ECONOMICS OF HUMAN RESOURCES DEVELOPMENT UNDER GLOBALISATION

✦✦✦

A Thesis submitted to the
Saurashtra University
for Degree of
Doctor of Philosophy
in Economics under the
Faculty of Arts

✦✦✦

By
P. G. Kiren

✦✦✦

Under the guidance of
Dr. B. M. Jani
Professor & Head
Department of Economics
Saurashtra University
Rajkot - 360 005
(GUJARAT)

✦✦✦

Department of Economics
Saurashtra University
RAJKOT (GUJARAT)

July 2006

Ph. D Reg. No.2341

DEDICATED

TO

MY FATHER

WHO TAUGHT AND

INCULCATED IN ME

THE LOVE FOR

AND APPLICATION

OF SYSTEMS

AND

MY MOTHER

WHO HAD FAITH

IN MY ACADEMIC

PURSUITS

Certificate

This to certify that the Ph.D. thesis entitled ***"ECONOMICS OF HUMAN RESOURCES DEVELOPMENT UNDER GLOBALIZATION"*** written by ***Mr. P.G. Kiren*** is an original piece of research carried out under my guidance during 22-7-99 to 22-7-2006. He has made use of books and journals for reference material and discussions with professional managers of HRD and also line and business managers so as to understand the problems and practices of human resources development in India in the era of globalisation.

Place: Rajkot

Date: 22/7/2006

Dr. B. M. Jani
Ph. D guide &
Professor & Head
Department of Economics
Saurashtra University
Rajkot - 360 005 (Gujarat)

DECLARATION

I, the undersigned Ph. D student ***Mr. P. G. Kiren*** declare that this Ph. D. thesis on ***"ECONOMICS OF HUMAN RESOURCES DEVELOPMENT UNDER GLOBALISATION"*** written and submitted by me for the Degree of Doctor of Philosophy under the faculty of Arts is my original work. However, experts' opinions as a support are used as references and are cited at the proper places. This work has not been submitted to this University or any other University for any Degree, Diploma or Distinction.

Place: Rajkot

Date 22/7/2006 **(P. G. Kiren)**

ACKNOWLEDGEMENTS

My sincere thanks also goes out to my son Mohinder without whose help this thesis would not have been possible. Thanks also to my wife Kumkum for her encouragement and goading and my son Mahavir who had faith in me. I also thank my sisters Devaki and Chinmayi who believed in me.

My gratitude and thanks to my guide Dr. B. M. Jani for his guidance and forbearance and Dr. D. K. Ghosh (Dilpda for me) who help me to initiate the whole process and pulled me out of many an adverse situation.

A special word of thanks to my logistics friend Shri Bipin Shah who burnt the midnight oil with me.

PREFACE

Human Resources Development (HRD) and manpower planning are the areas in which, economists, demographers, sociologists, management experts and administrators contributed and exercised tools and techniques all over World. Labour Economics and personnel Management experts have concentrated in the area. The author of this thesis being a practitioner in the area attempted to study and understand HRD and line management as a part of labour force management at the organizational level. India is country highly populated with a huge available labour force but most of it unskilled or semi-skilled labour; the need for skilled manpower in the era of globalisation is an opportunity that India cannot and should not let go in view of the huge economical bounty waiting to be garnered.. Globalisation is concerned with the management of labour and capital i.e. manpower and financial resources. In this thesis, globalisation in terms of labour force management and manpower planning is emphasised, as India is a labour surplus (unfortunately most of it unskilled or semi-skilled) economy and the process of globalisation is going to affect it in several ways. The development of skilled and managerial manpower is imperative in the Indian economic context, since development of skilled manpower will enable it to grab a large piece of the emerging global markets besides serving as a magnet to attract foreign investments and Business Process Outsourcing (ranging from Call Centres to highly technical Engineering and Design consultancies and even Legal Process Outsourcing).

HRD management practices include theoretisation, conceptualisation, implementation, review, education, training, and consultancy services at organizational level as well as aggregate level. Planning Commission, Indian

Institute of Manpower Planning, Research bodies and institutes like Xavier Institute Of Labour Relations (XLRI), Tata Institute Of Social Sciences are busy at aggregate level while HRD managements of the industrial sector and top–notch Human Resources Consultancies are busy at the operating level. The level of importance is such that there is a separate HRD Ministry apart from Ministry of Labour. HRD management is of the people, by the people and for the people. As the Indian economy has large unorganised labour market, wherein labour is a factor of production which has low bargaining power, it is necessary to have a scientific approach with apt Labour Legislations for HRD planning and management not only to prevent exploitation but also to ensure utilization of labour with a human face, in the era of globalization. In this thesis, an attempt us made to study HRD management in the organized labour market under the process of globalisation.

