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## **ABM MODULE – B**

### **Chapter 11: Development of Human Resources(PART-I)**

#### **What we will study?**

**\*What is HRD and Its subsystems?**

#### **INTRODUCTION:-**

The perspective of managing people in the organization over a period of time has been maturing to include the totality of human beings.

As such, it now encompasses all aspects of dealing with people and is today termed as Human Resource Management (HRM).

Originating as a mere set of activities, HRM today has acquired the status of a crucial function in the organization.

This has happened as a result of the realization that people cannot be treated as just another factor of production but are an important asset in determining the overall success of the organization.

**Researchers and practicing managers have tried to evolve strategies to answer the human related issues.**

**They certainly have accepted the linkage between the individual's satisfaction and the organization's growth.**

**Time and again systems have been developed to attain this compatibility.**

**In this context, new systems have been developed and a few traditional ones have been modified to suit the emerging organizational needs.**

### **HRD AND ITS SUBSYSTEMS:-**

**The industrial revolution with its emphasis on quantity output and the prevalent understanding of how people could be made to produce more (work), had led to the de-humanization of the workplace.**

**People were viewed as mere substitutes for machines, and the important components of human beings, viz., emotions, needs, aspirations, expectations, values, feelings, etc., had no place.**

**This realization had given way to various optional human focused strategies. Primarily, they were related to motivation in the context of work.**

**In other words, efforts were directed to make the work more interesting, valuable, and meaningful to people so that they were involved in doing the activities beyond a mechanical perspective.**

**For this, one approach was to recognize the emotions, feelings and needs of human beings, and the other was to change the 'content' of the activity so that the activities satisfy the psycho social needs of individuals and motivate them to perform better without any external pressure.**

**Both the aspects, i.e. the feelings and the job content, are interlinked and therefore, organizations sometimes tinkered with the job content and sometimes paid attention to human feelings and needs.**

**These approaches had roots in the earlier theories which either focused on how the jobs should be organized or how to make people do what they like to do.**

**At this juncture, it is pertinent to understand the linkage of individual development and organizational development/growth.**

**Every organization sets certain goals towards which their entire efforts are directed.**

**The goal may be in terms of productivity, better work culture, with the ultimate objectives of satisfying business goals, needs satisfaction of people and adding value for its stakeholders as well as the society at large.**

**To achieve these goals, the organizations have systems for production, finance, sale, control and monitoring and the people employed fit in the entire gamut of systems to produce what is intended.**

**The organization has a structure, a pattern to manage the entire process. The success of the organization depends on effective performance of these units/levels which in turn is the performance of people occupying various roles in the organizational structure.**

**Thus the structure can be viewed as the edifice(bhavan) around which processes are built.**

**Each unit (job role) of this edifice requires certain knowledge, skills and attitude in an individual, without which the individual may not be able to give the expected level of performance.**

**Therefore, to make sure that the organizational goals are achieved, it is necessary to ensure performance of individuals at all levels in the organization and that the individuals have the required knowledge, skills, temperament and attitude required to perform the job or activities successfully.**

**There can be various means by which this can be examined and achieved.**

**For instance, whether the individuals have the required knowledge or skills could be checked prior to putting them on the tasks or even before recruiting them.**

**When the jobs change (technology change), a new set of individuals with new skills could be recruited or the existing one could be retrained.**

**There would be another scenario where individuals may be required to be shifted to another job, in which case one has to search for a job that needs the skills the individual possesses or the individual is trained.**

**In other words, the assessment of employees in relation to the competencies required for specific jobs or set of jobs required to be performed by them becomes essential, the assumption that anyone can perform any job has been discarded as the jobs are becoming more complex and requiring specialized higher order competencies.**

**The Performance/Potential appraisal therefore is an essential component and the training can play an important role in ensuring performance.**

**Primarily there are two ways the organisation can ensure that people have the required skills, i.e., either upgrade the skills of the existing people or get new people with the required skills.**

## **Development of HRM:-**

Several significant changes came through in the 1970s and 1980s and HRD went beyond mere training activity.

In the 1990s, there was a continued surge for industrial democracy.

Workers demanded a larger, more autonomous role in decision-making, market selection, product identification, work planning and even supervisor selection.

As a result of these managers needed continual training in participative leadership, conflict resolution, interpersonal communication and taskforce management.

The 1990s focused on massive computerization of work place mainly to improve operational efficiency and cost reduction.

The PC revolution during the period changed totally the work processes and required computer literacy at all operating levels without any loss of time.

**This has put a lot of pressure on the training system.**

**The seniors who could not pick up the computer skills started feeling powerless and developed fear and anxiety.**

**This period also saw a massive outsourcing initiative by the organizations to curtail costs.**

**The twenty first century saw extensive competition due to liberalization, privatization and globalization of Indian economy.**

**The organizations mainly focused on improving customer service by meeting customers' expectations through customization of products and services in a highly competitive environment.**

**The customers are now dictating their terms as they have wider choice and their brand loyalties are diminishing.**

**The use of data for analytical and decision making purpose is also getting momentum in most of the progressive organizations. (Rest in next part)**



**ABM MODULE – B**

**Chapter 11: Development of Human Resources**

**(PART-II)**

**What we will study?**

**\*What is HRD and Its subsystems?**

The traditional Indian banks both public sector and old private sector faced challenges in the form of competitive pressures and changing customer demands from foreign banks and new private sector banks which operate in highly sophisticatedtechnologically driven environment.

Most of the public sector and old private sector banks had their existence for more than a centurywith a number of legacy issues to tackle.

While the new private sector banks could adopt the best practices, organizational culture and could implement latest technology in their operations, the foreign banks acquired the practices and technology akin to their host countries within the regulatory framework of India.

Faced with the threat of competition from the foreign and new private sector banks the banks employed a number of measures like going for fully automated systems (**Core Banking Solution** based operations) preceded with **business process reengineering** (BPR), offering VRS to its employees, training and retraining of staff, lateral recruitment of specialists.

Some of these banks have undergone restructuring exercise with the involvement of international consulting agencies to adopt best practices and remove bottlenecks in their operations.

These changes needed well thought of HR policies to attune the existing staff to adapt to the changes and to train them to learn new skills.

HRM is now being called upon to become a strategic partner to make its efforts more effective and performance-oriented in line with the organizations goals and strategies. Thus, strategic HRM is gaining its significance.

**Similarly, the employees need global orientation and mindset to deal with global business partners, clients and stakeholders and to adopt best global practices to motivate and retain talented employees.**

**Thus, global HRM is gaining its grounds, now this is covered in the curriculum of B-schools.**

**While imparting new technology based training, the organizations have to focus on development of behavioral and inter-personal skills.**

**HRD today is a process by which the employees of an organization are helped in a continuous and planned way to:**

- (i) Acquire or sharpen capabilities required to perform various functions associated with their present or expected future jobs.**
- (ii) Develop their general capabilities as individuals and discover and exploit their own inner potential for their own and organizational development purpose and**

**(iii) Develop an organizational culture in which supervisor-subordinate relationships, teamwork and collaboration among subunits are strong and contribute to the professional well-being, motivation and pride of employees (Rao and Pereira).**

**This definition highlights that HRD is not only a training for operational skills but also includes behavioral skills as it ultimately aims to create an enabling culture wherein the capabilities are 'acquired, sharpened, nurtured and used'.**

**In this context the specific goals of HRD (as pointed out by Rao and Pereira) are to develop:**

- \*Capabilities of each employee as an individual;**
- \*Capabilities of each individual in relation to his or her present role;**
- \*Capabilities of each employee in relation to his or her expected future role(s);**
- \*Dyadic (group of two people, smallest possible group) relationship between each employee and his or her supervisor;**

**\*Team spirit and functioning in every organizational unit (department, group, etc.);**

**\*Collaboration among different units of the organization; and**

**\*Organization's overall health and self-renewing capabilities, which, in turn, increase the enabling capabilities of individuals and the entire organization.**

**The typical systems developed to enhance achievement of these HRD goals include:**

**\*Training and Development**

**\*Performance Appraisal, Feedback and Counselling**

**\*Potential Appraisal, Career Planning and Counselling**

**\*Organizational Development**

**\*Human Resource Information System (HRIS)**

**\*Talent Management and Succession Planning**

**Let us now briefly examine the linkages amongst three sub-systems:**

**The HRM broadly has three sub-systems, viz., administrative, developmental and maintenance.**

**There are strong inter-linkages between these three.**

**we are focusing only on developmental subsystems.**

**It must be highlighted, in this context, that since work is the pivotal point for development of individuals, the job analysis is fundamental to any of the sub-systems mentioned above.**

**A successful HR manager deeply understands the complexity of each job in the organization both in terms of activities involved and the type of person suited to perform those activities.**

**This understanding helps him to implement various HRM functions effectively with the aim to provide right person for the right job at right time.**

**Thus, the Job/ Role Analysis become a significant activity to achieve the above stated objective.**

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### **Chapter 11: Development of Human Resources(PART-III)**

#### **What we will study?**

**\*What is Job Analysis and Role Analysis?**

#### **Job/Role Analysis:-**

Job Analysis is a technique which facilitates the listing of what is required to perform a task or a job.

