

Module- III

Q. Define the Concepts of Career?

Career Planning is the systematic process by which one selects career goals and the path to these goals. From the organization's viewpoint, it means helping the employees to plan their career in terms of their capacities within the context of organization's needs. It involves designing an organizational system of career movement and growth opportunities for employees from the employment stage to the retirement stage. Individuals who can fill planned future positions are identified and prepared to take up these positions. It is a managerial technique for mapping out the entire career of young employees. It requires discovery, development, planned employment and re-employment of talents.

According to Edwin B. Flippo, "A career as a sequence of separate but related work activities that provide continuity, order and meaning in a person's life" to Douglas T. Hall, "An individually perceived sequence of attitudes and behaviors associated with work related experiences and activities over the span of the person's life".

Q. Point out some Characteristics of Career Planning.

The main characteristics of career planning are:

- 1) Participative Process: Career planning is a participative process and under it, job assignments are based on merit alone. This helps to improve employee morale and productivity.
- 2) Involve Survey of Employee's Abilities .and Attitudes: Career planning involves a survey of employee's abilities and attitudes. It becomes possible, therefore, to group together people talking on a similar wavelength and place them under supervisors who are responsive to that wavelength. This results in more homogenous or cohesive work teams. The organization can identify the employee who can be promoted from within.
- 3) Developmental Process: Career planning is a process of developing human resources, rather than event. It is not an end in itself but a means of managing people to obtain optimum results.
- 4) Continuous Process: Career planning is a continuous process due to changing environment.

5) Pervasive Process: Basically, career planning is an individual's responsibility. But it is the responsibility of an organization to provide guidance and counseling to its employees in planning their careers and in developing and utilizing their knowledge and skills. Goals of employees should be integrated with the organizational goals.

Q. Discuss the various Objectives of Career Planning ?

Career planning seeks to achieve the following aims:

1) To Attract and Retain the Right Type of Persons: Career planning helps to retain hard-working and talented employees. Workforce becomes more stable due to low employee turnover. The very fact that the organization provides opportunity for promotion and career progress increases the loyalty of employees. This helps to reduce the cost of hiring new people. Moreover, a unique corporate culture can develop and thrive, when people grow inside the organization.

2) To Develop an Awareness of Each Employee's Uniqueness: Career planning maps out careers of employees suitable to their ability, and their willingness to be trained and developed for higher positions.

3) To Provide Guidance and Encourage Employees: Career planning provides guidance and encourages employees to fulfill their potentials. It also identifies personal interests, abilities, strengths and weaknesses and how they relate to careers.

4) To Anticipate Future Vacancies: Career planning anticipates the future vacancies that may arise due to retirement, resignation, death, etc., at managerial level. Therefore, it provides a fairly reliable guide for manpower forecasting. A forward career plan helps to avoid dislocation in managerial positions.

5) To Facilitate Expansion and Growth of Enterprise: Career planning facilitates expansion and growth of the enterprise. The employees, required to fill job vacancies in future, can be identified and developed in time. Through systematic career planning, jobs enlargement can be introduced to meet future needs arising from job design and technological changes. It also helps to achieve higher productivity and organizational development.

6) To Utilize Managerial Talent Available at all Levels within the Organization: Career planning ensures better use of human resources through more satisfied and productive employees. It also ensures that promising persons get experiences that will equip them to reach responsibility for which they are able.

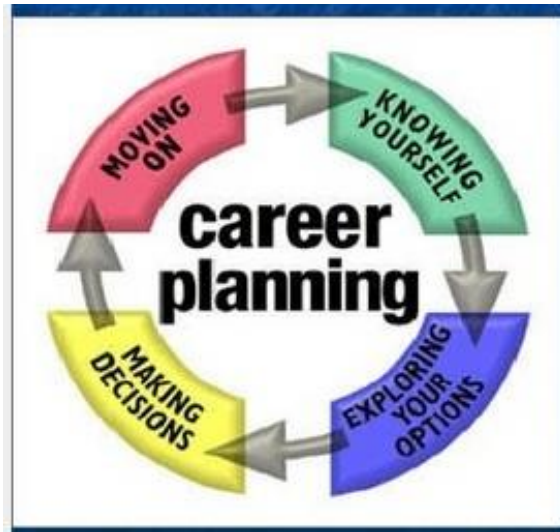
7) To Integrate Individual and Organizational Needs: The basic aim of career planning is integration of individual and organizational needs. Career Planning identifies positive characteristics about employees, which can be harnessed for organizational development. It helps in understanding of the relationship between personality and occupational/professional goals and how they can be aligned to organizational mission and objectives.

8) To Improve Employee Morale and Motivation: Career planning improves employee morale and motivation by matching skills to job requirements and by providing opportunities for promotion.

Q. What is the Need for Career Planning?

- 1) To attract competent persons and to retain them in the organization.
- 2) To provide suitable promotional opportunities.
- 3) To enable the employees to develop and take them ready to meet the future challenges.
- 4) To increase the utilization of managerial reserves within an organization.
- 5) To correct employee placement.
- 6) To reduce employee dissatisfaction and turnover.
- 7) To improve motivation and morale.

Q. Explain the Career Planning Process in an organization.



Career planning is not an event or an end in itself but is a process of human resource development. Being a process, career planning involves certain steps as shown in figure below:

1) Identification of Individual Needs and Aspirations (knowing yourself) : When an individual joins an organization as an employee, he wants to fulfill his own needs and aspirations. His needs and aspirations may be expressed in forms such as earning more money, achieving status in the society, challenging jobs, higher responsibility, career progression, and so on. Career planning meant for an individual should aim at providing such a satisfaction. Therefore, identification of these needs and aspirations may be taken as a starting point from the view of an individual.

2) Identification of Organizational Needs and Opportunities(exploring your options): When individuals emphasize personalizing process, an organization emphasizes socializing process. Socializing process is that by which an organization makes individuals agents for achieving its own objectives. Thus, while going through career planning process, the organization is concerned with own needs and the opportunities that it can provide to individual employees.

If an organization prepares its long-term human resource plan, it will come to know what kind of opportunities it can provide to employees. Therefore, the organization may not be in a position to provide career desired and demanded by every individual in the organization. This phenomenon may be delirious to both the organization and individuals. However, much impact of this

phenomenon can be overcome at the stage of employee recruitment and selection where emphasis can be placed on matching between individual needs and aspirations and organizational needs and opportunities. The nature of organizational jobs are changing fast in which people have to match jobs with their multi-skilling rather than matching jobs with individuals.

3) Assessment of individual's Strengths and Weaknesses (making decisions): Before finalizing career plan for an individual and placing him on career path, it is necessary to assess his strengths and weaknesses. Every individual has certain strengths and weaknesses. Therefore, there is a need for objective assessment of individual strengths and weaknesses in the light of organizational needs and opportunities. While assessing strengths, it should be borne in mind that strengths are not fixed features but go on changing over the period of time because of continuous learning. Therefore, strengths should be assessed both in terms of present and potential (in terms of learnability and motivation to learn).

4) Placement on Career Path (moving on): The next step of career planning process is to place an individual on a chosen career path. A career path is the logical possible sequence of positions that could be held by an individual based on how he performs in the organization. Placing an individual on a career path indicates how the individual will progress to those positions. This placing is essentially determined by the alignment of individual needs, his strengths and weaknesses, and organizational opportunities. Thus, a career plan emerges for each employee of the organization.

5) Review of Career Plans: Career plans, emerging out of career planning exercise, have long-term orientation. A career plan is developed based on assumptions about how the environment relevant to human resource management will behave in future. However, whatever the techniques for forecasting HRM environment are used, such a forecast may not always match with the actual environmental happenings. Therefore, there may be inbuilt system of reviewing the career plans periodically in the career planning itself. A periodic review of career plans is necessary to know whether the career plans are contributing to the effective utilization of human resources or not. Review will also enable the employees to know in which direction the organization is moving, what changes are likely to take place, and what skills are needed to adapt to the organizational needs.

Q. What are the various Benefits of Career Planning?

1) Career Planning Benefits to Employees: A properly designed and implemented system of career planning can provide the following benefits to employees:

i) Explicit Career Path: Career planning helps an employee to know the career opportunities available in an organization. A person comes to know in advance the level to which he can rise and the potential and aptitude he has. This knowledge enables the employee to select the career most suitable to his potential and aptitude. It also encourages him to avail the training and development facilities in the organization so as to improve his ability to handle new and higher assignments.

ii) Focused Self-Development: Contrary to popular belief that an organization develops its employees, the fact is that employees develop themselves more through self development methods. Once an individual is clear about his career path, he can make concerted efforts to develop himself by using a variety of methods. This self-development, based on explicit career path, takes the individual to a much greater height than what could have been possible otherwise.

iii) Increased Productivity: Career unrest, which means dissatisfaction with work content of the chosen career is a major source of decreased productivity. On the other hand, positive work content of the chosen career is a major source of increased productivity because work content is an intrinsic factor, and an intrinsic factor is valued more by people than an extrinsic factor. They derive meaning out of what they do. On accomplishing the work, people develop a feeling that they have achieved something meaningful for themselves, organization, and society. This feeling leads to higher motivation to work, increased potential for self-development, and ultimately increased productivity. Through proper career planning, an individual can ensure a work content that he likes.