The present researcher is highly thankful to his **Ph. D.Guide Dr. B. M. Jani**, Professor & Head, Department of Economics, Saurashtra University Rajkot for necessary encouragement and revision of chapters through constant discussions and valuable inputs. It is gratefully acknowledged that **Vice-Chancellor** of Saurashtra University, who granted necessary extension for submission of this thesis. The author is thankful to **Dr. D. K. Ghosh,** Professor & Head Department of Statistics, Saurashtra University, Rajkot for necessary encouragement and discussion on various aspects of this study. He is equally thankful to Librarian of Tata Institute of Social Sciences, Mumbai, University of Bombay Library. The author has also been benefited by discussions with line managers at different levels and disciplines and CEO's of various types of industries.

Date 22/7/2006 ***P. G. Kiren***

INDEX

❀❀❀

CHAPTER - 1

A FRAMEWORK OF THE ECONOMICS OF HUMAN RESOURCES DEVELOPMENT IN THE ERA OF GLOBALIZATION

- **Introduction**
- **The problem**
- **Technical Concepts Used in this Research**
- **Review of Literature**
- **Emerging Areas of Research**
- **Objectives of the study**
- **Research Methodology**
  - ***Sources of Data***
  - ***Nature of data***
  - ***Way of analysis***

CHAPTER - I

A FRAMEWORK OF THE ECONOMICS OF HUMAN RESOURCES DEVELOPMENT IN THE ERA OF GLOBALIZATION

❀ **Introduction**:

Labour force management in general and Economics of Human Resources Development in particular appear to be core issues after the reform period in India. Economists, management experts, planners and administrators have concentrated on manpower planning in era of information technology development in India. The present research concentrates on economic and managerial philosophy of Human resources development under the process of globalisation in India. Globalisation is concerned with management of labour and capital i.e. manpower and financial resources. In this thesis, globalisation in terms of labour force management and manpower planning is emphasised, as India is a labour surplus economy and the process of globalisation is going to affect in several ways. Labour is lively factor of production. It is not only motivated in terms of wages or reward only but also man being a social animal is affected and motivated by social, economic, legal, psychological and emotional factors. Thus, Human Resources development and planning require special skills for Personnel /HRD managers and other organizational line managers.

The present chapter is divided into three parts: the first one highlights the problem and conceptual clarity, the second one shows the theoretical and philosophical base by reviewing literature on the subject to sort out issues, whereas, the third one discusses objectives of this study and research methodology followed.

❀ The problem:

Labour force management at macro level and HRD management at micro level draws attention of economists, administrators, planners and management practitioners. HRD both in urban and rural areas appear to be core issues in the present context. Globalization of 18th, 19th, and 20th centuries concentrated on labour movement as a factor of production, where as globalization of mid 20th and 21st century concentrated on financial markets in general and capital as a factor of production in particular. Globalization process is expected to reach a stage in which big organizations will be bigger and small will be smaller. In such a situation rational use of factors of production including labour appear absolutely necessary. Global level institutions emphasized line management and HRD development as an integral part of labour and manpower management. It is necessary to study the management of human resources at the organizational level.

India is a labour surplus country and information technology aims at better utilization of manpower with cost reducing technology. Labour is plentiful in India but proper HRD practices will allow formal sector in achieving sustainable growth and survival in the global markets. **There will be an economic dilemma of choice between higher wages with higher capabilities and higher per capita output by labour and low wages for low capabilities, as can be seen in the emerging and ever-bourgeoning Business Process Outsourcing (BPO) industry in India.**

Indian economy is an emerging market economy and efficient utilization of labour, be it Blue-Collared or Managerial, is a prime need of any sector in the present era of globalization. Technology is composed optimum use combination of labour and capital and hence HRD practices and policies will have to play a dominant role for global production for global markets.

Industrial organizations and personnel managers will have to plan for line management for optimum production and exportable surpluses by higher efficiency of labour. The area of labour management and HRD practices requires constant research for well being of labour as well as for national labour policy in the developing country like India.

Labour force management is a vast area both in macro and micro-economics as well as managerial practices involved in it. However, human resources development requires special skills at national level as well as at organizational level. As such, labour has cost and price in labour market. In a developing country like India, labour market is divided into formal labour market where law and convention govern labour, whereas, in the unorganised labour market labour is often treated very badly even to the point of exploitation.

Globalization is a process, which has brought changes in human resources development both in the developed and developing countries. Labour is a factor of production, which requires humane treatment of physical workers as well as brainworkers and managers. Economic theories and management practices have brought about several changes. In this era of globalization, information technology, rationalization of manpower and cost reducing technology are prime issues to be tackled by macro level and micro level economic management.

Technology is composed of optimum use of a combination of labour and capital and hence HRD practices and policies will have to play a dominant role for global production for global markets. Industrial organizations and personnel managers will have to plan for inculcating HRD knowledge in line management for ensuring optimum production and exportable surpluses by achieving higher efficiency of labour. The area of labour management and HRD practices requires constant research for developing a national labour policy in a developing country like India.

