

BALAJI INSTITUTE OF I.T AND MANAGEMENT KADAPA

**HUMAN RESOURCE DEVELOPMENT
(21E00303c)**

ICET CODE: BIMK

www.bimkadapa.in
1st & 2nd INTERNAL EXAM



Name of the Faculty: A.ANANTH KUMAR

Units covered: 1-5 Units



JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR
(Established by Govt. of A.P., ACT No.30 of 2008)
ANANTHAPURAMU – 515 002 (A.P) INDIA

MASTER OF BUSINESS ADMINISTRATION
MBA; MBA (General Management); MBA (Business Management)
COMMON COURSE STRUCTURE & SYLLABI

Course Code	Specialization Elective- I Human Resource Development	L	T	P	C
21E00303c		4	0	0	4
Semester		III			
Course Objectives:					
<ul style="list-style-type: none">To provide an understanding of the human resources development framework andTo explain management best practices, tools and models to implement an effective HRD system.To impart knowledge on career management and issues in career development.To describe and discuss organizational culture, labour market changes and discrimination adapting to demographic changes.					
Course Outcomes (CO): Student will be able to					
<ul style="list-style-type: none">Understand the concept of HRD, functions and challenges to HR manager.Design plan for HRD programmes, need to assessment of HRD programmes and impact of HRD Programme.Understand career development, process and issues in career developmentlearn and aware of HRD and its diversity in organizational culture and labour markets.					
UNIT – I	Lecture Hrs: 8				
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https://www.tutorialspoint.com/human-resource-management NPTEL :: Management - NOC:Principles of Human Resource Management

UNIT 1

INTRODUCTION TO HUMAN RESOURCE DEVELOPMENT

1.MEANING:

It refers to the vast field of T&D provided by organizations to increase knowledge, skills & objectives of their employees. In many organizations the HRD process begins upon the hiring of a new employee & continues throughout that employee's tenures with the organizations. It is designed to give employees the information they need to adapt to that organization. Culture & to do their jobs effectively.

Human resource development means building 3CS – Capabilities, commitment & culture.

CAPABILITY-Capability building requires developing the knowledge & skills of a person.

COMMITMENT-Commitment comes through desire to excel (proficient in an activity), positive attitude towards work, co-operative, involvement.

CULTURAL-Cultural is the way life. It involves creating an awareness of what is ideal & desirable. HRD is concerned with improving performance within the work environment & not with improving people health or their personal relations with their family.

1.1DEFINATION OF HRD

ACCORDING TO UDAI PAREEK& T.V RAO

HRD is primary concerned with developing employees through training feedback and counselling by the senior officers & other development efforts.

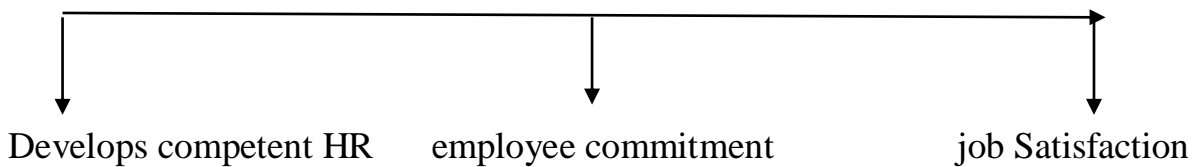
ACCORDING TO HARRIS & DESIMONE

A set of systematic & planned activities designed by an organization to provide its members with the necessary skill to meet & future job demands.

ACCORDING to SOUTH PACIFIC COMMISSION

HRD is equipping people with relevant skills to have a healthy & satisfying life.

2. SIGNIFICANCE OF HUMAN RESOURCE DEVELOPMENT



1. DEVELOPS COMPETENT HR:

Competence is the ability of an individual to do a job properly. Development people in time according to the organization needs with the help of training & development programs. To develop emplacements skill & competencies different training & development programmers are launched.

2. EMPLOYEE COMMITMENT:

Employee commitment is the loyalty & support of work force towards the goals of an organization. Strong relationship between superior & subordinate creates healthy employs commitment plays a vital role in the development of each & every organization all over the world. Committed employees bring added value to the organization through their determination support high productivity & awareness of quality.

3. JOB SATISFACTION:

Job satisfaction can be defined as the extent of positive feelings that individual have towards their jobs. When a person says that he has high job satisfaction it means that he really likes his job. Job satisfaction is very important because most of the people spend a major portion of their life at their working place. It usually depends on the mind of employees worker.

4.PERFORMANCE DEVELOPMENT:

Performance development is the on-going process between supervisor & employee of communications & clarifying position responsibilities & priorities and performance expectations to enhance effectiveness in achieving the mission & goals of an organization. It provides a structured process tools, forms & other sources to facilities effective communication about performance between supervisors & staff.

5. INCREASE IN PRODUCTIVITY:

All successful business understands how important productivity is in a work environment. An employee's productivity can help the company in utilizing the capacity of their available work force. Motivation is an essential factor to ensure productivity in the work place. HR can make employees happier & more productive by providing positive training & enjoyable work environment that help retain talent.

3. OBJECTIVES OF HRD:

1. To develop capability of all individuals working in an organization in relation to their present role
2. To develop team spirit.
3. To develop co-ordination among different units of an organization.
4. To develop organization health by continuous reveal of individual capability keeping pace with the technological changes.
5. It practices in an organization should be to put efforts to develop the full potential of the work force.
6. It can be make clear when we highlight the importance of HR in line with the examination process of the balding award which is given at an international level to a quality organization.
7. To develop better interpersonal & employer-employee relationships in an organization.

OTHER OBJECTIVES OF HRD

EQUITY:

Recognizing every employee at per irrespective of caste creed religion & language, it can create a very god environment in an organization. It must ensure that the organization creates a culture & provides equal opportunities to all employees in point of carried planning, promotion, T&D.

2. EMPLOYEBILITY:

It means the ability skills& competencies of an individual to seek gainful employment anywhere. HRD should aim at improving the skills of employs like to motivate them to work with effectiveness.

3. ADAPTABILITY:

Continuous training that develops the professional skills of employees plays an important role in HRD. This can help the employees to adapt themselves to organization change that takes place on a continuous basis.

4. HUMAN RESOURCE MANAGEMENT AND HUMAN RESOURCE DEVELOPMENT FUNCTIONS

4.1: HRM FUNCTIONS:

HRM DEFINATION:

HRM can be defined as the effective selection & utilization of employees to best achieve the goals & strategies of the organizations as well as the goals & needs of employees.

The HRM function is carried out varies from one organization to other organization.

PRIMARY HRM FUNCTIONS

1. HUMAN RESOURCE PLANNING:

HRP activities are used to predict how change in management strategy will affect future HR needs. HR planners must continually chart the course of the organization & its plans programs etc. These activities are critically important with the rapid changes in external market demands.

2. EQUAL EMPLOYMENT OPPORTUNITY:

Activities are intended to satisfy both the legal & moral responsibilities of the organization through the prevention of the discriminatory policies procedures & practices. It includes decisions affecting hiring training appraising compensating employer's.

3. STAFFING RECRUITMENT SELECTION:

These are designed for the timely identification of potential applicants for current & future openings & for assessing & evaluating applications to make selection & placement decisions.

OTHER FUNCTIONS OF HRM:**A.PLANNING:**

It is necessary to determine the goals of the organization & lay down policies & procedures to reach the goals. To get things done through the sub-ordinates a manager must plan ahead. In this HR manager will take care about check job descriptions & determination of the sources of recruitment. Plans are developed to eliminate the forecast shortages exams of particular categories of HR.

B.ORGANIZING:

To reach plans & programs to employment HR must design & develop organization to carry out the various operations. Assignment of different functions to different individuals. Delegation of authority according to the tasks assigned & responsibility involved.

C.DIRECTING:

It involves encouraging people to work willingly & effectively for the goals of the enterprises. HR manager can motivate the employers in an organization through career planning salary administration safety measures & welfare of employee. He must have the ability to identify the needs of employees & methods of satisfying those needs.

D.CONTROLLING:

It helps the HR manager to evaluate the control the performance of the HR department in terms of various operative functions kit it involves regulation of activities in accordance with the plans on the basis of the objective of the organization. It involves the observation and comparison of result with the standards.

4.2: HUMAN RESOURCE DEVELOPMENT FUNCTIONS**A.TRAINING DEVELOPMENT:**

It focus on changing or improving the knowledge skills & attitudes of individual. It began when new employees enters the organization usually in the form of employee orientation and skills training. Once new employment have become proficient in their joins HRD activities should focus more on development activities. It helps to employees in achieving both personal & organizational goals. HRD professional are responsible for co-coordinating T&D programs to ensure that managers & supervisions have the knowledge & skills to be effective in their positions.

B.ORGANIZATION DEVELOPMENT:

It is defined as the process of enhancing the effectiveness of an organization & the well-being of its members through planned interventions. The role of HRD professionals involved in an on-intervention is to function as a change agent. He may also become directly involved in carrying out the intervention strategy like facilitating a meeting of the employees responsible for planning & implementing the actual change process.

C.CAREER DEVELOPMENT:

It is an on-going process by which individuals progress through a series of stages of stages each of which is characterized by a relatively set of themes & tasks. It involves taking the necessary steps to achieve that plan & generally focuses more on what the organization can foster employee career development. It can be implemented, at least in part, through an organizations training programs

6.HUMAN RESOURCE DEVELOPMENT CHALLENGES

1. Increasing workforce Diversity

2. Computing In A Global Economy

3. Eliminating the skill gap

A.INCREASING WORK FOCE DIVERSITY:

Today organizations are facing the problem of diversity of the employees in terms of cultural & gender lines. An HRD professional should introduce sessions which cover diversity issues & act as a catalyst of unity. These diversities affect the efficiency of individual and a team.

B.COMPUTING IN A GLOBAL ECONOMY:

It requires more than educating & training worker to meet new challenges for retaining the workforce successful companies will institute quality improvement processes & introduce change efforts. Continuous assessment should be done by line managers to improve work effectiveness. Cultural sensitivity training should be provides to employees

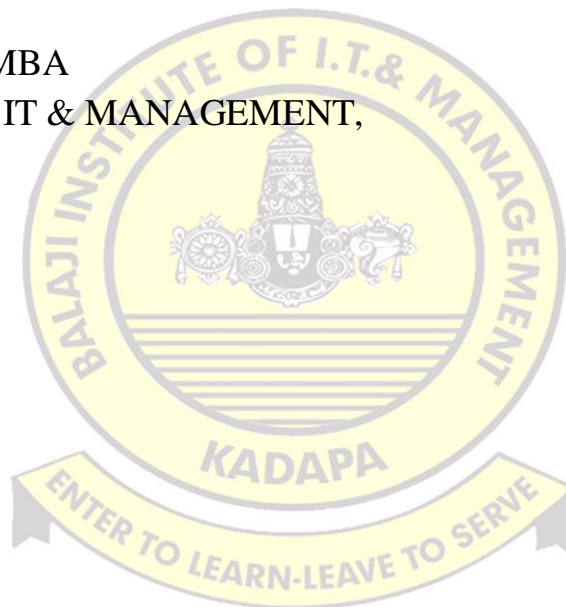
for better communication & conduct differently in different countries. Additionally employees are learning & implementing new ways of managing their employees.

C.ELIMINATING THE SKILL GAP:

Many companies have started internships apprenticeship and vocational trainings for the young college and school graduates. This will help them to understand the companies working environment & accounted with the practical aspect of the job. It helps in gaining the practical knowledge with the theoretical concepts. This helps to remove the skill gap between the required skills by the employer & what the recruited employees possess.

PREPARED BY;

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UNIT -2

HRD NEED ASSESMENT & DESIGNING OF HRD PROGRAMS

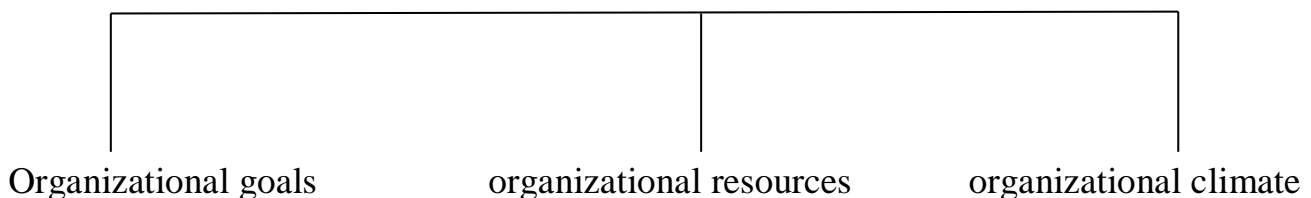
Introduction About Need Assessment: Need assessment is a process by which an organization's HRD needs are indemnified. And It is the starting point of the HRD & Trains process. A systematic inquiry for the purposes of identifying priorities and making decisions, and b. Allocating finite resources in a manner consistent with identified program goals and objectives. Identifying and analyzing expressed and unexpressed needs. A plan to develop strategies that address such needs.

A Need Assessment Can Identify: An organization goals & effectiveness in reaching these goals. Discrepancies between employee's skills & the skills required for effective current job performance. Discrepancies between current skills & the skills needed to perform the job successful in the future.