A traditional job analysis comprises three parts - **job description, job specification** and **job evaluation**.

However, with the increasing complexities of jobs and linkage of complexities with the wage structure, the **job evaluation** becomes an independent exercise outside the job analysis.

Thus, the job analysis primarily focuses on Job Description (**activities involved**) and Job Specification (**requirement of person in terms of qualification and attributes**).

**Job Description:-** This simply records each and every component of the job which an individual has to perform in a given set-up.

**For example:-** for a job of a stenographer or a private secretary, the job description may include taking dictation, typing the matter, keeping the record of boss's engagements, dealing with and taking care of visitors, record keeping of inward and outgoing cases, preparing travel plan of boss, filing letters, etc.

**Job Specifications:** On the basis of the job description a list of requirements is prepared in terms of educational qualification, age, work experience, specific knowledge, skills, expertise, temperament, etc.

Again in the example of a stenographer or a private secretary, a certain temperament and skills are required.

For example, besides the shorthand and typing skills, the person needs to have a good knowledge of language (English and/or Hindi), maturity, charming personality, sharp understanding, patience, etc.



## **Job Evaluation:**

**Job evaluation though is treated as an independent activity outside the Job Analysis but the job analysis provides significant data/information which is useful for Job Evaluation.**

**Job Evaluation is primarily used to compare similarity between jobs within an organization or between organizations or even in an industry.**

**Thus, this is often the base for wage settlements and is used for comparison of two or more jobs in terms of their complexities and competence.**

**It may be noticed that the Job Analysis (Job Description and Job Specification) can provide the basic data for implementation of various HR functions both traditional and modern.**

**For example, it can provide the basis for**

**Manpower Planning (to assess the type and number with different skills/competencies),**

**Recruitment and Selection (to identify and select persons with right skills/ competencies),**

**Training and Development (to carry out training, need identification and building capabilities wherever lacking),**

**Performance Management (to measure results and achievement against the activities identified),**

**Reward and Compensation (to compensate employees for their contribution against the activities performed),**

**Talent Management and Succession Planning (to identify talents and nurture them for future jobs/ positions to occupy key positions),**

**Career Planning (to plan the growth of employees keeping in view the job requirements).**

**It is relevant to note that there are various terms which are used to describe the work people do in an organization.**

Terms like task, job, position, role, and work are often used interchangeably but in academics these have a certain relationship with each other.

**Pareek and Rao (1986) have explained the relationship as follows:**

**Task:** This is a piece of work. This is a basic element of a job and as such requires a person to do the task to achieve a specific product.

**Job:** This is a complex system of tasks requiring an individual to achieve an overall product.

**Position:** Puts an individual in a hierarchical pattern, expecting those below to report or surrender to higher positions and conform to their expectations while those higher up may be led to exploit the relationship and demand conformity.

**Role:** Emphasizes on the pattern of (mutual) expectations.

**Work:** Involves a more complex pattern as it goes a step further to encompass socio-psychological relationship.

The traditional concept of task and Job has the problem of treating individuals as the means to achieve the product as an isolated machine.

Perhaps, it is such a perspective that alienates the individuals from what they do.

The concept of position too, makes one person powerful in relation to others and is likely to have a de-humanizing effect.

It is the concept of role or work which takes an individual out of the traditional framework and puts in a complex relationship involving job-self-others.

In the HRD perspective, role is a very relevant and mandatory concept.

Like a job analysis technique, the roles can be analyzed by using the **Role Analysis Technique(RAT)** of which job analysis is a significant component.

In addition to merely listing the activities, expectations of the counterparts – all those related to the given role – (role set) are also considered.

In the framework of role, the **Key Performance Areas (KPA)** are identified and the critical attributes that an individual needs to perform effectively are listed.

### **Process of Job Analysis:-**

Job analysis is the process of studying and collecting information related to a job.

It provides information related to job description and job specification.

The job description is the factual statement of the duties and responsibilities of a specific job.

A job description lists out the activities in terms of what is to be done, how it is to be done and why it is to be done?

Job specification is about the minimum acceptable level of knowledge, skills and other attributes necessary to perform a job.

It incorporates the standard of the individuals' designated qualities to perform a job at an acceptable level.

Therefore, the process of conducting job analysis should be well defined, scientific, transparent, objective and based on concrete data/information.

Thus, the **sources of data, process of data collection** and **process of data analysis** are the integral part of job analysis process.

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**Chapter 11: Development of Human  
Resources(PART-IV)**

**What we will study?**

**\*What is Job Analysis?**

**Job Analysis:-**

The **sources of data, process of data collection** and **process of data analysis** are the integral part of job analysis process.

**Sources of Data/ Information:-**

For analyzing a job, data can be obtained from various stake holders and experts.

Thus, the major sources of information are **Job holder, Supervisors, Customers' feedback** and **Experts** (Job analysts).

**Job holder:-**

The Job holder has the first hand direct knowledge of various tasks and activities involved in performing the job/tasks.

**He can give more comprehensive details about each activity performed by him/her including the constraints and resource requirements.**

**The information provided by the job holder can be validated through other sources.**

### **Supervisors:-**

**Supervisors are expected to understand the job well in order to supervise the job effectively.**

**If the supervisor does not directly supervise the job, it may not be able to provide valid data.**

**The supervisor's views can be useful for redesigning the job or seeing it in a broader perspective of organizational effectiveness.**

**The job holder can give a limited perspective as he is familiar with that job only.**

**Sometimes, the job holder redefines the activities to suit his/her capabilities.**

**Thus, the supervisor's information can be a valid source for validating job holder's information and redesigning the job.**



## **Customers' Feedback:-**

Though the customers' feedback is not a very popular source of information collection, yet customers are good source of information to understand a job especially where the job relates to dealing with customer and customers satisfaction determines the success of job execution.

The complaints and appreciations from the customers can give the clue about the importance of various activities performed and the lacunae(khami) in the process of performing these activities.

**Experts:-** The experts or the trained job analysts can provide significant information by scientifically collecting, processing, presenting in the form of process documents, flow charts, customer complaint records, job holders and supervisors views in properly designed formats.

