent incentive for prospective personnel to join and remain in an organization.

vi. Obsolescence prevention: Old skills and antiquated ideas may bankrupt an organization in the long run. Training and development efforts aim at keeping personnel abreast of the current developments in their respective fields of work.

vii. Personal growth: The ultimate objectives of training and developmental programmes are to give participants a wider scope of knowledge, and increased filling of competence, an aroused sense of awareness, an enlarged skills repertoire, an enlightened altruistic philosophy, and other considerations indicative of enhanced personal growth.

3.7.1.4 Methods of training

There are two types of training methods.

i. On-the-job training.

ii. Off-the-job training.

3.7.1.4.1 On-the-job training

Under this method the principle of learning by doing is used. The employee is exposed to the real work situations. He is shown the job and the tricks of the trade by an experienced employee. He follows the orders issued by the supervisor, carries out instructions and adopts the right techniques to finish of the job efficiently. In this way he is able to learn the
work practically. While doing so he can ask questions, seek clarifications on various job related matters and obtain guidance. Three important on-the-job training methods are as discussed below.

a) Coaching: In this method the superior provides instructions and coaching to the trainee. This method requires the services of trained superiors who have enough time to provide coaching to trainees.

b) Understudy: In this method the trainee works as an assistant to a senior professional so that eventually the assistant can take care of the job held by the senior professional. Learning under this method is through experience and observations.

c) Job rotation: In this method a trainee is transferred from one job to another on a systematic basis, to broaden his background in various positions.

3.7.1.4.2 Off-the-job training

When jobs are complicated in nature and require some special technical knowledge, then off the job training methods have been followed.

In this method, the trainees are expected to leave their work place and undergo training for specified period. The trainee is taken away from his job by outside experts, agencies and consultants, these programmes may be conducted within the library also. The trainee is thus, free from job pressures and job demands. The focus here is more on learning than doing. Since the training is offered by experts, well supported by visual aids, the trainee can learn quickly. Three important off-the-job training methods are as follows.

a) Special courses: In this method instructions are provided by way of a series of lectures to the trainees. These are meant for imparting special skills and knowledge regarding the ways of performing particular task.

b) Conferences/Seminars/Workshops/Symposiums: In this method lectures are delivered by experts followed by discussions among the participants and comments by them, professionals from different institutions thus come together to exchange view with outside experts and gain knowledge in their area of interest.

c) Case study: A case is a written description of an organization containing information about various aspects such as its history, external environment, internal operations etc., The participants in this method are invited to discuss the fact of the case in an
objective way, in the presence of capable instructor leading the discussion. The participants (Trainees) power of reasoning, analyzing difficult situations and presentation are thus challenged, contributing to the development of his mental faculties in a broad manner.

3.7.2 Performance Appraisal

Performance appraisal is a systematic and objective way of judging the relative worth or ability of personnel in performing his task. Some of the important features of performance appraisal may be stated as

a) Systematic - Performance of employees is evaluated in the same manner, using the same methods so that the performance of employees can be compared.

b) Objectives - The appraisal is objective, in that it tries to eliminate all subjective factors (bias, favoritism etc.) while evaluating candidates.

c) Continuous - The appraisal is carried out on a continuous manner so as to identify the candidates having the potential to assume challenging positions course of time. The basic purpose is to find out how well personnel is performing the job and establish a plan of improvement.

Performance appraisal is an essential and an inescapable managerial activity, appraisal is necessary for all important decisions relating to people, such as placement and promotion, remuneration and reward, training and development, as well as long term manpower planning and organization development.

3.7.2.1 Process

In the appraisal process the superior initiate three steps

i. He measures the past performance of subordinate against some standard.

ii. He assesses the factors influencing the performance of the subordinate and

iii. Predicts the future performance of the subordinates. For ensuring an objective appraisal certain performance standard have to be established in the beginning itself,
performance standards such as quantity of work, quality of work, job knowledge, absenteeism, role of advancement etc. are usually selected for this purpose.