1.STRATEGIC/ORGANIZATIONAL ANALYSIS: Need assessment at the organizational level is usually conducted by performing an organizational analysis. Organizational analysis is a process used to better understand the characteristics of the organization to determine where training and HRD efforts are needed and the conditions within which they will be conducted. An organizational analysis can also show you what is right with a company. Organizational analysis focus on the structured & decision of the organization and how the organizations systems, capacity & functionality influence outputs. The organizational characteristics studied may include goals & objectives reward systems planning & communization systems. Organizational analysis also knows is internal analysis company analysis.

1.1 COMPONENTS OF ORTGANISATIONAL/STRATEGIC NEED ANALYSIS

According to IRWIN GOLDSTEIN an organizational analysis should be identify



A.ORGANISATIONAL GOALS: Understanding the organizational goals & strategy provides a starting point in identifying the effectiveness of the organization. Areas where goals are not being met should be examined further & targeted for HRD OR other appropriate HR or management efforts.

B.ORGANISATIONAL RESOURCES: An awareness of the organizational resources is particularly careful in establishing HRD needs. Identify organizational core competencies/competitive strengths. Money plays a part in deterring HRD efforts.

For example: if there is no class room or conference room facilities within the organization the scheduling and location of an HRD program that requires such facilities can become very difficult & expensive.

C.ORGANISATIONAL CLIMATE: The climate within the organization is an important factor in HRD success. If the climate is not conducive (making a certain situation or outcome) to HRD designing & implementing a program will be difficult. For example-if managers & employees' do not trust one another, employees may not participate fully & freely in a training program.

1.2advantages Of Conducting An Organizational/Strategic Analysis:

- ✓ An organizational analysis reveals where HRD is needed & the organizational & environmental conditions that may efficient the HRD effort.
- ✓ The strategic plan can be valuable source of information for organizational analysis where as HRD efforts can become a major component of carrying out the strategic plan.

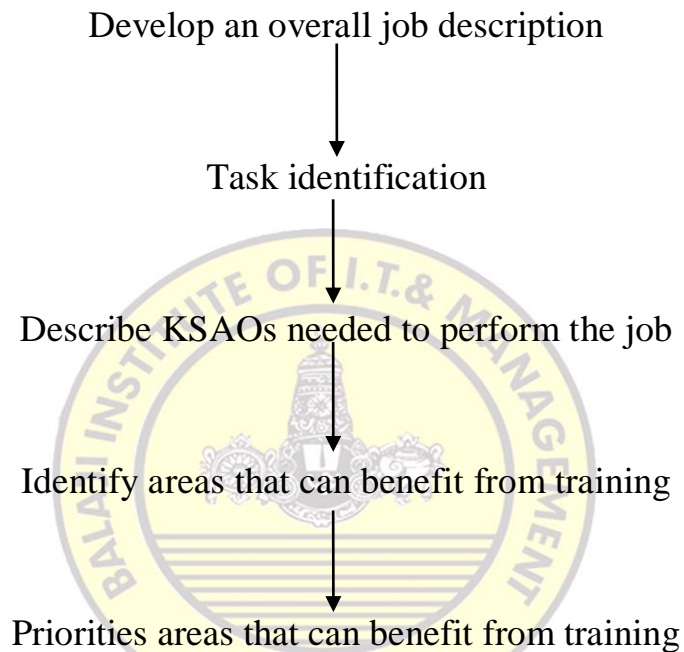
For example-it an insurance company decides as part of its strategic plan to expand the services it offers to clients. It is likely that the current employees will require training in the new service area to ensure successful implementation of the plan.

LIST OF QUESTIONS TO ASK DURING AN ORGANISATION ANALYSIS

1. Are there any unspecified organizational goals that should be translated into training objectives?
2. Are the various levels in the organization committed to the training objectives?
3. Will trainees be rewarded on the job for the appropriate learned behavior ?
4. Is top management willing to commit the necessary resources to maintain the organization & work flow while individuals are being trained?

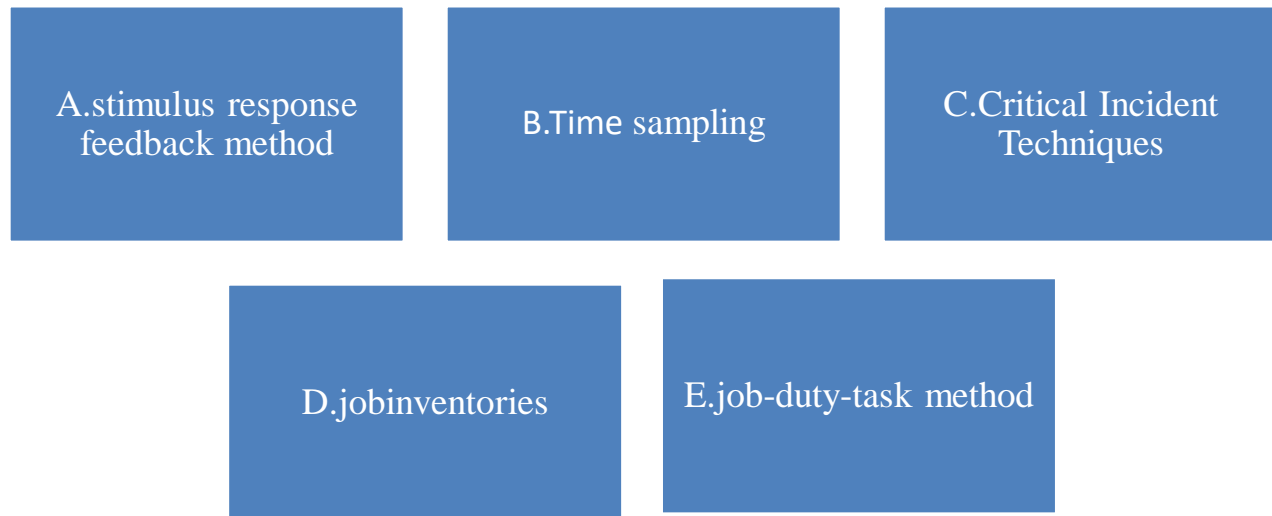
2.TASK ANALYSIS: Task analysis (sometimes) called operational analysis. Task analysis is a systematic collection of data about a specific job or group of jobs to determine what employees should be taught to achieve optimal performance. Results of a task analysis include the appropriate standards of performance, how tasks should be performed to meet the standards & the knowledge skills, ability (KSA) & others characteristics that employee need to possess in order to meet the standards.

2.1 PROCESS



1. DEVELOP OVERALL JOB DESCRIPTION: Job description is an informative documentation of the scope, duties, tasks, responsibility & working conditions related to the job listing in the organization through the process of job analysis. In some organizations job descriptions are readily available and are up-dated regularly. Without up-to-date job descriptions. It may be necessary to conduct job analysis. A job analysis is a systematic study of a job to identify its major components. Job description gives all the relevant & necessary details about a job. The details which can help one decide whether the job is relevant or not.

2. TASK IDENTIFICATION: Task identification focuses on the behaviors performed within the job. In task identification the following information about the job is determined & clearly described. The major tasks within the job. How each task should be performed (i.e. performance standards). The variability of performance (how the tasks are actually performed in day-to-day operations.)



A.STIMULUS-RESPONSE-FEEDBACK-METHOD: This method breakdown each task in 3 components.

- ✓ The first component is the **STIMULUS OR CUE** that lets an employee know it is time to perform a particular behavior.
- ✓ The second component is the **RE-SPONSE or BE-HAVIOUR** that the employee is to perform.
- ✓ The third component is the **FEED BACK** the employee receives about how well the behavior was performed.

For example

When a buzzer (the stimulus) signals that French fries are done cooking, a fast-food worker should respond by lifting the basket of fries out of the cooking oil & hanging it on a rack to drain (the behavior) whether the basket stays in place or falls is the feedback on how well the behaviors was performed.

B.TIME SAMPLING: Time sampling (the second method) involves having a trained observer watch & note the nature & frequency of an employee's activities.

C.CRITICAL INCIDENT TECHNIQUES (CIT): CIT developed by JOHN FLANAGAN can also be used for task identification. The CIT involves having individuals who are familiar with the job record incidents of particularly effective & in-effective behavior that they have seen over a job period of time (like 1 year). This can be done by individuals or in groups.

D.JOB INVENTORIES: In job inventories-a questionnaire is developed by asking people familiar with the job to identify all of its tasks. This method allows for input from many people and gives numerical information about each task that can be used to compute indexes & be analyzed.

E .JOB-DUTY-TASK METHOD: In this method the job is divided into its sub-parts, providing a comprehensive list that identifies the job title. And finally (KSAOs) required to performing each subtask k-knowledge, s-skill, a-abilities, o-other characteristics.

3.DESCRIBE KSAOS NEEDED TO PERFORM THE JOB: Successful task performance requires that employees possess the KSAOS to perform the task. The HRD professional must specify the KSAOs because it is these competencies that employees must develop or acquire during the training program. Clear KSAO statements should be written & then evaluated as to their importance to job performance, learning difficulty & the opportunity to acquire them on the job.

DEFINATION OF KSAOs

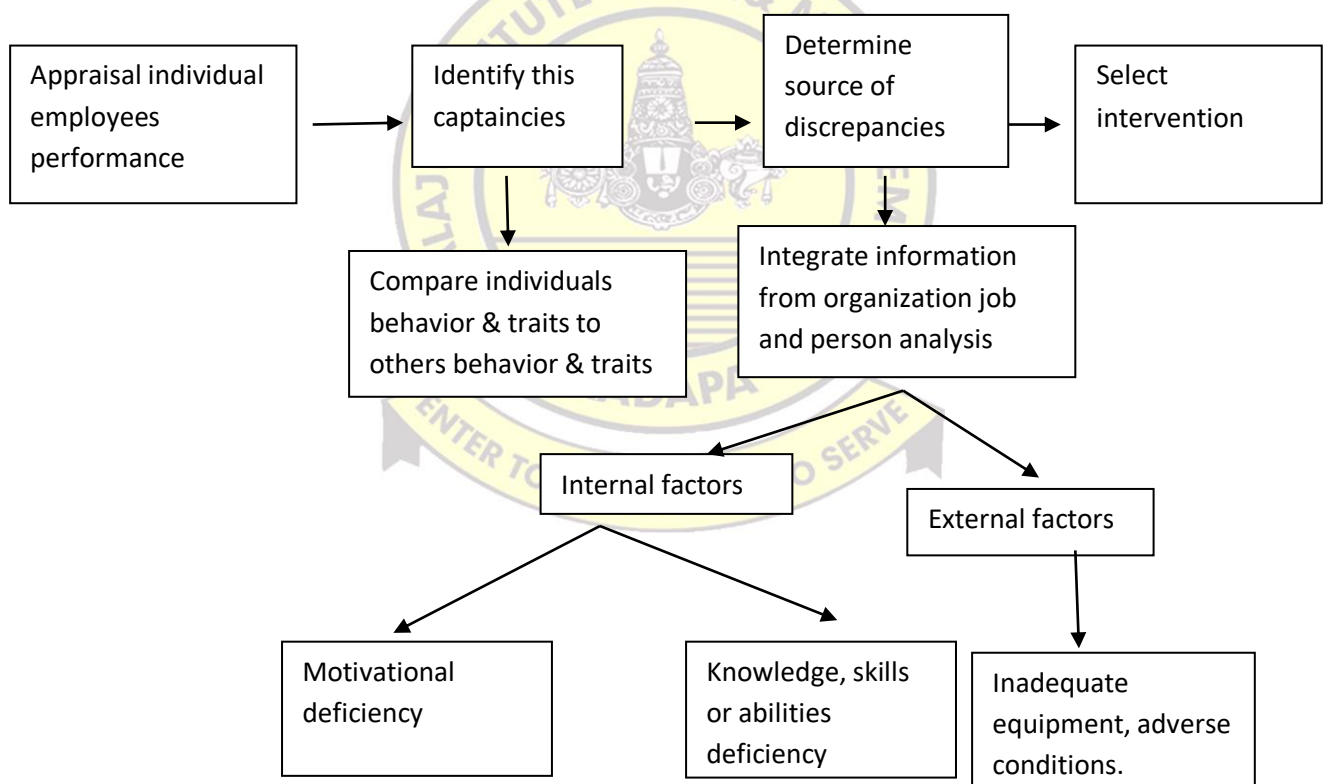
- A. **KNOWLEDGE:** An understanding of a body of information usually of a factual or procedural nature, that makes for successful performance of a task.
- B. **SKILL:** An individual's level of proficiency or competency in performing a specific task. Level of competency is usually expressed in numerical terms.
- C. **ABILITY:** A more general, enduring trait or capabilities on individuals possess when he or she first begins to perform a task. Eg-the power to perform a physical or mental function.
- D. **OTHER CHARACTERISTICS:** Includes personalities, interests and attitudes.

4. IDENTIFY THE AREAS THAT CAN BE BENEFIT FROM TRAINING: In this step the focus is on determining which tasks & capability should be included in HRD programs. Both rating of tasks as well as ratings of KSOs should be examined. KSAOs ratings should be studied for their importance, the difficulty of learning, & opportunity to acquire them on the job. It is also important to remember that not all problems are appropriately dealt with through HRD programs. Other HR or management approaches may be better suited for particular issues & situations.

5. PRIORITIZE AREAS THAT CAN BE BENEFIT FROM TRAINING: It should be clear which tasks & KSAOs should benefit from training. These tasks & KSAOs be prioritized to determine which ones should be addressed first.