Sometimes, the external consultants are influenced by their observations in respect of similar jobs in other organizations which they had analyzed .It also

**involves the cost to engage external experts.**

### **Process of Data Collection:-**

#### **Interview:-**

**Interview is the most popular method of data collection.**

**The job analyst interacts with the job holder and his/her supervisor to gather the information related to the activities involved in performing the job successfully.**

**This interview helps in getting the list of skills both technical and behavioral in performing the job.**

**It should not be viewed in isolation but as the role of the job holder in the overall context of his unit/department or organization.**

**Sometimes, a structured questionnaire is prepared by the analyst to elicit the relevant responses.**

**The answers may be open ended to those structured questions.**

**Similar structured questionnaires may be used to get the information from the supervisor.**

**The analyst should be friendly and develop a trustworthy relationship so that he receives real and frank answers to his queries.**

**An assurance to the job holder is also required to ensure him/her that this exercise is no way play a detrimental role in his/her career.**

**Effort should be made to collect the facts rather than the opinions.**

### **Questionnaire:-**

**The questionnaire technique is very useful when the information is collected from many job holders performing similar jobs to have a broader and comprehensive view about the job description and knowledge and skills required to perform the job.**

**This method is more economical and faster than the interview method.**

**The questionnaire should be designed thoughtfully with the help of experts so that it provides**

**maximum information required.**

**It should be simple to understand and should be in the language in which the respondents are comfortable to understand and answer.**

**Sometimes, the information collected through the questionnaires are used as the base information for conducting job analysis related interview.**

### **Observation:-**

**Observing an employee while working on a job is considered as an important method for conducting a job analysis exercise.**

**It can be through videotaping or remote monitoring through video camera also, if the job holder feels uncomfortable with the presence of an observer.**

**Observation generally requires work sampling, which is the process of taking the sample of work activities of an individual or a group.**

**Systematic work sampling and observing the job holder at a pre-determined time is very important.**

**The challenge with this method is that the job holder generally knows that he is being observed.**

**It can be through videotaping or remote monitoring through video camera, if the job holder feels uncomfortable with the physical presence of an observer.**

**The observation method is generally more time consuming compared to the interview or questionnaire method but provide much detailed and accurate data about the activities performed and their methods of execution.**

### **Data Analysis:-**

**After collection of data from different stakeholders through interviews, observation and questionnaire methods, it is discussed with the experts to clearly draw the Job Description and Job Specification.**

**The job description is presented in the following heads:**

### **Job Description:-**

**Job Identification:-** (job title, alternate suggested title(if required), department, plant and job code)

**Job Summary:-** (It is definition of the job or further explanation of job title)

**Duties Performed:-** (It is the heart of JD which includes the list of all activities along with how it is done and purpose behind each activity i.e. what, how and why of a job)

**Supervision Given and Received:-** (This includes titles and brief description of jobs immediately above and below and degree of supervision and interdependence involved)

**Relations to other jobs:-** (This identifies vertical and horizontal relationships of workflow and procedures)

**Machine Tools and Materials:-** (This is a list of machines, tools and materials, defining the major types and has trade names wherever necessary)

**Working Conditions:-** (includes physical, environmental including hazardous conditions)

## **Job Specification:-**

**Educational Qualification:-** (includes essential and desirable qualifications received from academic institutions)

**Professional Qualification:-** (it may also include certifications, training received, etc.)

**Experience:-** (the duration and type of experience essential and desirable)

**Knowledge and Skills:-** (level of knowledge and skills required which can be demonstrated)

**Personality Characteristics:-** (the behavioral attributes required for the job)

**Physical Make-up:-** (the physical attributes required for the job)

**Interests:-** (the passion and areas of interest) Other Requirements

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## **ABM MODULE – B**

### **Chapter 11: Development of Human Resources** **(PART-V)**

#### **What we will study?**

**\*What is Johari Window?**

**Self-Development:**

#### **Self-awareness:**

Understanding self, helps in self-development and using one's potential better.

It is always useful to do the **SWOT analysis** of self to understand the Strength, Weaknesses, Opportunities and Threats.

This may help in better use of strengths, overcoming weaknesses, capitalizing the opportunities and safeguarding against threats.

It is relevant to refer to the concept of **Johari Window** given by Joseph Luft and Harry Ingham (**Luft and Ingham**) which explains what is meant by self-awareness.



It is called Johari after combining their first names,  
Joe + Harry.

**The authors refer to the two dimensions, viz.,**

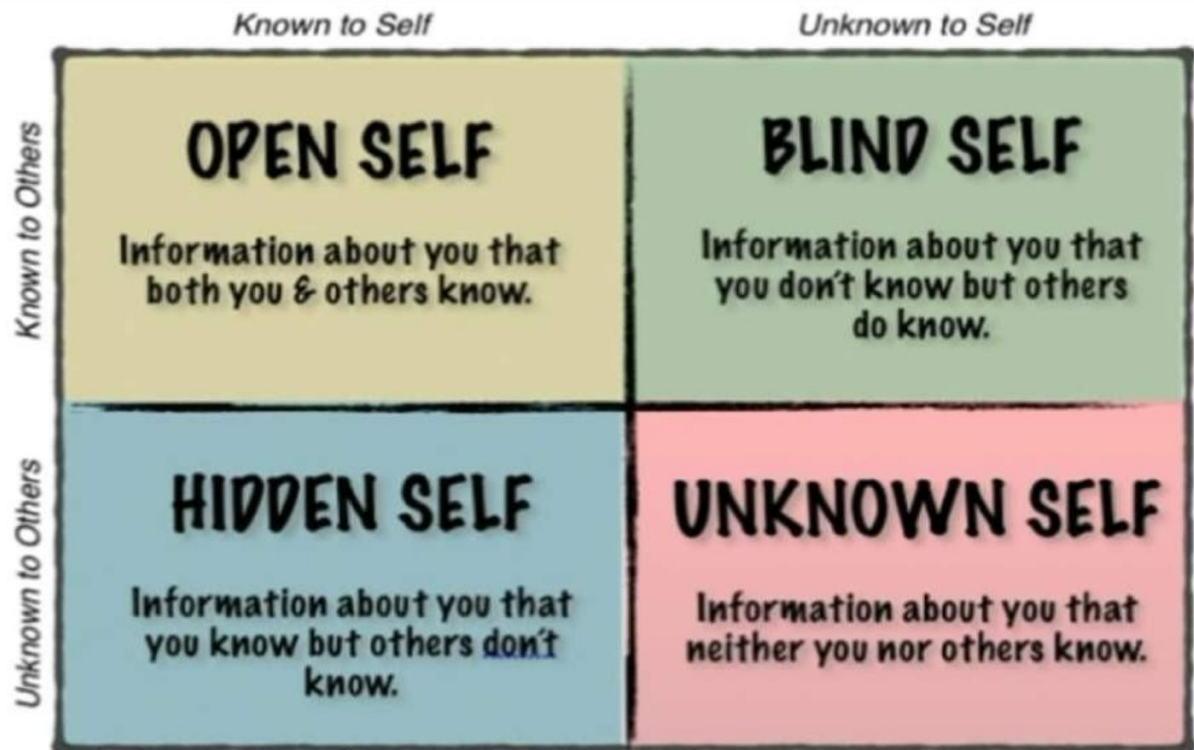
*(i)* how much of one's behavior is known to  
him/her; &

*(ii)* how much he feels others know him/her.

These two dimensions give four windows called  
**Arena, Blind, Closed, Dark.**

The diagram below explains the model.

	Known to Self	Not Known to Self
Known to others	Arena	Blind
Not Known to Others	Closed	Dark