3.7.2.2 Importance

Performance appraisal is an excellent way of assessing the performance of personnel. It helps management in the following ways

a) Compensation decisions

Management can use performance appraisal for taking appropriate compensation decisions. Personnel who are performing at or above the desired levels can be separated from those who are not. This helps in backing up personnel performance through appropriate monetary and non-monetary rewards. In the long run, personnel learn to work hard and earn these rewards.

b) Placement decisions

Appraisal information helps authority in locating persons with potential and promotes them when the time comes. A right job for a right person can be ensured. The linkage between effort and rewards motivates people to learn the job quickly and shows superior performance.

c) Training and development decision

Appraisal helps authority to identify the strength and weaknesses of personnel in his present job. This helps in developing suitable training and development programmes appropriate for overcoming these weaknesses.

d) Feedback to personnel

Performance appraisal keeps personnel informed about their current performance level. It shows the way to scale new heights through hard work and meritorious performance. The personnel is compelled to learn those skills, which are going to be rewarded through pay raises, promotions or both.
3.7.2.3 Methods

Performance appraisal can be conducted in several ways, some of the important ones are discussed below.

i. Ranking

Here a person is ranked against others on the basis of certain traits and characteristics. This is just like preparing ranks of various students who have written an examination.

ii. Paired comparison

The rater using the paired comparison method formally compares each personnel with every other personnel in the rating group one at a time. The number of comparisons can be calculated using the formula \( n(n-1)/2 \). Where \( n \) is the number of people rated.

iii. Rating scale

In this method, judgements about performance are recorded on a scale. The rater checks the appropriate place on the scale for each duty listed. More detail is then added by providing space for comments following each factor rated.

iv. Critical incidents

In this method, the supervisor continuously records the critical incidents of personnel performance or behavior relating to all characteristics (positive as well as negative) in a specially designed notebook. The supervisor then rates the performance of the subordinates on the basis of note taken by him.

v. Essay

In this method the supervisor write a short essay describing each personnel’s performance during the rating period. The rater is usually given a few general headings under which to categorize comments. The intent of this method is to avoid restricting the rater as other methods do.
vi. **Assessment center**

In this method, individuals from various departments are brought together to spend two or three days working on an individual or group assignment similar to the ones they would be handling when promoted. Observers rank the performance of each and every participant in order of merit.⁹

### 3.7.3 Potential Appraisal

Another subsystem of HRD is potential appraisal. Personnel's potential or capability to perform the function are examined and methods to improve skills are also evolved under this subsystem. The main components in potential appraisal are

i. Identification of functions in the library and qualities required to accomplish these functions.

ii. Methods and instruments to measure these qualities.

iii. Continuous assessment of potentiality of each employee to perform upper level roles.

iv. Elevation policy and appropriate feedback.¹⁰

### 3.7.4 Feedback and Counselling

If proper climate for the skill of providing critical and supportive feedback to the professional by the authority is not organized, HRD becomes a fruitless exercise. The differences between self-assessment and superior's assessment should be discussed and a programme for further development of the professional should be worked out jointly. Feedback and counselling subsystem includes performance feedback, potential feedback, career opportunities feedback, etc. Feedback should be given through counselling sessions. It should enable the individual to identify his strengths and weaknesses so that he will plan a career that suits his potentials. Communication of feedback should also be done properly, failing which the all the lofty aims of feedback may be lost in wilderness.¹¹

### 3.7.5 Career Planning and Development

Career Planning and Development is also an important component of HRD system. A career is a perceived sequence of attitudes and behaviours associated with work-related
experience and activities over a person's working life. A career path is the identification of a certain sequence of jobs in a career that represents progression through the organization. Career planning is a system in which individuals evaluate their abilities and interests, consider alternative career opportunities, establish career goals, and plan practical development activities.

Career planning is "A process of systematically matching career goals and individual capabilities with opportunities for their fulfilment. Career planning encourages individual employees to explore and gather information that enables them to synthesize, gain competencies, make decisions, set goals and take action."

Career development is the process through which an individual comes to understand his/her place in the world of work. Employees develop and identify their careers through a continuum of career awareness, career exploration and work exposure activities that help them to discern their own career path. Career development encompasses an individual’s education and career related choices and the outcome of those choices. Career development is an ongoing process that occurs over the life span, includes home, school and community experiences.

Pareek and Rao mention that, "while career development means the development of the general and technical and managerial career in the organization, career planning implies planning of specific career paths of the professional in the foreseeable future in the organization with the help of the reporting officer. As such planning flows from manpower planning and potential appraisal, career planning gets closely linked with these components of the human resource system".