3.PERSON ANALYSIS: Person analysis is directed at deterring the training needs of the individual employee. Someone who can observe the employee's performance on a regular basis. Traditionally, person analysis has involved an employees and that employee's immediate supervisor. Immediate supervisions play a particularly important role in person analysis. Also access to HRD programs in many organizations requires the supervisor's nomination & support. The sources for person analysis data include performance evaluation direct observation, terms questionnaires etc. Person analysis helps to identify employees who need training, i.e. whether employee's current performance or expected performance indicates a need for training. The person analysis is also conducted through questionnaires, 360 feedback, personal interviews etc. Performance appraisal can be valuable tool for collecting person analysis data.

3.1 A MODEL OF PERFORMANCE APPRAISAL IN THE PROCESS OF PERSON ANALYSIS



4.PRIORITIZING HRD NEEDS: The prioritizing of HRD needs works best when individuals throughout the organization are involved. Some HRD departments regularly solicit ideas from employees, & this information can be used to refine improve ongoing programs as well to gauge the demand for future program. By involving others in critical HRD decisions there is a greater likelihood that more people in the organization will support the total HRD effort. Companies mainly run on limited resource and it is very challenging to determine what resource (like machines, equipment, workforce & building) will be allocated to each unit.

1.THE HRD ADVISORY COMMITTEES: One way to continuously reflect the needs of employees & assist in prioritizing needs is to establish an HRD advisory committee. The organization should also recognize those employees who volunteer their time to serve on advisory & their committees. The role of committee is to meet regularly & review needs assessment & evaluation data & other advice on the type & content of HRD programs to be offered. The advisory committee should be composed of members from a cross-section of the organization.

2.PARTICIPATION IN THE PRIORITIZATION PROCESS: The prioritizing of HRD needs works best when individuals throughout the organization are involved. With this input there is a greater likelihood that more employees will perceive the HRD programs as being relevant to the organization & to themselves.

5.DEFINING THE OBJECTIVES OF HRD INTERVENTION: Defining the objectives for the training or HRD program is one of the first things an HRD professional should do-after completing the needs assessment. As such HRD or training programs objectives describes the intent & the desired result of the HRD program. The results can be achieved in many ways (like lectures, role play & coaching), but this is not specified in the objectives. Rather objectives are used as the basis for determining which methods should be used to achieve the specified outcome. Needs assessment data are useful for defining programs objectives or challenges to be addressed. Objectives are essential to a successful training or HRD program. Objectives tell you where the program is going & how to know when you have reached your desired target.

5.1 HRD Professionals Must Engage In A Number Of Significant Actions:

- A. Identify the kinds & levels of KSAOs that employees need to attain high levels of performance & to achieve organizational systems.
- B. Develop a maintain organization-structures conditions & climates that are conducive to learning.
- C. Generate & provide the necessary resources to conduct a program design.
- D. Indentify & provide access to off-the-job as well as on the job learning resources.
- E. Provide individual assistance & feedback on various dimensions of individual's performance.
- F. Develop efficient learning process that take into account individual learning styles abilities and work & life circumstances.
- G. The objective of this program will be determined by the specific deficiencies client preferences concerns & other factors identified in the need assessment.
- H. Writing objectives is a challenging but essential aspect of effective HRD.

SOME QUESTIONS TO ASK WHEN WRITING OBJECTIVES:

1. Is your main interest stated (concerning what you want the trainee to do)
2. Have you described all the conditions that will influence trainee performance?
3. Have you described how all the trainee must perform for his or her performance to be considered acceptable?

5.2GUIDE LINES FOR DEVELOPING USEFUL OBJECTIVES:

- ✓ An objective is a collections of words symbols pictures/diagrams describing what you indent for trainees to achieve.
- ✓ An objective will communicate your intent to the degree that you describe.
- ✓ What the learner will be doing when demonstrating achievement or mastery of the objectives the important conditions of the doing & the criteria by which achievement will be judged.

To prepare a useful objectives continue to modify a draft until these questions are answered;

- a) What do I want trainees to be able to do?
- b) What are the important conditions or constraints under which I want them to perform?
- c) How well must trainees perform for me to be satisfied?

- d) Write separate statement for each important outcome or intent?
- e) If you give your written objectives to your trainees you may not have to do much else why?
- f) Because often employees are already able to do what you are asking them to do & will be happy to demonstrate their ability now that they know what is expected of them.

Danny Langdon has promoted the idea of moving beyond objectives to what he terms developing performs.

His approach suggest 6 issues that should emphasized:

Inputs,Process,Outputs,Consequences, conditions & feedback

6.SELECTING TRAINING METHODS: Training methods come in all shapes and sizes. Fortunately, **training and development** options are not one-size-fits-all ,choose the training method that is the most effective option for your needs. The training method you choose can vary by the group of attendees or even the training topic. choose one technique for one type of training, you can go through this exercise to choose the right method for each training initiative. Many benefit from our free consulting for choosing the right training method and platform.

1. DETERMINE THE GOALS FOR THE TRAINING: The reasons that companies choose to offer training sessions to employees varies. Some training provides new skills to employees, while other training offers new techniques for applying existing skills. Other types of training instill practices that make the company a safer place to work or a better place to work.

2. RECOGNIZE THE AUDIENCE: It sounds like a marketing concept, but it applies to training as well. You have to know your audience before choosing a **training method**. The way you train employees varies according to the whether the attendees are new employees, seasoned employees or upper management or executives of the company. Additionally, the skill level of the audience can also affect the chosen training method (Example: The computer/web skills of the attendees are non-existent. This can make web or computer-based training more challenging).

3. CONSTRAINTS: Even an ideal situation, companies have to offer training under certain constraints. While classroom training might be ideal for upper management learning leadership skills and techniques, the company might not be able to afford this face-to-face training method. Instead, a computer-based or web-based option might better

fit into the training budget. Other constraints to consider include time and the training resources and materials available for the training topic.

The training methods available include:

1. Classroom/Face-to-Face
 2. Interactive
 3. Computer
 4. Web-based training
- ❖ Each training method offers its own set of advantages and disadvantages that answer the needs you uncover while assessing the training goals, audience and constraints.
 - ❖ Additionally, there is an option for web-based training, where the employees can attend a live webinar with the same professional.
 - ❖ The trainer in house is more expensive than the web-based training option.
 - ❖ The employees that require the training seem to respond better to training that is face-to-face. Because of this classroom training is the best method to teach these new techniques to the employees.
 - ❖ Assume that a company has the same training needs and options available. The difference is that the company has a budget constraint. Bringing the trainer in house falls well outside of the budget they have to train their employees.
 - ❖ The web-based option offers them the same access to the information employees need to instill the new techniques, but at half the cost of classroom or face-to-face training.
 - ❖ Several different training methods are available to companies looking to offer a training program to its employees.
 - ❖ After answering some easy questions, decision makers can decide which training methods can work for the type of training.

7. PREPARING TRAINING MATERIAL SCHEDULING AN HRD PROGRAM

Training materials are a necessary part of any program or activity that involves knowledge acquisition and retention. The best approach to developing instructional materials is to start by examining the training plan and available resources. Designing training materials is like planning a dinner party, coming up with a menu, and writing the recipes. It's the "plan before you do" phase of training creation.

7.1 While you're designing your materials, keep the following points in mind:

- ✓ Only create training content and assessments that relate directly to your learning Objectives. Remember the adult learning principles.
- ✓ Include as much hands-on practice or simulation as possible: people learn by doing
- ✓ Whenever possible, put the employees in control of the learning process (instead of the trainer).
- ✓ Do everything possible to let the employees talk and interact with the trainer and with each other during the training make sure there's plenty of opportunity for feedback during training.
- ✓ Break your training materials up into small "chunks" that are easier to take in and understand Order your "chunked" training materials in a logical manner—one step that builds on top of another, or chronologically, etc.
- ✓ Try to appeal to a variety of your workers' senses during training—sight, hearing, touch, smell, and taste (when appropriate and not dangerous). Sight is by far the most important sense for learning, but adding the others when possible does help.

7.2 create a variety of training materials using several different tools :

- ✓ Word, Excel, and similar "Office" programs to create handouts for employees and to create training outlines and notes for the instructor of any instructor-led components.
- ✓ Materials for hands-on elements and/or role-playing elements of the training PowerPoint for in-class projections and/or handouts to deliver to employees.
- ✓ Beware of PowerPoint presentations that are nothing but screen after screen of bullet points, however.
- ✓ Flip-charts, posters, transparencies, and/or computer-generated graphics for presenting visual materials during training.
- ✓ E-learning authoring tools such as Articulate Studio and Storyline or Adobe Captivate for creating computer-based e-learning modules. These are just a few ideas, and technology is bringing new possibilities every day, including virtual reality and augmented reality. Be creative and mix and match these to best fit the employees' training needs.

While creating materials, always keep in mind two primary concerns:

- (1) The things that will help your employees learn most effectively.
- (2) The learning objectives.

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ANANTHAPURAMU – 515 002 (A.P) INDIA

MASTER OF BUSINESS ADMINISTRATION
MBA; MBA (General Management); MBA (Business Management)
COMMON COURSE STRUCTURE & SYLLABI

Course Code	Specialization Elective- I Human Resource Development	L	T	P	C
21E00303c		4	0	0	4
Semester		III			
Course Objectives:					
<ul style="list-style-type: none">To provide an understanding of the human resources development framework andTo explain management best practices, tools and models to implement an effective HRD system.To impart knowledge on career management and issues in career development.To describe and discuss organizational culture, labour market changes and discrimination adapting to demographic changes.					
Course Outcomes (CO): Student will be able to					
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UNIT – II	Lecture Hrs: 12				
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UNIT-3

IMPLEMENTATION AND EVALUATION OF HRD PROGRAMES

1.TRAINING METHODS:

Training is intended to increase the expertise of trainees in a particular area. Training methods can be classified by whether they take place on the job versus away from the employee's normal work setting.

1.1ON- THE JOB TRAINING METHODS:

On the job training involves conducting training at trainees regular work station (desk, machine, etc). This is the most common form of training most employees receive at least some training and coaching on the job.

On-the-job-training is the heart and soul of all training in business and industry. OJT as it is known or sometimes called “**Shop Training**” is the most universal form of employee development. This is the traditional method of learning, which is designed to maximize learning while allowing the employee to perform his job under the supervision and guidance of a trained worker or instructor, providing him practical application and making principles and concepts of learning meaningful and realistic.

The main advantages of on-the-job training (OJT) are as follows:

1. OJT is the type of training which can be tailored to suit the specific requirements of each trainee, in terms of his background, attitudes, needs, expectations, goals and future assignments.
2. This method is very economical because no additional space, equipment, personnel or other facilities are required for training. The trainee produces while he learns.
3. The trainee learns the rules, regulations and procedures by observing their day to day applications.
4. OJT is specific, practical and tangible.
5. OJT is most suitable for unskilled and semi-skilled jobs where the job operations are simple, easy to explain and demonstrate within a short span of time.
6. The supervisors feel greater responsibility and work more willingly and zealously for the development of their subordinates, while imparting OJT.

Demerits:

- ✓ In OJT there is a tendency to neglect, disregard and even to do away with, in some cases, the essentials of principles and theory in favor of immediate production.
- ✓ Trainee while learning may damage equipment, waste materials, cause accidents frequently.
- ✓ The work place, with environment charged with hustle and noise and the pace of skilled workers, is most likely to affect the learning and may create a feeling of frustration in the mind of a trainee.
- ✓ Experienced workers cannot use the machinery while it is being used for training.

2. JOB INSTRUCTION TRAINING (JIT):

Job instruction training is defined as a sequence of instructional procedures used by the trainer to train employees while they work in their assigned job. It is a step by step on the job training method. It involves an orderly period of instruction provided by a designated trainer someone familiar with the job tasks well versed in training techniques. It involves all necessary steps in the job like,

PREPARATION

INSTRUCTION

PERFORMANCE

FOLLOWS UP

STEP-1 – PREPARATION:

The trainer breaks down the job into small tasks prepares all the equipment and supplies necessary to do the tasks and allocates a timeframe to learn each task. The trainer needs to understand the background capabilities and attitudes of trainees as well as nature of the tasks to be performed before choosing a technique or combination of technique.

STEP-2 - INSTRUCTION:

This step involves telling showing explaining and demonstration the task to the trainee. Allow the trainee to show the demonstration on his or her own and follows up to provide feedback and help. Point out possible difficulty as well as safety procedures encourage questions.

STEP – 3 – PERFORMANCE:

The trainee performs the task under the trainer's guidance and the trainer provides feedback and re informant each task is learned in a similar way until the whole job can completed without error.

- Try to ensure initial success. Ask the trainee to explain the steps
- Gently suggests improvements where necessary.
- Provide feedback on performance reinforce correct behaviors

STEP – 4 – FOLLOWS UP:

Once the performance step is complete the trainee will be left on his/her own to perform the task the trainer monitors the trainees performance. It is important that the trainer keeps of trainee's performance and provide support and feedback. The trainer should leave the trainee to work alone indicate when and where to find help if necessary supervise closely and check performance periodically and then gradually taper (a person who works at a specific occupation) of instructions as the employees gains confidence and skill.

3. COACHING:

Coaching is one to one training. It helps in identifying the weak areas and tries to focus on them. Coach makes an analysis of trainees work performance and tries to improve it with suitable guidance. Coach (senior manger) must play an active role in guiding and teaching skills. The coach ay diverts the trainee executive from routine work and assigns him to handle some complex problems and observe his performance. The trainee executive acquires the skills and knowledge to perform a job and also acquire the teaching or coaching ability.

