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# **COMMAND AND STAFF TRAINING INSTITUTE BANGLADESH AIR FORCE**



## **Junior Command and Staff Course**

### **MANAGEMENT MODULE**

#### **Human Resource Management**

##### **MGT-5**

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## **HUMAN RESOURCE MANAGEMENT**

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**TOPIC-1**

**INTRODUCTION HUMAN RESOURCE MANAGEMENT**

**Origins of HRM**

1. Fundamentally, Human Resource Management (HRM) is based on the assumption that employees are individuals with varying goals and needs. Human resources should not be categorized with basic business resources (trucks, filing cabinets, etc.). Practicing good human resource management enables managers of an enterprise to express their goals with specificity, increasing worker comprehension of goals, and provide the necessary resources to promote successfully accomplishment of said goals. When HRM is properly employed members of the workforce are expressive of the goals and operating practices of the firm. HRM is seen by practitioners in the field as a more innovative view of workplace management than the traditional approach. Its techniques force the managers of an enterprise to express their goals with specificity so that they can be understood and undertaken by the workforce, and to provide the resources needed for them to successfully accomplish their assignments. As such, HRM techniques, when properly practiced, are expressive of the goals and operating practices of the enterprise overall. HRM is also seen by many to have a key role in risk reduction within organizations.

**Definition of HRM**

2. Human Resource Management is the management of an organization's employees. While human resource management is sometimes referred to as a "soft" management skill, effective practice within an organization requires a strategic focus to ensure that people resources can facilitate the achievement of organizational goals. Effective human resource management also contains an element of risk management for an organization which, as a minimum, ensures legislative compliance. HRM may be defined in many ways, however two of the definitions are discussed below:

a. The first definition of HRM is that it is the process of managing people in organizations in a structured and thorough manner. This covers the fields of staffing (hiring people), retention of people, pay and perks setting and management, performance management, change management and taking care of exits from the company to round off the activities. This is the traditional definition of HRM which leads some experts to define it as a modern version of the Personnel Management function that was used earlier.

b. The second definition of HRM encompasses the management of people in organizations from a macro perspective i.e. managing people in the form of a collective relationship between management and employees. This approach focuses on the objectives and outcomes of the HRM function. What this means is that the HR function in contemporary organizations is concerned with the notions of people enabling, people development and a focus on making the "employment relationship" fulfilling for both the management and employees. These definitions emphasize the difference between Personnel Management as defined in the second paragraph and human resource management as described in the third paragraph. To put it in one sentence, personnel management is essentially "workforce" centered whereas human resource management is "resource" centered. The key difference is HRM in

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recent times is about fulfilling management objectives of providing and deploying people and a greater emphasis on planning, monitoring and control.

3. Human resource management is sometimes referred to as:

- a. Organizational management
- b. Personnel administration
- c. Manpower management
- d. Human capital management
- e. Industrial management

4. Whatever the definition we use the answer to the question as to “what is HRM?” is that it is all about people in organizations. No wonder that some MNC’s (Multinationals) call the HR managers as People Managers, People Enablers and the practice as people management. In the 21st century organizations, the HR manager or the people manager is no longer seen as someone who takes care of the activities described in the traditional way. In fact, most organizations have different departments dealing with Staffing, Payroll, and Retention etc. Instead, the HR manager is responsible for managing employee expectations vis-à-vis the management objectives and reconciling both to ensure employee fulfillment and realization of management objectives.

### **Importance of HRM**

5. The practice of HRM must be viewed through the prism of overall strategic goals for the organization instead of a standalone tint that takes a unit based or a micro approach. The idea here is to adopt a holistic perspective towards HRM that ensures that there are no piecemeal strategies and the HRM policy enmeshes itself fully with those of the organizational goals. For instance, if the training needs of the employees are simply met with perfunctory trainings on omnibus topics, the firm stands to lose not only from the time that the employees spend in training but also a loss of direction. Hence, the organization that takes its HRM policies seriously will ensure that training is based on focused and topical methods. The practice of HRM needs to be integrated with the overall strategy to ensure effective use of people and provide better returns to the organizations in terms of ROI (Return on Investment) for every rupee or dollar spent on them. Unless the HRM practice is designed in this way, the firms stand to lose from not utilizing people fully. And this does not bode well for the success of the organization.

### **Scope of HRM**

6. The scope of HRM is extensive and far-reaching. Therefore, it is very difficult to define it concisely. However, we may classify the same under following heads:

- a. **HRM in Personnel Management**. This is typically direct manpower management that involves manpower planning, hiring (recruitment and selection), training and development, induction and orientation, transfer, promotion, compensation, layoff and retrenchment, employee productivity. The overall objective

here is to ascertain individual growth, development and effectiveness which indirectly contribute to organizational development. It also includes performance appraisal, developing new skills, disbursement of wages, incentives, allowances, traveling policies and procedures and other related courses of actions.

b. **HRM in Employee Welfare.** This particular aspect of HRM deals with working conditions and amenities at workplace. This includes a wide array of responsibilities and services such as safety services, health services, welfare funds, social security and medical services. It also covers appointment of safety officers, making the environment worth working, eliminating workplace hazards, support by top management, job safety, safeguarding machinery, cleanliness, proper ventilation and lighting, sanitation, medical care, sickness benefits, employment injury benefits, personal injury benefits, maternity benefits, unemployment benefits and family benefits. It also relates to supervision, employee counseling, establishing harmonious relationships with employees, education and training. Employee welfare is about determining employees' real needs and fulfilling them with active participation of both management and employees. In addition to this, it also takes care of canteen facilities, crèches, rest and lunch rooms, housing, transport, medical assistance, education, health and safety, recreation facilities, etc.

c. **HRM in Industrial Relations.** Since it is a highly sensitive area, it needs careful interactions with labor or employee unions, addressing their grievances and settling the disputes effectively in order to maintain peace and harmony in the organization. It is the art and science of understanding the employment (union-management) relations, joint consultation, disciplinary procedures, solving problems with mutual efforts, understanding human behavior and maintaining work relations, collective bargaining and settlement of disputes. The main aim is to safeguarding the interest of employees by securing the highest level of understanding to the extent that does not leave a negative impact on organization. It is about establishing, growing and promoting industrial democracy to safeguard the interests of both employees and management.

### **Aims of Human Resource Policy**

7. All organizations aiming to deal with the HRM effectively must constitute a formal HR policy. HR policy generally aims at the following:

a. **Achieving the main objective of the organization.** Enabling the organization to carry out the main objectives which have been laid out as desirable by the management.

b. **Creating committed employees.** Establishing such condition of employment and procedure as will enable all the people of the organization feel obliged to develop a sense of commitment to the enterprise and get committed to its unhindered progress.

c. **Developing trained personnel.** Providing adequate, competent and trained personnel for all kinds of activities at all levels so that right persons are placed at the right places.

- d. **Recognizing trade unions as representatives of workers.** Protecting common interest of all the parties and recognizing the role of trade unions which are now key elements in the firms' activities.
- e. **Consultative service to employees.** Providing an efficient consultative service aimed at creating mutual faith and confidence.
- f. **Managerial leadership:** Developing managerial leadership with bold and imaginative personnel.
  
- g. **Delegation of authority:** Delegating power and authority where needed and understanding the need for strict discipline.
- h. **Co-operation to and from employees:** Ensuring that firm's employees are informed when and how their co-operation will be required and also when co-operation will be extended to them.
  
- j. **Security of employment :** Providing security of employment to the worker
- k. **Opportunity for growth:** Ensuring opportunity for growth within the organization to persons who are willing to learn and advance in the organization for ego satisfaction.
  
- l. **Fair wages and salary:** Ensuring fair and adequate amount of wages and salary for a reasonable.
- m. **Objective evaluation of work:** Recognizing work after objective evaluation and offering of adequate incentives; and

### **HRM Process**

8. Human resources management involves several processes. Together they are supposed to achieve the goal of the organization. These processes can be performed in an HR department, but some tasks can also be outsourced or performed by subordinate managers or other departments. When effectively integrated they provide significant economic benefit to the company. The process may involve the following:

- a. Workforce planning
- b. Recruitment (sometimes separated into attraction and selection)
- c. Induction, Orientation and Onboarding
- d. Skills management
- e. Training and development
- f. Personnel administration
- g. Compensation in wage or salary
- h. Time management

- j. Travel management (sometimes assigned to accounting rather than HRM)
- k. Payroll (sometimes assigned to accounting rather than HRM)
- l. Employee benefits administration
- m. Personnel cost planning
- n. Performance appraisal
- p. Labor relations

9. The efficient designing of these processes apart from other things depends upon the degree of correspondence of each of these. This means that each process is subservient to other. To start from Human resource Planning and there is a continual value addition at each step. To exemplify, the PMS (performance Management System) of an organization would be different from each other. All processes are integral to the survival and success of HR strategies and no single process can work in isolation; there has to be a high level of conformity and cohesiveness between the same.

### **Strategic HRM**

10. Strategic Human Resource Management is the practice of aligning business strategy with that of HR practices to achieve the strategic goals of the organization. The aim of SHRM (Strategic Human Resource Management) is to ensure that HR strategy is not a means but an end in itself as far as business objectives are concerned. The idea behind SHRM is that companies must “fit” their HR strategy within the framework of overall Business objectives and hence ensure that there is alignment between the HR practices and the strategic objectives of the organization. With the advent of new economy industries like IT and the mushrooming of the service sector, organizations all over the world realized that human resources must be viewed as a source of competitive advantage as opposed to treating it much the same way in access to technology or capital is concerned. What this means is that the practice of HRM is being viewed as something that promotes the business objectives of the firms and not merely another factor in the way the firm is managed.

11. With the advent of today’s economy where services account for a major share of the GDP and the fact that the service sector is essentially people centric, it is imperative that the people first approach be embraced by the organizations for sustainable business strategy. The practice of SHRM demands a proactive and hands on approach by the management as well as the HR department with regards to the entire gamut of activities ranging from staffing and training and development to mentoring and pay and performance management. If we take real world examples, many organizations in recent times have dedicated “people managers” whose sole function is to look after the enabling and fulfilling needs of the resources. This is a marked change from treating people as just resources to treating people as assets. For instance, Infosys states that people are its assets and the famous statement by Mr. Narayana Murthy, one of the founders of the company that the capital of Infosys walks in every morning and walks out every evening has to be taken in this context.

## **Global HRM**

12. With the advent of globalization, organizations - big or small have ceased to be local, they have become global! This has increased the workforce diversity and cultural sensitivities have emerged like never before. All this led to the development of Global Human Resource Management. Even those organizations who consider themselves immune to transactions across geographical boundaries are connected to the wider network globally. They are in one way or the other dependent upon organizations that may even not have heard about. There is interdependence between organizations in various areas and functions.