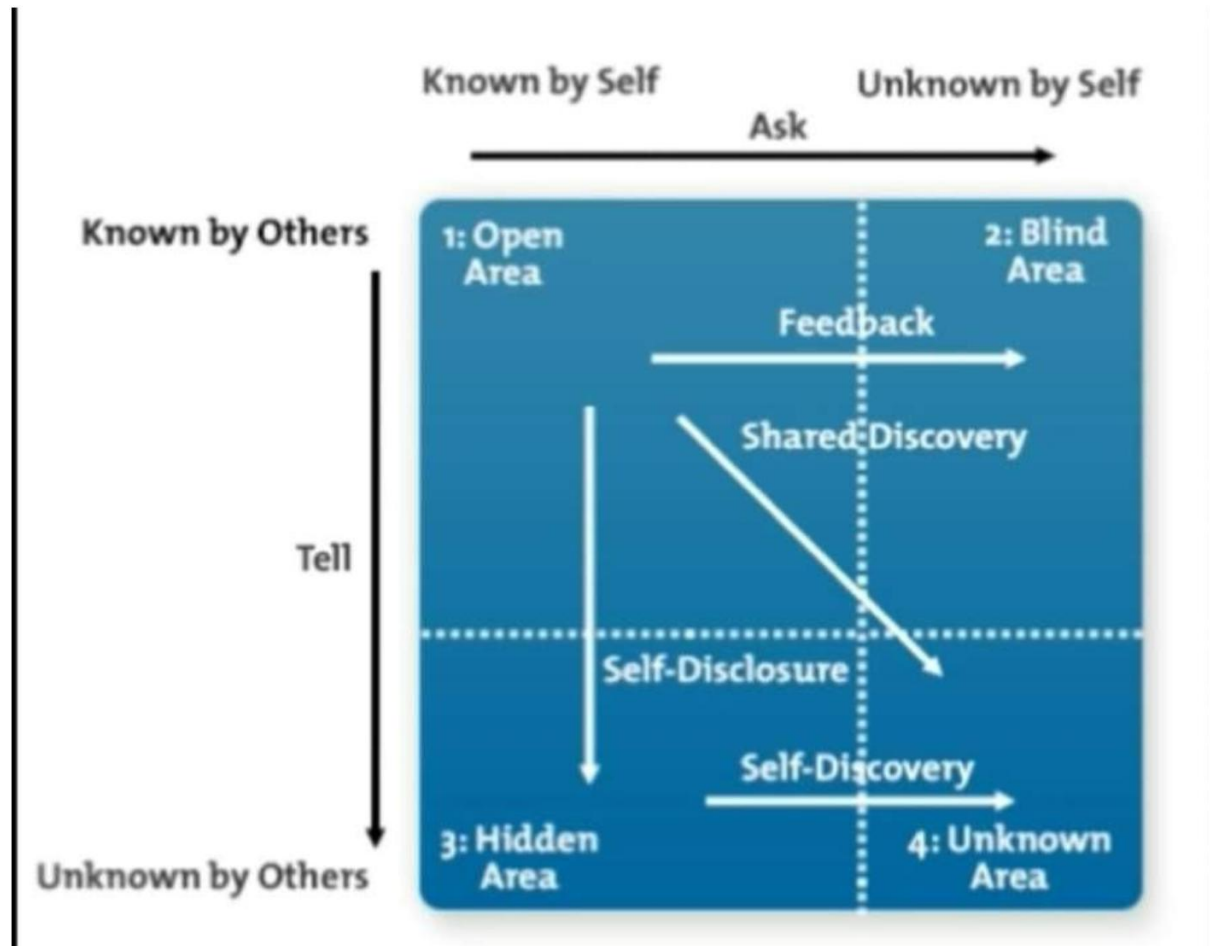
As can be seen the area which is known to self and others is the **Arena (open)** aspect of one's personality and one which is not known to both is the **Dark aspect**.

The Blind section is known to others but not the self and

The Closed section is closed to others so to say.

The **closed** window is also referred to as **Private**, being private to self.

In this, the size of arena or open space is critical for improving effectiveness.



It is implied that the more the person feels, the others know him/her; more and better conducive the environment becomes and the stronger the self-concept.

As we deliberated, the more one knows about oneself, the better equipped he is to face the challenges.

**The strategy to increase the Arena (open-self) implies that the individual sensitizes himself to receive feedback from others and by making more and more disclosures.**

**Thus, the receiving feedback and self-disclosures help in increasing the Arena (open-self).**

**Such persons are more trustworthy, open to other's ideas and suggestions, have better self-awareness.**

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**ABM MODULE – B**

**Chapter 11: Development of Human Resources**

**(PART-VI)**

**What we will study?**

**\*What is attitude?**

**ATTITUDE DEVELOPMENT:-**

**Definition**

The term “attitude’ is frequently used to describe people in terms of their behavior and its impact on behaviour.

More precisely, an attitude can be defined as a persistent tendency to feel and behave in a particular way towards some object (including people, organisations, products, practices, ideology,etc.).

For example: Ram does not like a job involving touring.

**Attitude can be characterised in three ways.**

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**First**, attitude tends to persist unless something is done to changes.

**Second**, attitude can fall anywhere along a continuum from very favourable to very unfavourable or positive to negative.

**Third**, the attitude is directed towards some object about which a person has perception, feelings and beliefs, which in many cases may result into emotionally charged opinion and prejudices.

Since the attitudes are not formed on the basis of rational, objective and complete information, it results into different attitude of different persons for the same object.

### **Components of Attitudes:**

Attitude can be broken down into **three basic components, viz., emotional, informational and behavioural.**

The **emotional component** involves the person's feelings or their affect- positive, neutral or negative – about an object.

Emotions play a very important role in organisational behaviour of employees.

The expression of emotions, either positive or negative, is also important to work behaviour.

The **information component** consists of beliefs and the information that an individual has about that object.

Generally, the beliefs or the information are founded on insufficient observations or opinions which may not be empirically correct.

A manager may believe that 2 week's training is sufficient for an employee to effectively work as systems administrator.

In reality, minimum 4 weeks training may be required.

The belief of the manager represents his attitude about the training.

The **behavioural component** consists of a person's tendency to behave in a particular way towards the object.

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For example, the manager in the above example may assign only 2 weeks for the Systems Administration training to an employee which may not be sufficient for the employee to perform his job effectively.

Thus, the attitudes have significant impact on workplace for achieving the organizational objectives.

### **Significance of Attitude at Workplace:**

An understanding of the role of attitudes is important to study and understand its impact on human behaviour at work for a number of reasons.

Attitudes help predict work behaviour.

For instance, if an attitude survey shows that workers are upset by a change in the work rules, it may have an impact on their work behaviour. It may result large absenteeism.

The management may conclude that the negative attitude towards work rule has resulted into absenteeism.



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Another reason why an understanding of attitude is important is that attitudes help people adapt to their work environment.

Organisations assign lot of importance to attitude for selecting and posting any employee for a job.

Imparting knowledge and skills is easier compared to changing the attitude of a person towards the job and organisation.

With a negatively oriented attitude an employee generally finds fault in every solution and is generally remains the part of the problem rather than the constructive solution.

**Attitudes serve four important functions in the process. These are:**

- (1) The Adjustment Function,
- (2) The Ego-Defensive Function,
- (3) The Value Expression Function, and
- (4) The Knowledge Function.

### **The Adjustment Function:**

Attitudes often help people adjust to their work environment.

When the employees are properly treated by their boss, they are likely to develop a positive attitude towards supervision and the organisation.

These attitudes therefore help employees to adjust to their environment and are a basis for future behaviour.

### **The Ego-Defensive Function:**

Besides helping employees to adjust, attitudes also help them defend their self-image.

For example, an older manager whose decisions are continually challenged by a younger subordinate may feel that the latter is brash, cocky, immature and inexperienced.

May be the younger subordinate is right in challenging the decisions.

The older manager may not be effective and may be taking poor decisions but he is not going to

admit this and will try to protect his ego.

As a result, the older manager will develop negative attitude towards the younger officers in general.

### **The Value-Expression Function:**

Attitudes provide people with a basis for expressing their values.

For example, a manager who believes strongly in the work ethic will tend to voice attitudes toward specific individuals or work practices as a means to reflect this value.

A supervisor who wants a subordinate to work harder might put in this way:

“You have to work harder. That has been the tradition of the company since it has been founded”.

This also helps to subscribe the ethics.

### **The Knowledge Function:**

Attitudes help supply standards and frames of reference that allow people to organise and explain the world around them.

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For example, a union office bearer may have a negative attitude toward management.

This attitude may not be based on facts, but it does help the individual to relate to management.

As a result, everything that management says is regarded by the unions as a pack of lies, a distortion of truth, or an attempt to manipulate.

Regardless of how accurate a person's view of reality is, attitudes toward people, event and objects impact the individual make sense out of what is going on.

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**ABM MODULE – B**

**Chapter 11: Development of Human Resources**

**(PART-VII)**

**What we will study?**

**\*What is attitude?**

**Changing Attitudes:**

As we have seen the attitudes of employees have significant impact on their behaviour at workplace which results into his/her performance.

It is therefore necessary to develop the right attitude of the employees for the benefit of both, the organisation as well as the employees.

A positive attitude helps a person in all spheres of life including his organisational as well as personal life.

Though it may be difficult, it is possible to change the attitudes of people.