Benefits to coaching an individual include:

1. improvement in individual's performance, targets and goals
2. increased openness to personal learning and development
3. increased ability to identify solutions to specific work-related issues
4. greater ownership and responsibility
5. development of self-awareness
6. improvement of specific skills or behavior
7. greater clarity in roles and objectives
8. the opportunity to correct behavior/performance difficulties

Benefits of coaching to an organisation:

- A. allows fuller use of individual's talents/potential
- B. demonstrates commitment to individuals and their development
- C. higher organizational performance/productivity
- D. increased creativity, learning and knowledge
- E. motivates people
- F. facilitates the adoption of a new culture/management style
- G. improves relationships between people and departments

4. MENTORING:

Mentoring is a long term development process mentoring is one of the individual and informal activities that mainly occur through encouraging experienced workers to share their knowledge with those who are less experienced and encouraging workers to take further training. Mentoring involves a senior manager or other experienced employees providing job and career related information to a mentee. Mentoring refers to a relationship between a junior and senior member of the organization that contributes to the career development of both member. In many organizations mentoring relationships are formed as a result of the party's mutual attraction. Some organizations like apple computer federal express etc have created formal mentoring programs in which mentors and protégés (protected) are paired by the organizations and provided with support for the relationship. The mentoring relationship serves both career and psychological functions. One mentor has a chance to serve as a role model and share what he or she knows with someone who can benefit from such knowledge.

Types of Mentoring:

1. Formal mentoring:

Formal mentoring is a process where two parties, preferably of the same department, are paired together in a mentor-mentee relationship. Here, both the older as well as the junior (new employee) share a relationship of a teacher-student, which is assigned as a responsibility of the mentor. At times, this one on one relationship may be a result of replacement. When an experienced employee is about to retire or resign he or she is replaced by another candidate. Thus, the mentor-mentee relationship indirectly works for the company's capital benefit. It saves the cost of training for the new employees. Moreover, it also saves the time. Therefore, one can say that there is an indirect relationship between the mentor and the training management.

2. Group mentoring:

Group mentoring is also called as team mentoring. Here, a senior worker guides all the junior mentees in a group. These groups of junior mentees go through a timely scheduled meeting, once a week or month. This method helps in improving and getting familiar with the company environment. Moreover, the timely meeting in a group also increases the motivating factor in the trainees. These meeting sometimes include a structural outline like the formal way of mentoring. However, an informal mentoring method is also put to work at times. Here, the competitive spirit of working and striving better is encouraged due to the majority of the trainees.

ADVANTAGES

- A.** The learner has opportunities to interact with experienced managers to improve performance. He gains confidence and self-awareness.
- B.** There is rapid feedback of action on performance improvement to the learner.
- C.** Learner is self-motivated to learn with confidence.
- D.** It is not limited to performance-related problems. It focuses on future growth
- E.** Mentoring includes training, support, encouragement, advice and guidance from people who have both 'done it before' and are usually independent of the mentee's current organization
- F.** It is not limited to performance-related problems. It focuses on future growth.
- G.** Both the mentees and mentors gain confidence and leadership skills
- H.** Mentees report the benefits of a different perspective
- I.** Mentees are more likely to plan and apply for promotions

- J.** Mentors and mentees can gain insights into best business practices in other companies
- K.** The process allows mentors and mentees to make useful networking connections, and have access to role models

Disadvantages Of Mentoring

1. Heavy reliance is placed on the wisdom and abilities of the mentor. This may limit the scope for development.
2. Current management styles and practices are focused.
3. The senior managers may be unwilling for mentoring.

5..COMPUTER BASED TRAINING:

Computer based training can be conducted in either a classroom or individual self paced format. With the increased availability of networker's computer labs there can be an almost limitless interplay between instructor led and individual based computer training. Computer based training involves the use of a personal or networked computer for the delivery and access of training programs.CBT can be most cost efficient when designed to train a larger number of students. The interaction between the learner and the computer in many CBT programs mirrors the one on one relationship between student and tutor questions and responses c go back and forth resulting in immediate feedback. In this type of training method managers involvement is very high for the purpose of preparing the training material. This prepared material is uploaded on computer software.

ADVANTAGES

a.Cost Effective:

- Initial costs of setting up a computer-based training center can be expensive, particularly if you choose to create a customized system.
- According to Penn State Staff, less expensive pre-made training systems are available, and many can be customized for your company needs.
- Aside from those initial setup costs, computer-based training can provide your company with a 24-hour trainer that has virtually unlimited simultaneous student capacity.
- Trainees usually don't have the added expense of traveling for training, and a computer-based system can be customized to focus on individual sections of the material needed by each person that's being trained.
- Combined, the overall training costs and training time needed per employee can be significantly lowered.

b. Flexible And Comfortable

- Computer-based training allows trainees to work at their own learning pace and style, both of which can be adjusted to match the individual needs of each trainee.
- Computer-based training is non-threatening and non-judgmental while providing immediate feedback as the training progresses.
- The immediate interactive feedback of the computer based training system allows trainees to review sections of the material as frequently as needed, privately and without feeling embarrassed by mistakes.

6. PURPOSE OF HRD EVALUATION:

HRD evaluation is defined as the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection adoption value and modification of various instructional activities. This definition makes served important points, When conducting an evaluation both descriptive and judgmental information may be collected descriptive information provides a picture of what is happening or has happened. Evaluation involves the systematic collection of information according to predetermined plan to ensure that the information is appropriate and useful. Finally evaluation is conducted to help managers employees and HRD professionals make informed decisions about particular programs and methods. Determining accomplishment of specific training objectives. Determining cost effectiveness of training. Explain program failure, if it occurs. Enhancement of the credibility of training and development if tangible benefits to an organization are proved. Determine whether the program is meeting the intended objectives identify strengths and weaknesses. Determine cost-benefit ratio identify who benefited most or least. Determine future participants Provide information for improving HRD programs. Reinforce major points to be made gather marketing information. Determine if training program is appropriate. Establish management database.

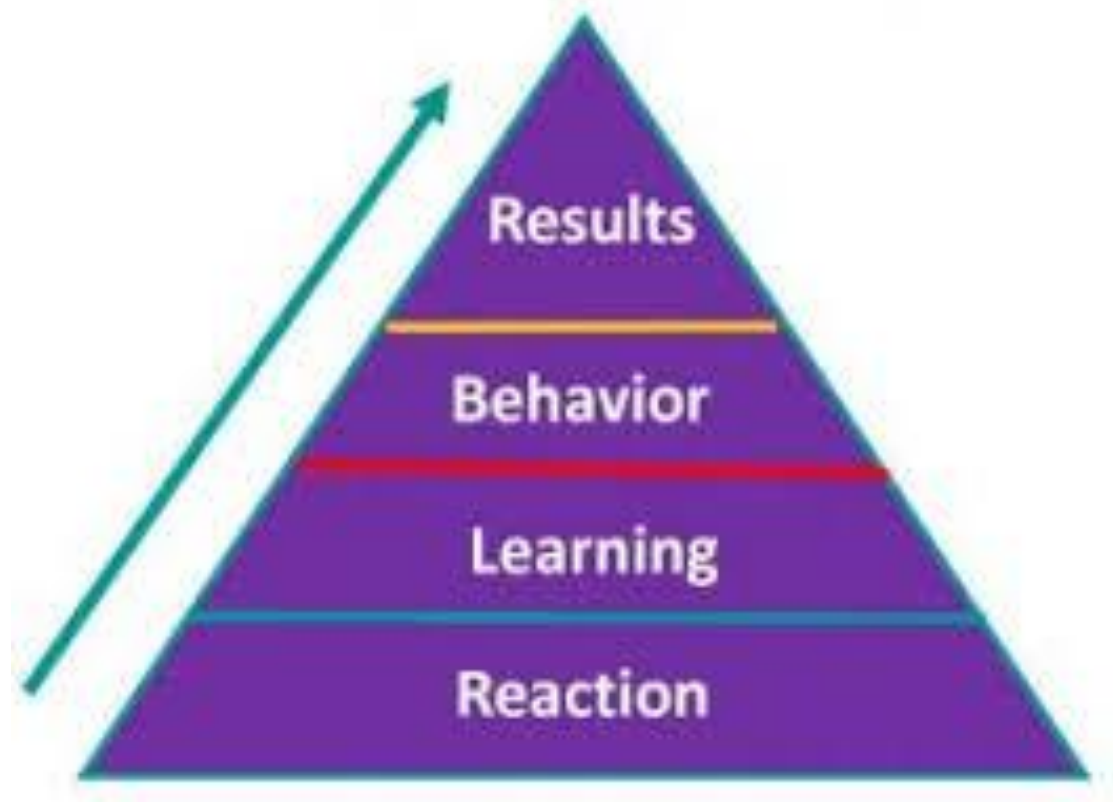
ZENGER AND HARGIS identified 3 additional reasons for conducting HRD evaluations,

- If HRD cannot substantiate its contribution to the organization its funding and programs may be cut during the budgeting process especially when the organization faces tough times.
- Evaluation can build credibility with top managers and others in the organization.

- Senior management often wants to know the benefits of HRD programs.

7.KIRPATRCIK'S EVALUATION FRAME WORK:

The most popular and influential frame work for training evaluation war articulated by Kirkpatrick. Kirkpatrick's argues that training can be evaluated to four criteria like reaction learning behavior and results.



LEVEL-1:

A.REACTION:

Reaction involves measuring the satisfaction of the participants. At this level the focus is on the trainee's perceptions about the program and its effectiveness. The trainees are asked whether the resources provided in the training were useful or not. Positive reactions to a training program may make programs.

EXAMPLES OF RESOURCES AND TECHNIQUES FOR LEVEL ONE

- Interviews
- Did the training meet the participant's needs?
- Are the participants happy with the instructors?
- Especially encourage written comments
- Try to get honest response and feed backs.

LEVEL – 2**LEARNING:**

Did the trainees learn what the HRD objectives said they should learn are?

- This is an important criterion that an effective HRD program should satisfy. It can be assessed with the help of paper and pencil tests job simulations and skill practices.
- New skills/knowledge/attitudes what was learned and what was not learned.

EXAMPLES OF TOOLS AND PROCEDURES FOR LEVEL TWO

- Exams, interviews or assessments prior to and immediately after the training
- Observations by peers and instructors
- Interview printed or electronic type examinations can be carried out.
- Strategies for assessment should be relevant to the goals of the training programs.

LEVEL – 3**BEHAVIOR:**

Does the trainee use what was learned in training back on the job?

This is also a critical measure of training success. Was the learning being applied by the attendees Measuring whether training has transferred to the job requires observation of the trainee's on the job behavior or viewing organizational records

(Example, reduced customer complaints, reduction in scrap rate) In this level the focus is on how the training programme has changed the trainee's behaviors in a positive way.

This level starts 3 -6 months after training

EXAMPLES OF ASSESSMENT RESOURCES AND TECHNIQUES FOR LEVEL THREE

- Were the learned knowledge and gained skills used?
- This can be carried out through observation and interviews.

LEVEL – 4

RESULT:

Has the training or HRD effort improved the organizations effectiveness?

Is the organizations more efficient more profitable or better able to serve it clients or customers as a result of the training program?

The main focus here is on assessing the utility profitability and improvement in customer services.

Meeting this criterion is considered the bottom line as far as must managers are concerned.

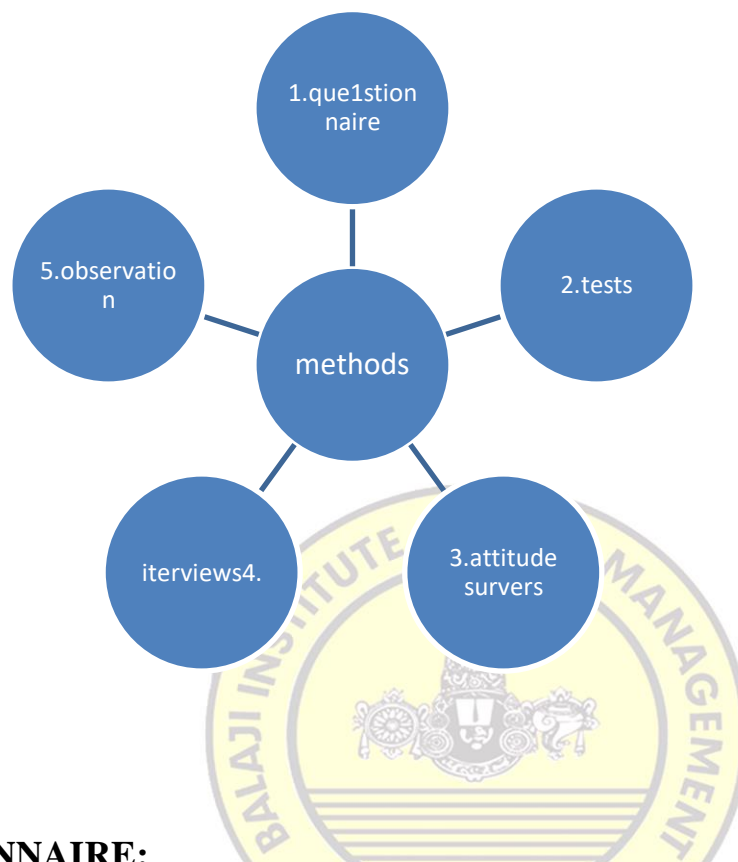
TYPES OF ASSESSMENT STRATEGIES AND TOOLS USED FOR LEVEL 4

- Allow enough time to measure/evaluate .
- No final results can be found unless a positive change takes place.
- The process is to determine which methods and how these procedures are relevant to the participant's feedback.