13. The preliminary function of global Human Resource Management is that the organization carries a local appeal in the host country despite maintaining an international feel. To exemplify, any multinational / international company would not like to be called as local, however the same wants a domestic touch in the host country and there lies the challenge. The objectives of global HRM as follows:

- a. Create a local appeal without compromising upon the global identity.
- b. Generating awareness of cross cultural sensitivities among managers globally and hiring of staff across geographic boundaries.

- c. Training upon cultures and sensitivities of the host country.

14. The strategic role of Human resources Management in such a scenario is to ensure that HRM policies are in tandem with and in support of the firm's strategy, structure and controls. Specifically, when we talk of structures and controls the following become worth mentioning in the context of Global HRM.

- a. **Decision Making**. There is a certain degree of centralization of operating decision making. Compare this to the International strategy, the core competencies are centralized and the rest are decentralized.
- b. **Co-ordination**. A high degree of coordination is required in wake of the cross cultural sensitivities. There is in addition also a high need for cultural control.
- c. **Integrating Mechanisms**. Many integrating mechanisms operate simultaneously.

15. In Global HRM in deciding the HRM process the top management or key positions gets very tricky. Whether to choose a local from the host country for a key position or deploy one from the headquarters assumes importance; and finally whether or not to have a uniform hiring policy globally remains a big challenge. Nevertheless an organization can choose to hire according to any of the staffing policies mentioned below:

- a. **Ethnocentric**. Here the Key management positions are filled by the parent country individuals.



- b. **Polycentric**. In polycentric staffing policy the host country nationals manage subsidiaries whereas the headquarter positions are held by the parent company nationals.
- c. **Geocentric**. In this staffing policy the best and the most competent individuals hold key positions irrespective of the nationalities. Geocentric staffing policy it seems is the best when it comes to Global HRM. The human resources are deployed productively and it also helps build a strong cultural and informal management network. The flip side is that human resources become a bit expensive when hired on a geocentric basis. Besides the national immigration policies may limit implementation.

## **HR Challenges**

16. Human Resource Management used to be considered as other conventional administrative jobs. But over a period of time, it has evolved as a strategic function to improve working environment, plan out human resources needs and strike a balance between the organization and employers in order to increase organizational productivity and meet organizational goals. Not to exaggerate but in today's highly competitive world it has gradually become one of the most important functions of an organization. It is really a huge challenge to understand the psychology of workforce, retain the best talents of the industry, motivate them to perform better and handle diversity while maintaining unity simultaneously, especially in countries like India, where it is still evolving. Globalization has resulted in many positive developments but it has left many concerns for HR managers. Human resource managers are on their toes to strike a balance between employer and employees keeping in mind the recent trends in the market. They may find themselves in dire consequences if they are not able to handle the human resource challenges efficiently

17. Human resource managers need to efficiently address following human resource challenges:

- a. **Handling Multicultural / Diverse Workforce**. Dealing with people from different age, gender, race, ethnicity, educational background, location, income, parental status, religious beliefs, marital status and ancestry and work experience can be a challenging task for HR managers. With this, managing people with different set of ideologies, views, lifestyles and psychology can be very risky. Effective communication, adaptability, agility and positive attitude of HR managers can bind the diverse workforce and retain talents in the organization.
- b. **Managing Change**. Who wants to change their ideology or way of working? Neither you nor I. How can we expect others to change then? Bringing change in organizational processes and procedures, implementing it and then managing it is one of the biggest concerns of HR managers. Business environment is so volatile. Technology keeps changing every now and then. All thanks to globalization. Upgrading the existing technology and training people for them is a real headache for HR department. The success rate of technology change depends how well HRD can handle the change and manage people issues in the process.
- c. **Retaining the Talents**. Globalization has given freedom to working professionals to work anywhere in the world. Now that they have endless lucrative

opportunities to work, hiring and retaining the best industry talent is no joke. Maintaining harmonious relations with them, providing excellent work environment and offering more remuneration and perks than your competitors can retain and motivate them.

d. **Conflict Management.** HR managers should know how to handle employee-employer and employee-employee conflicts without hurting their feelings. Although it is almost impossible to avoid conflicts among people still handling them tactfully can help HR managers to resolve the issues. They should be able to listen to each party, decide and communicate to them in a convincing manner in order to avoid future conflicts.

## **Conclusion**

18. HR professional must be proactive with all strategies and action plans in order to meet the changing needs of the organization. They must be thorough with the basic functions of HR including planning, organizing, leading and controlling human resources. Global HRM therefore is a very challenging front in HRM. If one is able to strike the right chord in designing structures and controls, the job is half done. Subsidiaries are held together by global HRM, different subsidiaries can function operate coherently only when it is enabled by efficient structures and controls. The times when management could arbitrarily dictate terms to the employees and tread upon their rights is something that is not relevant anymore. With the ballooning of the white collar workforce, it becomes necessary for organizations to pay more attention to the needs of the employees more than ever. Finally, the fact that organizations derive their strategy from employees instead of imposing strategy upon them is the essence of SHRM.

**GROUP-2**

**RECRUITMENT AND SELECTION**

**Recruitment Definition**

1. Recruitment is a 'linking function'-joining together those with jobs to fill and those seeking jobs, It is a 'joining process' in that it tries to bring together job seekers and employer with a view to encourage the former to apply for a job with the latter. The objective of recruitment is to develop a group of potentially qualified people. To this end, the organisation must project the position in such a way that job seekers respond. To be cost effective, the recruitment process should attract qualified applicants and provide enough information for unqualified persons to self-select themselves out.

**Sources of Recruitment**

2. There are two broad sources of recruitment-internal and external. A brief description of each source follows:

a. **Internal Sources of Recruitment.** Existing employees of an organization provide the internal sources in the main. Whenever any vacancy arises, someone *from* within the organisation is upgraded, transferred, promoted or even demoted. Retrenched employees, retired employees, dependents of deceased employees may also constitute the internal sources. The major internal sources of recruitment are as under.

(1) **Promotions and Transfers.** The most important source of filling vacancies *from* within is through transfers and promotions. A transfer is a lateral movement within the same grade, from one job to another. They may lead to changes in duties, and responsibilities, working conditions, etc. but not necessarily salary. Promotion, on the other hand, involves movement of employees from a lower level position to a higher level position accompanied by (usually) changes in authority, duties, responsibilities, status and remuneration. organisations generally prepare a central pool of persons' from which vacancies can be filled in. Such persons are usually posted to various RESTRICTED departments, depending on internal requirements.

(3). **Job Postings.** Job posting" is another way of hiring people *from* within. In job posting, the organisation publicises job openings on bulletin boards, electronic media and similar outlets. One of the important advantages of this method is that it offers a chance to highly qualified applicants working within the company to look for growth opportunities within the company without looking for external opportunities.

(4). **Employee Referrals.** Employee referral means using personal contacts to locate job opportunities. It is a recommendation from a current employee regarding a job applicant. The logic behind employee referral is that "ii takes one to know one". Employees working in the organisation, in this case, are encouraged to recommend the names of their friends working in other organisations for a possible vacancy in the near future. In fact, this has

become a popular way of recruiting people in the highly competitive IT industry now-a-days. Companies offer rewards also to employees whose recommendations are accepted--after the routine screening and examining process is over-and job offers extended to the suggested candidates. As a goodwill gesture, companies also consider the names recommended by unions from time to time.

b. **External Sources of Recruitment.** The sources of recruitment that are used to hire people from outside the organisation may be many but a few most important among them are discussed below:

(1) **Advertisements.** When an organisation desires to communicate to the public that it has a vacancy, advertisements are one! of the most popular methods used. However the media of advertisement preferred .is often determined by the type of job. As of fact the higher. the position in the organisation, the more specialized the skills, or the shorter the supply of that resource in the labor force, the more widely dispersed the advertisement is likely to be. The search for a manager, for example, might include advertisements through internet, in national dailies, specialized journals, etc.. On the other hand, the advertisement for lower level jobs is usually confined to the local dailies. Many organisations prefer what is referred to as a blind advertisement in which identification of the organizations is not disclosed. Respondents are usually asked to reply to a post office box number. This is especially preferred when the position that the organization wishes to fill is expected to draw an extraordinary number of applications. Using the blind ad relieves the organization from having to respond to any individual who applies. Only those individuals the -organization wishes to see are notified; the remaining are not as if the application was never received. This method is appropriate when (a) the organization intends to reach a large target group and (b) the organisation wants a fairly good number of potential candidates who are geographically dispersed to apply for the advertised vacancies. Let's briefly examine the wide variety of alternatives available to a company as far as ads are concerned:

(2). **Internet aids.** In this age of globalization prospective candidates for specialised jobs in large organizations, specially MNCs, may be attracted through internet ads. Such ads do have world wide access to highly qualified people having internet connections.

(3). **Headhunters.** The third agency source consists of. "head hunting", management consulting or executive search firms. Agencies of this. type are actually specialized private employment agencies. They specialize in middle-level and top-level exe9utive placements. In addition to the level at which~ they recruit, the features that distinguish executive search agencies from most private employment agencies are their fees, their nationwide contacts, and the thoroughness of their investigations. Executive search firms canvass their contacts and do preliminary screening. They seek out highly effective executives who have the skills to do the job, can effectively adjust to the organization, and most important, are willing to consider new challenges and opportunities.

c. **Unsolicited Applicants/Walk-ins.** Companies generally receive unsolicited applications from job seekers at various points of time. The number of such applications depends on economic conditions, image of the company and the job seeker's perception of the types of jobs that may be available, etc. Such applications are generally kept in a data bank and whenever suitable vacancy arises, the company would intimate the candidate to apply through formal channel.

d. **Temporary Help Services.** This can be a source of employees when individuals are needed on a temporary basis. Temporary employees are particularly valuable in meeting short-term fluctuations in personnel needs. The firms that take resort to such type of recruiting source also enjoy the benefit of avoiding the burden of excess employees.

e. **Campus Recruitment.** It is a method of recruiting by visiting and participating in university campuses and their placement centers. Here the recruiters visit reputed educational institutions with a view to pick up job aspirants having requisite technical or professional skills. Job seekers are provided information about the jobs and the recruiters, in turn, get a snapshot of job seekers through constant interchange of information with respective institutions. A preliminary screening is done within the campus and the short listed students are then subjected to the remainder of the selection process. If campus recruiting is used, steps should be taken by the Human Resource Department to ensure that the recruiters are knowledgeable about the jobs that are to be filled and are capable of employing effective interviewing skills.

f. **Professional Organisation.** Organisations like the chambers of commerce and industries, engineer~ institutions, management associations, etc. may act as external sources of recruitment. These organisations publish rosters of job vacancies and distribute these lists to members. It is also common practice to provide placement facilities at regional and national meetings where individuals looking for employment and companies looking for employees can find each other.