The importance of career management has gained increasing recognition by management of public and private organizations. Basically it is aimed at generating among employees an awareness of their strengths and weaknesses and at helping them to match their skills and abilities to the needs and demands of the organization. Both organization and individual are responsible for career planning.

For implementing schemes of career planning, various measures have been recommended these are as follows:

i. Setting up manpower planning cell in each organization (Library)
ii. Job analysis and job descriptions in respect of all the categories of posts.
3.7.6 Organizational Development

Organizational development (OD) involves mostly structural and technological changes, its main aim is to change people through subordinate participation i.e. changing the nature and quality of their working relationships. Thus OD can be explained as a planned change brought out through the people processes in the organization with the help of the consultant and use of the theory of applied behavioral science.

Organizational development is the process of initiating, creating and confronting the needed changes so as to make it possible for organization to become or remain viable, to adopt the new conditions to solve problems, to learn from experience and more towards greater organization maturity.

OD activities originated around the year 1957 as an attempt to apply some of the values and insights of laboratory training to total organizations. Douglas McGregor working with "Union Carbide" is considered to have been one of the first behavioral scientists to talk systematically about and to implement OD programme.15

OD is a long range effort to improve an organizations problem solving and renewal processes particularly through a more effective and collaborative management of organizational culture with the assistance of a change agent, or catalyst, and the use of the theory and technology of applied behavioral science, including action research.

From all the above definitions it is clear that OD have following common attributes.

a. It is a planned change.

b. It takes place through out the organization.

c. The help of a consultant is necessary to bring about the change.

d. Knowledge in behavioral science is required for doing this.

3.7.7 Rewards / Incentives

An incentive or reward can be anything that attracts an employee's attention and stimulates him to work. In the words of Burack and Smith "An incentive scheme is a plan or
programme to motivate individual or group performance. An incentive programme is most frequently built on monetary rewards (incentive pay or a monetary bonus) but may also include a variety of non-monetary rewards or prizes.\textsuperscript{16}

Rewarding professional performance and behaviour is an important part of HRD. Appropriate honours and rewards not only recognize and motivate personnel, but also communicate the organisation's values to the personnel. Innovations and use of capabilities are rewarded in order to encourage the acquisition and application of positive attitudes and skills. Typical rewards include certificate of appreciation, newsletter announcements, additional increments, special privileges etc. Rewards may be given to individuals as well as to teams or department.

3.7.8 Job Rotation

Job rotation refers to the systematic movement of staff from one job to another. It is the periodic shifting of a personnel from one task to another. It involves the movement of staff among different tasks, which will probably be of similar nature.

According to Arnold and Fildman\textsuperscript{17}, in job rotation, an employee takes over another assignment at the same level of the organization but does not move up the hierarchy, the employee simply moves from one job to another that requires the same operational ability. The terms transfer, lateral moves, redeployment, job changes etc are used interchangeably with job rotation.

According to Olorunsola\textsuperscript{18}, it is necessary to implement job rotation in libraries in order to relieve staff of some of the monotony associated with routine work. Service organizations must be active and responsive to their staff and clients, for libraries to become effective service organizations, it is necessary to create a climate in which staff will function effectively, be happy to work and derive maximum satisfaction from their work. Hence job rotation is necessary for following purposes.

1. Job rotation creates an opportunity to improve efficiency and productivity in the library.
2. Moving staff from one unit to another serves as a training process for personnel.
3. Job rotation, to a great extent removes monotony and enables staff to acquire more skills.
4. Job rotation removes the notion that particular member of staff is the most suitable person for a particular job.

5. To increase inter-departmental understanding.

Hence job rotation is a useful process for enabling staff to develop.

3.7.9 Team Work, Team Spirit and Team Building

In libraries there are number of sections and in these sections number of individuals are working as a small groups. Librarian should integrate all these groups into one collaborative group. To do this librarian often rely heavily on team building for both individual teams and large groups. Team building encourages team workers to examine how they work together, identify their weaknesses and develop more effective ways of co-operating. The goal is to make the team more effective. High performance teams accomplish their works, learn how to solve problems and enjoy satisfying interpersonal relationship.