2) Career Planning Benefits to Organization:

i) Assured Availability of Talent: Successful organizations put emphasis on developing new managers internally by promotion from within. For developing managers internally, it is essential that there is a well-worked out career path for every manager and every manager is developed to proceed effectively on this career path. From this point of view, organization-wide career

planning becomes a pre-requisite. Working with individual employees to help them align their needs and aspirations with those of the organization increases the probability that the right people will be available to meet the organization's changing human resource requirements.

ii) Attracting and Retaining Talent: Talented people are always scarce and they can be attracted and retained in the organization only when the organization ensures them a bright future. This can be done to a very large extent by effective career planning. An organization with well-designed career plans has a better image in the job market. Therefore, it can attract competent employees. As more individuals seek jobs that offer challenge, responsibility, and opportunity for advancement, effective career planning becomes increasingly necessary. Not only career planning helps in attracting talented people, it also helps in retaining these people by matching personal and work requirements.

iii) Promoting Organizational Image: Every year, some kind of survey is conducted by professional associations to identify the best employer in a country or in a geographical region. In this survey, high weightage is given to "matching individual and job requirements". The phenomenon of matching individual and job requirements emerges out of effective career planning. In fact, employees are one of the best media to project the image of an organization.

iv) Protecting Interests of Special Groups of Employees: An organization, being a social entity, is responsible for the society at large. Therefore, it has to take care of those social groups which are in disadvantageous position like women, weaker section of the society, physically handicapped, ex-service men, and so on. There is a social necessity to bring these groups at par with others. From the organizational side, this can start at human resource planning followed by career planning and development.

Q. Every function has certain limitation. Discuss the various Limitations of Career Planning .

They are as follows:

1) Dual Career Families: With the increase in career orientation among women, number of female employees is on increase giving rise to the dual career families. So whenever a spouse is

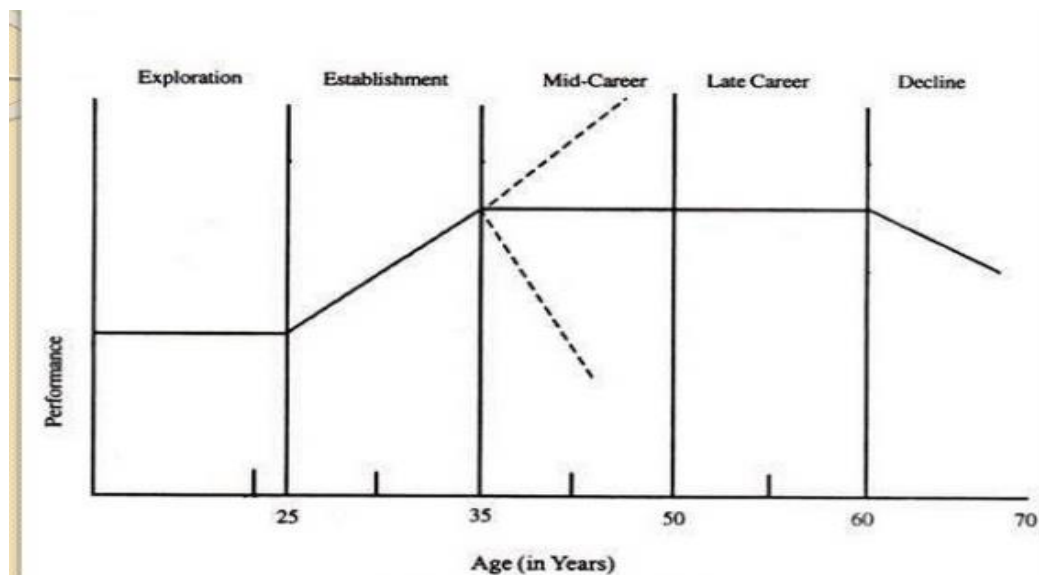
transferred to a different city, the other also seeks transfer making career planning a complicated problem for organizations. Consequently, other employees may be at disadvantage.

2) **Low Ceiling Careers:** Some careers do not have scope for much advancement. Employees cannot get promotions despite their career plans and development in such jobs.

3) **Declining Career Opportunities:** Career opportunities for certain categories reach the declining stage due to the influence of the technological or economic factors. Career shift is the only solution for such problem.

4) **Downsizing/Delaying and Careers:-**Business process reengineering, technological changes and business environmental factors force the business firms to restructure the organizations by delaying and downsizing. Downsizing activities result in fixing some employees, and degrading some other employees.

Career Stages



- **Exploration:** The exploration stage is the pre-employment stage, wherein the individuals are in their mid-twenties and enter from their college life to the work environment. The individuals narrow down their work preferences on the basis of the directions shown by their parents, friends, family, teachers. At this stage, several expectations about the work are created that may be the fantasies, or unrealistic beliefs about the work, very much before entering into the firm.

- **Establishing:** This stage covers about 10 years from the 25 years of age. At this stage, an individual actually experiences the work culture in his first job. Here, all the expectations and fantasies come to an end, and one has to face the reality of life. It is also called as a learning stage; wherein the fresher learns under the guidance of a mentor. At this stage, the fresher commits many mistakes and try to learn from these, thereby gaining a position in the society and working for his career advancement.
- **Mid-Career:** This stage covers the age period of 35 to 45 years. At this stage, the individual is no longer considered to be a fresher and his mistakes are taken seriously by the senior management. Here, the employee must evaluate his current career position, i.e. whether he is advancing, or has stabilized and look for the future career prospects. At this stage, an individual has to maintain a balance between his career and his personal life i.e. spouse and children.
- **Late-Career:** At this stage, an individual reaches to a particular position in the organization hierarchy, on the basis of his career graph which is characterized by growth or stagnation. If an individual grows even after the mid-career (i.e. 20 years after mid-forties), then he is considered to be having the pleasant experience with the work. Here, an individual becomes the mentor and guide others through his experiences.
- **Decline:** This is the last stage of career development. At this stage, an individual has to step out of his work or get a retirement from his official commitments. It is considered as one of the difficult stages, as it is very hard for the employees to leave the firm who are doing excellent even after their late career. Thus, every individual passes through these five stages of career development as they move along their life cycle.

Q. Define the term Training.

Training is the important subsystem of human resource development. Training is specialized function and is one of the fundamental operative functions of human resource management.

Training is a short-term process utilizing a systematic and organized procedure by which non-managerial personnel acquire technical knowledge and skills for a definite purpose. It refers to instruction related to technical and mechanical operations, like operation of some machine. It is designed primarily for non-managers; it is for a short duration and it is for a specific job-related purpose.

According to Dale S Beach, "Training is the organized procedure by which people learn knowledge and skill for a definite purpose".

Michael Armstrong points “training is the systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience”.

According to Edwin B. Flippo, "Training is the act of increasing the knowledge and skills of an employee for doing a particular job".

Q. Write down certain Objectives of Training.

Every organization, irrespective of the size or nature of operations, needs to provide training to the organizational members at various stages of their career with the following objectives:

1) Enhancing Employee Performance: Imparting new skills help in performance enhancement of the employees assigned with specific tasks. Training helps to bridge the gap between actual performance and expected performance.

2) Updating Employee Skills: In the changing environment, technological changes are taking place at a faster rate. Organizations must keep a track of the speed and direction of changes. It is the organizational and moral responsibility of the management to keep employees equipped with the knowledge and skills required to cope with technological changes. Training systems enable employees to update their abilities and integrate the technological changes successfully into organizational systems and processes.

3) Avoiding or Delaying Managerial Obsolescence: A manager's inability to cope with technological advancements is referred to as managerial obsolescence, as it is the management's failure to adopt new methods and processes. The obsolescence, in turn, retards organizational performance; Rapid changes affect the business scenario in regard to technical, legal, and social environments, impacting the way managers perform their jobs. Those who do not adapt become obsolete and ineffective.

4) Preparing for Promotion and Managerial Succession: An employee acquires new skills in a training program. He/she accepts challenging tasks and does not hesitate to assume higher responsibilities. Training makes the transition of the employee from the present job to the next job easier, faster and smoother.

5) Motivating and Preventing Employee Attrition: An employee needs continuous development to move along the career path as per the career planning. Training motivates and reinstates organizational commitment. Managers must provide adequate training facilities to all the employees, particularly to the promising ones.

6) Gaining Organizational Excellence: Knowledge, skill, and motivation are the dominant determinants of human performance. A trained person needs less time and attention from the supervisor as training makes him/her self propelled. Thus, training substantially saves the time of supervisors. Training, additionally, reduces accident rates, break-down of machines and facilities, rejections and wastes, and enhances labor and material productivity. These factors improve organizational stability through the creation of a reservoir of a knowledgeable and skilled workforce who can help an organization to sustain the competitive edge and advantages.

Q. What is the difference between Training and Development?

Basis	Training	Development
Nature	Training focuses on technical, mechanical oriented operations.	Development focuses on theoretical skill and conceptual ideas.
Emphasis	Training is concerned with specific job skills and behaviour.	Is concerned with related enhancement of general knowledge and understanding of non-technical organization functions.
Relevance	It is mostly for non-managers.	It is mostly for managers and executives.
Focus	It focuses on current jobs.	This prepares for future jobs.
Goals	It focuses on short-term gains.	Development focuses long-term accruals.
Orientation	The training is job-oriented process and is vocational in nature.	It is general in nature and strives to inculcate initiative, enterprise, creativity, dedication and loyalty amongst executives.
Process	Training is one shot deal.	Development is a continuous on-going process.
Growth Opportunity	Training may result in enhancement of a particular job skill.	May result in personal growth and development of overall personality.
Motivation	Training is the result of organizational initiative and hence	The motivation is intrinsic for development.

	motivation is extrinsic.	
Classification	Classified into two types: On-the job and off-the job training.	No such classification.
Voluntary/Imposed	Is generally imposed.	Development activities are generally voluntary.
Relationship with Career Development Evaluation	The employees may have no clear perception of the relationship between learning and career development. Evaluation for training is considered to be essential.	The employees have experience and knowledge of direct relationship between self-development & career process. No evaluation for development is possible.

Q. What is Training need analysis? Why it is essential for an organization before conducting any training session for the employees?

Need for Training

Every organization should provide training to all employees irrespective of their qualification, skill, suitability for the job etc. Further, technological changes, automation, require up-dating the skills and knowledge and the organization has is bound to retrain the old employees. Specifically, the need for training arises due to the following reasons:

1)To Match the Employee Specifications with the Job Requirements and Organizational Needs: An employee's specifications may not exactly suit to the requirements of the job and the organization irrespective of his past experience, qualifications, skills, knowledge etc. Thus, management may find deviations between employee's present specifications and the job requirements and organizational needs. Training is needed to fill these gaps by developing and molding the employee's skill, knowledge, attitude, behavior etc. to the tune of job requirements and organizational needs.