The level of difficulty depends upon various factors including to what extent a particular attitude about

a particular object is deep rooted and emotionally charged.

The major barriers for attitude change are prior commitment and lack of information.

A prior commitment occurs when a person feels a commitment to a particular course of action and is unwilling to change.

The insufficient information can distort the attitude about some object.

For example, someone goes to meet his old friend. The friend could not devote much time to his old friend because of his other urgent commitments.

Because of one incidence he may develop a negative attitude about the behaviour of his friend who otherwise was considered as a very good person.

There are ways in which the barriers can be overcome and attitudes can be changed.

**One of these** is by providing new information.

Sometimes this information will change a person's beliefs and, in the process, can change his or her attitudes.

**The second way** of changing the attitude is through the use of fear.

Researchers have found that fear can cause some people to change their attitudes.

However, the degree of fear seems to be important to the final outcome.

If low levels of fear arousal are used, people often ignore them.

The warnings are not strong enough to warrant attention.

If moderate levels of fear arousal are used, people often become aware of the situation and are likely to change the attitudes.

However, if high degrees of fear arousal are used, people often reject the message because it is too threatening and thus not believable.

A good example is provided in the case of anticigarette smoking campaigns.

When the department of health runs ads using patients who are dying of cancer, the message is so threatening to smokers that many of them shut it out. They refuse to listen.

The **third way** of changing the attitude is by resolving the discrepancies between attitude and behaviour.

For example, when a job seeker has more than one job offer and is forced to choose one, he often feels that his final choice may go wrong.

However, once he has chosen a particular job he will start feeling that he has taken a right decision.

He will start to have negative feeling toward the job that was not chosen and positive feeling toward the company that was chosen.

Influence of friends, peers and opinion leaders also has a great role on attitude change. Thus, the role of leaders becomes very crucial for changing and developing right attitudes of the followers.



The leaders have to develop interpersonal trust and present themselves as rational persons interested in other's wellbeing.

Additionally, when a particular matter is of personal interest to people, they are likely to reject extreme discrepancies between their current behaviour and that of others.

This is why unethical behaviour is so difficult to combat because of other motives.

The managers are the formal leaders of an organisation.

Their attention is focused on organisational objectives and performance of employee.

If a person intends to improve the attitude of an individual employee he needs to be friendly with him.

Then only, in due course, he will know the employee and what motivates him.

He will also know the employee's potential and shortcomings.

In this process the manager can identify the learning needs of individual employees and can decide how to help the employee for acquiring deficient skills.

For this to happen, the manager will have to know the employee and should be genuinely interested in the development of the employee.

**A final way in** which attitude changes often take place is by co-opting, which means taking people who are dissatisfied with a situation and getting them involved in improving things.

For example, John is not satisfied with the present welfare schemes, as a result the company appoints him as a member of the employee welfare committee.

Once he begins realising how these benefits are determined and how long and hard the committee works to ensure that the people are given the best benefits possible, he is likely to change his attitude.

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**ABM MODULE - B**

**CHAPTER 11: DEVELOPMENT OF HUMAN  
RESOURCES (PART-VIII)**

**What we will study?**

**\*What is Career Path Planning?**

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### CAREER PATH PLANNING:

It is not uncommon to find that after the initial excitement in the job, individuals tend to lose interest or get 'disillusioned' and feel that they have no 'career' in a particular organization or a profession.

What is implied in such a feeling is that things have not happened as expected.

In other words, individuals expect certain changes/advancements to take place - time-bound or as a result of certain behaviour.

When these changes do not occur, it leads to the feeling of frustration or alienation.

The mismatch between expectations and actual events could be in terms of the time for results being too long, or the absence of result itself.

Sometimes there may have been irrationality in expectations leading to wrong perceptions.

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Organizational experts have tried to identify the variables responsible for this and explained the process in the context of organizational realities and expectations about careers.

It is relevant therefore, to examine the underlying concepts in the generic observation that:

- Individuals desire and expect change at certain stages in life.
- There is a (predictable) pattern in these changes and
- There is a feeling of frustration if things do not happen as desired or expected.

There are a number of explanations available about the career in general and the career in organizational context.

They refer to different aspects of career like the stages, the movements, the perspectives at the stages, etc.

We will take a look at the career in general and also

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elaborate the same in the organizational context.

### Stages of Life as per Erik Erikson:

The most commonly used framework for understanding the **Life Stages** is the one given by **Erik Erikson**.

He has divided the life into **8 stages** of which **4 are in the childhood** and **4 in the adulthood**.

The adulthood stages are relevant to understand what individuals expect in organisational careers.

### According to Erikson the stages in adulthood is:

**Adolescence:** In this stage individual's development is to achieve an ego identity. Individual is involved in reconciliation process of what he perceives himself to be, what he thinks others perceive him to be and make an adjusted assessment to form his identity.

**Young Adulthood:** It is the next stage where he/she starts developing relationships with individuals, group or occupation. This could be establishing a

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close relationship, developing an interest group or a work group.

**Adulthood:** The stage is that of guiding the next generation and during this stage one is passing on the knowledge, values or sponsoring the younger colleagues.

**Maturity:** A stage when person attempts to achieve ego integrity by examining whether life has been meaningful or satisfying.

### **Levinson & Career Transitions:**

**Levinson and his colleagues** have offered explanation about **Career Transitions** on the basis of the study of careers of a group of 40 individuals from different occupational groups.

He maintains that every 5 to 7 years the individuals have to pass through some kind of personal or career related crisis with apparently a fairly predictive sequence. The transitions are from early adulthood to late adulthood and as such are similar to Erikson's 4 stages.

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Levinson's age-specific transitions correspond to Erikson's four adult stages.

### **CAREER ROLES by Dalton, Thompson and Price:**

Erikson's perspective is more generic and do not spell out specific age per se.

It is relevant to notice that similar stages are perceived in relation to the careers within the organisations in the concept of **CAREER ROLES** given by **Dalton, Thompson and Price**.

They have emphasised on the sequence of roles and relationships an individual may experience in the 4 career roles labelled as - Apprentice, Colleague, Mentor and Sponsor.

At each of these stages, the tasks are different, relationships are different requiring personal adjustments:

**Apprentice:** This is the beginning of the career. An individual does routine work under the supervision of the mentor, who helps to learn. At this stage the individual needs to accommodate himself to a certain degree of dependency.



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**Colleague:** This is the beginning of making an independent contribution though still in a subordinate role. There is less dependence on superiors for advice and direction.

**Mentors:** This stage signifies the beginning of complex functions. The individual develops ideas, manages others, and must learn to assume responsibility for his subordinates' work.

**Sponsors:** At this stage the individual needs to broaden his perspective and think long-term as he is now a part of the top management.

He is required to define the direction in which the entire organisation or at least a major segment of it would go.

He needs to develop the capability to choose the right people in the organisation who can support the process of influencing.

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**ABM MODULE - B**

**CHAPTER 11: DEVELOPMENT OF HUMAN  
RESOURCES (PART-IX)**

**What we will study?**

- \*What is Career Pattern?**
- \*What is Career Anchors?**

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### Career Patterns:

The expected changes emerge as the pattern of movements that occur in the life related to work.

### Driver's Career Concept:

Driver (1985) has listed these patterns as Career Concepts.

He says there are some individuals who enter into an occupation and develop a plan for upward movement within the same profession using organizational hierarchy. This is Linear Career concept.

In another pattern, individuals choose a profession, acquire higher skills but do not choose to go higher up in the hierarchy. This is a Steady State Career.

In the Transitory pattern individuals shift from one job to another not necessarily related to the previous one without acquiring any excellence.

Lastly, in Spiral Career individuals take on a new job, work hard, perform well, move up in status and rank,

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then move on to another type of work and follow the same pattern of development and performance.

They tend to be geared up to take on new challenges at regular intervals and as such can be viewed as motivated by personal growth.

In addition to the four patterns described by Driver, one can observe a **Plateau career** which indicates reaching a level higher than where one started but then continuing on the same level – a plateau.

**Schein** has given another comprehensive framework of **3 Dimensional Movements**, viz., Vertical, Circumferential, and Radial.