Following four ingredients contribute to the development of team work:

i. Supportive environment

ii. Skills and role clarity.

iii. Super-ordinate goals.

iv. Team rewards.

i. Supportive environment

Team work is most likely to develop when librarian builds a supportive environment for it, creating an supportive environment involves encouraging members to think like a team, providing adequate time for meetings and demonstrating faith in members capacity to achieve. Supportive measures such as helps to individuals is the first step towards team work. Since these steps contribute to further co-operation, trust and compatibility, librarian need to develop library culture that builds these conditions.

ii. Skills and role clarity

Team workers must be reasonably qualifies to perform their jobs and have the desire to co-operate. Library personnel can work together as a team only after all the members of the group know the roles of all the others with whom they will be interacting. When this
understanding exists, members can act immediately as a team on the basis of that situation without waiting for someone to give an order.

iii. **Super-ordinate goals**

A major responsibility of librarian is to try to keep the team members oriented towards their overall task. Sometimes unfortunately an organization's policies, record keeping requirements and rewards system may fragment individuals efforts and discourage teamwork.

iv. **Team rewards**

Another element that can stimulate team work is the presence of team rewards. They may be financial or in the form of recognition. Rewards are most powerful if they are valued by the team works, perceived as possible to earn and administered contingent on the groups task performance.

3.7.10 **Delegation of authority**

An authority is the right to act, to direct and to requisition resources needed to properly perform the job. The delegation of a substantial amount of responsibility to execute a given task often proves to be a strong motivating force. Hence it is a useful way of:

- Sharing work and experiences
- Improving job satisfaction
- Developing staff
- Saving time of superiors for other activities

Successful delegation involves first identifying the responsibility or task to be delegated and then delegating the responsibility/ task. Ideally, the delegation process will enable the member of staff to feel stretched and challenged without being overwhelmed. The staff may learn following things from it such as

- Management of authority, responsibility and accountability.
- New ways of handling responsibilities or tasks.

Hence delegation of authority is one of the important mechanism of HRD.20
3.7.11 Promotion

Promotion means the placement of an employee on a higher post involving greater amount of responsibility, better status and higher compensation. Promotions involve an upgrade in position classification, an increase in salary and they are made from within the organization. Promotions are made on the basis of merit, seniority and the job requirements.

According to Pigors and Myers, “Promotion is advancement of an employee to a better job, better in terms of greater responsibility, more prestige or status, greater skill and especially increased rate of pay or salary.”

Monappa and Saiyadain define “Promotion is the upward reassignment of an individual in an organization’s hierarchy by increased responsibilities, enhanced status and usually increased income though not always so.”

3.7.11.1 Purpose of promotion

The purpose of promotion may be outlined as follows:

a) To motivate employees to higher productivity.
b) To recognize and reward the efficiency of an employee.
c) To increase the effectiveness of the employee and of the organization.
d) To fill up higher vacancies from within the organization.
e) To build loyalty, morale and a sense of belongingness in the employee.
f) To impress upon others that opportunities are available to them too in the organization, if they perform well.

3.7.11.2 Types of promotion

A promotion involves an increase in status, responsibilities and pay but in certain cases, only the pay increases and the other elements remain stagnant in other cases the status only increases without a corresponding increase in pay or responsibilities. Depending on which element increases and which remain stagnant, promotions may be classified into following types.

a) Horizontal / Lateral promotion

In this type of promotion, there is an increase in responsibility, pay and facilities with the change in the designation. However, the nature of job remains the same. For example, the promotion of Lower Division Clerk to Upper Division Clerk.
b) Vertical / Upward promotion

This type of promotion results in greater responsibility, prestige and pay, together with a change in the nature of the job. For example, promotion of Labour Officer to Assistant Labour Commissioner.

c) Dry promotion

In this type of promotion there is an increase in responsibilities and status without any increase in pay and facilities. For example, promotion of an university Professor to Head of Department.

3.7.12 Leadership Development

Management alone will not bring organizational success. Organizations of all types are discovering that something more is needed which is leadership. If managers are to succeed they must cultivate leadership skills such as commitment to quality and integrity, willingness to innovate and sensitivity to the concerns of others. Any organization can develop leadership skills among employees by giving freedom and responsibility to an innovative employee.