### **Advantages and Disadvantages of Recruitment from within the Organisation and Outside**

3. The advantages and disadvantages of recruiting from within an organisation may be:

<b>Advantages</b>	<b>Disadvantages</b>
1. <b><u>Suitable</u></b> : Management can pick the right candidates having requisite skills.	1. <b><u>Inefficiency</u></b> : It may prove to be a blessing for inefficient candidates.
2. <b><u>Reliable</u></b> : Management has knowledge about the suitability of the candidate.	2. <b><u>Inbreeding</u></b> : It discourages entry of talented people. Existing employees may fail to inject necessary dynamism to enterprise activities.
3. <b><u>Motivational</u></b> : A policy of preferring people from within motivates them to work hard and earn promotions.	3. <b><u>Bone of contention</u></b> : It may lead to infighting among employees aspiring for limited, higher level positions in an organisation.
4. <b><u>Economical</u></b> : The cost of recruiting is minimal.	4. <b><u>Limited Choice</u></b> : Management is forced to select candidates from a limited pool.

4. The advantages and disadvantage of recruiting candidates from outside an organisation may be :

Advantages	Disadvantages
<b>1. Injection of fresh blood :</b> People with special skills and knowledge could be hired to pave the way for innovative ways of working.	<b>1. Time consuming :</b> It takes time to advertise, screen and to select suitable employee.
<b>2. Wide Choice :</b> The organisation has the freedom to select candidates with requisite qualifications.	<b>2 Expensive :</b> Hiring costs could go up substantially in tapping multifarious sources of recruitment.
<b>3. Motivational force :</b> It helps motivating employees to work hard and compete with external candidates.	<b>3. Demotivating :</b> Existing employees who have put in considerable service may have the feeling that their services have not been recognized and may be demotivated.
<b>4. Long term benefits:</b> Creation of a competitive atmosphere would compel people to give out their best and earn rewards, etc.	<b>4. Uncertainty :</b> There is no guarantee that the organisation, ultimately, will be able to hire suitable candidates.

### **Alternatives to Recruitment**

5. Since recruitment and selection costs are high some companies try to look at alternatives to recruitment specially when market demand for firm's products and services is sluggish. Removing government employees is also extremely difficult even if their performance is marginal. Some of the options in this regard are :

- a. **Employee leasing.** Hiring permanent employees of another company who possess certain specialised skills, on lease, to meet short-term requirements (although not popular in Bangladesh) is another recruiting practice followed by firms in developed countries. In this case individuals work for the leasing firm as per the leasing agreement/arrangement. Such an arrangement is beneficial to small firms because it helps avoid expenses and problems of personnel administration.
- b. **Subcontracting.** To meet a sudden increase in demand for its products and services, sometimes, the firm may go for subcontracting, instead of expanding capacities immediately. Expansion becomes a reality only when the firm experiences increased demand for its products for a specified period of time. Meanwhile, the firm can meet increased demand by allowing an outside specialised agency to undertake part of the work to mutual advantage.

### **Constraints of Recruitment Efforts**

6. Some constraints on recruiting efforts as under, may limit HR managers' freedom to recruit and select a candidate of their choice.

- a. **Attractiveness of the job.** If the position to be filled is attractive, recruiting a large and qualified pool of applicants will not be difficult. On the other hand, if the job is viewed as boring, hazardous, anxiety-creating, low-paying, lacking in promotion potential, will seldom attract a qualified pool of applicants.

- b. **Image of the organization.** If the image of the organisation is perceived to be low, the likelihood of attracting a large number of applicants is reduced. On the other hand if the image is high/positive, the company is expected to attract a large number of potential candidates to apply.
- c. **Governmental influence.** An employer cannot avoid legal restrictions on following discriminatory recruiting policy based on non job-related factors such as religious or social background, gender or physical appearance.
- d. **Internal organisation policies.** Policies such as "promote from within whenever possible", may give priority to individuals inside the organisation. Although this is promising once one is hired, it may reduce the number of applications.
- e. **Recruiting costs.** Recruiting efforts by an organisation may sometime become expensive. Continuing a search for long periods of time may not be possible because of budget constraints. Accordingly, when an organisation considers various recruiting sources, it does so with some sense of effectiveness in mind.

### **Definition of Selection**

7. To select is to choose. Selection is a screening process. It is the process of picking individuals who have relevant qualifications to fill jobs in an organisation. The basic purpose is to choose the individuals who can most successfully perform the job from the pool of qualified candidates. Selection starts after the recruitment process is over and job applications have been received.

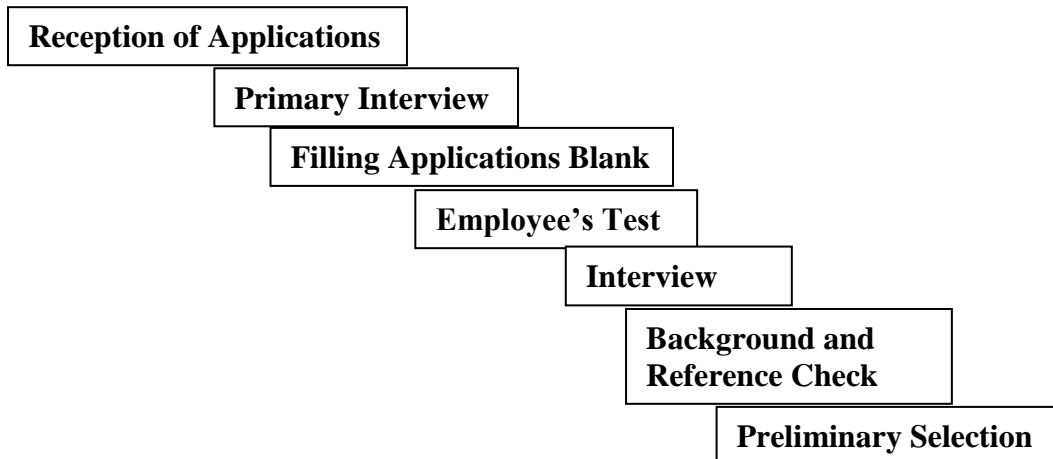
### **Selection Objective**

8. The objective of selection is to pick' up the right candidate who would meet the requirements of the job and the organisation best. To meet this goal, the company obtains and assesses information about the applicants in terms of qualifications, skills, experience, etc. The needs of the job are matched with the profile of candidates. The most suitable person is picked up after screening the unsuitable applicants through successive stages of selection process. How well an employee is matched to a job is very important because it directly affects the efficiency of the employee at work. Any mismatch in this regard can cost an organisation a great deal of money, time and energy, especially, in terms of training and operating costs. In course of time the employee also may find the job distasteful and leave out of frustration. S/he may even circulate juicy bits of negative information about the company, causing incalculable harm in the long run. Effective selection, therefore, demands constant monitoring of the 'fit' between the person and the job.

### **The Selection Process**

9. Selection involves a series of hurdles or steps. Each one must be successfully cleared before the applicant proceeds to the next. Figure 7.1 outlines the important steps in a typical selection process. The time and emphasis placed on each step will, of course, vary from one organisation to another and, indeed, from job to job within the same organisation. The sequencing of steps may also vary from job to job and organisation to organisation. For example, some organisations may give importance to testing, while others may emphasize interviews and reference checks. Similarly a single

brief selection interview might be enough for applicants for lower level positions, while applicants for managerial jobs might be interviewed by a number of experts.



a. **Reception of Applicants.** A company is known by the people it employs. In order to attract people with the required education, intelligence, skills and experience a company has to create a favourable impression on the applicants right from the stage of reception. People at the reception desk / counter should be tactful and able to extend help in a friendly and courteous manner. Employment prospects are to be presented honestly and clearly. If no jobs are available at that point of time, the applicant may be asked to call back the HR department after some time.

b. **Preliminary Interview.** Such an interview is generally planned by large organisations for short listing the potential candidates in order to cut the costs of selection by allowing only eligible candidates to go through the further stages in selection. A competent executive from the HR Department may elicit responses from applicants on important items determining the suitability of an applicant for a job such as appearance, age, education, training, experience, pay expectations, aptitude, interests, choice etc. This 'courtesy interview', as it is often called, helps the department screen out obvious misfits. If the department finds the candidate suitable, a prescribed application form is given to her/him to fill and submit.

c. **Filling an Application Blank** Application blank or form is one of the most common methods used to collect information on various aspects of the applicants' personal, academic, professional, social, demographic and work-related background and references. It is a brief history sheet of an applicant's background, usually containing the things that indicate his/her suitability for the position concerned. Application blank is considered a highly useful selection tool, in that it serves three important purposes :

- (1) It introduces the candidate to the company.
- (2) It helps the company to screen and reject candidates if they fail to meet the eligibility criteria at this stage.
- (3). It can serve as a basis to initiate a dialogue in the interview.



d. **Employment Test.** A variety of tests are usually used as selection tools. These may be classified as intelligence tests, aptitude tests, achievement tests, interest tests, personality tests, graphology tests, **Polygraph (Lie-detector)** tests

(1) Intelligence tests are a measure of the individual's capacity in terms of reasoning, manipulation, vocabulary, verbal comprehension, etc. They are used to eliminate candidates who are insufficiently intelligent for efficient job performance.

(2) Aptitude tests measure the individual's capacity or latent ability to learn a job if he is given adequate training. It is required in order to determine their ability for effective job performance after the completion of the training period.

(3) Achievement tests are used to ascertain whether the individual actually knows what he claims to know. When a candidate claims that s/he knows some trade or art, these tests are administered to verify the veracity of her/his claim. Trade tests are the most common type of achievement tests. They are designed to measure knowledge or skill of a candidate in a specific trade. For example, a typist may be tested whether s/he can type at the required level of speed and accuracy.

(4). Interest tests are used to predict whether a candidate is really interested in a particular job or not.

(5) Personality tests are designed to measure such personality characteristics as emotional stability, tolerance, capacity to get along, habits, hobbies, maturity and psychoneurotic and psychotic tendencies. These are generally used for the selection of personnel for executive jobs. These are the least reliable and most controversial kinds of tests. In many cases, they need trained experts for their administration and evaluation.

(6) Graphology tests involve using a trained evaluator to examine a person's handwriting to assess his/her personality and emotional make-up. The HR manager may, for example, ask applicants to write about why they want a job. This sample may be finally sent to a graphologist for analysis and the results may be put to use while selecting a person. The use of graphology, however, is dependent on the training and expertise of the person doing the analysis.