This researcher being a practitioner of human resources development at the organizational and operating shop floor level for the last several years observed that line managers like production managers, maintenance managers, finance managers, marketing managers etc. were not well aware or had limited knowledge of Human Resources Development (HRD) techniques, theories, instruments, mechanisms and sub-systems, which were spouted mostly by HRD managers. This is even truer where the economics of human resources development especially under globalization is concerned. Efficiency of any industrial or economic organization depends upon labour efficiency and HRD management because labour cost plays a dominant role in total production cost and application of the aforementioned HRD techniques, theories, mechanism and sub-systems contributes directly to increased per capita productivity of labour and capital of the organization. In such a situation, in-depth knowledge of the abovementioned HRD processes on the part of the line managers is imperative since they are responsible for shop floor production and productivity of labour.

This is even more crucial in the era of globalisation since high labour productivity (which translates as higher profitability) in the cut-throat globally competitive markets, for the very survival of any organization in the global open market. In the era of globalisation, to offset its negative aspects, **the call of the hour is for the use of technology and IT with a human face.** This researcher feels the need for constant research in this area to justify the use of modern labour management HRD techniques and processes especially by a country like India, which is one of the largest emerging market economies in the world, next to China.

❀ **Technical Concepts Used in this Research**:

1. **Human Resources Development** (HRD) means development of existing and new manpower in formal organizations by formal education and professional training so as to provide new inputs and skills, which leads to increase in production and productivity of workers and managers.

2. **Manpower Planning** means projection of need of manpower both at macro level (national level) and at micro level (organizational level)- in effect- right-sizing (as opposed to over staffing or under staffing).

3. **Motivational Theories** like Maslow's Heirarchy of Needs and Mc Gregor's Theorey X and Theorey Y, are basic concepts which give deep insights into what drives human beings at the work place and outside it and also serve as a basis for later research into advanced management concepts.

4. **Intelligent Quotient (I.Q)** refers to the level of intelligence in humans (in the context of this research-in workers and managers engaged in organizations).

5. **Emotional Quotient (E.Q)** deals with soft skills and emotional understanding and application of the same in group and team inter-personal dynamics.

6. **Spiritual Quotient (S.Q.) is said to be the Ultimate Intelligence** and considered as the necessary foundation for both I.Q. and E.Q.

7. **Transactional Analysis** is the study and knowledge of the basic inter-personal interactions of human beings, be it at the family, social or workplace situations, based on the 3 basic Ego States .

8. **The Managerial Grid** pertains to the mathematical analysis and correlation of the basic managerial styles of managers based on the correlation of their **care for production** vis a vis their **care for human beings**.

9. **Globalisation** is a process, which compels all organizations engaged in production, sales and marketing of products, globally or locally particularly by the developing countries like India. It is related with mobility of factors of production like labour, entrepreneur and capital. For this, economists have slogans like "think globally, act locally"

10. **Paradigm Shift** referred to in this thesis, pertains to the increasing demand in the new millennium for human resources who are more adept in right-brain thinking than left- brain thinking. (Scientists and neurologists have identified that the right hemisphere of the human brain is connected with feelings, emotions, music, painting, creativity, design, conceptualisation, imagination, soft skills etc., whereas the left hemisphere of the brain is more associated with logic, reasoning, calculations, mathematical ability, structures etc.) . .

11. **Appraisal of employee performance** means evaluation of the job performance of workers and managers , which has to ultimately result in productivity and profitability at the organizational level to survive in the globalized economy.

❀ Review of Literature:

There are several studies carried out in India and abroad on human resources development in the era of globalisation. A mention may be made of a few of those here. P.N. Singh (1992)1 studied human resource development with reference to Hindustan Lever and India Oil companies in Indian economy. According to him, efficient HRD management at organizational level will lead to high productivity and profitability to earn brand name by the companies.

Chaturvedi (1987) 2 observed that scientific at the same time humane management of human resources is imperative in order to achieve harmonious industrial relations for fast developing economy like India. Scientific tools and modern HRD techniques and processes need to be used by industrial organizations: (1) to achieve increased productivity and profitability, (2) for survival in the global economy, where the attrition –rate is very high, (3) to achieve market leader status in a global economy.

Deepak Nayyar (1996) 3 in his Presidential address to the India Economic Association revealed that globalisation is a process in which big will be bigger and small will be smaller due to global competition as globalisation will bring uneven growth of many economies. Globalisation of 20th Century was concerned with labour mobility, whereas, globalisation of 21st Century is related with financial markets and globalisation of capital all over the world. Still, however, globalisation of labour markets has problems to be tackled both by the developed and the developing countries.