Leadership is defined as "a process of influencing the behaviour, actions, attitudes, motives of a group of people and satisfying their needs, aspirations and expectations in the process of achievement of organisational objectives."^25

According to Burton and Thakur^26, “Leadership may be defined as both a process and a property. As a process leadership is the use of non coercive influence to shape or direct the activities of a group towards group goals. As a property leadership is the set of characteristics attributed to those individuals who are perceived to use that influence successfully. In other words, leaders are those who have the ability to influence the behaviour of others without the use of force."

To be effective leaders must learn an entirely new set of skills. A leader is a visionary who imbibes hope with objective enthusiasm that help transforms into reality for an arresting common beneficiary effect. The competencies that an effective leader must posses include^27

i. Understand and practice the power of appreciation of their people.

ii. Keep learning and growing.

iii. The ability to manage funds for sustainable developmental process under the crunched situation.
iv. Establish a benchmark to be followed by the subordinate professionals.

v. Tactfulness to reorients the drive of proficiency and reinvents the new paradigms that stand with economy and focus of organization and objective of the information profession as well.

3.7.13 Motivation

One of the key elements in personnel management is motivation. It is the core of management which shows that every human being earnestly seeks a secure, friendly and supportive relationship which gives him a sense of worth in face to face groups which are most important to him. A supervisor should strive to treat individuals with dignity and recognition of their personal worth.

McGregor\(^2\) has stated that “the task of management is to arrange organizational conditions and methods of operations so that people can achieve their own goals best by directing their own efforts towards organizational objectives.” Successful supervisors will be those who integrate the goal oriented actions of individual workers with the pursuit of organizational goals.\(^2\) The goals of the individuals and the organization can be achieved through stimulating works towards productive performance called motivational process. It is a process of arousing action sustaining the activity in progress and regulating the pattern of activity.

3.7.13.1 Meaning of motivation

Motivation has been defined by many scholars. Usually desires, wants, drives, goals, motives, incentives etc words are included in the definitions. Motivation is a Latin word meaning “to move.” Human motives are internalized goals within individuals.

According to Viteles\(^3\), “motivation represents an unsatisfied need which creates a state of tension or disequilibrium, causing the individual to move in a goal directed pattern towards restoring a state of equilibrium by satisfying the need.”

Mamoria\(^4\), define motivation as “a willingness to expand energy to achieve a goal or reward. It is a force that activates dormant energies and sets in motion the action of the people. It is the function that kindles a burning passion for action among the human beings of an organization.”
3.7.13.2 Objectives of motivation

The objective of motivation is to create conditions in which people are willing to work with zeal, initiative, interest and enthusiasm, with a high personal and group moral satisfaction, with a sense of responsibility, loyalty and discipline and with pride and confidence in a most cohesive manner so that the goals of an organization are achieved effectively.

3.7.14 Job Enrichment

The most popularly advocated structural technique for increasing professionals motivation is job enrichment. It provides the employee with the opportunity for greater recognition, advancement, growth and responsibility. Through job enrichment, the job is made more interesting and challenging. To enrich a job, authority allows the worker to assume some of the tasks executed by his or her supervisor. Enrichment requires that workers do increased planning and controlling of their work, usually with less supervision and more self evaluation. From the standpoint of increasing the internal motivation from doing a job. It has been proposed that job enrichment offers great potential. However job enrichment is successful only when it increases responsibility increases the employee’s freedom and independence, organizes task so as to allow workers to do a complete activity and provides feedback to allow individuals to correct their own performance. A successful job enrichment program should ideally increase employee satisfaction.32

3.8 Contribution of Mechanisms to Human Resource Development Goals

Each of the mechanism contributes to the achievement of overall HRD goals. Performance appraisal focuses primarily on identifying the employees likely future roles within the organization. Training is a means of developing the individual’s personal effectiveness or developing the individual’s ability to perform his present job role or future job role. Organization development is the mechanism for developing team collaboration and self renewing skills.

For synergic benefits of integrated subsystems, the HRD mechanisms should not be thought of in isolation. They are designed to work together in an integrated system, for example the outcome of performance appraisal provides inputs for assessment of training needs, awards, career planning, feedback and performance coaching.