(7) Polygraph (Lie-detector) tests involve recording physical changes in the body of the candidate while answering a series of questions. It records fluctuation in respiration, blood pressure and perspiration on a moving roll of graph paper. The polygraph operator forms a judgment as to whether the subject's response was truthful or deceptive by examining the biological movements recorded on the paper. Critics, however, question the appropriateness of polygraphs in establishing the truth about an applicant's behaviour. The fact is that polygraph records biological reaction in response to stress and does not record lying or even the conditions necessarily accompanying lying. The fact of the matter is that polygraphs are neither reliable nor valid. Since they invade the privacy of those tested, many applicants vehemently oppose the use of polygraph as a selection tool.

e. **Interview.** Interviews are oral examinations of candidates for employments. This is the most essential step in the selection process. Interview gives the recruiter an opportunity to :

- (1) Assess subjective aspects of the candidate-facial expressions, appearance, nervousness and so forth;
- (2) Make judgments on candidate's enthusiasm and intelligence;
- (3) Size up the candidate personally;
- (4) Ask questions that are not covered in tests;
- (5) Give facts to the candidate regarding the com pay, its policies, programmes, etc. and promote goodwill towards the company.

f. **Background and Reference Checks.** Once the interview and medical examination of the candidate is over, the HR department will engage in checking references. Candidates are required to give the names of two or three references in their application forms. These references may be from the individuals who are familiar with the candidate's academic achievements or from the applicant's previous employer, who is well-versed with the applicant's job performance but are not related to him/her. In case the reference check is from the course teacher at the university level, information regarding depth of knowledge, intelligence, character etc. may be sought. On the other hand if the reference is from the previous employer, information in the following areas may be obtained. Their job title, job description, period of employment, pay and allowances, gross emoluments, benefits provided, etc. Further, information regarding candidate's regularity at work, character, progress, etc, can be obtained. Reference checks are taken as a matter of routine and treated casually or omitted entirely in many organisations. But good reference check, when used sincerely, will fetch useful and reliable information about the candidate.

g. **Preliminary Selection in the DR Department.** A wrong selection proves costly for the organisation. It will have enormous economic, social and technological implication upon organisation's performance. So, the HR department has to be careful in either accepting or rejecting a candidate.. The successful candidates are to be informed that s/he has been found suitable by the selection committee.

### **Final Selection by the Concerned Department**

10. A candidate, selected by the HR department because of her/his qualifications and over all satisfactory performance in the selection process, may not ultimately be accepted by the line manager of the concerned department. This usually happens when the specific skill requirement of the job does not match that of the candidate concerned.

### **Medical/Physical Examination**

11. Some jobs require physical qualities like clear vision, perfect hearing, unusual stamina, tolerance of hard working conditions, clear tone, etc. Medical and physical examinations reveal whether or not a candidate possesses these qualities. Such examinations can give the following information:

RESTRICTED

- a. Whether the applicant's physical measurements are in accordance with job requirements or not.
- b. Whether the applicant is medically fit for the specific job or not.
- c. Whether the applicant has any psychological problem likely to interfere with work efficiency or future attendance.
- d. Whether the applicant suffers from any physical disability which should be corrected before he can work satisfactorily. As a matter of fact medical/physical fitness of a candidate has to be ensured before placement in a job having a long tenure and requiring the candidate to withstand some physical/mental strain throughout her/his career

**TOPIC-3**

**TRAINING AND DEVELOPMENT**

**Training**

1. An organization needs to have efficient and effective people to perform the activities that they have to do. If the job occupants can meet this requirement, training is not essential. If the case is different, it is necessary to raise the skill levels and increase the versatility and adaptability of employees. As jobs have become more complex, the importance of employee training has increased. When jobs were simple, easy to learn, and influenced insignificantly by technological changes, there was little need for employees to upgrade or alter their skills. But the rapid changes taking place during the last quarter-century have created increased pressures for organizations to readapt the products and services produced, the types of jobs required, and the types of skills necessary to complete these jobs.

2. The complexity of jobs increases the need for training. The advancement in technology, wide use of computerization and related sophistication have increased the need for training by manifold. The learning of skills and increase in the level of understanding of the employees have become imperative. Training widens job related knowledge of the employee. He becomes more sharp and updates his knowledge through training. Training provides necessary instructions for performing the current job efficiently. Thus Flippo rightly defined training as, "the act of increasing the knowledge and skill of an employee for doing a particular job." Training differs from education and development.

**Training and Development**

3. Training involves the change of skills, knowledge, attitudes, or behavior of employees. Although training is similar to development in the methods used to affect learning, they differ in time frames. Training is more present-day oriented, its focus is on individuals' current jobs, enhancing those specific skills and abilities to immediately perform their jobs. Training is job specific and is designed to make employees more effective in their current job. Employee development, on the other hand, generally focuses on future jobs in the organization.

**Training and Education**

4. Training differs from education. Training is concerned with increase in knowledge, skill and abilities of the employees in doing a particular job. It has a narrow aim limited to increase in knowledge and skill related to a job. Education, on the other hand, broadens the mental faculties and horizon of knowledge. It is concerned with enhancing general knowledge and motivating one to understand the total environment. It is imparted in schools, colleges and universities. Training is vocational orientation and is given at the factory or at the work place the difference between training and education is minimized when in certain cases both are imparted at the same time.

### **Training and Learning**

5. Training is often understood as a learning experience. So, if we are to understand what training can do to improve an employee's job performance, we should begin by explaining how people learn.

### **Learning Process**

6. The influence of *models* is central to the social-learning view-point. Research indicates that much of what we have learned comes from watching models-peers, parents, teachers, actors and so on. Four processes have been found to determine the influence a model will have on an individual:

- a. **Attention process.** We tend to be most influenced by models that are attractive, repeatedly available, that we think are important, or that we see as similar to us.
- b. **Retention process.** A model's influences will depend on how well the model's action is remembered even after the model is no longer readily available.
- c. **Reinforcement process.** Individuals will be motivated to exhibit the modeled behavior if rewards are provided. Behaviors that are reinforced will be given more attention, learned better, and performed more often.
- d. **Motor reproduction process.** After a person has learned a new behavior from model, the watching must be converted to doing. This process then demonstrates that the individual can perform the modeled activities. Social-learning theory" offers us insights into what a training exercise should include. Specifically, it tells us that training should provide an attractive model.

### **Principles of Learning**

7. The above processes derived from social-learning theory are frequently presented in more specific terms as principles of learning. They are :

- a. **Learning is enhanced when the learner is motivated.** When the desire to learn exists, the learner will exert a high level of effort. There appears to be valid evidence to support the adage, "You can take a horse to water, but you can't make him drink".
- b. **Learning Requires Feedback.** Feedback or knowledge of results, is necessary so that the learner can correct her / his mistakes. Only by getting information about how I am doing can I compare it against my goals and correct my deviations. And feedback is best when it is immediate rather than delayed. Feedback can provide intrinsic motivation. When individuals obtain information on their performance, the task becomes more intrinsically interesting and acts to motivate them.

- c. **Reinforcement increases the likelihood that a learned behavior will be repeated.** The principle of reinforcement tells us that behaviors that are positively reinforced (rewarded) are encouraged and sustained. It is desirable to convey feedback to the learners when they are doing what is right to encourage them to keep doing it.
- d. **Practice increases a learner's performance.** When learners actually practice what they have learned they gain confidence and are less likely to make errors or to forget what they have learned. Active involvement through practice, therefore, should be made part of the learning process.
- e. **Learning begins rapidly, then plateaus.** Learning rates can be expressed as a curve that usually begins with a sharp rise, then increases at a decreasing rate until a plateau is reached. Learning is very fast at the beginning, but then plateaus as opportunities for improvement are reduced.
- f. **Learning must be transferable.** to the job: If much of the skill developed in the class room can not be transferred to the job, the organizations suffer. Therefore, training should be designed to foster transferability. Transfer can be positive or negative. The ability to type on a manual typewriter will aid in learning to type on an electric one. This is a positive transfer, for it improves performance. But knowledge of engineering may impede learning accounting and may act as an illustration of negative transfer, which hampers performance. Management has to be concerned with maximizing positive transfer and minimizing negative transfer in any training exercise.

### **Importance of Training**

8. Imparting of training to the employees has become very much important in modern times for better performance of the job. Here it can be said that the question of training does not arise but making choice of the method of training arise. The importance of training can be elaborated as under:

- a. **Economy in operations.** Trained workers make better and economic use of materials and machines. Wastages are minimized. This helps in reducing per unit cost of production.
- b. **Minimization of supervision.** The trained worker knows his job well. His work, therefore, requires less supervision. The supervisor can devote his time for more urgent work.
- c. **Better performance.** Training improves quality of work. It also helps in increasing the productivity. So there is an increase in quality and quantity of output.
- d. **Increase in morale.** One of the objectives of training is to change the attitude and outlook of the workers. A trained worker's morale increases because of the support and encouragement he gets from his superior at the workplace. His opinion is respected. This makes workers more loyal to the organization.

- e. **Uniformity in performance.** Training provided to workers enables uniformity in works and standardization of methods in performing the jobs.
- f. **Effective control.** Supervisors can easily delegate their powers to the trained personnel for the better managerial control.

### **Significance of Training**

9. The giant organizations employ large number of human resources for performing various jobs. Some of them are newcomers. They need more knowledge and skill for better performance of jobs. They are, therefore, in need of proper training to contribute to the achievement of the organisational goals. There are some jobs that require little or no training but many of them need to be performed by adequately trained personnel's. Now-a-days the fast going changes in technology has increased the need for training. The use of modern technology has created new jobs in the organisation which require training. Even the senior employees need training to perform on sophisticated equipments and machines used in the organisation.

10. The burden of providing training to the employees lies on the organisations. They have to arrange for training within the organisation or take help from external sources. Training has two fold advantages. It is beneficial to the employee for better performance of the job and also s/he gets a chance to move upward through promotion. It is beneficial to the organisation as well since the trained employees perform better and help in increasing the output. In fact trained personnel are an asset to the organisation.

11. The organisations' are now widely adopting automation, mechanization and electronic data processing as an attempt to keep pace with the changing technology. The knowledge and skill's of the employees are to be updated to meet the organisational needs. The employees are the human resources needing development in their competency. The special training programmes need to be designed for the selected employees showing creativity, potentials, talent and innovativeness. The immense benefits cure to the organisation through such programmes. The employees trained through such programmes can be promoted to hold the challenging assignment.

### **Determining Training Needs**

12. Managers can use four procedures to determine the training needs of individuals in their organization or unit:

- a. **Performance appraisal.** Each employee's work is measured against the performance standards or objectives established for his or her job.
- b. **Analysis of job requirements.** The skills or knowledge specified in the appropriate job description are examined, and the employees without necessary skills or knowledge become candidates for a training program.
- c. **Organizational analysis.** The effectiveness of the organization and its success in meeting its goals are analyzed to determine where differences exist. For example, members of a department with a high turnover rate or a low performance record might require additional training.

- b. **Employee survey.** Managers as well as non-managers are asked to describe what problems they are experiencing in their work and what actions they believe are necessary to solve them.

### **Training Methods**

13. Once the organization's training needs have been identified, the human resources manager must initiate the appropriate training effort. Managers have available a variety of training approaches. The most common of these are on-the-job training methods, including *job rotation*, in which the employee, over a period of time, works on a series of jobs, thereby learning a broad variety of skills; *internship*, in which job training is combined with related classroom instruction; and *apprenticeship*, in which the employee is trained under the guidance of a highly skilled worker.