2) Organizational Viability and the Transformation Process: The primary goal of most of the organizations is their viability and efficiency. But the organizational viability is continuously influenced by environmental pressures. If the organization does not adapt itself to the changing factors in the environment, it will lose its market share. If the organization desires to adopt these changes, first it has to train the employees to impart specific skills and knowledge in order to

enable them to contribute to the organizational efficiency and to cope with the changing environment.

3) Technological Advances: Every organization, in order to survive and to be effective, should adopt the latest technology i.e. mechanization, computerization and automation. Technology alone does not guarantee success unless it is supported by people possessing requisite skills. So, organization should train the employees to enrich them in the areas of changing technical skills and knowledge from time to time.

4) Organizational Complexity: With the emergence of increased mechanization and automation, manufacturing of multiple products and by products or dealing in services of diversified lines, extension of operations to various regions of the country or in overseas countries, organization of most of the companies has become complex. This situation calls for training in the skills of co-ordination, integration and adaptability to the requirements of growth, diversification and expansion.

5) Change in the Job Assignment: Training is also necessary when the existing employee is promoted to the higher level in the organization and when there is some new job or occupation due to transfer. Training is also necessary to equip the old employees with the advanced disciplines, techniques or technology.

Training is also needed to:

- i) Increase productivity,
- ii) Improve quality of the product/service,
- iii) Help a company to fulfill its future personnel needs
- iv) Improve organizational climate,
- v) Improve health and safety,
- vi) Prevent obsolescence,
- vii) Effect personal growth,
- viii) Minimize the resistance to change.

Q. What are the various areas of Training?

The areas of training in which training is offered may be classified into the following categories:

1) Knowledge: Here the trainee learns about a set of rules and regulations about the job, the staff and the products or services offered by the company. The aim is to make the new employee fully aware of what goes inside and outside the company.

2) Technical Skills: The employee is taught a specific skill (for example, operating a machine, handling computer etc.) so that he can acquire that skill and contribute meaningfully.

3) Social Skills: The employee is made to learn about himself and others, develop a right mental attitude towards the job, colleagues and the company. The principal focus is on teaching the employee how to be a team member and get ahead.

4) Techniques: This involves the application of knowledge and skill to various on the job situations.

Q. Define TNA.

According to Allison Rossett, "Training need assessment is the systematic effort that we make to gather opinions and ideas from a variety of sources on performance problems or new systems and technologies".

A "training needs assessment", or "training needs analysis", is the systematic method of determining if a training need exists and if it does, what training is required to fill the gap between the standard and the actual performance of the employee.

A needs assessment is the process of identifying performance requirements and the "gap" between what performance is required and what presently exists.

Q. what is the Purpose of TNA?

The following are the reason of training needs assessment:

- To identify performance requirement or need within the organization in order to help in directing resources to the area of greatest need.
- To improve productivity of the employee.
- To provide quality goods and services.

- To fulfill the objective and goal of the organization.
- It determines the benchmark for evaluation of training.
- To identify the gap between the prevalent employee's skills and skills required for effective current performance.
- To reduce the cost and time on training program.
- To align the training activities with the overall strategic plan of the organization.
- It increases the motivation of the participants.
- To identify the working environment for HRD activity.

Components of Needs Assessment

Training needs can be expressed in terms of components such as information, knowledge, skills and competencies, attitudes, and values. This categorization is helpful in converting the training needs into topics, training areas, and modules, and provides a sound basis for determining the nature of inputs required, by voicing two major concerns:

1) How each type of training need emerges?

2) How each type of training need is catered to?

1) **Information:** Information can be provided in the form of study material or documents. These may be given in advance or as a part of the training kit. However, it is important that the participants know about the use and application of the information.

Examples of such a kind of training need involve lack of information about:

i) Legal provisions or legislation,

ii) Job specifications,

iii) Staff rules and regulations, and

iv) Performa for completing performance report.

2) **Knowledge:** Knowledge means dynamic and analytical understanding of theories, concepts, principles, and issues related to the job of the participants and their application to specific situations in the performance of the job or in social interactions. Development of knowledge in a

training program means becoming familiar with interpretations of different theories. They also establish a functional linkage between knowledge and actions in discharge of their functional responsibilities.

Examples of this kind of training need would involve lack of knowledge of the following: i) Principles of effective management,

ii) Concepts like Kaizen, Six Sigma, TPM, ISO 14001, etc.

iii) Dynamics of human behavior,

iv) Strategies and approaches to development,

v) Theories on Leadership, Team Building, Conflict Management, Reward System, etc.

3) Skills and Competencies: Skills and competencies are manifested in any action, whether in the actual performance of a job-related task or in any other aspect of life. Here, it is necessary to make a distinction between physical and mental skills. Technical training emphasizes development of physical skills. For example, driving a motorcycle, operating a machine, conducting agricultural operations, or flying an aircraft.

However, if an individual has the capability to plan a project or construct an instrument for carrying out a survey, the relative skills could be referred to as mental skills. In a training program, skills or competencies are developed through exercise and practice. The ways in which it is facilitated is left to the decision of the trainer, keeping in view the nature of the assignment and the level of participants.

4) Attitudes and Values: The extent to which a training program emphasizes development of attitudes and values, depends on the nature and scope of training. Some 'Personal Development Programs' may specifically aim to bring about changes in the behavior patterns and personal traits of the participants through laboratory training and specially designed exercises. Training will involve identifying desirable attitudes and values that contribute to the improvement of work climate and the participant's relationships with subordinates, colleagues, and supervisors.

Q. Discuss the various Levels of Need Assessment?

There are three levels of needs assessment:

- 1) Organizational analysis,
- 2) Task analysis, and
- 3) Individual analysis.

Organizational Analysis

Training need analysis at organizational level focuses on strategic planning, business need, and goals. It starts with the assessment of internal environment of the organization such as, procedures, structures, policies, strengths and weaknesses, and external environment such as opportunities and threats.

After doing the SWOT analysis, weaknesses can be dealt with the training interventions, while strengths can further be strengthened with continued training. Threats can be reduced by identifying the areas where training is required. And, opportunities can be exploited by balancing it against costs.

For this approach to be successful, the HR department of the company requires to be involved in strategic planning. In this planning, HR develops strategies to be sure that the employees in the organization have the required Knowledge, Skills, and Attributes (KSAs) based on the future KSAs requirements at each level.

Organizational analysis focuses on the strategies of the organization, the resources in the organization, the allocation of these resources, and also the total internal environment. According to Goldstein, an organizational analysis should identify:

1) Organizational Goals: Understanding the organization's goals and strategy, is the starting point for the organizational analysis. Areas where the organization is meeting its goals are not and areas where goals are not being met will be an input for deciding improvement areas or potential problem areas. Further examination of the areas where goals are not being met will provide insight for HRD or any managerial intervention.

2) Organizational Resources: Awareness of the resources of the organization and the allocation of resources is very useful for establishing the HRD needs. Amount of money available for such activities, facilities, materials on hand, and the expertise available within the organization all go about to influence how HRD is conducted.

3) Organization Climate: The climate within the organization is very much important for the success of any HRD intervention. The climate may reveal the factors in the internal environment that may cause the problem. For example, lack of trust between members of the organization, misunderstanding and non-co operational if prevalent in the organization will not be conducive for effective training or transfer of training back to the job.

4) Environmental Constraints: These include legal, political, and social issues faced by the organization. Technological changes, market competition, economic conditions all have an impact on the HRD activities of an organization. For example, staff reduction in lieu of cost saving measure may propel HRD people to arrange training program for the retained staff to carry-out the additional work of the retrenched workforce.

Thus, organizational analysis identifies the organization goals, resources, climate, and the environmental constraints. This analysis will bring out where training and development effort is needed and also the organizational and environmental conditions that may affect the HRD effort. This analysis will also help in aligning the HRD effort with that of the organization's strategy and mission

Q. What are the Factors Affecting Organizational Analysis?

Organizational analysis focuses on three factors to examine if training is the appropriate intervention to be taken-up by the HRD specialists, which are as follows:

1) The organization's strategic direction influences training to the extent that, in companies where training plays a significant strategic role, more money is invested in training and the training function is more likely to be structured as a virtual training organization or a corporate university.

2) Support of managers and peers for training activities is critical:

- i) A key factor is a positive attitude among peers and managers about participation in training.
- ii) Another key factor is managers' and peers' willingness to help to create opportunities to use new skills, knowledge, and behaviors back on the job and to make trainees aware of those.
- 3) Training resources, including money, time and expertise, need to be identified in the organizational analysis phase:
 - i) When external consultants will be used for training, a Request for Proposal (RFP), or a document outlining to potential consultants what services the company is seeking, the time line, funding, etc., may be made. This creates a standard set of criteria upon which to evaluate consultants.
 - ii) Questions to ask vendors and consultants include:
 - a) What type of experience does the company have?
 - b) What are the qualifications and expertise of their staff?
 - c) What evidence do they have that their programs have been effective?
 - iii) When choosing an external consultant, it is important to consider how customized the training will be to one's company.

When an organizational analysis is done in response to a particular performance discrepancy (reactive) it is usually of less magnitude than one done to match the strategic planning (proactive). Such an analysis could be triggered when a unit fails to meet the objective like drop in sales, production or increase in wastage or increased quality rejects, etc.