Vertical, movement is along the **hierarchy of organization**, Circumferential movement is along the **different divisions and functions** while Radial is **towards the center of organization**.

He then explains the **conical career** movement which incorporates sequential movements in all the three dimensions.

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Schein has visualized all the three-dimensional movements to occur in the career pattern aiming to reach the top level of the hierarchy.

When these movements are predetermined in a logical sequence to enable an individual to have knowledge of all activities of the organization (horizontal movement), different perspectives of management (field and controlling) and different levels of management (hierarchical) it could be said that the organization has developed a Career Path.

In practice, this means that after an individual joins a bank, he/she will have to go through the assignments that are along the horizontal plane, i.e. branches with different business focus.

This also being his apprentice stage, these assignments can be viewed as learning opportunities.

Only after he has passed through some testing grounds, he becomes eligible to try for higher levels.

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At this level he may enter in the colleague role and make his independent contribution to the organisation.

It may be that as he moves up with promotion, he is allowed to have exposure to the activities associated with the center, i.e., the controlling function and after a specified period he again moves along the peripheral assignment in the branch with more and complex business mix.

The next level puts him in the mentor's role. As a regional manager he will be responsible for the development of the region, the business, and the people - internal (employees) as well as external (the customers).

The concept of career path thus, relates to the **sequencing of movements**, deciding the time period for each one, and so on.

It implies that there is a destination to reach either at the hierarchical level or at the level of expertise.

It denotes the distance one has to cover, the crossroads and the turns one has to encounter.

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It requires the individual to take decisions and for that there has to be a signboard indicating direction and information.

It is logical to realise that in an organisation, the movement will be decided by its structure and the signboards are the criteria laid down for the eligibility to move on.

Individuals will have to travel through these, while acquiring knowledge and skills and learn to face issues of higher/different levels.

This process is expected to enable the organisation to have competent personnel at all levels and at all times enhancing simultaneously the growth and development of the individuals.

In the context of organisational career this implies that the organisation can provide opportunities for individuals through a defined career path to develop, and individuals will have to live upto those challenges to satisfy the implicit need for growth.

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With an established Career Path Planning subsystem, the organisation can have a continuous supply of individuals with required capabilities for future roles.

A word of caution is needed here. Career Development does not take place merely by having a path and a desire to go in a direction.

On this path there are benchmarks which the individuals must cross in terms of achievements, skills, attitudes, etc.

Moreover, the organisational structures are pyramidal in shape i.e. lesser and lesser positions are available at higher levels thus the career path does not ensure a smooth movement for everyone.

The competitive environment in the organisations has adversely affected the smooth movements in the ladder of hierarchy.

There are some more factors to remember.

The employees including executives at every level are likely to face frustration.



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Circumstances may be created by the management to enable them to get over the frustration.

Every one cannot reach the top, people should be made to realise and accept the ground realities.

There may be supersession due to performance, appraisal system and bottlenecks. These may also create great degree of frustration.

### Career Anchors:

**Schein's concept of Career Anchor** provides one explanation why individuals try to follow a particular pattern.

The concept of career anchor refers to a personal sense of type of work individual wants to pursue and what that work or career means to an individual.

These anchors start developing early in the career as an individual goes through various types of assignments.

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It is a mutual discovery of the individual and the organisation with respect to developing occupational self-concept.

**This has three components:**

- (i) Self-perception of talents and abilities based on one's performance;
- (ii) Self-perceived motives and needs based on self-diagnosis and feedback; and
- (iii) Self-perceived attitudes and values based on interactions with the norms and values implicit in the organisation.

Schein maintains that an individual need to work in organisations for a considerable period to develop these career anchors.

On the basis of his research, he has found **5 such career anchors:**

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1. **Technical/Functional Competence:** Some individuals 'fall in love' with a particular field or function. They desire to be outstanding in the field; their self-concept is associated with their skills in that area.
2. **Managerial Competence:** Some individuals like to manage. Their early career experiences indicate to them that they will be able to rise in the management hierarchy.
3. **Security:** Some individuals seek a secure work environment and career by tying themselves to a particular organisation or geographical location.
4. **Creativity:** There are some individuals who want to create something new. They like to start something and make it a success.
5. **Autonomy:** Another group of individuals finds organisational life unpleasant or difficult. They prefer to maintain their freedom.

## **ABM MODULE - B**

### **CHAPTER 11: DEVELOPMENT OF HUMAN RESOURCES (PART-X)**

#### **What we will study?**

**\*What is Transactional Analysis?**

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### Transactional Analysis:

Another framework available to understand interpersonal relationship and interaction is in terms of Transactional Analysis a concept developed by **Eric Berne** and conceptualized by **Harries**.

A transaction is a combination of a stimulus and its response in an interpersonal interaction.

The personality of an individual comprises collection of behaviour patterns developed over a period of time.

These behaviour patterns are evoked in different degrees from 3 ego states, viz., Parent, Adult and Child.

As Berne states, although we cannot directly observe these ego states, we can observe behaviour while individuals are interacting or transacting and from this we can infer which of the 3 ego states is operating at that moment.

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The three ego states are discussed below:

An individual's personality has a combination of these three ego states which could be unique to an individual.

It would also not have a direct relation to the age or any other demographic parameter of an individual. Thus, we may have an individual who is proportionately more adult (orientation) at the age of 16 and have another individual who is more child (orientation) at the age of 60.

This profile of the ego states of an individual determines his interaction with another individual.

Thus, one could behave in a more regulatory/analytical or a very casual orientation while dealing with others.

In the context of influencing others in the organisation an appropriate behaviour suited to the situation is required.

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**Eric Berne** defined the ego states as 'consistent pattern of feeling and experience directly related to a corresponding consistent pattern of behaviour.'

The terms parent, adult, child are related to orientations an individual has. For instance,

- The **parent ego state** regulates behaviour and nurtures it. More of ethical, conscientious behaviour and influenced by preaching's from parents and elders.
- The **adult ego state** collects information and processes it. More of a analytical, rational and practical orientation
- The **child ego state** is concerned with creativity, curiosity, reactions to others and adjusting behaviour. More of instinctive behaviour with motive of enjoyment.

The **parent ego state** is a result of the messages (conditioning) people receive from their parents, elders, teachers and others during their childhood.

These messages are recorded in people's heads.

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These messages help in regulating one's behaviour by telling what is right, what is wrong, what is desirable and what is undesirable.

There are two kinds of Parent ego: (i) Nurturing parent and (ii) Critical parent.

**Nurturing parent** is that part of a person which is understanding and caring about other people.

**Critical parent** behaviour criticizes others for their undesirable behaviour. When a person is in critical parent ego state he is very much evaluative and judgmental and makes others to feel that they are not OK.

The **adult ego state** evokes behaviour that could be described simply as logical, reasonable, rationale and unemotional.

Behaviour from the adult ego state is characterised by problem solving, analytical and rationale decision making.

These people examine alternatives based on facts and figures and probabilities prior to engaging in behaviour.



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The **child ego state** is associated with the behaviour that appears when a person is responding emotionally.

A person's Child contains the natural impulses and attitudes learned from experiences. The child ego state can be classified into Adopted child, Natural child and Little Professor.

An **adopted child** state which adapts to what must be done to others to get along.

A **natural child** tries to enjoy every bit and take the things as they come.

The **little professor** is the 'thinking' part of child. It is creative, intuitive, imaginative and does experimentation. He dreams up new ideas.

The compatibility of people largely depends on the ego states of interacting people.

If the transaction is complementary, viz., from Parent to Child and back from Child to Parent or Adult to Adult, situation is classified as desirable.

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But, if the transaction is crossed, i.e., Parent to Child and again from Parent to Child, it is not a desirable situation, the transaction is blocked.

In an organisational situation for improving the effectiveness through better interpersonal relations and interactions it is desirable to avoid any crossed transaction.

People make basic assumptions about their own self-worth as well as about the significant people in their environment.

Harris called these combinations as **Life Positions**. These life positions are described in terms of **Okayness**.