- a. **Off-the-job Training.** Off-the-job training takes place outside the workplace but attempts to simulate actual working conditions. This type of training includes *vestibule* training, in which employees train on the actual equipment and in a realistic job setting but in a room different from the one in which they will be working. The object is to avoid the on-the-job pressures that might interfere with the learning process. In behaviorally experienced training, activities such as simulation exercises, business games, and problem centered cases are employed so that the trainee can learn the behavior appropriate for the job through role playing. Off. The-job training may focus on the *class room*, with *seminars*, *lectures*, and *films*, or it may involve *computer-assisted instruction* (CAI), which can both reduce the time needed for training and provide more help for individual trainee. Under this system of training a trainee is taken off from the job and separated from his work situation so that he can fully concentrate on learning and acquiring the knowledge and skills related to the performance of job in a free environment. He is allowed to express freely. The following are some of the training methods under off-the job category.

- (1) **Vestibule training.** Under this method, training is provided in a classroom where the actual working situation is created. The tools and equipments, files and other related materials are used in imparting knowledge and skills related to the job by actually performing it at the vestibule school. This system of training is mostly suitable for the staff of clerical and semiskilled grades. The theory and practical knowledge related with the job performance is taught to the employee. The duration of training ranges from a week to a fortnight.

- (2) **Lecture method.** Lecture is an age old and a direct method of providing instruction. Through lecture the information relating to rules, policies, procedures and methods is provided to the trainees. A large group of trainees can be addressed. through the lecture method. It is a low cost method. The lecture concentrates on transmission of ideas, concepts, theories, and the related knowledge. The major limitation of this method is that it does not provide for active involvement of the trainees.

- (3) **Role playing.** This method of training is used for improving human relations and development of leadership qualities. The trainees get a description of a situation and a role of ~a managerial character they have to play. They have to



play their role and provide a solution to the grievances or any such problem faced by supervisors in day to day activities. This method helps the trainee to develop insight into his behaviour and deal with others accordingly. It is an effective method of learning human relations skill required for the employees working in sales, marketing and purchasing and for the supervisors who have to work with people.

(4) **Conferences and seminars**. Conferences and seminars are the common methods of training. Participants gain knowledge and understanding by attending these conferences and seminars and actively participating in the proceedings. Group discussions, exchange of ideas and opinions take place which help the participants develop leadership qualities. Two-way communication in this method proves to be effective. This system is more effective for employees of clerical, professional and supervisory levels.

(5) **Films and slide show**. This is an effective technique of training. It is the medium through which information knowledge and skills relating to job performance with demonstration can be presented more effectively than in other methods. Multimedia also can be utilized under this methods.

(6) **Programmed instructions**. This is the recently developed technique which is gaining popularity. The subject matter to be learned is condensed into logical sequence. The participant has to answer. The special feature of this technique is that it provides instant feedback. The trainee thus knows whether his answer is correct or not. Today number of books and manuals are available in the market.

(7). **University and college courses**. Many colleges and universities run part time and evening specialized courses to suit the working class. These courses include the areas of finance, accounting, personnel, management, marketing and materials management, computer software etc. The employees can be sponsored for doing such courses by their establishments

b. **On-the –Job Training**. A comprehensive on-the-job training programme may contain multiple methods. The training is imparted on the job and the employee gets training under the same environment where he has to work. This system is very cost effective and popular. The following methods of training fall under this category.

(1) **Coaching**. This method involves teaching by a superior about the knowledge and skills of a job to the junior or subordinate. The superior points out the mistakes committed by the trainee and makes suggestions wherever and whenever necessary.

(2) **Understudy method**. This method involves a superior providing training to his subordinate as his understudy. The chosen trainee subordinate is most likely to be promoted to the higher post after the retirement or promotion of his superior under whom he is receiving training. The trainee is the boss under making. It is a kind of mentoring to help the employee to learn the skills of superior position.

- (4) **Position rotation or job rotation.** This method involves movement of employees to different jobs to gain knowledge and functioning of various jobs within the organisation. The incumbent thus realises the problem and working of the job and develops respect for the fellow employees. Banks and insurance companies among service sector also follow this approach. This method is also known as cross training.
- (5) **Job instruction training (JIT).** In this method a supervisor explains the knowledge, skills and the method of doing the job to the trainee employee. The supervisor then asks the trainee to do the job himself. The supervisor provides the feedback. This is an effective method of training the operative staff in the industrial establishment.
- (6) **Committee assignment.** In this method a committee consisting of a group of employees are given a problem and invited solutions. The employees solve the problem and submit the solution. The object of this method is to develop a teamwork among the employees.
- (7) **Apprenticeship training.** This type of training is essential for filling up positions requiring technical skills. The trainees are known as apprentices. The object is to improve them to perform efficiently the assigned job. The period of training ranges from one year to four years. The technical knowledge is given to the trainees in various trades. If there exists a vacancy in the unit the trainee is absorbed. During the training period a stipend is paid to the trainee.
- (8) **Special meetings of the staff.** Special meetings of the staff of the department are held periodically to discuss the problems faced by the employees during the performance of the jobs and suggestions are invited to improve performance of the job. These meetings are conducted by taking a retreat from the work for a short while. Here employees and supervisors provide feedback.

### **Management Development Programs**

14. Management development is designed to improve the overall effectiveness of managers in their present positions and to prepare them for greater responsibility when they are promoted. Management development programs, have become more prevalent in recent years. because of the increasingly complex demands on managers and because training managers through experience alone is a time-consuming and unreliable process. The investment for many companies in management development is quite large. Similar levels of training continue after this initial involvement. Some companies, however, do not rely on costly formal training approaches. Most employees, therefore prefer to nurture new talent by providing practical job experience.

- a. **On-the-job Development Method.** On-the-job methods are usually preferred in management development programs. The training is far more likely, than off-the-job training, to be tailored to the individual, to be job-related, and to be conveniently located. There are six major formal on-the-job development methods:

- (1) **Apprenticeship**. People seeking to enter skilled trades-to become IT specialist or computer programmer, for example, are often required to undergo apprenticeship training before they are elevated to managerial position. Apprenticeship programs put the trainee under the guidance of an expert. Complex jobs require that such trainees remain, for a particular period, as understudy of a superior.
- (2) **Job Instruction Training (JIT)**. Preparing the trainees and telling them about the job and overcoming their uncertainties can be ensured through instructions. Trainees are given essential information and are allowed to demonstrate their understanding.
- (3) **Coaching**. The training of an employee by his or her immediate supervisor, is by far the most effective management development technique. Unfortunately, many managers are either unable or unwilling to coach those they supervise. To be meaningful, on-the job coaching must be tempered with considerable restraint employees cannot develop unless they are allowed to work out. Problems in their own way. Managers too often feel compelled to tell their employees exactly what to do, thereby negating the effectiveness of coaching. In addition, some managers feel threatened when asked to coach an employee, fearing they are creating a rival. Actually, the manager has much to gain from coaching, since a manager frequently will not be promoted unless there is a successor available to take his or her place.
- (4) **Job rotation**. The job rotation refers to transfer of managers from one job to another or from one department to another or from one section to another in a planned manner. The transferred executive to new job has to assume the full responsibility and duty. The object is to broaden the outlook and acquire the diverse skills and knowledge needed. To perform the various jobs in the organisation. The manager will learn new ideas and gain new information underlying various jobs. It will motivate him and help him acquire comprehensive knowledge and skills. It will free him from the monotony of working in the same position.. Job rotation may be horizontal or vertical. The horizontal job rotation is a lateral transfer while vertical is a promotion. This technique is not cost effective. On the new assignment the manager may commit mistakes which add to costs.
- (5) **Understudy**. It is a development technique to prepare a manager for taking over the charge of his senior after his retirement, transfer, promotion or death. This technique provides an equally competent successor to a senior manager who is currently holding the post. The executive who is understudy acts as assistant to the superior executive whom he will succeed. The senior executive teaches him all the skills and imparts complete knowledge for the performance of the job and gives him a feel of what his job is. The understudy is given an opportunity to see the job in toto in absence of senior manager who is on leave. Only a care is taken by the under study that the decision making in critical matter is delayed and is left to the manager currently holding the post.
- (6) **Multiple management**: Multiple management is also known as committee management. Under this technique a committee consisting of

some managers is formed and given an assignment to study the company problems and to make advice or give recommendations to the top management. The appointment of managers to the committees facilitates their exposure to the organisation and widens their outlook and provide them with an excellent opportunity to develop themselves by acquiring knowledge of different aspects relating to business and industry and to interact with the group.

b. Off-the-Job. On-the-job development techniques are insufficient for the total development of executives of any organisation. This gap can be bridged by adopting off-the-job development techniques. The important off the-job development methods are the following. .

(1) **Sensitivity training.** This is the technique of bringing about a change in behaviour of the executives through group processes. According to Edwin B. Flippo the objective of this technique is the "development of awareness of and sensitivity to behavioural patterns of one self and others." This technique is also referred to as laboratory training. The trainee executives participate and influence each other through unstructured group interaction. The participants here are provided open environment where they discuss freely among themselves. The environment is created by a professional behaviouralist. They openly express their ideas, concepts, attitudes and get opportunity to know about themselves and the impact of their behaviour on their fellow participants. This technique helps in creating mutual trust and respect. It thus develops managerial sensitivity.

(2) **Simulation exercises.** Simulations are popular techniques of management development. In this technique a duplicate work situation similar to the actual job situation, is created and the trainee is given a particular role to find out solutions to the problem and take decision. He gets a feedback of his performance. It sharpens the decision making quality of the trainee. Case study, management games and role playing are the usual ways of training through simulation.

### **The Need for Management Development**

15. Managers are the most valuable assets of any Organisation. They must, therefore, be retrained and reeducated for survival and growth of organisation. The increased productivity and total quality depends upon the drive, initiative core competence, skill and technical knowledge of managers. The well developed managerial manpower can change the face of the organisation and can take it to any height. But efficient managers are always in short supply. they are to be conserved. To conserve these rare resources, a rare substantial efforts for their development are needed. The managers at the lower and middle levels need to be developed through proper in company and off-the-job training programmes. There should not be any compromise on the quality of efficient managerial manpower. The expenditure on management development is a profitable investment. The development of lower and middle level managers shall build up second and third line of defence who remain ready to take charge in the event of vacancy created by retirement, death, transfer or resignation of senior executives. The aim of management development programme is to increase the managerial efficiency, thereby contributing to the growth of

country's economy. The cause of low rate of economic . growth in the undeveloped countries can be singled out as lack of efficient management. The presence or absence of this single factor can make the difference. The management development enables in boosting up the morale of the managers and increase their versatility. They gain in analytical ability and creative thinking.