Techniques for Conducting Organizational Analysis

Techniques for conducting organizational analysis are as follows:

1) Literature Review: One way of conducting organization analysis is to do a literature review of the need analysis from the available organization documents. It would be advisable for an HRD specialist to continuously monitor the organization's environment, goals, and effectiveness by taking advantage of the information already collected by the organization. Some of the

sources include organization goals and objectives, human resource manpower inventory, skill inventory, organization climate index, and exit interviews. Such document analysis itself will provide details as to where the HRD effort is needed. Such analysis will also help in ensuring the HRD efforts are in line with the overall organizational strategic orientation.

2) Employee Survey Administration: Administrating an employee survey is another method used for organizational analysis. This may bring out the organizational climate. These surveys can be designed by the organization or purchased commercially.

3) Interviews with Higher Officials: It may also bring out the objectives and resources available in the organization to the forefront. The questions that can be asked during an organizational need analysis phase are:

- i) Are there any unspecified organizational goals that should be translated into training objectives?
- ii) Are the various levels in the organization committed to the training objectives?
- iii) Have the various participating units in the organization been involved with developing the program, starting with assessment of the desired end-result of the training?
- iv) Are key individuals in the organization ready to accept the behavior of the trainees, and also to serve as models of appropriate behavior?
- v) Will trainees be rewarded on the job for the appropriate learned behavior?
- vi) Is training being utilized as a way of overcoming organizational problems or conflicts that actually require other type of solutions?
- vii) Is top management willing to commit the necessary resources to maintain the organization and workflow while individuals are being trained?

As the environment in which organizations are operating is becoming more and more turbulent and competitive, it becomes essential for organizations to carry out such organization need analysis from time-to-time in order to be updated.

Task Analysis

Task analysis provides data about a job or a group of jobs and the knowledge, skills, attitudes and abilities needed to achieve optimum performance.

Training need analysis at operational level focuses on the work that is being assigned to the employees. The job analyst gathers the information on whether the job is clearly understood by an employee or not. He gathers this information through technical interview, observation, psychological test, questionnaires consisting of the closed ended as well as open-ended questions, etc. The job analyst also gathers information on the tasks needed to be done plus the tasks that will be required in the future. Based on the information collected, Training Need Analysis (TNA) is done.

Techniques for Conducting Task Analysis

Different approaches are given out by different researchers as to how to conduct a task analysis. These approaches are combined and provided as five step process, which are as follows:

Step 1: Overall Job Description: The first step in the process is to develop an overall description of the job that is being analyzed. This consists of major activities involved in performing the job and the conditions under which these activities are performed. If the job description is readily available in the organization, then it can be taken up for review. Proper and accurate JD is necessary for job analysis.

A job analysis is a systematic study of a job to identify the major components. It involves observing the job being performed, asking job incumbents and supervisors questions about the job, task, working condition, and KSAs, etc.

Step 2: Task Identification: Here the focus is on the behaviors performed within the job. The following information about the job is determined and described:

- 1) The major task within the job,
- 2) How the task should be performed, and
- 3) How the tasks are actually performed in day-to-day operation.

For an effective need analysis both performance standards and performance variability are needed. That is, what should be done and what is done is analyzed. This activity allows the HRD professionals to identify discrepancy that should be remedied.

Step 3: Description of the KSA Needed to Perform the Task: Any task to be done successfully requires the employees possessing the adequate KSAs to perform the tasks. A thorough job analysis will contain this information which will be available in the job specification section.

If it is not available or if not updated, information required to perform the job is valuable to determine the preceding HRD efforts in the organization.

Step 4: Identification of the Area that can benefit from the Training Program: From the KSAs identified and listed for the job to be performed, those tasks and capabilities that could be trained through programs has to be identified. The important task identified in the previous step should be matched with the KSAs that could be trained. Based on the prioritizing, the candidate to be included for the training program has to be decided.

Step 5: Prioritize the Training Needs: The task and the KSA that could be benefited from training after being identified, the one which receives highest priority has to be taken-up in order of priority.

The next important activity in the TNA process is the task analysis which involves identifying the important tasks performed as well as the knowledge, skills, and behaviors that are required to perform those tasks. The task analysis will bring-out in what area or task the individuals' needs training.

Individual Analysis

Training need analysis at individual level focuses on each and every individual in the organization. At this level the organization checks whether an employee is performing at desired level or the performance is below expectation. If the difference between the expected performance and actual performance comes out to be positive, then certainly there is a need of training.

Techniques for Conducting Individual Analysis

Techniques for individual analysis include:

- 1) Performance Evaluation:** Identifies weaknesses and areas of improvement.
- 2) Performance Problems:** Productivity, absenteeism or tardiness, accidents, grievances, waste, product quality, down time, repairs, equipment utilization, customer complaints.
- 3) Observation:** Observe both behavior and the results of the behavior.
- 4) Work Samples:** Observe products generated.
- 5) Interviews:** Talk to manager, supervisor and employee. Ask employee about what he/she believes he/she needs to learn.
- 6) Questionnaires:** Written form of the interview, tests, must measure job-related qualities such as job knowledge and skills.
- 7) Attitude Surveys:** Measures morale, motivation, satisfaction.
- 8) Checklists or Training Progress Charts:** Up-to-date listing of current skills.

Methods of training (on-the-job and off-the-job training):

Training programmes are means of attaining desired objectives set for a training programme. In practice, a variety of training methods are employed for achieving these objectives. But, an organisation can not use all types of training methods for the reasons like cost involved and also their relevance to organisational needs. Hence, organisation needs to select a method or mix of methods to meet its training needs. The choice of training methods would depend on a variety of factors, such as purpose of training, nature of contents, relevance to the participants, level of trainees, competence of trainers and instructors, cost, etc.

Q. Depending on the training results and the process employed to attain these, the various training methods adopted by an organization. Discuss the four groups of training methods.

1. On-the-job oriented training methods
2. Simulation methods
3. Knowledge-based methods
4. Experiential methods

Now, these are described one by one.

1. On-the-job oriented training methods

As the name itself denotes, methods included in this cluster are those whose main objectives are centered around the job, i.e., learning on the job itself by a variety of methods. The main methods which fall into this category are discussed here under:

- (i) **On-the-job Training (OJT):** On-the-job training is probably the most common approach to training which can range from relatively unsophisticated "observe and copy" method to highly structured courses. In this method, the new employee is placed on a job and taught the skills necessary to perform it. A trainer or superior teaches the employee. Since trainee learns by observing and handling the job, this method is also termed as 'observing, and copying' or 'learning by doing'.
- (ii) **Job Instruction Training (JIT) :** In this method, a trainer or supervisor gives instructions to an employee how to perform his job. This method of training is appropriate for acquisition or improvement of motor skills and routine and repetitive operations. There are four steps involved in this form of training.
 - (a) **Preparation:** Trainee is prepared in terms of his existing skills, securing his interest and attention.
 - (b) **Presentation:** The trainee is presented job operations as a model to copy.
 - (c) **Performance:** The trainee is asked to try out the trainer's instructions.
 - (d) **Follow up:** The trainee does the job independently without supervision and gets feedback on the same.
- (iii) **Coaching:** This is similar to the JIT. In this method, the superior teaches or guides the new employee about the knowledge and skills of a specifically defined job. The

superior points out the mistakes committed by the new employee and then also give suggestions to improve upon. For coaching the trainee or new employee effectively, the superior must have interpersonal competence and be able to establish helping relationship with the trainee.

- (iv) **Job Rotation:** In this method, a trainee moves from one job to another and from one department/division to another. This type of training method is more appropriate for developing multi skilling, operational flexibility, providing satisfaction from routine jobs and broadening the overall perspective of the trainee.

Off-the job training

2. Simulation Methods: Simulation is a technique which duplicates, as nearly as possible, the actual conditions encountered on a job. These methods have been most widely used in the aeronautical industry. The methods falling under this category are discussed as follows:

- (i) **Role Play:** This is just like acting out a given role as in a stage play. In this method of training, the trainees are required to enact defined roles on the basis of oral or written description of a particular situation. This method is mostly used for developing interpersonal interactions and relations among the employees working in sales, marketing, purchasing and the supervisors who deal with people.
- (ii) **Case Method:** The case is an actual event or situation on organisational problems which is a written description for discussion purpose. Trainees are asked to analyze the event or circumstances with an objective to identify the problem, trace out the causes for it and find out the solution to solve the problems. This method of training is based on this realization that, on many occasions in the real world, managers may not have all the relevant information with them before taking a decision. This is also called decision-making under uncertainty. Therefore, this method is suitable for developing decision-making skills among the top and senior

level managers.

- (iii) **Management Games:** The game is devised on the model of a business situation. Then, trainees are divided into groups who represent the management of competing companies. They make decisions just like these are made in real-life situations. Decisions made by the groups are evaluated and the likely implications of the decisions are fed back to the groups.

The game goes on in several rounds to take the time dimension into account.

- (iv) **In-Basket Exercise:** This is also called 'In-Tray' method of training. This is built around the incoming mail of a manager. The trainee is presented with a pack of papers and files in a tray containing administrative problems and is asked to take decisions on these within a specified time limit. The decisions taken by the trainees are compared with one another. The trainees are provided feedback on their decisions. This forces them to reconsider their administrative actions and behavioural style. Here occurs the learning of trainee.

- (v) **Vestibule Training:** This is a system in which employees learn their jobs on the equipment they will be using, but the training is conducted away from the actual work floor. This type of training is commonly used for training personnel of clerical and semi-skilled grades. The duration of training ranges from a few days to a few weeks. This method relates theory with practice.

3. **Knowledge-Based Method:** In this method, an attempt is made to impart employees' knowledge in any subject area covering the aspects like its concepts and theories, basic principles and pure and applied knowing of the subject. The common methods that fall into this category are described hereunder:

- (i) **Lectures:** Lecture is by far the most commonly used direct method of training. In this method, the trainer provides knowledge to the trainees usually from prepared notes. Notes are also given to the trainees. This method is found more appropriate in situations where some information is required to be shared to a large number of audiences and which does not require more participation from the audience. It is a low cost method. The major limitation of this method is that it does not provide

for active involvement of the trainees.