Thus, the individuals are either OK or NOT OK. Four life positions can be described as:

1. am OK you are OK (both have value)
2. I am OK you are NOT OK (I have value but you don't have value)
3. I am NOT OK you are OK (You have value but I

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don't have value)

4.I am NOT OK you are NOT OK (neither person have value)

Subsequently expanding on the work of Avary, James, Pareek has developed 12 influencing style, 6 of them in the OK states and 6 in the NOT OK states.

The purpose of understanding the Ego State (personality orientation) profile is to make necessary modifications in one's behaviour.

Behaviour scientists have suggested certain behavioural patterns in the framework of Ego State Profile and Life Position ('OK' and 'NOT OK') as desired while certain others as undesirable and therefore to be avoided.

Awareness of one's own pattern and intensity in these styles can be a step towards developing healthy influencing relationships.

## **ABM MODULE - B**

### **CHAPTER 11: DEVELOPMENT OF HUMAN RESOURCE**

#### **(PART-XIII)**

#### **What we will study?**

**\*What is Career Path Planning - a system?**

**\*What is Multiple careers withing organisation?**

**\*See Part VIII & IX first VIII:**

**Career Path Planning**

**IX: Career Pattern & Career Anchors**

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### Career Path Planning: A System

The Career Planning in an organisation is primarily an **HRD sub-system** to help individual to **grow** in the organisation.

It establishes the linkages amongst other subsystems like manpower planning, job rotations, transfer, placement, training and performance appraisal.

It is essentially directed towards structuring employees' aspirations for upward movement through the organization and moderating these aspirations if they are found unrealistic (Pareek and Rao).

As such, it **need not mean any commitment** on part of the **management** to promote an employee.

It only implies that the individual, after becoming aware of some of his **capabilities** and **career advancement opportunities**, chooses to develop himself in that direction.

The prime responsibility of the organisation for **developing and implementing the career plan** is to see that:

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- The policy of career planning is made **explicit**. It lays down the **benchmarks** for performance at critical stages which the employees must attain.
- It is made clear that **career path** is a facility for **growth** and not a right for **advancement**.
- The **career path** - a **sequence** of job assignments, training requirements and promotion to higher level is made known to the employees from the time of entry. **Performance feedback** is a part of the career path.
- The career path is followed uniformly for all employees without any bias/prejudices.
- It should be flexible to accommodate variations which may be needed to deal with the given circumstances.

Besides working out the general policy guidelines, the HR functionaries will have to **chalk out the career path**.

For this purpose, **knowledge of all the activities performed** in the organisation is a definite requirement.

It is only with such knowledge that sequencing of assignments is possible.

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The specific steps that follow then are:

### **Define the Career Stages (Role) in Relation to the Organisational Levels:**

For instance, if we take the concept of Career Roles then up to what level the 'apprentice' role would continue?

At what level would it be considered as a colleague or mentor or sponsor?

### **Identify the Core Jobs at Each Level:**

At each level, the jobs that are comparable in terms of the knowledge, skill required can be identified and categorized as a group.

These identified clusters are called '**Job Families**'.

It is necessary to have such job families because all units may not have identical jobs/assignments.

The rationale is that an individual must be assigned at least one job from such job family.

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### **Define and Spell out the Criteria for Each Successive level:**

The mechanism to move on to the next level (promotion) should be transparent in terms of the criteria, the weightages, and the measurements.

In a way, an open appraisal system makes it explicit as to what is expected and how it is to be measured.

It must be mentioned that sometimes promotions may take place within a career stage, i.e. in the apprentice stage itself.

### **Placement in the Next Career Role:**

It is to be ensured that only those who clear these criteria can move on to next level.

And when the career stage changes, the transition is facilitated by training and counselling.

This is to highlight the change in orientation that is associated with changing career role.



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**This is particularly significant when one moves from the role of colleague to mentor.**

**The entire emphasis is on shifting to a developmental role.**

**The transition from mentor to sponsor is crucial too as these calls for conceptual skills like visioning, planning, creative problem-solving, etc.**

**The experiences and practices in the organisations speak of more than one career and a choice for individuals to opt.**

**Conventionally, in any industry, the topmost position is looked as the ultimate of the career aspiration and, therefore, logically one thought of only one career.**

**However, there are reasons to visualise multiple careers (discussed below) even within a given organisation having single business focus.**

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### **Multiple Careers within Organisation:**

Traditionally, organisations were simple and smaller.

They were engaged in single business and their activities were focused.

The other activities like finance, personnel, marketing, planning, etc., were together clubbed in the **administrative functions** and these were perceived as not requiring much heterogeneity in skills.

However, as organisations visualised the wider canvas and as management science grew, it was realised that many of the aforesaid activities need special attention and skills.

Today, these are clearly understood as **separate independent functions**, which require expertise.

Thus, in the manufacturing industry, one can see specialisation at the top management level for finance, personnel, marketing, planning, and quality besides the traditional focus on production and maintenance.

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In this scenario it is feasible to perceive and develop multiple careers within the organisation.

Individuals may join the organisation with basic technical knowledge required for the given job but during his work life he could become expert in any, other than core, technical area.

For instance, a few decades ago we did not have financial managers as **experts** as we have today.

Financial Management has achieved a status of expert function which a technical person can strive for. That has emerged as a career within. Currently, Information Technology (IT) has emerged as an area of specialisation.

Since the potential of IT in any industry is **tremendous**, it is almost impossible to have a **readymade expertise**.

An otherwise technical person like engineer, medical professional, artist, accountant can with a little bit of effort, develop expertise in IT within the boundary of the organisational activities.

The same holds good in service organisations too.

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In fact, in the larger context, even the **management profession** is getting into specialisation for different industrial sectors as well as industries.

Therefore, we have specialisation in poultry management, hotel management, hospital management and so on.

Thus, a majority of the functions in the organisations are offering specific careers.

In the traditional context, the practice was to recruit specialists but now one can think of creating experts within the organisation by using the system of career planning.

HR professionals must be careful to find out whether the employee/executive has a detailed understanding of the new job, insight into the culture, technology and the social atmosphere in the new organisation.

**Schein** has talked about career counselling workshops at different stages of career wherein the individual is facilitated to understand his/her **career anchors** in the light of his/her performance and introspection.

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**Counselling** is seen as a process to facilitate the individual in realising his strengths and weakness vis-à-vis the competencies listed for various career options.

**Career Workshops** can be the forum for making the individual aware of his career anchors and giving him opportunity to express his desire to follow a particular direction.

The concept of multiple careers is becoming more and more relevant as we are moving towards flatter organisations.

The emphasis and the chances of aiming at the apex level position do not exist in such an organisation.

In flatter organisations, hierarchy is neither desired nor available and what is needed is to develop expertise in different areas.

Expertise building in one or more areas is crucial and challenging.

In a way, the **spiral career concept** given by **Driver** is becoming an ideal one for meeting the emerging situation.

## **ABM MODULE - B**

### **CHAPTER 11: DEVELOPMENT OF HUMAN RESOURCE**

#### **(PART-XIV)**

#### **What we will study?**

**\*What is Training?**

**\*What is role and impact of training?**

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### TRAINING AND DEVELOPMENT - ROLE AND IMPACT OF TRAINING:

In the earlier approaches related to employees and their utilisation, an individual was hired for a **specific job** and he continued doing it all through his work-life.

One was discarded when he was not able to do it due to his age or due to change in technology.

It has subsequently, been realised that the individual has also a basic need to grow.

Individuals are **not static** and they change by **acquiring** new knowledge, skills, attitudes and beliefs.

They also tend to demonstrate certain capabilities which may not get adequate opportunity for expression in the normal course of routine job. Some critical event brings forth the capability.

It appears as if individuals have a lot more in store.

It is recognition of the fact that '**Individuals change over time**' and also their **needs** and **expectations**.

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**They find new capacities within themselves and learn to interact with each other more productively.**

**They learn to cope with stress, or to help others to do so.**

**The rationale of training and development is to comprehend how this concept of learning could be applied in the organisational context.**

**What aspect of this learning could be made a part of the formal system, what could be left to the specific individuals, and how the organisation can enhance the process of individuals' becoming mature and effective in their environment, are its prime concern.**

**We will examine the details of establishing **Training and Development system** as part of the **HRD efforts** and this involves:**

**(i) Identification of training needs**

**(ii) Designing the training**

**(iii) Conducting the training**



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(iv) Evaluation of training and

(v) Selection and development of trainers.