16. Management development is the essence of HRM. It is a continuous activity with absolutely has no end. New ideas, new challenges come in. Novel skills are required to meet them. New strategies are required to overcome the storm created by the new trend. Managers must be competent enough to prove their dominance over rivals. This is an era of tough competition where weak can hardly survive.

**TOPIC-4**

**PERFORMANCE APPRAISAL**

**Introduction**

1. After an employee has worked on a job for a period of time, his performance should be evaluated. Performance evaluation (or appraisal) is the process of deciding how an employee does his job. Performance here refers to the degree of accomplishment of the tasks that make up an employee's job. It indicates how well an individual is fulfill in the job requirements.

**Definition of Performance Appraisal**

2. Performance appraisal (P.A) is the process of evaluating the behaviour of employees in the workplace, normally including both the quantitative and qualitative aspects of job performance. It is an objective way of evaluating work-related behaviour of employees. It ensures democratic environment in management because managers ensure treatment. with their subordinates based on their performance, not on the basis of any personal relationship.

**Features of Performance Appraisal**

3. The main characteristics of performance appraisal are:
- a. Performance appraisal provides 'an objective description of an employee's job's relevant strengths and weaknesses.
  - b. It is a systematic process. A number of logical steps are followed to evaluate employee's strengths and weaknesses.
  - c. The appraisal is carried out periodically, according to a definite plan. It is certainly not a one-shot deal.
  - d. It tries to find out how well the employee is performing the job and tries to establish a plan for further improvement.
  - e. Performance appraisal may be formal or informal. The informal evaluation is more likely to be subjective and influenced by personal factors. Some employees are liked better than others and have, for that reason only, better chances of receiving various kinds of rewards than others. The formal system is likely to be more fair and objective, since it is carried out in a systematic manner, using printed appraisal forms.

**Objectives of Performance Appraisal**

4. Performance appraisal can be used both for evaluating the performance of employees and for developing them. It may serve two fold purposes-telling the employee where he stands and using the data for personnel decisions concerning promotions, pay. etc. The HR developmental objectives focus on finding individual strengths and weaknesses; developing healthy superior-subordinate relations; and offering appropriate

training and counseling to the employees. Overall performance appraisal of employees is done in order to achieve the following objectives:

- a. Promotion decisions: Performance appraisal can serve as a useful basis for promotion or reward. When merit is the basis for reward, the person doing the best job receives the promotion. If relevant work aspects are measured properly, it helps in minimizing feelings of frustration of those who are not promoted.
- b. Training and development programmes: Performance appraisal can serve as a guide for formulating a effective training and development programme. It can inform employees about their progress and tell them what skills they need to develop to become more efficient in job.
- c. Compensation decisions: It can serve as a basis for pay raises. Managers need performance appraisal to identify employees who are performing at or above expected levels. This approach to compensation is at the heart of the idea that raises should be given for merit rather than for seniority. Under merit systems, employee receives pay raises based on performance.
- d. Performance improvement: Performance appraisal can indicate the causes of good and poor employee performance. Through discussions with individual employees, a line manager can find out why they perform as they do and what steps can be initiated to improve their performance.
- e. Feedback: Performance appraisal enables the employee to know how well they are doing on the job. It tells them what they can do to improve their present performance and go up the 'organisational ladder' .

### **What is to be Appraised?**

5. Every organisation has to decide what to appraise before the programme is approved. Generally, the content to be appraised is determined on the basis of job analysis. The content to be appraised may be:

- a. Behaviours which measure observable physical actions, movements,
- b. Objectives which measure job related results like amount of deposits mobilised, and
- c. Traits which are measured in terms of personal characteristics observable in employee's job activities.

6. The content to be appraised may vary with the purpose of appraisal and type and level of employees.

### **Who will Appraise**

7. The appraiser may be any person who has the skill to appraise and also thorough knowledge about the job contents to be appraised. The appraiser should be capable of determining what is more important and what is relatively less important. He should prepare reports and make judgments without bias. Typical appraisers are: supervisors, peers, employees themselves, consultants, etc.

a. **Supervisors**. They include superiors of the employee, other superiors having knowledge about the work of the employee and departmental manager. The general practice is that immediate superiors appraise the performance, which in turn, is reviewed by the departmental head / manager. This is because supervisors are responsible for managing their subordinates and they have the opportunity to observe, direct and control the subordinates continuously. Moreover, they are accountable for the successful performance of their subordinates.

b. **Peers**. Peer appraisal may be reliable if the work group is stable over a reasonably long period of time and performs tasks that require interaction. However, in business organisations if employees were to be evaluated by their peers, the whole exercise may degenerate into a popularity contest, paving the way for the impairment of work relationships.

c. **Self-appraisal**. If individuals understand the objectives they are expected to achieve and the standards by which they are to be evaluated, they are to a great extent, in the best position to appraise their own performance. Also, since employee development means self-development, employees who appraise their own performance may become highly motivated.

d. **Consultants**. Consultants may be engaged for appraisal when employees or employers do not trust the supervisory appraisal and management does not trust the self-appraisal or peer appraisal. In this situation consultants are hired and they observe the employee at work for sufficiently long periods for the purpose of appraisal.

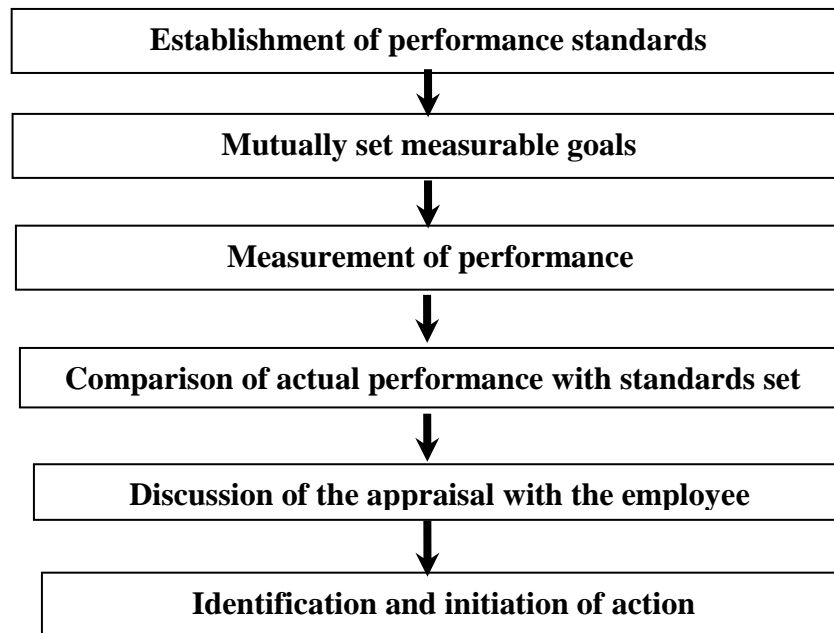
8. In view of the limitations associated with each and every method discussed above, several organisations follow a multiple rating system wherein several superiors separately fill out rating forms on the same subordinate. The results are then tabulated.

### **When to Appraise?**

9. Informal appraisals may be conducted whenever the supervisors or the HR managers feel it is necessary. However, systematic appraisals are conducted on a regular basis, say, for example, annually or half-yearly. However, appraisals are most often conducted once a year. Recent research suggests that more frequent feedback correlates positively with improved performance.



### **The Process of Performance Appraisal**



10. **Establishment of performance standard** : The appraisal process starts with the establishment of performance standard in accordance with the goals set, job analysis and description. These standards should also be clear and objective enough to be understood and measured. Systematic appraisals are conducted on a regular basis

11. **Mutually set measurable goals**. After the performance standards are established, it is necessary to communicate them to employees so that goals, which are not vague but well understood by all concerned and are also measurable, are established.

12. **Measurement of performance**. It is the third step in the evaluation process. A manager should be every much concerned with how they measure and what they measure. To do so the managers have to acquire information. There are four sources of information regarding how to measure actual performance: personal observation, statistical reports, oral reports, and written reports.

13. **Comparison of actual performance with standards**. This is the fourth step in the appraisal process. The purpose of this step is to note deviations between standard performance and actual performance so that we can proceed to the fifth step in the process.

14. **Discussion of the appraisal with the employee**. It is the most challenging task facing the appraiser. It may touch on one of the most emotionally charged activities- the evaluation of another individual's contribution and ability. Of course conveying good news is considerably less difficult for both the appraiser and the employee than conveying the bad news that performance has been below expectations.

15. **Identification of corrective action where necessary**. This is the final step in the appraisal process. Corrective action, however, can be of two types- one is immediate and deals predominantly with symptoms and the other is basic and delves into causes.

### **Effectively Evaluating Employees**

16. How a manager can properly conduct the performance appraisal process? Following steps can help him/ her in this endeavor:

- a. **Prepare for and schedule the appraisal in advance.** Before meeting with employees, the manager has to review employee job descriptions, goals of the enterprise, and performance data on employee. Moreover, he has to schedule the appraisal well in advance to give employees the opportunity to prepare their data for the meeting.
- b. **Create a supportive environment to put employees at ease.** Every effort should be taken to make employees feel comfortable during the meeting.
- c. **Describe the purpose of the appraisal to employees.** The appraiser has to make sure that the employees know precisely what the appraisal is to be used for.
- d. **Involve the employee in the appraisal discussion based on self evaluation.** Employees should have ample opportunity to discuss their performance, raise questions about the facts appraiser raises, and add their own data about their work. The employees should also be encouraged to carry on self-evaluation.
- e. **Focus discussion on work behavior, not on employees.** One way of creating emotional difficulties is to attack the employee. Being such, the appraiser should keep his discussion on the behaviors he has observed.
- f. **Support evaluation with specific examples:** Specific performance behaviors help clarify to employee, the issues manager raises. Rather than saying, something was not good, the manager should be as specific as possible.
- g. **Give both positive and negative feedback:** Positive as well as negative feedback help employees to gain a better understanding of their performance because no one employee should be thought of having everything negative.

### **Methods of Performance Appraisal**

17. Several appraisal methods are available for judging the performance of the employees. However, the HR manager has to make the choice of a method best suited to the work culture of the organization and fulfill its needs. The widely used methods may broadly be categorized under two types-(i) those using absolute standards and (ii) those using relative standards.