8.DATA COLLECTION FOR HRD EVALUATION: Data collection is very important for the purpose of training because it act as the basis for its evaluation and monitoring.

Usually the professional of the performance training and human resource depends on the accurate data due to the following reasons.

- ✓ To compare the best and the current level of performance of employee.
- ✓ To decide the present status of training in some special skill.
- ✓ To perform the analysis of needs of training of employees.

8.1: METHODS OF DATA COLLECTION FOR HRD EVALUATION**1.QUESTIONNAIRE:**

Questionnaire is a systematic process of gathering information for any research. In questionnaire a set of questions is given to people in order to collect facts and figures for any particular research. Questionnaire if properly designed can give the most accurate information. The questionnaire is likely to be a less expensive procedure than the interview as it is simply mailed to the respondents with a minimum of explanation. Further, the questionnaire can often be sent to a large number of individuals simultaneously. With a given amount of funds, it is usually possible to cover a wider area and obtain information from more people by means of questionnaires than by personally interviewing each respondent. The impersonal nature of a questionnaire-its standardized wording, its standardized order of questions, its standardized instructions for recording responses-ensures some uniformity from one measurement situation to another.

2.TESTS:

Test is a basic parameter for evaluating the training and development of the organization. Generally tests include written test which is conducted to test the trainee's knowledge and performance.

3.ATTITUDE SURVEYS:

It is a very different type of questionnaire for gathering the information related to training evaluation. It gathers information regarding employee attitude work place policies procedures supervisors and organization to see the changes in attitude before and after programme measurements are done. Employee Attitude surveys provide a picture of your organization's needs. These surveys can be used to solicit employee opinions on a variety of issues such as the company's success in communicating its mission to employees, or local issues such as quality of the working environment. Dramatic improvements can be made to enhance employee productivity, commitment and satisfaction once an organization can pinpoint the areas where employees are most frustrated.

Uses for Employee Attitude Surveys include:

- A. Focusing of Employee Development Programs.
- B. Enhancing Management/Employee Relations.
- C. Training Needs Assessment.
- D. Evaluation of Training.
- E. Organizational Climate Survey.
- F. Customer Satisfaction Survey.
- G. Facilitate the company's development and organizational change.
- H. Focus on specific company needs or gaps in service, training and professional development.
- I. Enhance communication between employees and management.
- J. Provide employee feedback on company morale and the health of the organization.
- K. Offer feedback on the impact of company policies and procedures.
- L. Identify ways to motivate employees, increase job satisfaction and improve the bottom line.

2.INTERVIEWS:

Interviews are a very helpful source of training evaluation but these are not used often like other methods. Training staff, the participant's supervisor or an outside third party can organize the interviews. Sufficient information can be collected through the interview process.

Advantages:

1. Collect complete information with greater understanding.
2. It is more personal, as compared to questionnaires, allowing us to have higher response rates.
3. It allows for more control over the order and flow of questions.
4. We can introduce necessary changes in the interview schedule based on initial results (which is not possible in the case of a questionnaire study/ survey).

Disadvantages:

1. Data analysis—especially when there is a lot of qualitative data.
2. Interviewing can be tiresome for large numbers of participants.
3. Risk of bias is high due to fatigue and to becoming too involved with interviewees.

3.OBSERVATION:

Observations methods are very much related with attitude surveys and it is a continuous process of observing the employee starting from the beginning till the end. After observation evaluators record the changes in the behavior of employees for observation to be effective it is very important that the personnel acting as observes should have proper training.

Advantages

- Excellent for assessing training needs for physical/psychomotor skills.
- Creates a step-by-step procedure that can be standardized for all learners in the form of a flowchart, diagram, graphic, list of steps, or a job aid.
- Identifies job environment conditions that help or hinder performance.
- Allows the observer to hypothesize non training issues in the job environment that are important
- Can be augmented with a critical incident interview to “observe” job performer’s mental processes.

Disadvantages

- Difficult to identify where a specific task begins and ends.
- Misses the performer's mental processes in making choices at each step unless accompanied by a critical-incident interview.
- Some performers will act differently than normal because they know they are being watched.
- Interviewing the performer after observation can help control for this effect

7. Assessing the impact of HRD programs in Monetary Terms**7.1 Evaluation of Training Costs****Cost-benefit analysis**

Compares cost of training to benefits gained such as attitudes, reduction in accidents, reduction in employee sick-days, etc.

Cost-effectiveness analysis Focuses on increases in quality, reduction in scrap/rework, productivity, etc

- Direct costs , Indirect costs
- Development costs
- Overhead costs
- Compensation for participants

Direct Costs

- Instructor
- Base pay
- Fringe benefits
- Travel and per diem
- Materials
- Classroom and audiovisual equipment
- Travel
- Food and refreshments

Indirect Costs

- Training management
- Clerical/Administrative
- Postal/shipping, telephone, computers, etc.
- Pre- and post-learning materials
- Other overhead costs

Development Costs

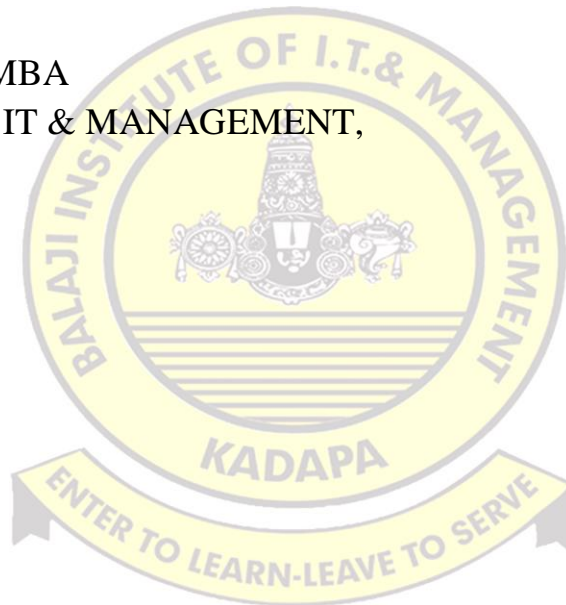
- Fee to purchase program
- Costs to tailor program to organization
- Instructor training costs

Overhead Costs

- General organization support
- Top management participation
- Utilities, facilities
- General and administrative costs, such as HRM

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UNIT-4

CAREER MANAGEMENT AND DEVELOPMENT

INTR1.ODUCTION TO CAREER MANAGEMENT:

The study of careers and how they develop is one of the most active areas of inquiry in the social sciences. Understanding and finding ways to influence the careers of employees in an organization is also an integral part of HRD. Career development provides a future orientation to HRD activities. Career management as a process for enabling employees to better understand and develop their career skills and interests, and to use these skills and interests most effectively both within the company and after they leave the firm. Career management is the process through which employees become aware of their own interests, values, strengths and weaknesses. Obtain information about job opportunities within the company. Identify career goals. Establish action plans to achieve career goals. Successful career management is accomplished through regular habits of building relationships, engaging in career development conversations, updating your career development plan, and setting new goals as life and career needs change. Being proficient at career management also means possessing basic skills related to job searching and managing changes in a resilient manner.

WHAT IS A CAREER?

The work career means many things to many people. It also has different meanings among researchers. A career is unique to each person and created by what the person chooses or does not choose. Both the individual and organization have needs and priorities and it is important to remember that both are critical to the development of one's career.

DEFINITION OF CAREER

According to **HALL** "a career can be defined as the individually perceived sequence of work related experiences and activities over the span of the person's life".

1.3 Objectives of Career Planning:

- A.** To identify positive characteristics of the employees.
- B.** To develop awareness about each employee's uniqueness.
- C.** To respect feelings of other employees.
- D.** To attract talented employees to the organization.
- E.** To train employees towards team-building skills & to create healthy ways of dealing with conflicts, emotions, and stress.

2.MEANING:

Career management is a process that enables the employees to better understand their career skills, develop and give direction to it and to use those skills and internet most effectively both within and outside the organization. Career management and career planning activities are complementary and can reinforce each other. Career management can also be regarded as lifelong self monitored process of career planning. Career management is the process of through which employee like, Become aware of their own interests values strengths and weakness. Identify career goals and establish action plans to achieve.

2.1Career Development:

Career development is an activity of the organization considering the long term benefits and success of personnel and organizational effectiveness A long term career development programme can be chalked out to reap various benefits. The organization spends heavy amount on training the staff and development of its executives so that it get the required talents from within the organization. It does not have to search them from outside.

The following are the advantages of career development:

- A.** Career development becomes essential because of changing job requirements due to changes in technology. Instead of searching the resources it is always better to develop the resources from the organization.
- B.** It will benefit both the organization as well as the employees for they get better prospects in the same organization as their career is further developed by their organization. This increases the sense of belonging to the organization and boost up their morale.
- C.** Employee's respect for their employer goes up as he feels obliged. Through career development employer expresses its concern for the employees and helps them planning their own career.
- D.** Personnel development is attained through career. Personnel development is attained through career development.
- E.** Career development helps in attracting the talents from other organization. Any talented person wants the opportunity which is challenging and satisfies him.
- F.** For meeting the challenges talents get attracted towards the organization which gives scope and further develop their talents to suit the job requirements.
- G.** Organisation through effective career development programmes can develop their talents and give them a fair chance to go up and contribute to the organization.

- H.** Women are emerging very strong on every field. They do not need sympathies or anybody's help.
- I.** They have tremendous potentials in them. Career development can play significant role in this respect.
- J.** Career development boosts up morale of the employees and removes frustration from their minds.
- K.** The career development gives chance to highly educated to move upward. The employees can match their expectations with career advancement.
- L.** Through effective career counseling the question of aspirations and career dimensions can easily be tackled.
- M.** All these efforts should result into effective management of human resources.

3. STAGES OF LIFE AND CAREER DEVELOPMENT:

Career stages are identified on the basis of various changes in the work life of individual their needs their targets and their priorities. Each and every stage of career is comprised of numerous activities preparing an individual for further psychological change. Every individual has to go through certain stages separated by transition periods in order to develop their career in a systematic way these stages are as follows,



A.EXPLORATION STAGE:

The exploration stage is the pre employment stage where in the individuals is in their mid twenties and enters from their college life to the work environment. In order to enhance the skills of new employee organization can also conduct some training and development programmes. Providing comfortable environment for the new employee by making him aware of various job positions using job rotation methods seminar etc.By providing entire history of the company to the fresher and the different job opportunities that an individual can enjoy while working in the company.

B.ESTABLISHMENT:

In this stage an individual looks out for his first job. As the journey for job hunting ends in this stage the individual starts gaining his first job experiences.

MANAGEMENT AT ESTABLISHMENT STAGE:

Individuals having excellent skills that can prove out to be beneficial for the company in future is acknowledge by the management. Proper feedback is given by the company on the performance of the employee this helps the employee to identify their positive and negative points.

C.MID CAREER STAGE:

This stage lies between the age group of 35-50 and the individual is not considered as a fresher or learner. Usually in this stage some people may grow due to their improved performance and bring good results for the company but there are also some people who become less enthusiastic with the passage of time and their level of performance starts diminishing. Giving the employees more challenging job so that they get motivated to perform. Establishing certain policies that can motivate the employees going through the stage of platform utilize their skills to the fullest platform.

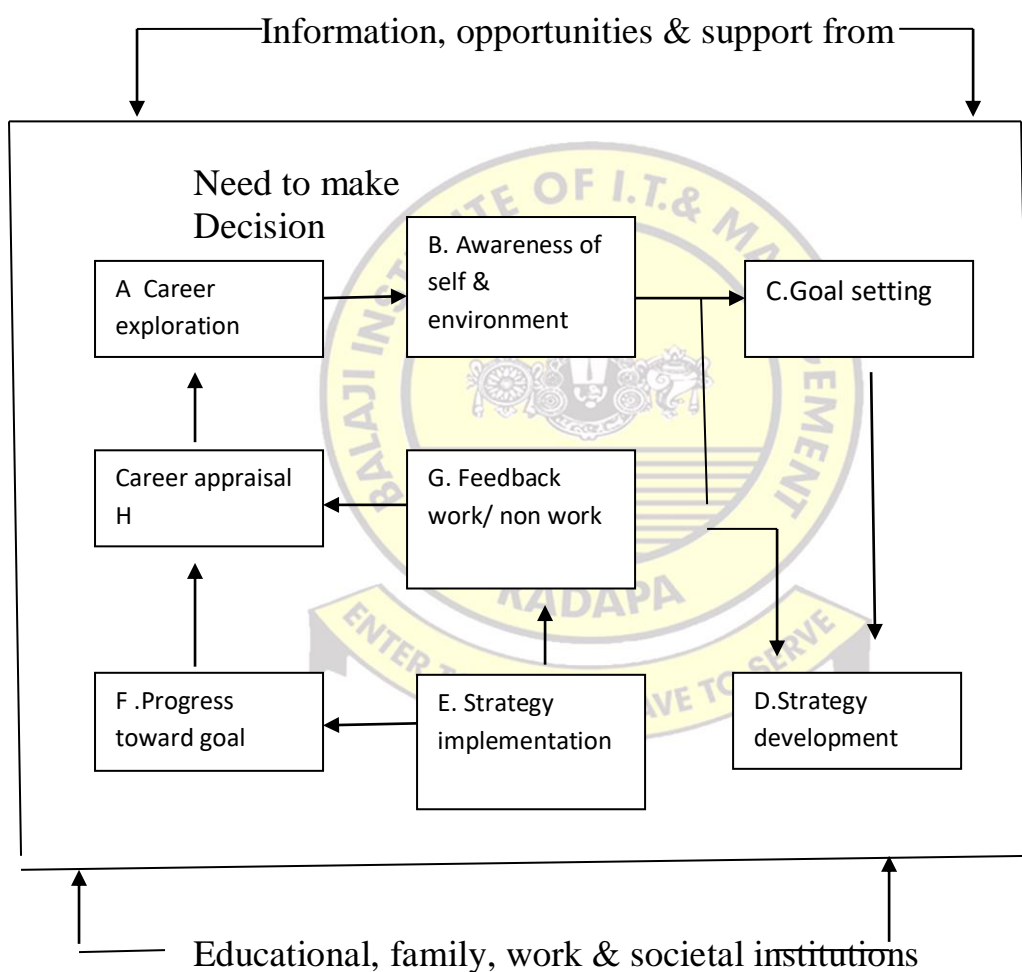
D.LATE CAREE STAGE:

After 50's begins the late career phase in which a bit relaxation is given to the individuals. Employees of this stage as a source of stimulation for others. The management should give important to the employees of this stage as they have vast experience and knowledge which proves out to be very beneficial to the organization. They also act as the counselor because they can provide right guidance to the other employees and they even play the role of trainer and thus can transfer their entire knowledge and skills to the younger generation.