HRD mechanisms should lead to the generation of HRD processes like role clarity, performance planning, development climate, risk taking and dynamism in employees. Such an
HRD process should result in developing more competent, satisfied and committed people, who, by their contribution would make the organization grow. Such HRD outcome influence organisational effectiveness. A model explaining the linkage, between HRD mechanisms, processes, outcomes and organizational effectiveness is presented in figure 3.1.

A Schematic Presentation of Linkages between HRD Instruments, Process, Outcomes and Organizational Effectiveness

<table>
<thead>
<tr>
<th>HRD mechanisms or sub-systems or instruments</th>
<th>HRD process and HRD climate variables</th>
<th>HRD outcomes variables</th>
<th>Organisational effectiveness dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• HRD department.</td>
<td>• Role clarity</td>
<td>• More competent people</td>
<td></td>
</tr>
<tr>
<td>• Performance appraisal.</td>
<td>• Planning of development by every employee</td>
<td>• Better developed roles</td>
<td></td>
</tr>
<tr>
<td>• Review discussions, feedback and counseling sessions.</td>
<td>• Awareness of competencies required for job-performance</td>
<td>• Higher work commitment and job involvement</td>
<td></td>
</tr>
<tr>
<td>• Role analysis exercises.</td>
<td>• Productive orientation</td>
<td>• More problem solving</td>
<td></td>
</tr>
<tr>
<td>• Potential development exercises.</td>
<td>• More trust</td>
<td>• Better utilization of human resources</td>
<td></td>
</tr>
<tr>
<td>• Training.</td>
<td>• Collaboration and teamwork</td>
<td>• Higher job satisfaction and work motivation</td>
<td></td>
</tr>
<tr>
<td>• Communication policies.</td>
<td>• Authenticity</td>
<td>• Better generation of internal resources</td>
<td></td>
</tr>
<tr>
<td>• Job-rotations.</td>
<td>• Openness</td>
<td>• Better organizational health</td>
<td></td>
</tr>
<tr>
<td>• OD exercises.</td>
<td>• Risk taking</td>
<td>• More teamwork synergy and respect for each other</td>
<td></td>
</tr>
<tr>
<td>• Rewards.</td>
<td>• Value generation</td>
<td>Other Factors</td>
<td></td>
</tr>
<tr>
<td>• Job-enrichment programmes.</td>
<td>• Clarification of norms and standards</td>
<td>Personnel policies, top management styles, investments on HRD, top management’s commitments, history, previous culture, line manager’s interest, etc.</td>
<td></td>
</tr>
<tr>
<td>• Other mechanisms.</td>
<td>• Increased communication</td>
<td>Environment, technology, resources availability, history, nature of business etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• More objective rewards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Generation of objective data on employees etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure- 3.1

66
3.9 Human Resource Development Climate

In addition to these mechanisms, the HRD process can also be facilitated by creating an HRD climate. A development of climate can be considered as consisting of a culture which supports.

i. Pro-activity: Employees are action-oriented, willing to take the initiative and show high degree of pro-actively.

ii. Openness and risk taking: Employees feel free to express their ideas and the organization is willing to take risks, experiment with new ideas and new ways of doing things.

iii. Collaboration: Employees collaborate with each other and have a feeling of belonging to the same family and working for a common cause.

iv. Trust and authenticity: Employees, departments and groups trust each other can be relied up on to do whatever they say they will do.

v. Confrontation: Employees face problems without hiding or avoiding them, these can be discuss with each other and superior.

vi. Autonomy: Employees have some freedom to act independently within the boundaries of their role/job.

Any organization that would like to be dynamic and grow can do so, only by making its employees dynamic and growth oriented. Competence and dynamism of employees require a development climate and implementation of HRD mechanisms and subsystems.
References


7. Ibid., p 62


11. Ibid., p 27.


17. ARNOLD and FILDMAN. In ADMOI (E E). Job rotation in Nigerian University libraries. Library Review. 55, 1; 2004; 66-74.


27. SMITH (D) and BURGIN (R). The motivations of professional and paraprofessional librarians for participating in continuing education programmes. Library and Information Science Research. 13, 4; 1991; 405-429.


32. Ibid., p 666-667.

33. Integrated human resource development systems. op. cit, p139.


*****