#### **Methods of Performance Appraisal Using Absolute Standards**

18. Absolute standards are used to measure performance of an employee as an individual, not as the member of a group. His/her performance is not compared to that of others. The methods falling under this category are:

a. **Confidential Report.** It is mostly used in government organisations. It is a descriptive report prepared, generally at the end of every year, by the employee's immediate superior. The report highlights the strengths and weaknesses of the subordinate. The impressions of the superior about the subordinate are merely recorded there. It does not offer any feedback to the appraise. Since the report is generally not made public and hence no feedback is available, the subjective analysis of the superior is likely to be hotly contested. It is a descriptive report prepared, generally at the end of every year, by the employee's immediate superior.

b. **Essay Evaluation.** Under this method, the rater is asked to express the strong as well as weak points of the employee's behaviour. While preparing the essay on the employee, the rater usually elaborates the following points:

- (1) Job knowledge of the Employee.
- (2) Incumbent's understanding of the company's policies, programmes, objectives, etc;
- (3) His relations with coworkers and superiors;
- (4) The attitudes and perceptions of the employees;
- (5) Their controlling ability and potentials etc.

c. **Critical Incident Technique.** Under this method, the manager prepares statements of very effective and ineffective behaviour of an employee. These critical incidents or events represent the outstanding or poor behaviour of employees. The appraiser records critical incidents of the worker's behaviour and at the end of the rating period, these recorded critical incidents are used in the evaluation of the employee's performance. An example of a good critical incident of a sales assistant may be :

- (1) The sales clerk patiently attended to the customers' complaint on December-06. He was polite, prompt, enthusiastic in solving the customers' problem. This method provides an objective basis for conducting a thorough discussion of an employee's performance. However it suffers from the following limitations:
- (2) It results in very close supervision which may not be liked by the employee.
- (3) The recording of incidents may be a chore for the manager concerned, who may be too busy or forget to do it.

d. **Checklists and Weighted Checklists** Another simple type of individual evaluation method is the checklist. A checklist usually represents a set of descriptive statements about the employee and his / her behaviour. If the rater believes strongly that the employee possesses a particular listed trait, he / she checks the items; otherwise, he leaves the item blank. A more recent variation of the checklist method is the weighted list. Under this, the value of each question may be weighted equally

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or certain questions may be weighted more heavily than others. The following are some of the sample questions in the checklist:

- |     |  |          |
|-----|--|----------|
| (1) | Is the employee interested in the task assigned? | Yes / No |
| (2) | Does he follow instructions properly?            | Yes / No |
| (3) | Does he make mistakes frequently?                | Yes / No |
| (4) | Is he respected by his colleagues (co-workers) ? | Yes / No |
| (5) | Does he Rive respect to his superiors?           | Yes / No |

A rating score from the checklist helps the manager to evaluate the performance of the employee. This method has a limitation. The rater may be biased in distinguishing the positive and negative questions. He may assign biased weights to the questions. Another limitation could be that this method is expensive and time consuming.

e. **Graphic Rating Scale**

This is the most commonly used method of performance evaluation. It is also one of the oldest methods of evaluation in use. Under this method, a printed form is used to evaluate the performance of an employee. A variety of traits may be used in these types of rating devices. A model of a graphic rating scale appears below.

**TYPICAL GRAPHIC RATING SCALE**

Employee  
Department  
Date

Job title.....  
Rate.....

Traits	Unsatisfactory	Fair	Satisfactory	Good	Outstanding
1. Quantity of work under normal working conditions					
2. Neatness, thoroughness and accuracy of work					
3. Knowledge of job					
4. Dependability					
5. Attitude					
6. Cooperation					

(1) A checklist usually represents a set of descriptive Statements about the employee and his / her behaviour. A rating score from the checklist helps the manager to evaluate the performance of the employee. Under this method, a printed form is used to evaluate the performance of an employee.

(2) Now-a-days rating scale is the most common method of evaluation of an employee's performance. It is easy to understand, easy to use and permits a statistical tabulation of scores of employees. When ratings are objective in nature they can be effectively used as evaluators.

The graphic rating scale may, however suffer from long standing disadvantage, i.e., it may be arbitrary and the rating may be subjective. Another pitfall is that each characteristic is equally important in evaluation of the employee's performance and so on.

f. **Behaviourally Anchored Rating Scales (BARS)**. This method represents the latest innovation in performance appraisal. It is a combination of the rating scale and critical incident technique of employee performance evaluation. The critical incidents serve as anchor statements on a scale and the rating form usually contains six to eight specifically designed performance dimensions. The following chart represents an example of a trainee salesman's competence and a behaviourally anchored rating, scale. It is a combination of the rating scale and critical incident technique of employee performance evaluation. How to construct BARS? Developing a BARS follows a general format which combines techniques employed in the critical incident.

Performance	Points	Behaviour
Extremely good	7	Can expect trainee to make valuable suggestions for increased sales and to have positive relationships with customers all over the country.
Good	6	Can expect to initiate creative ideas for improved sales.
Above average	5	Can expect to keep in touch with the customers throughout the year.
Average	4	Can manage, with difficulty, to deliver the goods in time.
Below average	3	Can expect to unload the trucks when asked by the supervisor.
Poor	2	Can expect to inform only a part of the customers.
Extremely poor	1	Can expect to take extended coffee breaks and roam around purposelessly.

An Example of Behaviourally Anchored Rating Scale (BARS) How to construct BARS? Developing a BARS follows a general format which combines techniques employed in the critical incident method and weighted checklist rating scales. The following steps are usually involved in preparing a BARS.

(1) **Step-1 : Identifying critical incidents.** People with knowledge of the job to be probed, such as job holders and supervisors, describe specific example of effective and ineffective behaviour related to job performance.

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(2) **Step-2 : Selecting performance dimensions:** The people, assigned with the task of developing the instrument, cluster the incidents into a small set of key performance dimensions. Generally between five and ten dimensions account for most of the performance. Examples of performance dimensions include technical competence, relationships with customers, handling of paper work and meeting day-to-day deadlines. While developing varying levels of performance for each dimension (anchors), specific examples of behaviour should be used, which could later be scaled in terms of good, average or below average performance.

(3) **Step-3 : Assigning scale values to the incidents.** Each incident is then rated on a one-to-seven or one-to-nine scale with respect of how well it represents performance on the appropriate dimension. A rating of one represents ineffective performance, the top scale value indicates very effective performance. The second group of participants usually assigns the scale values. Means and standard deviations are then calculated for the scale values assigned to each incident.

(4) **Step-4 : Producing the final instrument.** About six or seven incidents for each performance dimension will be used as behavioural anchors. The final BARS instrument consists of a series of vertical scales (one for each dimension) anchored (or measured) by the final incidents. Each incident is positioned on the scale according to its mean value.

Proponents of BARS claim that such a system differentiates among behaviour' performance and results and consequently is able to provide a basis for setting developmental goals for the employee. Because it is job specific and identifies observable and measurable behaviour, it is a more reliable and valid method for performance appraisal.

g. **Forced Choice Method.** This method makes use of several sets of pair phrases, two of which may be positive and two negative and the rater is asked to indicate which of the four phrases is the most and least descriptive of a particular worker. Actually, the statement items are grounded in such a way that the rater cannot easily judge which statements apply to the most effective employee. The following table is a classic illustration of the forced choice items in organisations.

1.	least		most
	A	Does not anticipate. difficulties	A
	B	Grasps explanations easily and quickly	B
	C	Does not waste time	C
	D	Very easy to talk to	D

19. The favourable qualities earn a plus credit and the unfavourable ones earn the reverse. The worker gets over plus when the positive factors override the negative ones or when one of the negative phrases is checked as being insignificantly rated. The overall objectivity is increased by using this method in evaluation of employee's performance, because the rater does not know how high or low he is evaluating the individual as he has no access to the scoring key. This method, however, has a strong limitation. In the preparation of sets of phrases trained technicians are needed and as such the method becomes very expensive.

### **Methods of Performance Appraisal using Relative Standards**

20. Individuals are compared against other individuals. The methods are:

- a. **Group order ranking.** It requires the evaluator to place employees into a particular classification, such as "top 10 percent"
- b. **Individual ranking.** It requires the evaluator merely to list the employees in order from the highest to lowest. In this process, only one employee can be rated "best" .
- c. **Paired comparison.** A score is calculated for each employee by simply counting the number of pairs in which the individual is the preferred member. It ranks each individual in relation to all others on a one-to-one basis. If ten employees are being evaluated, the first one is compared, one by one with each of the other nine and the number of times this person is preferred in any of the nine pairs is tabulated. Each of the remaining nine persons, in turn, is compared in the same way, and a ranking is formed by the greatest number of preferred 'victories' . This method ensures that each employee is compared against every other, but the method can become unwieldy when large number of employees are being compared.

## **MODERN METHOD OF PERFORMANCE APPRAISAL**

### **Management by Objectives (MO)**

21. MBO represents a modern method of evaluating the performance of personnel. Thoughtful managers have become increasingly aware that the traditional performance evaluation systems are characterised by somewhat antagonistic judgments on the part of the rater. There is a growing feeling nowadays that it is better to make the superior work with subordinates in fixing goals. This would inevitably enable subordinates to exercise self-control over their performance behaviours. The concept of management by objectives is actually the outcome of the pioneering works of P.F. Drucker and McGregor in management science. Management by objectives can be described as "a process whereby the superior and subordinate managers of an organisation jointly identify common goals, define each individual's major areas of responsibility in terms of results expected of him and use these measures as guides for operating the unit and assessing the contributions of each of its members". Practicing management scientists and pedagogues view it as a philosophy of managerial practice, it is a method by which managers and subordinates plan, organise, control, communicate and debate. MBO thus represents more than an evaluation programme and process.

### **Features of MBO**

22. Main features of MBO are :

- a. MBO emphasises anticipatively set goals that are tangible, verifiable and measurable.
- b. MBO focuses attention on what must be accomplished (goals) rather than how it is to be accomplished (methods).
- c. MBO, by concentrating on key result areas, translates the abstract philosophy of management into concrete phraseology. The technique can be put to general use (non-specialist technique). Further it is "a dynamic system which seeks to integrate the company's need to clarify and achieve its profit and growth targets with the manager's need to contribute and develop himself".
- d. MBO is a systematic and rational technique that allows management to attain maximum results from available resources by focusing on achievable goals. It allows the subordinate plenty of room to make creative decisions on his own.

### **Features of An Effective Appraisal System**

23. Performance appraisal (P.A) system should be effective since a number of crucial decisions are made on the basis of its score. In order to be effective it should possess the following essential characteristics:

- a. It is a method by which managers and subordinates plan.
- b. Organize, control communicate and debate.



24. **Reliability and validity.** Appraisal system should provide consistent, reliable and valid information and data, which can be used to defend the organisation, even in legal challenge; Appraisals must also satisfy the condition of validity by measuring what they are supposed to measure
25. **Job relatedness.** The appraisal technique should measure the performance and provide information in job related activities / areas.
26. **Standardisation.** Appraisal forms, procedures, administration of techniques, ratings, etc., should be standardised as appraisal decisions affect all employees of the group.
27. **Practical viability.** The techniques should be practically viable to administer, possible to implement and economical to undertake continuously.
28. **Transparency.** Most employees want to know how well they are performing the job. A good appraisal system provides the needed feedback on a continuing basis. The appraisal interviews should permit both parties to learn about the gaps and prepare themselves for future. To this end, managers should clearly explain their performance expectations to their subordinates in advance of the appraisal period. Once this is known, it becomes easy for employees to learn about the yardsticks and, if possible, try to improve their performance in future.