(ii) Conferences/Seminars: In this method, the trainer delivers a lecture on the particular subject which is followed by queries and discussions. The conference leader must have the necessary skills to lead the discussion in a meaningful way without losing sight of the topic or theme. This method is used to help employees develop problem-solving skills.

(i) Programmed Instructions: This is the recently developed technique based on the principle of positive reinforcement developed by B.F. Skinner. This technique is used to teach non- motor and behavioural skills. The subject matter to be learned is prepared and condensed into logical sequence from simple to more complex. The trainer monitors trainee's independent progress through the programme. The trainee gets instant feedback on his learning. However, this method is expensive and time consuming also.

4. Experiential Methods: The objective of these methods is to help an individual understand oneself and others. This is done through attitudinal change. Such understanding helps an individual understand the dynamics of human relationships in a work situation, including at times his managerial style. Some of the methods used for this purpose are:

(i) Sensitivity Training: Sensitivity training is also known by a variety of names such as T- Groups, laboratory training and encounter groups. (The "T" is for training). The objective of sensitivity training is to increase participants' insights into their behaviour and the behaviour of others by encouraging an open expression of feelings in the trainer guided T-group. This is based on this assumption that newly sensitized employees will then find it easier to work together amicably as a group or team. Sensitivity training seeks to accomplish its aim of increasing interpersonal openness, greater concern for others, increased tolerance for individual differences, enhanced listening skills, and increased trust and support. T-group meets

continually for periods as long as 1 or 2 weeks. It is less artificial than role playing in as much as the trainee plays himself rather than a structured role. The first sensitivity training session was held in 1946 in the State Teachers College, New Britain, USA.

- (ii) **Transactional Analysis:** It is a technique of training developed by Eric Berne and popularised by Thomas Harris of U.S.A. It is a tool of improving human relations and interactions, and of promoting rationale and mature behaviour. It identifies three main aspects of human personality: *Parent* (taught behaviour), *Adult* (thought behaviour), *Child* (felt behaviour). Its basic proposition is that people have to behave as adults, although sometimes parent and child behaviour is also useful depending upon the situations and the individual's personal need and goal. Adult behaviour is characterised by objectivity, problem-solving orientation, mutual respect and understanding. Parent behaviour takes the form of authoritarianism, protective and patronizing instances. Child behaviour pertains to rebellions, angry, dependence-oriented moods. Tantrums, though creative, spontaneous, obedient stances, are not ruled out.

This approach is useful for understanding people's behaviour particularly when they are involved in inter-personal relationships. Development of positive thinking, improvement in inter-personal relationships, proper motivation of people and organizational development are some of the important benefits of transactional analysis, as a technique of training.

To conclude, each method of training has some strengths and weaknesses. Given the purpose of a training programme, the level of participants, the competence of trainers, etc., the appropriate method has to be chosen to impart training. Carrol *et. al.* have conducted a study and measured the effectiveness of various training methods on several dimensions in rank order.

**Q. “Evaluation of Training effectiveness is essential for the organization.”
Discuss.**

Training evaluation checks whether has had the desired impact or not. It also tries to ensure whether candidates are able to implement their learning in their respective workplace or not. The process of training evaluation has been defined as “ any attempt to obtain information on the effects of training performance and to assess the value of training in the light of that information.”

Metrics for evaluation of training program.

Process of training evaluation

- **Before training:** The learner’s skills and knowledge are assessed before the training programme. During the start of training, candidates generally perceive it as a waste of resources because at most of the times candidates are unaware of the objectives and learning outcomes of the programme. Once aware, they are asked to give their opinions on the methods used and whether those methods confirm to the candidates preference and learning style.
- **During training:** It is the phase at which instruction is started. This phase usually consist of shorty tests at regular intervals.
- **After training:** It is the phase when learner's skills and knowledge are assessed again to measure the effectiveness of the training. This phase is designed to determine whether training has had the desired effect at individual department and organizational levels.

Five levels of training evaluation:

Reactions: Trainees reaction to the overall usefulness of the training including the coverage of the topics, the method of presentation, the techniques used to clarify things, often throw light on the effectiveness of the programme. Potential questions to trainees might include:

- What are your learning goals for the program?

- Did you achieve them?
- Did you like this programme?
- Would you recommend it to others who have similar learning goals?
- What suggestions do you have for improving the programme?
- Should the organisation continue to offer it?

Learning: training programme, trainer's ability and trainee's ability are evaluated on the basis of quantity of content learned and time in which it is learned and learner's ability to use or apply the content learned.

Job behavior: this evaluation includes the manner and extent to which the trainee has applied his learning to his job.

Organisation: this evaluation measures the use of training, learning and change in the job behavior of the department in the form of increased productivity, quality, morale, sales turnover and the like.

Ultimate value: It is the measurement of ultimate result of the contribution of the training programme to the company goals like survival, growth profitability etc., and to the individual goals like development of personality and social goal like maximizing social benefit.

Q. Discuss the Kirkpatrick evaluation model also applicable in training evaluation.

The Four Levels

Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin and past president of the American Society for Training and Development (ASTD), first published his Four-Level Training Evaluation Model in 1959, in the US Training and Development Journal.

The model was then updated in 1975, and again in 1994, when he published his best-known work, "Evaluating Training Programs."

The four levels are:

1. Reaction.
2. Learning.
3. Behavior.
4. Results.

Level 1: Reaction

This level measures how your trainees (the people being trained), reacted to the training. Here the trainees feeling towards the training, the instructor, the topic, the material, its presentation, and the venue. It's important to measure reaction, because it helps to understand how well the training was received by the trainees.

Level 2: Learning

At level 2, you measure what the trainees have learned. How much has their knowledge increased as a result of the training? Here the measurement will done on learning about the knowledge, skills, attitude.

Level 3: Behavior

At this level, the evaluation of trainees' behavior, based on the training they received. It's important to realize that behavior can only change if conditions are favorable.

Level 4: Results

At this level, the analysis on the final results of the training. This includes outcomes that the organization have determined to be good for business, good for the employees.

Level 4 - Results	What measurable organizational benefits resulted from the training in terms such as productivity, efficiency and sales revenue?
Level 3 - Behavior	To what extent did participants change their behavior back in the workplace as a result of the training?
Level 2 - Learning	To what extent did participants improve knowledge and skills and change attitudes as a result of the training?
Level 1 - Reaction	To what extent did the participants find the training useful, challenging, well-structured, organized, and so on?

Q. Define the term ROI. Briefly sate its usage in training program.

Return on investment (ROI) is the concept of an investment of some resource yielding a benefit to the investor. A high ROI means the investment gains compare favorably to investment

cost. As a performance measure, ROI is used to evaluate the efficiency of an investment or to compare the efficiency of a number of different investments.

In purely economic terms, it is one way of considering profits in relation to capital invested. In business, the purpose of the "return on investment" (ROI) metric is to measure, per period, rates of return on money invested in an economic entity in order to decide whether or not to undertake an investment.

Effectiveness of training through ROI also

- It measure the monetary benefit.
- This monetary benefit depends on two factors.
- 1. **planned investment in training**
- 2. **estimated return**
- Business unit take this planned investment on training programme by:
- Allocation of resources like time and trainer, and money.
- This exercise is called ROI where cost and benefit are associated.

An Example to Illustrate ROI analysis

Annualized Program Benefits

Data	US\$
Average weekly sales	
Trained Group	12,075
Control Group	10,449
Increase	1,626
Profit Contribution from Training 2 % (Training Impacts)	32.50
Total weekly improvement (32.5 x 46 participants)	1,495
Total annual benefit (\$ 1,495 x 48 weeks)	71,760

Note : 46 participants were still in job after 3 months

An Example to Illustrate ROI analysis

Cost Summary : An Illustration

Cost	US\$	
Facilitation fees	11,250	ROI (%): $\frac{\$ 71,760 - \$ 29,090}{\$ 29,090} \times 100$ $= 146 \%$
Program materials : \$ 35 x 46	1,610	
Meals : 3 days x \$ 28 x 46	1,288	
Participant salaries plus benefit (35 %)	12,442	
Coordination and Evaluation	2,500	
Total Cost	29,090	

Q. What is Promotion?

It refers to upward movement of an employee from current job to another that is higher in pay, responsibility in organizational level. Promotions brings enhanced status, better pay, increased responsibilities and better working conditions to the promotes. There can be of course be **dry promotion** where a person is moved to a higher level job without increase in pay.

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

According to Arun Monappa and MirZa S. Saiyadain, "Promotion is the upward reassignment of an individual in an organization's hierarchy, accompanied by increased responsibilities, enhanced status and usually \\\'ith increased income though not always so".

According to Yoder, "Promotion provides incentives to initiative, enterprise and ambition; minimizes and unrest; attracts capable individuals; necessitates logical training for advancement and forms an effective reward for loyalty and cooperation, long service etc.'

Q. Discuss the various types of Promotion.

A promotion involves increase in status and responsibility and pay. Increase in these elements may be in varying proportion in different types of promotion. Let us see what these types are:

1) Horizontal Promotion: This type of promotion involves an increase in responsibility and pay with the change in the designation. However, the job classification remains the same. For example, a lower-division clerk is promoted as higher-division clerk. In such a case, the position of the employee concerned has been upgraded with some pay increase but the nature of his job remains the same. This is known as upgradation of an employee. In universities and other academic institutions, the system of this type of promotion is in the form of lecturer-senior lecturer-selection grade lecturer, etc.

2) Vertical Promotion: Most of the time, when we refer the term promotion, we refer in this context. In vertical promotion, there is a change in the status, responsibilities, job classification, and pay. For example, a production superintendent is promoted as production manager. Sometimes, this type of promotion changes the nature of job completely, for example, a functional head is promoted as chief executive of the organization. The jobs involved at these two positions are completely different.

3) Dry Promotion: Dry promotion refers to increase in responsibilities and status without any increase in, pay or other financial benefits. For example, a Professor in a university becomes Head of the Department. It is, just an elevation of the Professor without any increase in financial benefits.