E.DECLINE STAGE:

This is also known as retirement stage of career. In this stage individual tends to spend his entire time with family and friends. Whether an individual has lead a successful or an unsuccessful career one has to leave behind all this and move on in this life. Understanding retirement process in such a way that it does not harm the self esteem of the employees. Utilizing the knowledge creatively and experience of retrieving employees by creating leisure job opportunities for them.

4.PROCESS OF CAREER DEVELOPMENT



- Individuals face a number of decisions in managing their careers.
- This model stages that effective career management begins as the individual responds to the need to make a career decisions
- It is important to note that the career management process is cyclical and ongoing.
- This model can assist both employees and organizations in understanding what should be done to effectively manage careers.

- Assisting employees in conducting this process can help the organization ensure that the human resources available will be adequate to perform important tasks and accomplish organizational objectives?

A.CAREER EXPLORATION/SELF ASSESSMENT:

The first step is self evaluation will lead the individual to a deeper self awareness and an understanding of both opportunities and constraints present in the environment. For example, a young woman engaged in career exploration could collect information about her values skills etc, and as well as information about the possible jobs and organizations available to her in the environment.

B.AWARENESS OF SELF AND ENVIRONMENT /CAREER AWARENESS:

Successful career exploration will lead the individual to a deeper self awareness and an understanding of both opportunities and constraints present in the environment. This awareness of self and environment can lead the individual to set or revise career goals or if such goals are already set it would lead to strategies development

C.GOAL-SETTING:

A career goal is an outcome the individual decides to try to obtain such goals may be specific (example, I want to become a partner in my accounting company/firm by age 35) or general (example, I want to be a successful and respected chef)

The following points must be considered while the current user.

Essential competencies to be inculcated for career growth and success. Discussion with superiors regarding work performance aptitudes and knowledge is essential and feedback should be sought regularly.

D.STRATEGY DEVELOPMENT:

An effective strategy should include the actions that should be carried out and a time table for performing them. The strategy will be more effective if it is based on realistic self awareness and environment awareness.

Greenhaus list seven career strategies like,

- Competency in current job
- Increased involvement in work
- Developing skills

- Developing opportunities
- Cultivating mentor relationships
- Image building
- Engaging in organizational politics

E.STRATEGY IMPLEMENTATION:

Strategy implementation involves carrying out the strategy the individual has developed. It is easier to set where you want to go if you have a plan to follow. Some people may develop elaborate plans but then fail to implement them. Strategy implementation can lead to progress toward the goal and feedback from work and non work sources.

F.PROGRESS TOWARD THE GOAL:

This is extent to which the individual is nearing the career goal.

G.FEEDBACK FROM WORK AND NON WORK SOURCES:

Valuable information about the progress toward the career goal can be obtained from both work sources like co workers supervisors and specialist and non work sources family, friends and teachers.

H.CAREER APPRAISAL:

Feedback and information on progress toward the career goal permit the individual to appraisal his or her career.

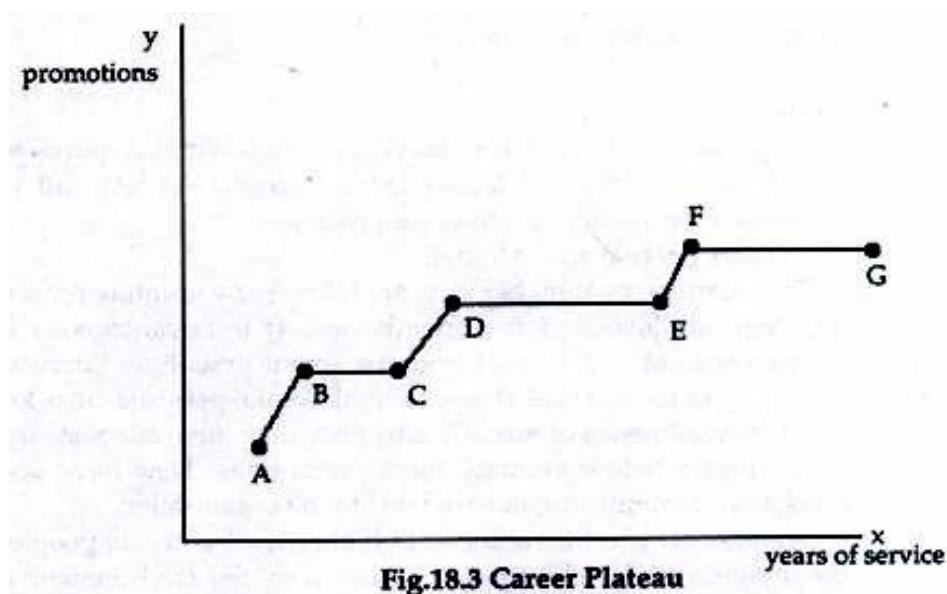
5.ISSUES IN CAREER DEVELOPMENT:

a. Career Plateau:

Career plateau is the common phenomenon in most of the organization. This may be because of the pyramidal structure of the organizations. The organization structure is flatter at the bottom and narrower at the top as a result very few posts are available at the top resulting into a fierce competition among the executives. Only a few can ride the ladder others have to be content on the plateau. The employee has to wait for more time to get promotion as his length of service increases. This is a common feature in India in almost all organizations and especially in government organizations and public sector units. Employees have to wait for 10 to 15 years to get first promotion in their career. The distance between the two promotions is increasing. Career plateau leads to poor performance, dissatisfaction among employees. Some may think of leaving the

organization because of plateaued career. Career plateau has serious effects executives. Lack of further chances to go up frustrate them, their efficiency goes down considerably. This results into leaving the organization and joining the other. To save employees and executives from such a embarrassing position, the organization should create more promotional posts carrying higher pay, higher status and responsibility both laterally and vertically so that most of the staff be accommodated in the career path after a short interval of time.

Career plateau is shown in the diagram given below:



b. Career Motivation:

Career motivation is the desire to exert effort to enhance career goals. People who are high in career insight have an accurate understanding of their strengths and weaknesses and set clear career goals. Career identity is the direction component. This is the extent to which people define themselves by their careers. People who are high in career identity are highly involved in their jobs, their organizations, and/or their professions. They strive for advancement, recognition, and a leadership role. Career motivation has been measured by developmental assessment centers and questionnaires.

PREPARED BY;

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(Established by Govt. of A.P., ACT No.30 of 2008)
ANANTHAPURAMU – 515 002 (A.P) INDIA

MASTER OF BUSINESS ADMINISTRATION
MBA; MBA (General Management); MBA (Business Management)
COMMON COURSE STRUCTURE & SYLLABI

Course Code	Specialization Elective- I	L	T	P	C
21E00303c	Human Resource Development	4	0	0	4
Semester		III			
Course Objectives:					
<ul style="list-style-type: none">To provide an understanding of the human resources development framework andTo explain management best practices, tools and models to implement an effective HRD system.To impart knowledge on career management and issues in career development.To describe and discuss organizational culture, labour market changes and discrimination adapting to demographic changes.					
Course Outcomes (CO): Student will be able to					
<ul style="list-style-type: none">Understand the concept of HRD, functions and challenges to HR manager.Design plan for HRD programmes, need to assessment of HRD programmes and impact of HRD Programme.Understand career development, process and issues in career developmentlearn and aware of HRD and its diversity in organizational culture and labour markets.					
UNIT – I		Lecture Hrs: 8			
Introduction to Human Resource Development: Meaning, significance and objectives of Human Resource Development, Human Resource Management and Human Resource development functions, Human Resource Development challenges					
UNIT – II		Lecture Hrs: 12			
HRD Need Assessment & Designing of HRD programs: Strategic/ Organizational Analysis- Task Analysis- Person Analysis- prioritizing HRD needs, defining the objectives of HRD Intervention - Selecting the trainer - Selecting the Training methods - Preparing training material Scheduling an HRD program					
UNIT - III		Lecture Hrs:12			
Implementation & Evaluation of HRD programs: Training methods - Classroom training Approaches - Computer based Training, Purpose of HRD Evaluation- Kirkpatrick’s evaluation frame work - Data collection for HRD Evaluation - Assessing the impact of HRD programs in Monetary Terms					
UNIT – IV		Lecture Hrs:12			
Career Management and Development: Introduction to Career management, meaning - Stages of life and Career Development - process of career Development - Issues in career development.					
UNIT – V		Lecture Hrs:12			
HRD & Diversity: Introduction - Organizational culture - Labor market changes and discrimination adapting to demographic changes					
Textbooks:					
1.Jon M Werner ,Randy L DeSimone : Human Resource development (Thomson/Cengage)					
2. Raymond A Noe : Employee Trainee Development (Tata McGraw Hill)					
Reference Books:					
<ul style="list-style-type: none">John P. Wilson Human Resource Development (Kogan Page Business Books)Tripathi P.C : Human Resource Development (Sultan Chand & Sons)Uday Kumar Halder : Human Resource Development (Oxford)					



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MBA; MBA (General Management); MBA (Business Management)
COMMON COURSE STRUCTURE

Online Learning Resources:
https://www.tutorialspoint.com/human-resource-management NPTEL :: Management - NOC:Principles of Human Resource Management

UNIT-V

HRD & DIVERSITY

1.INTRODUCTION:

Managing diversity is defined as "planning and implementing organizational systems and practices to manage people so that the potential advantages of diversity are maximized while its potential disadvantages are minimized". This approach goes beyond both affirmative action and valuing diversity because it focuses on building a positive environment for everyone and on full utilization of the total workforce. It does not exclude women or minorities, nor does it exclude whites or males. It is an attempt to create a level playing field for all employees without having regard for cultural distinction. It's important to understand how these dimensions affect performance, motivation, success, and interactions with others. Institutional structures and practices that have presented barriers to some dimensions of diversity should be examined, challenged, and removed. Managing diversity well provides a distinct advantage in an era when flexibility and creativity are keys to competitiveness. An organization needs to be flexible and adaptable to meet new customer needs. Heterogeneity promotes creativity and heterogeneous groups have been shown to produce better solutions to problems and a higher level of critical analysis. This can be a vital asset at a time when the campus is undergoing tremendous change and self-examination to find new and more effective ways to operate. With effective management of diversity, the campus develops a reputation as an employer of choice. Not only will you have the ability to attract the best talent from a shrinking labor pool, you can save time and money in recruitment and turnover costs.. Managing diversity focuses on maximizing the ability of all employees to contribute to organizational goals. managing diversity emphasizes business necessity.

Def. –DIVERSITY:

Thomas defines managing diversity as “a comprehensive managerial process for developing an environment (organizational culture) that works for all employees.”

Managing the diversity approach requires

- 1) a long- term commitment to change;
- 2) substantive changes in organizational culture;
- 3) a modified definition of leadership and management roles;
- 4) both individual and organizational adaptation; and Structural changes.