### **Factors that can Distort Appraisal**

29. The appraiser/evaluator should be free from personal biases, prejudices etc. so that appraisal is not distorted. But following are the factors that usually distort appraisal.

- a. **Leniency error.** Every evaluator has his or her own value system that acts as a standard against which appraisals are made~ Relative to the true or actual performance an individual exhibits, some evaluators mark high, while others mark low. The former is referred to as positive leniency error, and the latter as negative leniency error. When evaluators are positively lenient in their appraisal, an individual's performance becomes overstated. In doing so, the performance is rated higher than it actually should be. On the other hand, a negative leniency error understates performance, giving the individual a lower appraisal. If all the individuals in an organization were appraised by the same person, there would be no problem. Although there would be an error factor, it would be applied equally to everyone. The difficulty arises when we have different raters' with different leniency errors making judgments.
- b. **Halo error.** The halo error or effect is a "tendency to rate high or low on all factors due to the impression of a high or low rating on some specific factors". For example, if an employee tends to be regular in attendance, supervisor might become biased toward that employee to the extent that manager will rate him or her positively on many desirable attributes.

c. **Similarity error.** When evaluators rate other people in the same way that the evaluators perceive themselves, they are making a similarity error. Based on the perception that evaluators have of themselves, they project those perceptions on to others. For example, the evaluator who perceives himself or herself as aggressive may evaluate others by looking for aggressive. Those who demonstrate this characteristic tend to benefit, while others who lack it may be penalized.

d. **Low appraiser motivation.** What are the consequences of the appraisal? If the evaluator knows that a poor appraisal could significantly hurt the employee's future- particularly a salary increase or promotion- the evaluator may be reluctant to give a realistic appraisal. There are evidences that it is more difficult to obtain accurate appraisals when important rewards depend on the results.

e. **Central tendency.** It is possible that regardless of why the appraiser evaluates and what traits are used, the pattern of evaluation remains the same. It is possible that evaluator's ability to appraise objectively and accurately has been impeded by a failure to use the extremes of the scale.. When this happens, we call the action central tendency. Central tendency is the reluctance to make extreme ratings (in both directions), the inability to distinguish between and among rates; a form of range restriction. So, raters who are prone to the central tendency error are those who continually rate all employees as average.

f. **Inflationary pressure.** Under the pressure of circumstances raters. may go on giving higher grades to all employees irrespective of performance. This may create problem at times of salary increase or promotion.

g. **Inappropriate substitutes for performance.** Definition of performance and measures .for appraising may not always be clearly set. In many jobs it is difficult to get consensus on what is "a good job" and it is even more difficult to get agreement on what criteria will determine performance. For a salesman the criteria ~re affected by factors such as economic conditions and actions of competitors -factors beyond the salesperson's control. As a result, the appraisal is frequently made by using substitutes for performance- criteria that it is believed, closely approximate performance and act in its place. These substitutes may prove, more often than not, inappropriate and hence affect employee performance.

h. **Attribution theory.** According to this theory, employee evaluations are directly affected by a "supervisor's perceptions of who is believed to be in control of the employee's performance -the employer or the manager". The Attribution theory attempts to differentiate between those things that the employee controls (internal) versus those that the employee cannot control (external). An employee will be held responsible for a fault which it is believed, he/she could avoid.

**TOPIC-5****CAREER OF BAF CIVILIAN****Introduction**

1. There are 3 types of civilians working in the BAF. Civilians working in the Air Headquarters are called 'higher formation staff'. They are controlled by the chief administrative officer of ministry of defence. Civilians working in the MES are controlled by MES (Air) and those who are working in the BAF formations are controlled by the BAF.

**Categories of Civilians**

2. The following categories of civilians are working in BAF in various trades :

- |                                  |  |
|----------------------------------|--|
| a. Class-I                       | Civilian Staff Officer-I, II, III (for Air HQ), CGO-I (for 201 MU).  |
| b. Class-II<br>(Tech & Non Tech) | CGO (Admin), CGO (Sup), Chief Supervisor Anti-Malaria, Demonstrator, Superintendent (Air HQ) and Assistant Statistical Officer (Air HQ). Draughtsman (Grade-I & II)  |
| c. Class-III<br>(Non-Tech)       | Religious Teacher, Superintendent (Lower Formation), Assistant, Stenographer, Steno-Typist, Head Clerk, UDC, Office Clerk, Typist, CSK, ASK, Storeman, Catering Asstt, Lab-Asstt, Lab-Attendant, Draughtsman (Grade-III), AFNS (Local), Midwife, Anti-Malaria Supervisor (Grade-I, II, III & IV), Fire Fighter, Sports Marker, MT Driver, Statistical Asstt And Balloon Maker.                                   |
| d. Class-III (Tech)              | Air Frame Fitter, Instrument Fitter, Armament Fitter, Engine Fitter, Fabric Worker, Ground Signaller, Radar Fitter, Carpenter, Painter, Wireless Fitter, Blacksmith, Welder, Metal Worker, Proof Reader, Binder, Block Maker, Machineman, Compositor, General Mach etc and their Rank Structure is as follows : Foreman, Asstt Foreman, Chargehand, MSG, Mistry (Class - I & II), Tradesman, Gestetner Operator. |
| e. Class-IV                      | MTG, Dai, Aya, Daftry, Peon, Lascar Tindal, Lascar AC Tindal, Lascar Am Tindal, Lascar FF Tindal, Sweeper Tindal, Head Watchman, Head Cook, Head Mali, Lascar AC, Lascar AM, Watchman, Lascar Bird Shooter, Lascar Sports Marker, Lascar FF, Lascar Ward Boy, Cook, Mali, Mess Waiter, Washer up, Water Carrier, Sweeper, Sweepress, Mashalchi and Moazzin.  |

**Conditions of Eligibility**

3. **Recruitment Rules.** Recruitment rules for Class-III and IV civilian employees are given in AFO 40-49 dt 31 Mar 86 and amended from time to time.
4. **Age limit.** Age limits for direct recruitment are as follows :
  - a. Class-II, III and IV - 18 to 30 years.  
Freedom Fighter -18 to 32 years.
  - b. For retired service personnel age is relaxed up to number of years served in defence services.
  - c. Upper age limit can be relaxed by appointing authority as per Rule 51 of Civil Service Rules.
5. **Nationality.** A candidate must be a bonafide citizen of Bangladesh.
6. **Marital status.** Married/unmarried.
7. **Educational/Vocational Qualification.** Educational/vocational qualification for every trade and grade as prescribed by the government has been given in the AFO 40-49.

**Conditions of Ineligibility**

8. The candidates of the following categories are ineligible for employment in BAF :
  - a. Dismissed from Army/Navy/Air Force.
  - b. Dismissed or removed from Govt service.
  - c. Convicted in the court of law.

**Selection procedure**

9. The following procedure is normally followed for selection of the candidates :
  - a. Advertisement in the newspaper, BRO/UROs.
  - b. Written tests (if applicable).
  - c. Practical tests (if applicable).
  - d. Interview by a selection board.
  - e. Medical examination.
  - f. Security clearance.
  - g. Police verification.

**Appointing/Designated Authority**

10. The appointing and designated authority of the civilian personnel employed in BAF are given below :

<b><u>Classification Of Posts</u></b>	<b><u>Appointing Authority</u></b>	<b><u>Designated Authority</u></b>
Class – II	ACAS (A)	D Pers
Class – III (Higher)	CAO, MOD	Air HQ.
Class-III	D Pers	DDP (Mng)/Base Cdr/ OC Unit
AFNS(Local)	DGMS	DMS (Air)
Midwife	DMS (Air)	-
Class-IV	OC Admin Wg/ OC Unit	OIC P Sqn/Base Adj/ Unit Adj.

11. The Honourable President of the People's Republic of Bangladesh is the appointing authority for all Class-I posts and the designated authority is the Secretary, Ministry of Defence. The Chief Administrative Officer, Ministry of Defence is the appointing authority for all categories of Class-II and Class-III posts of Air HQ.

**District Quota**

12. According to ministry of establishment letter No MER/R/1/M-13/84-149 (250) dt 27 Jul 85, 45 percent Gazetted Officers are to be appointed on the basis of merit. District quotas for different categories of civilians have been worked out according to the population of each district by the Govt and circulated to all concerned for strict compliance. Quota in respect of 15 percent female candidate and 30 percent Ansar and Village Defence Party is to be adjusted within the candidate's own district quota. Candidates may be employed from amongst other people of the district provided required number of candidates are not available for whom the quota was allotted.

13. There is no merit quota for Non-Gazetted employee ie class-iii and class-iv. Quota in respect of 15 percent female candidate and 30 percent Ansar and village defence party is to be adjusted within the candidate's own district. Remaining 55 percent of total quota is to be kept open for others.

**Probation**

14. On first appointment, civilian employees remain on probation for 2 years. During the period, their services can be terminated without showing any cause.

### **Promotion**

15. On completion of number of years of service in each post and on availability of vacancies and eligibility for promotion civilians get their promotion as per recruitment rules vide AFO 40-49 dt 31 Mar 86 as amended.

### **Time Scale**

16. All non-gazetted civilians get the benefit of time scale, ie on completion of 8 years, 12 years and 15 years of service, they get one scale up with each. Selection grade (qualify for next promotion based on ACR, service record and other considerations) is given to those, like MTD, Fire Fighter, Sports Marker etc, whose posts are blocked.

### **Departmental Promotion Committee**

17. Promotion of Class-III and Class-II gazetted employees of BAF are processed through a Departmental Promotion Committee headed by D Pers and approved by ACAS (Admin). Promotion of Class- I gazetted posts are processed by Ministry of Defence through a departmental Promotion Committee headed by Secretary/Joint Secretary, Ministry of Defence. In this case a representative from Air HQ is to be invariably included in the Promotion Committee.

### **Discipline**

18. Disciplinary action against the civilians in BAF is to be taken in accordance with “civilian employees in defence services (classification, control and appeal) Rules, 1961” which have been incorporated in AFO 40-3 dt 11 Jun 62.

### **Tenure of Employment**

19. Any civilian employee can serve upto 57 years of age. However, a civilian Govt servant can retire on his own option after completion 25 years of service.

### **Resignation/Termination**

20. A temporary civilian employee can resign from service by giving 14 day's notice or by depositing 14 days' Basic Pay. Govt can also terminate the service of a temporary Govt servant by giving 14 days' advance notice or by paying 14 days' pay. A permanent Govt servant can resign with 3 months' advance notice but he is to stay in service till his resignation is accepted. Govt can also terminate the service of a permanent Govt servant by giving 3 months' notice. However, Govt can retire any permanent Govt servant any time if the post is abolished or when he/she is considered unsuitable for detention in service.

References :

1. AFO 40-3 dt 11 Jun 62.
2. AFO 40-49 dt 31 Mar 86.