### **Purpose of Training and Development:**

HRD, is based on the premise that employees should be **provided with learning opportunities** to enable the individual and the organisations to achieve their goals.

The organisations on their part have to consciously analyse their requirements, define them, specify the time and level at which these are required so that the system can take care of them.

This need of the organisation can be linked to the **career progress** of individuals so that it may implicitly satisfy the growth need of an individual.

### **The activities which relate to this area are:**

- Improved performance of individual on his present job;

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- His preparation for an identified job in a not-too-distant future; and
- His general growth (development) not related to any specific job.

According to **Nadler** if these activities are not identified or separated, the learning can be **less effective**.

For the purpose of facilitating communication, a **label** can be applied to each of these levels:

**Training** is for learning related to present job;

**Education** is for learning to prepare the individual for a different but identified job; and

**Development** is learning for growth of the individual not related to a specific present or future job.

Some experts may call futuristic learning as development and general (non-work-specific) learning as 'education'.

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Some authors classify training as specific to a given job whereas management development as 'attempts to instill sound reasoning processes - to enhance one's ability to understand and interpret knowledge - rather than imparting a body of serial facts or teaching a specific set of motor skills'.

Development, in this perspective focuses more on the employee's personal growth and organisational development initiatives.

Whether one uses **Nadler's** classification or any different categorisation, it does not make a difference so long as it is understood uniformly in the organisation but some kind of segregation is necessary.

Such segregation helps in differentiating objectives for these three activities.

**First**, when the goal is to improve performance, training should be conducted and evaluated to check on the improvements.

If the goal is futuristic, then one cannot evaluate performance until the individual moves to a new job.

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But if the objective is development then it has to be remembered that no direct impact may be seen on the performance.

**Secondly**, the differentiation helps clarifying mental expectations. Both the parties – the individual and the organisation (the superior) - are clear about what should be the outcome; the chances of misunderstanding are reduced.

**Thirdly**, and most importantly, the differentiation helps in identifying who is responsible for what activity, e.g. for training, the responsibility of identifying the need and ensuring that opportunity is given, has to be with the immediate superior

but for education and development, it could be the central department or the overall HR functionary who decides when and how to conduct the activity.

## **ABM MODULE - B**

### **CHAPTER 11: DEVELOPMENT OF HUMAN RESOURCE**

#### **(PART-XV)**

#### **What we will study?**

- \* What is Adult Learning?**
- \* What is Systematic Approach to Training (SAT)?**

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### **Imperatives of Adult Learning:**

It is interesting to note that though most of the people think that Adult Education is a recent phenomenon, but it is not so.

In ancient times great teachers like Confucius, Lao Tse, Hebrew Prophets, Socrates, Plato, Aristotle - were 'teachers of adults'.

To these teachers 'learning was a process of active inquiry on the part of the learners'; they invented techniques for involving the learners in active inquiry.'

In case of child learning the teacher has full responsibility for making all decisions about what should be learned, how it should be learned, when it should be learned and if it had been learned ... the student was left passive ... when adult education is organised with the model available for children known as **Pedagogy** it does not give the desired results.

Thus, the adult learning is more **learner centric** rather than **teacher centric**.

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Ultimately, in and around the 1920s-30s, some thought was given to adult learning.

It was **Lindeman's** work which can be cited as the first instance of defining the perspective of adult learning.

He explains his idea of adult education as, 'a cooperative venture in non-authoritarian, informal learning,

the chief purpose of which is to discover the meaning of experience, a quest of mind which digs down to the roots of the preconceptions which formulate our conduct; a technique of learning for adults which makes education coterminous with life and hence elevates living itself to the level of adventurous experiment'.

The special efforts to define and understand adult learning includes **Edward Lee Thorndike's** early explanation that **ability to learn diminishes** with age which **subsequently** was modified to that it is the **speed to learn that diminishes** and **not the power to learn**.

These efforts were then substantiated by the experience of teachers involved in adult teaching, and

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most of the social sciences like sociology, social psychology, also contributed their bit.

Thus, a new term **Andragogy** was coined to differentiate adult learning process from that of child learning (**Pedagogy**).

Today, what we understand commonly is that learning is concerned with bringing about relatively permanent change as a result of experiences.

There are, indeed a number of theories to explain '**how**' we learn.

**Malcolm Shepherd Knowles categorises them in three sets as follows:**

### **1. Mechanistic (or behaviourist) Theories:**

These theories hold that the learner is passive in the process of learning.

If one introduces an input (stimulus) into a human being, you will get a predetermined response.



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In other words, learning occurs only when a learner is conditioned to give the 'right' response to a given stimulus.

### **2. Cognitive Theories:**

These theories equate man with his brain; based on the proposition that one thing that distinguishes human beings from other living things is that they possess brains that are capable of critical thinking and problem solving.

The purpose of learning therefore is to teach the brain to engage in such critical thinking and problem solving.

### **3. Organismic (or Humanistic) Theories:**

These theories hold that learning occurs only when learners have the 'freedom to learn' what is particularly relevant to their personal life situation.

The purpose of learning is to encourage each individual to develop his or her full, unique potential.

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When we examine the training and development function in the organisational context it becomes apparent that all the three sets are relevant as all the three types of situations exist in the organisation.

Besides the specific framework of the theories, most of them have certain common assumptions, there are theories related to the variables associated with the actual Teaching-Learning situation.

### **Decenzo and Robbins list some as:**

- **Learning is enhanced when the learner is motivated:**

This means that the learning experience must be so organised that it should create desire to learn.

- **Learning requires feedback:**

Knowledge of results is necessary for learner to improve upon his mistakes.

The feedback also tends to act as motivator when the learner knows that he is proceeding in the right direction.

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- **Reinforcement increases the likelihood that a learned behaviour will be repeated:** Behaviour that is positively reinforced are encouraged and therefore sustained.
- **Practice increases a learner's performance:** Learners need to practice what they learn.
- **Learning must be transferable to the job:** Learning a skill just for the sake of it will not work; it must be possible to apply what is learnt.

While establishing an effective training sub-system, all the aspects related to adult learning should be considered and kept as backdrop, viz., who needs training?

The different groups could be:

- (i) young recruits,
- (ii) Specialists,
- (iii) middle level executive,
- (iv) senior and top executives, etc.

The contents and nature of training for the groups will vary.

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For the young one's it may be modern management techniques.

For those with experience, it may centre around to their being enabled to take up more responsible positions.

For specialists, the training should keep them abreast with the latest developments in their field of specialisation.

For the senior and top management, it could relate to development of vision, entrepreneurship and business strategy.

### **Systematic Approach to Training (SAT):**

With the developmental emphasis accepted by the organisation, it becomes imperative that organisations to establish well planned and conceived training systems to achieve intended objectives.

There needs to be a **systematic approach** to manage training which has to answer a **few basic queries** like:

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- Will the training to be done internally or externally?
- Does the organisation have or intend to develop an in-house training centre?
- How much and what kind of training will be done externally and is this also an essential part?
- Who are the functionaries responsible for administering the training system?

It is a fact that almost all banks have some kind of in-house establishment which primarily caters to the training of operational knowledge and skill requirements specific to the bank.

This implies that the need for certain advanced, specialised training is met by sending people to other (external) institutions.

The most common among these are **specialised institutes** which impart training in management, finance or behavioural skills.

Whether the actual training is done internally or externally, organisations have to follow certain logical

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processes for enhancing knowledge, skills, and attitudes of their personnel.

**These are:**

**Step 1: Training Need Analysis (TNA) and Identification of Training Needs**

**Step 2: Preparation of a Training Plan**

**Step 3: Conduct of the training which includes designing the programme in terms of the time, duration, target group, sequence of inputs and methodology**

**Step 4: Evaluation of the Training Programmes and the Plan; and**

**Step 5: Selection and Development of Trainers.**