Q. What are the basic purposes of promotion?

- Powerful motivational value.
- Forces an employee to use his knowledge, skills and abilities.
- Paves the way for employee self-development.
- Remain loyal and committed to their job.

Q. Discuss the various Bases of promotion.

Organization adopt different bases of promotion depending upon their nature, size, management etc. generally they may combine two or more bases of promotion. The well established bases of promotion are seniority based and merit based.

Merit based promotion: Employee is promoted because of superior performance in the current job. Merit- individual knowledge, skills and abilities and efficiency(qualification, experience, training and past employment records.

The advantages of this system are fairly obvious:

- It motivates employees to work hard, improve their knowledge, acquire new skills and contributes to organizational efficiency.
- Helps the employer to focus attention on talented people, recognize and reward their meritorious contribution.
- Inspire other employee to improve their standards of performance.

Disadvantage:

However , the system may fails to deliver the results, because

1. It is not easy to measure merit. Personal prejudices, biases and union pressures may come in the way of promoting the best performer.
2. When young employees get ahead of other senior employees in an organization, frustration and discontentment may spread among the ranks.

Seniority based promotion: Seniority refers to the relative length of service in the same organisation. There is no scope of favoritism, discrimination, and subjective judgment.

Merits of Promotion on the Basis of Seniority

- It is relatively easy to measure the length of service and judge the seniority.
- There would be full support of the trade unions to this system.
- Every party trust the management's action as there is no scope for favoritism and discrimination and judgment.
- It gives a sense of certainty that every employee's chance for promotion will come.
- 5)Senior employees will have a sense of satisfaction for this system as the older employees are respected and their inefficiency cannot be pointed out.
- It minimizes the scope for grievances and conflicts regarding promotion.
- This system seems to serve the purpose in the sense that employees may learn more-with increase in the length of service.

Disadvantage

- Assumption that the employees learn more with length of service.
- It demotivate the young and more competent employees.
- It kills the zeal and interest to contribute.
- Is it job seniority, company seniority, zonal/regional seniority

Promotion on Merit-cum-Seniority Basis

Promotion on merit or seniority taken individually has certain demerits. None of these can be adopted as criterion for promotion in all cases. Therefore, for taking the advantages of both, many organizations adopt the policy of promotion on merit-cum-seniority basis with varying emphasis on merit and seniority as shown in figure below:

If we exclude first and last criteria of promotion, the remaining criteria of promotion have a combination of merit and seniority in varying proportion. These combinations are as follows:

- 1) In order to give adequate importance to merit, an organization can promote the employee who is senior most out of all the employees who are above the cut-off point in terms of merit.
- 2) For determining promotion on merit basis, an organization can prescribe minimum length of service for employees on a particular position. Only those employees would be considered for promotion on merit basis who have put in the minimum length of service prescribed.
- 3) To give weightage on seniority along with merit, an organization may promote employees on seniority basis after excluding those employees who are really incompetent.

An organization can choose any combination out of the above. In general, the practice is that organizations put more emphasis on seniority while promoting employees in lower job classes and mote emphasis on merit while promoting employees in higher job classes. The primary reason behind this practice is the amount of influence an employee can rightly be expected to exert in two types of jobs. In the lower jobs, where an employee is more restricted and controlled, job-knowledge factors are more important. In the higher jobs, where an employee can exert a stronger influence on the manner in which the job is performed, personality factors are more important. Thus, by adopting a proper combination of merit and seniority as bases of

promotion, organizations can take care of employees' need for promotion working at different levels of organizational hierarchy.

Q. What are merits and demerits of Promotion?

Promotion is one of the sources of recruitment. Promotions offer following advantages:

- Promotions provide an opportunity to the present employees to move into jobs that provide greater personnel satisfaction and prestige.
- Promotions offer opportunities to management to provide recognition and incentives to the better employees, to correct initial mistakes in appointments and to freeze inefficient personnel.
- Promotions generate within an organization beneficial pressures on work performance and desired behavior on all its members.
- Promotions serve as an orderly, logical and prompt source of recruitment for management to fill vacancies as they arise.
- Insiders shall have no problem in handling the new jobs because they are intimately connected with the organization structure and different problems. Cost of training will be much lesser.
- A sound policy of promotion will keep the morale of the employees high and will solve many personnel problems automatically such as absenteeism, discipline, accidents, etc.

Demerits of Promotion

Though promotion benefits the employee and the organization, it creates certain problems. They are as follows:

- Promotion disappoints some employees: Some employees who are not promoted will be disappointed when their colleagues with similar qualifications and experience are promoted.
- Some employees refuse promotion if promotion comes with transfer to an unwanted place, or is promoted to that level where the employee feels that he will be quite incompetent to carry out the job, delegation of unwanted responsibilities, and trade-union leaders feel that promotion causes damage to their position in trade union.

Promotion at TCS

Tata Consultancy Services (TCS), the Indian IT export giant is reviving its promotion policy for senior level management in a bid to retain more staffers. TCS used to have two cycles of promotion at the senior level. Last quarter TCS made similar announcement for the junior employees to make promotions on the quarterly basis. Ahoy Mukherjee, Vice- President, Global Head of Human Resources said, "Starting from this January we will make the senior promotions twice a year. During the course of the year, several employees go through a change in their roles due to dynamic business environment. Such employees will be eligible for promotions in January and the second round will happen in June."

Promotion policy:

- Establish a fair and equitable basis for promotion.(merit and seniority both).
- It should provide equal opportunities for promotion in all categories of jobs, departments and regions of an organisation.
- Open system that every eligible person is considered.
- Appropriate authority should be entrusted.
- Detailed record of service, performance should be maintained and use at the time of promotion.

Demotion:

- It is the downward movement of an employee in the organizational hierarchy with lower status and pay.
- it is a downgrading process where the employee suffers considerable emotional and financial loss in form of lower rank, power and status, lower pay, poor working condition.

Causes:

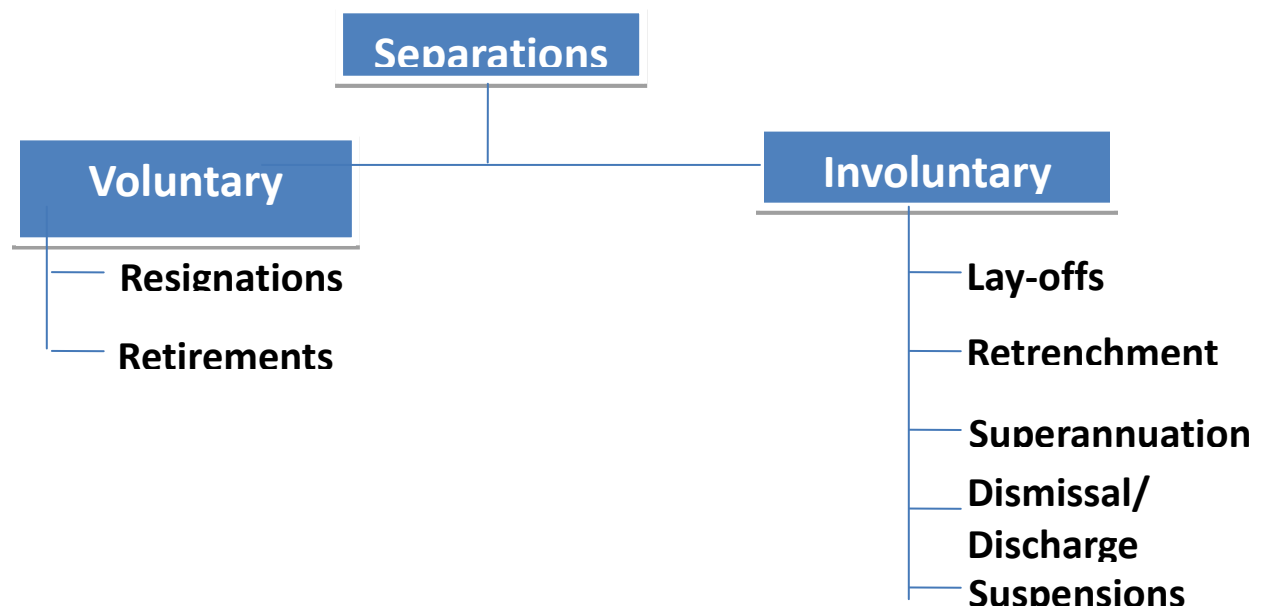
- A promote is unable to meet the challenges posed by the new job.
- Due to adverse business conditions, organization may decide to lay off some and downgrade other jobs.
- Demotions may be used as disciplinary tools against errant employees.

Q. What is Employee separation?

It occurs when an employee's cease to be members of an organisation. Or the service agreement between the employee and the employer comes to an end and the employee decides to leave the organisation. "Separation" means cessation of service of agreement with the organization for one or other reason. Lay-offs, resignations and dismissals separate employees from their employers. Separations are painful to both the parties and should, therefore, be administered carefully.

According to Kumen ;labour law; Bunning; etc. Separation can take several methods :

Separation occurs when an employee leaves the organization. Reasons for employee separations may be voluntary or involuntary. In the former, initiation for separations is taken by the employee himself or herself. Where the employer initiates to separate an employee, it becomes involuntary separation. In the latter, the employee entertains the feeling of injustice and seeks legal protection to undo it. Figure below shows both voluntary and involuntary separations.



Q. Discuss the Voluntary and involuntary Separations .

Voluntary separations occur when the employee decides to terminate his or her relationship with the organization. Resignations and retirements are the most manifestations of voluntary separations which are explained as follows:

1) Resignation: A resignation refers to the termination of employment at the instance of the employee. An employee decides to quit when his or her level of dissatisfaction with the present job is high or a more attractive alternative job" is awaiting the individual. The reasons for dissatisfaction may be because of the job itself or because of job extrinsic factors such as supervision, company policy, compensation, advancement opportunities, health, spouse relocation, etc.