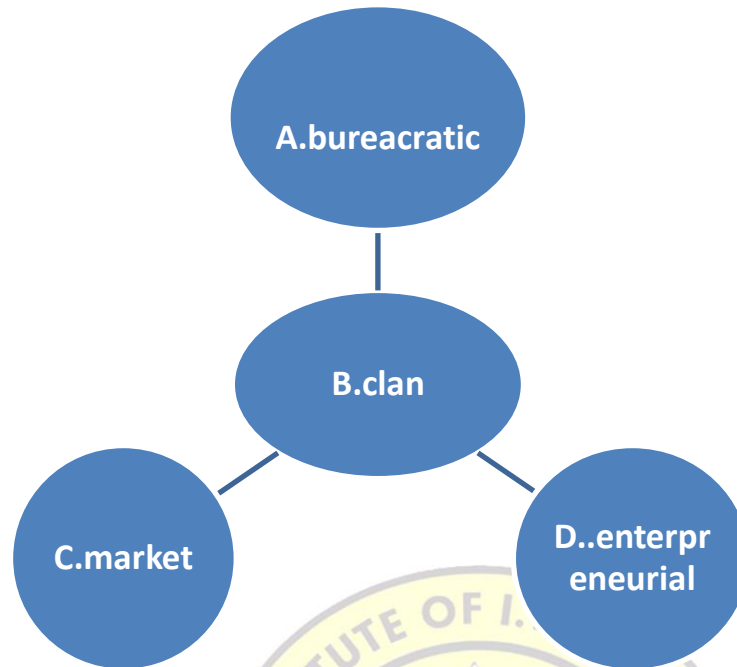
2. ORGANIZATIONAL CULTURE :

Organizational culture is a system of shared assumptions, values, and beliefs, which governs how people behave in organizations. These shared values have a strong influence on the people in the organization and dictate how they dress, act, and perform their jobs. Every organization develops and maintains a unique culture, which provides guidelines and boundaries for the behavior of the members of the organization. Let's explore what elements make up an organization's culture. It includes a shared perception of reality, regarding how things are and how things should be. Furthermore, community and group culture determine the willingness and conditions for knowledge sharing with other members of the organization. Knowledge, and knowledge sharing, are thus inseparable from organizational culture. Culture also provides guidelines regarding training & development of the employees. It is the surrounding in which employee and organization connects each other.

Culture is how organizations 'do things'. — Robbie Katanga

Types of organizational culture:

The basic types of organizational culture are ;



A. Bureaucratic Culture:

In this type of culture the behavior of employees is governed by formal rules and standard operating procedures. Such a culture perpetuates stability. Organizations with bureaucratic culture tend to produce standardized goods and services, examples: Government ministries/ Fast food establishments.

B.Clan Culture:

In a clan culture the behaviour of individuals are shaped by tradition, loyalty, personal commitment, extensive socialization and self-management. A clan culture achieve unity through socialization. Long-term employees serve as mentors Members are aware of the organization's history and have an understanding of the expected manner of conduct and organizational style. Members share feelings of pride in membership. Peer pressure to adhere to important norms is strong.

C. Market Culture:

In a market culture, the values and norms reflect the significance of achieving measurable and demanding goals mainly concerning those that are financial and market based. Companies with a market culture tend to focus on Sales growth Profitability Market share/ In a market culture the relationship between individuals and the organization is contractual (previously agreed). Individuals are responsible for their performance; whereas the organization promises specific rewards for levels of performance. Managers are not judge on their effectiveness as role models or mentors; but on monthly, quarterly, and annual performance goals based on profit.

D. Entrepreneurial Culture:

Organizations existing in the context of an entrepreneurial culture are characterized by high levels of risk taking and creativity. There is a commitment to experimentation, innovation.

2.1 BUILDING A STRONG ORGANIZATIONAL CULTURE:

A common behavioral style must be shared by managers and employees. Have the same basic approaches to solving problems, meeting goals, and dealing with stakeholders. Have share common norms that guide rule governing rewards and punishment. A strong organizational culture assists in the creation of a stable organization, the consequence of which lead to the achievement of the company's strategic goals. The top management people should become the positive role models. They should set the examples through their own behavior. As employees learn the culture through stories, symbols and rituals, the old stories, rituals and symbols should be replaced by creating new ones which are currently in vogue. Adding new members, particularly at the higher level, is a powerful strategy to change the culture, provided the new members bring in new culture. The socialization processes should be redesigned to align with the new values. Reward system establish and reinforce specific cultural behaviors and therefore, a change in culture can be initiated and supported by change in corporate reward systems. Unwritten norms and beliefs should be replaced with formal rules and regulations that are tightly enforceable. Extensive use of job rotations should be made to shake current subcultures..Change in culture will be comparatively easy if peer group consensus is got through use of employee participation and creation of a climate with a high level of trust.

2.2FACTORS WHICH AFFECT THE ORGANIZATION CULTURE:

A. Individual working with the organization:

The employees in their own way contribute to the culture of the workplace. The attitudes, mentalities, interests, perception and even the thought process of the employees affect the organization culture. **Example** - Organizations which hire individuals from army or defence background tend to follow a strict culture where all the employees abide by the set guidelines and policies. The employees are hardly late to work. It is the mindset of the employees which forms the culture of the place. Organizations with majority of youngsters encourage healthy competition at the workplace and employees are always on the toes to perform better than the fellow workers.

B.The nature of the business:

The nature of the business also affects the culture of the organization. Stock broking industries, financial services, banking industry are all dependent on external factors like demand and supply, market cap, earning per share and so on. When the market crashes, these industries have no other option than to terminate the employees and eventually affect the culture of the place. Market fluctuations lead to unrest, tensions and severely demotivate the individuals. The management also feels helpless when circumstances can be controlled by none. Individuals are unsure about their career as well as growth in such organizations.

C. The culture of the organization is also affected by its goals and objectives.:

The strategies and procedures designed to achieve the targets of the organization also contribute to its culture. Individuals working with government organizations adhere to the set guidelines but do not follow a procedure of feedback thus forming its culture. Fast paced industries like advertising, event management companies expect the employees to be attentive, aggressive and hyper active.

B.The management and its style of handling the employees:

It also affects the culture of the workplace. There are certain organizations where the management allows the employees to take their own decisions and let them participate in strategy making. In such a culture, employees get attached to their management and look forward to a long term association with the organization. The management must respect the employees to avoid a culture where the employees just work for money and nothing else. They treat the organization as a mere source of earning money and look for a change in a short span of time.

3. LABOUR MARKET CHANGES :**3.1 INTRODUCTION:**

A labour market in an economy functions with demand and supply of labour. In this market, labour demand is the firm's demand for labour and supply is the worker's supply of labour. The supply and demand of labour in the market is influenced by changes in the bargaining power. Labor markets continue to be affected by three principal forces of change: globalization of competition; technological advances; and changes in the demographic structure of the workforce. Some industries, such as construction, are very sensitive and prone to peaks and troughs, as well as significant regional variations. Despite economists' best efforts, some changes are not foreseen, making some labour market predictions, especially in the long-term, unreliable, and vulnerable to, for example, changes in government policy or world events. Everyone needs to be aware of skill shortage areas and of the fact that employers expect an increasingly better qualified workforce. Young people need to fulfill their academic Potential and develop strong employability skills to compete in the job market.

Definition :

A labor market is the place where workers and employers interact with each other. In the labor market, employers compete to hire the best, and the workers compete for the best satisfying job

3.2: IMPORTANT CLASSIFICATION OF LABOUR MARKET SUGGESTED BY CLARK KER :

A. THE PERFECT MARKET:

This kind of market is made up of a large number of relatively small and undifferentiated buyers and sellers. There is a complete freedom of entry and exit, complete knowledge and complete mobility of all resources within the market area. Under such circumstances, the single price prevails and the market is regularized.

B. THE NEO-CLASSICAL MARKET:

The neo-classical market recognizes the existence of ‘imperfections.’ The supply of skilled workers cannot be expanded suddenly because it takes time for a worker to acquire skill. In spite of the imperfections, it is assumed that wages will tend towards equality for workers in a given skill classification.

C. THE NATURAL MARKET:

In the natural market, the typical worker has a very limited knowledge of the market as a whole and unless he is unemployed or just entering the labor force, he is not ‘actively in the market.’ The workers’ knowledge of the labour market may be limited to his own office jobs about which he has general information. Workers do not regularly weigh the advantages of the jobs they hold against other alternatives.

D. THE INSTITUTIONAL MARKET:

The institutional market is one in which the policies of unions, employers and the government have more to do with wage movements than free competitive forces. Indeed, the objective of policies developed by all three unions, employers and the government is to limit the free operation of the forces of demand and supply. Institutional policies, rather than the market, set the upper and lower limits of wages and these clearly reduce the mobility of labor. Uniform wages are often found for a given grade of workers in the institutions markets but this is because of the influence of institutions and not a result of the interaction of demand and supply.

E. THE MANAGEMENT MARKET:

The objective of management market would be to tie the wage setting and labor movement more closely together than they are in the natural market. This would proceed along with the imposition of state controls on wage setting and on allocation of labour. The long run trend in India has been towards the institutional labor market where the influence of demand and supply is considerably curtailed by policies of unions, employers and the government.

3.3: FORCES OF CHANGE

1. Demographics:

Labour force growth has slowed and a retirement bulge looms. Female participation in the labour force has grown over the last 25 years, but has now plateau. Immigration is increasingly relied upon to meet the demand for skilled workers and support economic growth. The ageing of the labour force presents a key challenge. Will skill needs be met? Will Canadians be able to realize their aspirations (regarding learning, work, and retirement) in their older years. Our ageing, 'top heavy' population has major implications for the labour market – people will be working for longer. Young people trying to launch careers will be competing against an older, experienced workforce. There is increasing demand for scientists and health care workers to deal with the implications of ill health in the elderly.

2. Technological Change-

Changes in technology have had a number of impacts on the labour market. They have contributed to the shift in Canada's industrial structure away from primary and manufacturing industries and towards services. Mass production systems (large scale, standardized methods, highly delineated jobs) have been transformed into production systems characterized by smaller scale, greater flexibility in the organization of work, greater emphasis on skill, and flatter hierarchies. Technological change has also increased the demand for highly skilled work relative to that for less skilled work, a phenomenon referred to in the economics literature as 'skill-biased' technological change. As a result of rapid technological change, companies today face shorter business cycles and truly global competition. Few industries are safe from disruption. Automation, facilitated by better artificial intelligence, is poised to have a major impact on jobs. Up to 47 percent of U.S. jobs in 2010 were rated as highly likely to become computerized in the next 10-20

years. Even as old roles are swept away, technology is facilitating the emergence of new work models that may help solve some of the current labour market issues. It is one of many solutions emerging and, as in times past, human ingenuity enabled by new technologies will make our world more prosperous for all.

3. GLOBALIZATION:

The globalization of the economy has been characterized by:

- A.** more mobile capital (resulting in part from greater protections for foreign investors in trade agreements such as NAFTA or through the WTO);
- B.** freer trade in goods and services; enhanced mobility of highly-skilled workers; enhanced mobility of Human Resource Development –highly-skilled jobs (e.g., information technology work for North American companies being located in Asia);
- C.** Globalization, by making the markets for goods and services more competitive, has heightened the need for economic and social policies to foster competitiveness.
- D.** It has also put a higher premium on workplace practices that support flexibility and adaptability, such as multi-skilling, teamwork, and pay-for-performance schemes.
- E.** There is also evidence that globalization has contributed to a reduction in wage differentials across countries for labour of similar skill, but has (along with technological change) led to an increase in wage inequality between lower and higher skill levels within high-wage countries.
- F.** Fortunately, the present dysfunction and apparent contradictions are spurring changes.
- G.** Rather than returning to business as usual after the recession, the labour market is settling into a new normal.
- H.** If we chart our course well we can navigate the changing world of work and unleash new employment opportunities and economic growth for the Fourth Industrial Revolution.

I. SHIFTING DEMOGRAPHICS, DYNAMIC WORKFORCES:

Trends like aging and declining birth rates mean the days of abundant labour are drawing to an end in much of the world. Sixty percent of people now live in countries with stagnant or shrinking workforces. China's working age population peaked in 2010; by 2050 more than a quarter of its people will be over 65, up from eight percent today. In Germany, the labour force will shrink by six million workers over the next 15 years—this is one reason their politicians are more open to migrants. Faced with labour shortages, employers and policymakers are being forced to think differently about talent sourcing. In Japan, where a quarter of the population is over age 65 (compared to 15 percent in the U.S.) As a result of these and other efforts, the labour force has declined by just one percent over the past decade even though Japan's "working age" population (traditionally defined as ages 15-64) has dropped by eight percent. Policymakers elsewhere should take note - the UN estimates that by 2050, 33 countries will have an older population than Japan does today. A more intense search for talent is beginning, and we are already seeing interesting people practices emerge. Aerospace companies, faced with graying workforces, have pioneered flexible working, phased retirements, "encore careers," and a slew of knowledge transfer programs to train the next generation. Companies that can't find the talent they need in one country use remote working to employ people elsewhere. Around the world, employers are experimenting with new policies to better appeal to underrepresented groups—women, young people, minorities, people with disabilities, migrants, etc.

II. THE RISE OF INDIVIDUAL CHOICE:

- There is a new mindset. Rather than hanging on to a job for life, the goal today is to be employable to develop the skills, experience and expertise necessary to move on or up, regardless of your employer.
- Ideally, this gives people greater choice and flexibility to ride career waves or slow down at different stages of their longer working lives.
- As employers adapt to this workforce trend, wages and opportunities will increasingly be dictated by skills, not tenure.
- They are able to manage their own careers and command higher salaries. Helping this group to up skill is the defining labour challenge of our time, and requires extraordinary efforts from educators, policymakers and most of all employers.

- In the near term, individual choice is causing problems in the labour market. Companies understandably ask: why should I train you if you'll leave and work for my competitor? However, with talent shortages looming, the need to retain employees may soon tip the balance back towards greater investment in development programs. By providing learning opportunities, employers become a talent destination.
- Focusing on employment for life, rather than protecting specific jobs in companies, will increase workforce mobility, protect the individual and encourage lifelong learning and development.