Jobs are available in plenty due to economic boom and competent people get multiple offers at any given time. Some of them stay with the organization in the name of loyalty or some other commitment but majority accept the more attractive offers and prefer to leave the company.

Reasons for Resignation

There are four basic reasons for resignation:

- **Dissatisfaction:** It may be due to job content, salary, welfare, benefits, unfair treatment, physical working conditions, personality clash, hours of work etc.
- **Domestic Problems:** Includes marriage, pregnancy, increased domestic responsibilities, removal from district etc.
- **Personnel Circumstances:** It includes ill health, transport difficulty, early retirement, cash gain, accident etc.
- **Promotional Gains:** Includes lack of prospects in the company continually overlooked etc.

2) Voluntary Retirement Schemes: Organizations often encourage quits through cash incentives. Popularly called Voluntary Retirement Schemes (VRS), these separations are resorted to when organization are experiencing losses. They resort to cost saving to save the bottom-line and believe that the best way of cutting-down the cost is through reducing the wage and salary bill. A business firm may opt for a voluntary retirement scheme under the following circumstances:

- Due to recession in the business.
- Due to intense competition, the establishment becomes unviable unless downsizing is resorted to.
- Due to joint-ventures with foreign collaborations.
- Due to takeovers and mergers.
- Due to obsolescence of product/technology.

Though the eligibility criteria for VRS varies from company to company, but usually, employees who have attained 40 years of age or completed 10 years of service are eligible for voluntary retirement.

The scheme applies to all employees including workers and executives, except the Directors of a company. The employee who opts for voluntary retirement is entitled to get forty five days emoluments for each completed year of service or monthly emoluments at the time of retirement multiplied by the remaining months of service before the normal date of service, whichever is less. Along with these benefits, the employees also get their provident fund and gratuity dues. Compensation received at the time of voluntary retirement is exempt from tax under Section 10 (10C) of the Income Tax Act, 1961 up to the prescribed amount upon fulfilling certain stipulated conditions. However, the retiring employee should not be employed in another company or concern belonging to the same management. VRS should meet the following requirements:

- It applies to an employee of the company who has completed ten years of service or completed 40 years of age.
- It applies to an employees including workers and executives of the company excepting Directors of the company.
- The scheme of voluntary retirement has been drawn to result in overall reduction in the existing strength of the employees of the company.
- The vacancy caused by voluntary retirement is not to be filled-up, nor the retiring employee is to be employed in another company or concern belonging to the same management.
- The employee has not availed in the past the benefit of any other voluntary retirement scheme.

Some companies offer very attractive package of benefits to the employees who opt for VRS. For example, the VRS scheme may also include providing counseling to employees about their future; managing of funds received under the scheme; offering rehabilitation facilities to them, etc.

A company may make the following announcements while implementing a voluntary retirement scheme:

- The reasons behind downsizing the organization;
- The eligibility criteria for voluntary retirement scheme;
- The age limit and the minimum service period of employees who can apply for the scheme.
- The benefits that are offered to the employees who offer to retire voluntarily;
- The rights of the employer to accept or reject any application for voluntary retirement.
- The date up to which the scheme is open.
- The income tax benefits and income tax incidence related to the scheme.

It should also indicate that the employees who opt for voluntary retirement and accept the benefits under such scheme shall not be eligible in future for employment in the organization.

Merits of VRS

- It offers the best and humane route to retrenching excess work force.
- Lucrative settlement prevents resentment.
- Voluntary nature precludes the need for enforcement.
- It allows specific divisions to be downsized.
- If allows for lowering the overall wage bills and enables for increase in salaries.

Demerits of VRS

- The highly talented employees of the company may accept the deal and leave the company.
- 2) It creates a sense of fear and uncertainty among those employees who stay with the company.
- 3) Severance costs may outpace productivity gains.

- 4) Trade unions and individual workers may protest the operation of the scheme and these protests may disrupt operations.

Compulsory retirements: government employees retire compulsorily after attaining the age of superannuation (either 58 or 60). In the private sector, the retirement age may well go beyond 60, depending on a person's ability to perform well in a competitive scenario.

Death: some employees may die in service. When the death is caused by occupational hazards, the employee gets compensation as per the provisions of workmen's compensation act, 1923.

Involuntary Separations

Employers resort to terminate employment contract with employees for at least three reasons:

- Organization is passing through lean period and is unable to maintain the existing labor.
- Initial faulty hiring resulting in mismatch between job and employee fit.
- Employee exhibits deviant behavior vitiating the environment around.

Involuntary separations are of the following types:

- Lay-off
- Retrenchment
- Superannuation
- Dismissal or Discharge
- Suspension

1) Lay-off: A lay-off is a temporary separation of the employee from his or her employer at the instance of the latter without any prejudice to the former. Section 2 (KKK) of the Industrial Disputes Act 1947, defines lay-off as the failure, refusal or inability of an employer to give employment to a worker whose name is present on the muster rolls but who has not been retrenched. A lay-off may be for a definite period on the expiry of which the employee will be recalled by the employer for duty.

Reasons for Lay-off

The lay-off may be because of the following reasons:

- Decline in sales.

- Shortage of raw materials.
- Displacement caused by technology.
- Delay in production.
- Accumulation of inventory in large quantity.
- vi Breakdown of machine.

Factors Determining Lay-off

The policy of lay-off must be decided considering following factors:

- It must be made clear at the time of lay-off that all the best efforts will be made to call the employees back.
- In case of long term lay-off or the lay-off for the indefinite term, sufficient notice should be served to the concerned employees.
- All the best efforts must be made to get the laid off employees appointed in other enterprises.
- iv)The policy of lay-off must be made clear to the employees, right at the time of their appointment so that they may come to know the situations in which they may be laid off.
- In the situations leading to layoff, the reasons of layoff must be made clear to the concerned employees.

Cases in which Workmen are not entitled to Lay-off Compensation -

A workman is not entitled to compensation for lay-off under the following cases:

- If he refuses to accept any alternative employment in the same establishment from which he has been laid-off, or in any other establishment belonging to the same employer situated in the same town or village or situated within a radius of five miles from the establishment to which he belongs provided that wages which would normally have been paid to the workman are offered for the alternative employment also;
- ii)If he does not present himself for work at the establishment at the appointed time during normal working hours at least once a day; and
- iii)If such laying-off is due to a strike or slowing down of production on the part of workmen in another part of the establishment.

2) Retrenchment:

It is a termination of service for reasons of redundancy or surplus to requirement. The Industrial Disputes Act defines retrenchment as the termination by the employer of the service of a workman for any reason whatsoever, other than as a punishment, but does not include voluntary retirement, retirement and termination on the grounds of ill health. By a recent amendment, non-renewal of contract is not to be regarded as retrenchment. In other words, retrenchment is termination of service, but all terminations of service are not retrenchment. According to the ruling of the Supreme Court "retrenchment" as defined in the Act is not to be given any wider meaning than the ordinarily accepted connotation of the word and termination of service of a workman for any reason other than that he was surplus would not constitute retrenchment.

Retrenchment differs from dismissal as well. An employee is dismissed because of his or her own fault. Retrenchment, on the other hand, is forced on both the employer and his employees. Moreover, retrenchment involves the termination of the services of several employees, but dismissal generally involves the termination of the services of one or two employees.

Q. Define the term Transfer.

A transfer is change in job assignment. It may involve a promotion or demotion or no change at all in status and responsibility. A transfer has to be viewed as a change in assignment in which an employee moves from one job to another in the level of hierarchy, requiring similar skills, involving approximately same level of responsibility, same status and same level of pay.

According to Yoder and associates "Transfer is a lateral shift causing movement of individuals from one position to another usually without involving any marked change in duties, responsibilities, skills needed or compensation".

According to Edwin B. Flippo, "Transfer is a change in job where the new job is substantially the equal to the old in terms of pay, status and responsibilities".

Q. What are the Purposes of Transfer ?

Transfers are generally affected to build up a more satisfactory work team and to achieve the following purposes:

- **To Meet Organizational Requirements:** To satisfy such needs of an organization as may arise out of a change in the quantity of production, fluctuations in work requirements, and changes in the organizational structure; the introduction of new lines of production, the dropping of existing product lines, the reallocation of, or reduction in the workforce due to a shortage or a surplus in same section so that lay-offs may be avoided; filling in off the vacancies which may occur because of separations or because of the need for suitable adjustment in business operations. Such transfers are known as production transfers, flexibility transfers, or organizational transfers. The purpose of such transfers is to stabilize employment in an organization. They are generally controlled centrally through and by the personnel department.
- **To Meet Employees' Request:** To meet an employee's own request, when he feels uncomfortable on the job because of his dislike of his boss, or his fellow workers, or because better opportunities for his future advancement do not exist there, or because of family circumstances which may compel him to change the place of his residence. Such transfers generally have their root in faulty selection and erroneous placement, and are known as personal transfers. They enable employees to feel at home in the work of their choice.
- **3)To Increase Productivity of Employees:** To utilize properly the services of an employee when he is not performing satisfactorily and adequately and when the management feels that he may be more useful or suitable elsewhere, where his capacities would be better utilized. Such transfers are called remedial transfers. They act as a follow-up measure of the selection-and-placement procedure and help employees to adjust themselves to suitable jobs.
- **To Make Employee's More Versatile:** To increase the versatility of the employee, by shifting him from one job to another so that he may have ample opportunities for gaining a varied and broader experience of work. Such transfers are known as versatility transfers. They make it possible for an employee to enjoy the facility of job enrichment, which in turn, gives to the management a more effective and experienced employee for a higher job.
- **Adjusting the Work Force:** To adjust the workforce of one plant with that of another, particularly when one is closed down for reasons beyond the control of the employer.

Such transfers are known as plant transfers and are generally affected on humanitarian grounds to ensure that persons who have been long in service of an organization are not thrown out of employment.

- **To Give Relief to an Old Employee:** To replace a new employee by an employee who has been in the organization for a sufficiently long time. Such transfers are known as replacement transfers, the purpose being to give some relief to an old employee from the heavy pressure of work.
- **Adjusting the Employee's Timing:** To help employees work according to their convenience so far as timings are concerned; of example, an employee is transferred from night shift to morning shift or from the first to the second shift (as in the case of women workers who may like to look after their children and do the necessary domestic work in the morning hours). Such transfers are known as shift transfers.
- **Penalizing Employees:** To penalize the employee, transfers are also done under which either a difficult trade union activist or sea lawyer may be transferred to a remote branch or office where he cannot continue his activities. In Government organizations, this practice is widespread, and is also preferred by the employee to the grim alternative of disciplinary action.
- **Maintenance of a Tenure System:** In senior administrative services of the Government and also in industries, or where there is a system of annual intake of management trainees, such transfers are common. Here the employee holds a certain job for a fixed tenure but he is made to move from job to job with a view to enabling him to acquire a variety of experience and skills and also to ensure that he does not get involved in politicking informal groups.

Q. Discuss the different types of Transfer .

I) On the Basis of Purpose

- **Production Transfers:** These transfers are made from one department where the employees' requirements are generally reduced to departments where employees needs have increased or vacancies have occurred through separations. Such production transfers are made to prevent lay-offs. Thus, production transfers, at about the same occupational level, help to stabilize employment in an organization and therefore need some form of

centralized control, say through the Personnel Department. Sometimes, production transfers may involve downgrading, i.e., being transferred to less skilled jobs. Although it is called production transfer, similar situations can also exist in non-manufacturing enterprises or divisions where an employee is transferred from one department to another for similar reasons.

- **Replacement Transfers:** Replacement transfers are similar to production transfers as they also try to avoid lay-offs. However, replacement transfers are used to replace a new employee with an employee who has been in the organization for a long time.
- **Shift Transfers:** This is a common type of transfer of an employee from one shift to another on the same type of work. Workers generally dislike a second shift assignment as it affects their participation in community life. Therefore, to minimize this, shift transfers are introduced.
- **Remedial Transfers:** These transfers are made to remedy the situation. For example, if the initial placement has been faulty, or the employee cannot get along with his superior, a transfer to a more appropriate job or more agreeable superior might result in better performance. This transfer is also used to relocate the spouses working in different cities to the same city so that they can lead a normal family life. In this way, a good organization treats its employees as individuals, of course, within the broad policy, framework.
- **Versatility Transfers:** The objective of these transfers is to increase the versatility of the employee by shifting him from one job to another. In this way, the employee is provided a varied and broader job experience. This is done through job enrichment and job enlargement. It can also help him in preparing for future promotions. Besides, it helps the organization, as enrichment of an employee would make him not only more effective but also ready for higher openings.
- **vi)Precautionary Transfers:** Such transfers are made as a precautionary measure to avoid the misuse of office or misappropriation of funds by the employees.

2) On the Basis of Unit

- **Sectional Transfers:** These transfers are made within the department from one section to another. The main purpose of such transfers may be to train the workers and prepare them to handle the operations of the different sections of the department.
- **Departmental Transfers:** Transfers from one department to another department within the plant is called departmental transfer. Such transfers are made if the nature of work is same or substantially the same in both the departments such as clerical or routine jobs.
- **Inter-Plant Transfers:** If there are more than one plant under the control of same management, transfer may be made from one plant to another on varied reasons. Such transfers are called inter-plant transfers.

Q. Point out certain Principle of Transfer .

In formulating the transfer policy following principles should be followed:

- It should be in writing and be made known to all the employees of the organization.
- The policy should clearly state the types of transfers and the circumstances under which transfers will be made.
- The policy should also mention the basis for or grounds of transfers.
- The policy should indicate the authority in some officer who will be responsible for initiating and implementing transfers.
- The policy should specify the units or areas over which transfer would take place, i.e., whether transfers can be made only within a sub-unit or also between departments, divisions and plants.
- The policy should also specify the rate of pay to be given to the transferee.
- The policy should ensure that fact of transfer would be intimated to the person concerned well in advance.
- It should be mentioned whether an employee will retain the seniority at his credit permanently or for a temporary period or lose it altogether.
- It should be prescribed in the policy whether the training or retraining is required on the new job.
- The policy should ensure that transfers should not be made frequently and not for the sake of transfer only.

Q. Discuss the advantages and disadvantages of Transfer .

The following are some of the benefits of a good transfer policy:

- It increases the productivity and effectiveness of the organization.
- It improves the skills of the existing employees.
- It provides greater job satisfaction to the existing employees.
- It helps stabilize fluctuating work requirements.
- It remedies faulty placements.
- It increases motivation and productivity through avoidance of monotony.
- It improves supervisor-employee relations.
- It develops the employees for future promotions.

Disadvantages of Transfer

Despite these benefits some problems are associated with transfers. They are:

- Adjustment problems to the employee to the new job, place, environment, superior and colleagues.
- Transfers from one place to another cause much inconvenience and cost to the employee and his family members relating to housing, education to children etc.
- Transfer from one place to another result in loss of man days.
- Company initiated transfers result in reduction in employee contribution.
- Discriminatory transfers affect employee morals, job satisfaction, commitment and contribution.

Q. Elaborate some Transfer Policy in an organization.

- Every organization should have a just and impartial transfer policy which should be known to each employee. The responsibility for effecting transfers is usually entrusted to an executive with power to prescribe the conditions under which requests for transfers are to be approved.
- For successful transfer policies, it is necessary to have a proper job description and job analysis. Care should be taken to ensure that frequent or large-scale transfers are avoided by laying down adequate selection and placement procedures for the purpose.

Q. Competency Mapping:

Competency mapping is the process of identifying the specific skills, knowledge, abilities, and behaviors required to operate effectively in a specific job or organization. Competency maps are often also referred to as **competency profiles** or **skills profiles**.

Applications of Competency Mapping

1. Job Evaluation: By analyzing the key skills to required to do a job a simple job evaluation can be prepared. It can help in allocating existing or new resources to the specific job based on the evaluation process

2. Project Planning : The key tasks can be performed by what resources in the project can easily be identified through the competency mapping process and helps in project planning.

3. Performance Management: A competency mapping exercise results in preparing **Competency Framework**, which in turn helps in allocating desired proficiency for the job vs current proficiency to do the job. By analyzing any gaps the performance management can be seamlessly conducted

4. Job Analysis: By identifying the key behaviors required to perform each job role, competency mapping is really useful in preparing job analysis. Not to be confused by Job description step in competency mapping process where the job roles analyzed for allocating competencies and behaviors.

5. Succession Planning : The analysis of competencies required for a leadership role and mapping them with proficiency shown by potential leaders a clear roadmap for succession planning can be created.

6. Recruitment: By identifying key skills required to do the job and also developing a competency-based interviewing process the organizations can benefit by hiring the most suitable resources while it helps in all stages of the recruitment process.

7. Individual Development Plan: Any gaps in desired and current proficiency levels help in developing individual development plans and learning roadmap for individuals and even job roles and categories.

Talent Management

Talent management is defined as the methodically organized, strategic process of getting the right talent onboard and helping them grow to their optimal capabilities keeping organizational objectives in mind.

The process thus involves identifying talent gaps and vacant positions, sourcing for and onboarding the suitable candidates, growing them within the system and developing needed skills, training for expertise with a future-focus and effectively engaging, retaining and motivating them to achieve long-term business goals. The definition brings to light the overarching nature of talent management – how it permeates all aspects pertaining to the human resources at work while ensuring that the organization attains its objectives. It is thus the process of getting the right people onboard and enabling them to enable the business at large.

Talent Management Process

- 1. Planning:** Like in any process with a set outcome, planning is the first step in the process of talent management. It involves the following identifying where the gaps lie - the human capital requirement, formulating job descriptions for the necessary key roles to help guide sourcing and selection and developing a workforce plan for recruitment initiatives.
- 2. Attracting:** Based on the plan, the natural next step is to decide whether the talent requirements should be filled in from within the organization or from external sources. Either way, the process would involve attracting a healthy flow of applicants. The usual external sources include job portals, social network, and referrals. The talent pools that need to be tapped into must be identified in advance to keep the process as smooth and efficient as possible. This is where the kind of employer brand that the organization has built for itself, comes into play because that decides the quality of applications that come in.
- 3. Selecting:** This involves using a string of tests and checks to find the right match for the job – the ideal person-organization fit. Written tests, interviews, group discussions and psychometric testing along with an in-depth analysis of all available information on the candidate on public access platforms help in gauging an all-rounded picture of the person.

Today there are software and AI-enabled solutions that recruiters can use to skim through a vast population of CVs to focus on the most suitable options and to find the ideal match.

4. **Developing:** Quite a few organizations today operate on the idea of hiring for attitude and training for skills. This makes sense because while you would want a predisposition to certain skill-sets, it is the person that you are hiring and not the CV. Developing employees to help them grow with the organization and training them for the expertise needed to contribute to business success also builds loyalty and improves employee engagement. This begins with an effective on-boarding program to help the employee settle into the new role, followed by providing ample opportunities for enhancing the skills, aptitude and proficiency while also enabling growth through counseling, coaching, mentoring and job-rotation schemes.
5. **Retaining:** For any organization to be truly successful, sustainably, talent needs to be retained effectively. Most organizations try to retain their best talent through promotions and increments, offering opportunities for growth, encouraging involvement in special projects and decision-making, training for more evolved roles and rewards and recognition programs.
6. **Transitioning:** Effective talent management focuses on a collective transformation and evolution of the organization through the growth of individual employees. This involves making each employee feel that they are a part of a bigger whole. Providing retirement benefits, conducting exit interviews and effective succession planning might seem like unrelated career points but they are all transition tools that enable the shared journey.