4. DISCRIMINATION ADAPTING TO DEMOGRAPHIC CHANGES:

Demographic change is the main reason organizations need to adapt their practices in order to respond to increasing diversity within labor markets. Diversity alters pools of potential employees, and the needs of employees, as well as influencing broader business objectives like service provision. In addition, the constantly changing demographic profile of the broader population means that organizations need to develop strategies that will meet the needs and desires of the country's citizens. In most countries there will be stakeholder groups interested in workplace issues that include diversity. These include government agencies interested in work, immigration, government employment bodies, industry groups, human rights groups, trade unions, specialized stakeholder agencies; These demographic changes will have profound implications for organizations and managers in the coming decades. Implications include, the need to have better understanding and awareness of different cultures including their practices and religious beliefs; Diversity brings business benefits. people who are adept at social networking and team-work; social and environmental responsibility; A diverse workforce brings its own rewards in terms of increasing cultural awareness, sensitivity and awareness in individuals and firms. There are a number of demographics that can affect a business. Demographics are various traits that can be used to determine product preferences or buying behaviors of consumers. Most companies identify their key customers through these various traits. They then target consumers with like characteristics in their advertisements and promotions. Targeting consumers with similar demographic characteristics helps maximize a company's sales and profits.

A.INCOME INFLUENCE:

Income is one demographic variable that can affect businesses. A company's products usually appeal to certain income groups. For example, premium products such as high-end woman's clothing usually appeal to women with higher incomes. Conversely, people with comparatively lower incomes are more sensitive to price and, therefore, may prefer purchasing discount products. People with lower incomes have less disposable income. Value is a major determinant in the products they purchase. Hence, a company may best reach lower-income people through discount retailers and wholesalers and attract higher-income buyers in specialty retail shops.

B.AGE VARIABLES:

Age is another demographic element that impacts businesses. A company's products and services are more likely to appeal to certain age groups. Younger people under 35 are often the first consumers to purchase high-tech products like cell phones, electronic books and video games. The millennial generation is increasing buying power and growing market share while baby boomers remain a large and viable group as well.

C.GEOGRAPHIC REGION:

People's buying preferences also vary by geographic region, which is another type of demographic. Those who meet buyers' needs and requirements in certain geographic regions can earn higher sales and profits. For example, people often prefer certain food and drink flavors in certain markets. Companies that sell the flavors consumers desire in various areas are more likely to profit. Those who do not offer these flavors may risk losing customers to other competitors.

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MBA III Semester Supplementary Examinations October 2020

HUMAN RESOURCE DEVELOPMENT

(For students admitted in 2017 & 2018 only)

Time: 3 hours

Max. Marks: 60

All questions carry equal marks

SECTION – A

(Answer the following: 05 X 10 = 50 Marks)

- 1 Explain the principal motivations behind the need to invest in HRD by an organization.
OR
- 2 Elucidate the challenges of HRD in the current scenario.
- 3 Discuss the steps involved in HRD process.
OR
- 4 Design a HRD Need Analysis model for employees of a pharmaceutical company.
- 5 Develop a model for evaluating the effectiveness of HRD in a service organization.
OR
- 6 Discuss various training methods. Which method/s will be more effective and why?
- 7 Explain the stages in career development process.
OR
- 8 Career planning & development is not only the responsibility of employees but also of companies". Do you agree with the statement and justify your argument? Also discuss the issues in career development.
- 9 What are the characteristics of a good organization culture? Elucidate OCTOPAC culture.
OR
- 10 Explain the challenges involved in dealing with diversified workforce.

SECTION – B

(Compulsory question, 01 X 10 = 10 Marks)

- 11 **Case Study:**
Unwanted Promotion
Mrs. Deena joined Syndicate Bank as clerk after M.Sc., in 1968. She was aspiring for the promotion to the officer's post. She completed CAIIB to which certain weightage is given in promotion. After getting the eligibility service in 1972, she applied for an officer's post in the bank under the promotion quota.
She could not get the promotion as her score in the written test was quite low. But at that time she was transferred to her native town, i.e., Rajahmundry. She tried for an officer post several times but could not succeed. She was vexed with her trials. But she was elected to the office of President of local branch of Bank Employees Union. Since then she has become a problem to the management. She could solve a number of problems of the members of her union.

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Consequently almost all the clerks of the branch joined her union. However, she has been continuing her trials for the officer's post. She was not given the promotion in 1980 though she got more than the minimum score in the written test, on the ground that her interview score was less than the minimum. In fact, the confidential report of the branch manager regarding her trade union activities worked against her in this case. With this failure she decided not to make any further trials and activated the trade union activities. Further, she started a business of dealership in automobiles. She succeeded, in diverting the deposits of the business community in her bank to other banks. Management has decided to promote her to the Officer cadre based on the recommendations of the new branch manager. One day Mrs. Deena received appointment order for the Officer's post from the head office of the bank. All the colleagues including the branch manager congratulated her. But she said that she does not want that promotion. It was a quite surprising to all of them.

Questions:

- (a) Do you think that the management's action of not selecting Mrs. Deena in 1980 basing on the confidential report of the Branch Manager is right?
- (b) Why does Mrs. Deena not want promotion?

HUMAN RESOURCE DEVELOPMENT

(For students admitted in 2017 & 2018 only)

Time: 3 hours

Max. Marks: 60

All questions carry equal marks

SECTION – A

(Answer the following: 05 X 10 = 50 Marks)

- 1 Discuss the significance and functions of HRD.
OR
- 2 Explain the various dimensions of HRD and how does it portray HRD climate prevailing in an organization.
- 3 As a HR manager if you are entrusted the task of designing the HRD programme, how would you go about it? You have to impress the top management about the credibility of the training function.
OR
- 4 Explain various HRD interventions and discuss their role.
- 5 What is the purpose HRD evaluation and discuss Kirkpatrick evaluation framework.
OR
- 6 Explain the role of technology in training and discuss emerging training methods
- 7 Design a career management model that will serve the interests of company as well as the employees.
OR
- 8 Discuss the stages of life and career development.
- 9 How is organizational culture created and sustained? Discuss.
OR
- 10 What is workforce diversity? Discuss the challenges of dealing with different generations of workforce.

SECTION – B

(Compulsory question, 01 X 10 = 10 Marks)

11 Case Study:

It has been a long and eventful journey of almost a century across 21 countries. Starting in 1908 from a small building in Baroda to its new hi-rise and hi-tech Baroda Corporate Centre in Mumbai is a saga of vision, enterprise, financial prudence and corporate governance. Training interventions have a strong history since 1948 when a batch of young officers was sent to United Kingdom for training. The Joint Staff Training College with Bank of India at Mumbai was set up in 1962 for imparting training to officers in banking skills. The Bank of Baroda Staff College at Ahmedabad was started in 1964 for training officers in banking and upgraded to conduct management development programme with residential facilities in 1978.

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The N.M. Chokshi College for International Banking and New Financial Services was started in Mumbai in 1989 for training officers in foreign exchange, international dealing and new financial services. The Bank of Baroda College for Information Technology was started in 1999 at Baroda to impart advanced skills in the area of information technology. The first regional training centre was established at Baroda in 1970 to conduct job-oriented training programmes for clerical and subordinate staff members and the bank now has twelve regional training centres spread across the country to handle the basic training courses. With over 46,000 employees in three cadres and ten pay scales spread across 3,000 and odd branches in 21 countries, analysing the training needs is really a challenge to HR.

Level One: Every year around April-May, a corporate level meeting is conveyed by the Chairman and Managing Director of the bank with the Zonal heads to discuss the training needs. Zonal heads for their part collect the information from their offices and branches about training needs and make a presentation. The Branch Managers identify the needs by discussing with employees, by referring to the employee performance appraisals, by considering the audit and inspection reports, by referring to the customer complaints, and by analysing the business plans. The regional office compiles the said information and sends it to the zonal office. Regulatory agencies like the Reserve Bank of India and the Ministry of Finance may have issued guidelines for conducting mandatory training programmes like 'reservation roster policy' 'harassment-free policy', etc. The corporate strategic decisions are also shared with the zonal managers to understand the overall training needs of the Bank. All these exercises result in preparing a training calendar along with the types of programmes to be conducted.

Level Two: The training calendar is sent to all the regional offices and very large branches apart from other administrative offices. The HR managers in regional offices go through the data available with them; about training requests made by branches, performance appraisal reports of employees, newly appointed employees needing training, existing employees posted to new job roles, employees promoted to new positions, the automation work to be initiated, the new kind of work to be performed and the statutory compliance to be met. There may be employees who for personal reasons like family commitments may not want to attend training programmes in far-off places. For such employees the HR department of the region identifies the need to conduct locational programmes at places which are nearest to them.

The trade unions may have requested for conducting particular type of training programmes for employees like 'relational skills for HR officers'. The Association for scheduled castes, scheduled tribes and other backward class employees may have requested for conducting additional training programmes for their members to enhance their skills. Then there are special needs peculiar to certain branches. For example, 10 out of 50 branches in a region are moving towards core banking solutions. For such branches a programme on core banking solution may have to be organized.

Considering all the facts and circumstances discussed above, the HR Managers at the regional office identify the employees to be sent for training by making sure from the official records that the concerned employees have not undergone the said programmes earlier.

Analyze the case study and answer the following questions:

- (i) What, according to you, are the finer aspects of needs analysis in Bank of Baroda?
- (ii) If you had to conduct HRD needs assessment for a new job in the organization, how do you proceed?
- (iii) HR managers sitting in regional office cannot understand the needs of the branches. Therefore, branch managers should be empowered to identify and nominate employees for training. Discuss.

MBA III Semester Supplementary Examinations May 2019
HUMAN RESOURCE DEVELOPMENT
(For students admitted in 2017 only)

Time: 3 hours

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SECTION – A

(Answer the following: (05 X 10 = 50 Marks)

- 1 Write about the challenges in human resource development.
OR
- 2 Explain the need to develop the human resource in the present scenario.
- 3 How to design training programmes? What are the merits to be possessed by the trainers?
OR
- 4 What is meant by organizational culture and explain organizational analysis in HRD?
- 5 Explain different types of training methods.
OR
- 6 Write about assessing the impact of HRD programs in monetary terms.
- 7 What is motivation in career development and write the stages of life & career development?
OR
- 8 Explain in detail about the issues in career development.
- 9 Discuss organizational culture. Highlight the importance and various dimensions of organizational culture.
OR
- 10 Write about discrimination adapting to demographic changes.

SECTION – B

(Compulsory question, 01 X 10 = 10 Marks)

11 **Case Study:**

The Loha manufacturing company is in a very competitive metal products business. It employs 4,000 people. Because of the similarity in the product design and competitive price with those of its competitors. It maintains its sales by emphasising quality and service. About a year ago, the company lost two of its major customers, who had been dissatisfied with excessive manufacturing defects. After studying the problem, the company decided that its basic engineering was sound but carelessness and lack of quality consciousness on the part of production workers, inspectors, and manufacturing supervision were a prime cause of the trouble. Accordingly, it introduced a quality control programme to solve the problem. The course was given after working hours, from 7.00 to 9.00 p.m. each Thursday for 10 weeks. Employees were not paid any additional amount to attend the classes. Technically, attendance was voluntary; however management intimated that employees who attended sincerely would have the fact recorded in their personnel records.

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This fact would be considered in future pay rise and promotions. The course was taught by a staff engineer from the quality control department. The course methodology mainly consisted of lectures, and at times movies on quality control and some discussions. The course covered such topics as the need for high quality, "quality can't be inspected into a product, it must be built in", conditions affecting quality, costs of poor quality, inspection standards, inspection procedures and methods, statistical quality control, sampling inspection and control chart procedures. The course was open to all interested employees in the plant, including supervisors. Attendance at the early sessions averaged around fifty. Towards the end of the course it had declined to about twenty-five.

The training manager made the following comment at the conclusion of the course. "Rajan (the instructor) did a good job of lecturing. He was interested, informative, and spiced his talks with humour at appropriate times. It was not his fault that attendance fell off."

Questions:

- (a) Do you think this training programme was organized and administered properly?
- (b) Are there any other training methods that could properly have been used?

HUMAN RESOURCE DEVELOPMENT

(For students admitted in 2017 only)

Time: 3 hours

Max. Marks: 60

SECTION – A

(Answer the following: (05 X 10 = 50 Marks))

- 1 What is HRM and explain its development functions?
OR
- 2 What are the objectives and importance of human resource management?
- 3 "Training is tool to be considered as a investment for an organization not as an expenditure" comment your views.
OR
- 4 Explain the objectives of HRD intervention and write about prioritizing HRD needs.
- 5 Explain types of data collections for HRD program evaluation.
OR
- 6 Explain the purpose of HRD evaluation and write Kirkpatrick's evaluation.
- 7 Define career development and its process.
OR
- 8 Suggest a systems approach towards creating a career development programs.
- 9 Explain the changes in labour market and critically evaluates its causes.
OR
- 10 Discuss the important characteristics and various dimensions of organizational culture.

SECTION – B

(Compulsory question, 01 X 10 = 10 Marks)

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Unwanted Promotion

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She could not get the promotion as her score in the written test was quite low. But at that time she was transferred to her native town, i.e., Rajahmundry. She tried for an officer post several times but could not succeed. She was vexed with her trials. But she was elected to the office of President of local branch of Bank Employees Union. Since then she has become a problem to the management. She could solve a number of problems of the members of her union.

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