Mukherji in his published paper (1996) 4 viewed that large scale production with wage labour and commodity exchange all over the world are the pre-requisites to the formation of world economy and its integration, or globalisation.. According to him, R & D expenditure will lead to efficiency of factors of production inclusive of HRD management for labour and managerial cadre.

Duraisamy and Duraisamy (2005) 5 attempted to show HRD practices during reform so as to reveal changes in scientific and technical labour market in India to provide an empirical test of the human capital migration model based on micro level data. According to them, a decision to migrate depends upon earning function. Education has a positive impact on probability of migrant. There is a wage premium for education of migrants compared to non-migrants. This means that talents from India are migrating and the host country, where they migrate, enjoys benefit of their skill

Siglitz (1987) 6 viewed that learning by formal or informal way give externalities to the labour force. Psychological aptitude between educated and uneducated person has positive impact on work skill. During the process of technical change in production process need with knowledge, which does matter for material saving and cost reducing technology production in era of competition.

Dunning (1993) 7 expressed that Multinational Corporations are famous for selling technology like commodity in global market and they are charging discriminately according to the bargaining capacity of a country.

Qureshi, Zia (1996) 8 provided an excellent account of issues, challenges, new opportunities for developing countries, which enable them to upgrade their labour and capital productivity to survive in global markets. They will have to follow scientific techniques and use suitable tools of HRD management for cost consciousness and cost reduction.

Maira (2004) 9 & 10 viewed that process of economic development involves HRD planning for which the government and corporate sector should shoulder responsibility to train manpower. Low level of income is largely due to low level of education and job training.

Pratip Car (2000) 11 expressed that reform must be able to create sufficient social opportunities through education, healthcare and land reforms. The reform has remained limited, for decontrol and deregulation in favour of capitalist production has not affected labour properly and hence bargaining capacity of labour has gone down. Labour welfare can be measured in terms of not per capita GNP but social opportunity enjoyed by labour.

Sudipto Roy (2004) 12 provided that labour laws should work judiciously as removal of job security and deregulation of trade unions alone may not achieve much from the global markets. This is so, as rigidities in employment adjustment existed even in the pre-1976 period. As such labour market growth is identified with the level of job and tearless rationalization. Here HRD practices help to identify right type of labour for right type of job opportunities

Bhattacharya and Nandgaonkar(2006) 13 observed that the third wave of globalisation in terms of globalises driven by firms and companies from the smaller, less developed but fast growing economies. This has been happening for the last three years. Directors of Boston Consulting group carried out a study on **"The New Global Challenges".** They studied 3000 companies from 12 rapidly developing economies, which include, Brazil, China Czech Republic, Hungary India, Indonesia Malaysia, Mexico, Poland, Russia, Thailand and Turkey. These 100 companies sold $175 billion of goods and services in 204 of which nearly 30% of the revenue was outside their home markets. These 100 companies will go top at global level largely due to HRD skills exercised by them for marketing of their products and services.

National Knowledge Commission (2006) 14 chaired by Mr. Sam Pitroda opposed reservation system in higher education. Equal opportunity may be given to all those, who are deserving for science and technology education. Political pressure for reservation for O.B.C. candidates is pleaded by 12 chief Ministers of different states of India and 110 M.P.s in the parliament. In the view of Pitroda HRD planning need to be free of politics in democracy in emerging market economy like India.

❀ Emerging Areas of Research:

1. On the basis of review of literature one can safely draw following areas to carry out research in areas of human resources development in the era of globalization. Globalization is a process, which has brought about several changes in Human resources development and manpower planning in the Indian economy and therefore, is a case needed to be studied empirically.

2. Globalisation has brought uneven growth and has created a wide gap between rural labour force and organized labour. Which kind of preparation and tools and technique to be followed by HRD management of Urban and rural labour ?

3. Technological change in production methodology and change in managerial techniques and process have created labour crisis and contractual labour is being used, which has lowered bargaining capacity of labourers.

4. Globalization process affected labour markets both formal and informal. A pertinent question is : how the markets will be affected due to globalisation process in India. Market efficiency and bargaining power of labour appear to be a prime issue.

5. Labour is a lively factor of production affected by not only wages but also by social, cultural, demographical, psychological, legal, economical and political systems.

6. International Labour Organization asked the developing countries to update Regulations/Laws of labour management in order to cope with global markets.

7. Line-management at organizational level also needs thorough changes in techniques and methodology to enforce cost consciousness for the very survival in the global commodity markets.

8. How to fund education of all strata like primary education, secondary education , Higher secondary education and university level education in the era of Business process Outsourcing (B.P.O.) ?

9. HRD management and Line management have to align themselves in the different sectors of the economy, to jointly develop processes and techniques of labour management to remain competitive in the global economy.

10. Global integration or global mergers are required for long run growth of labour markets and sustainable human resources development. For this, what kind of strategy to be followed at macro and micro level.

11. Industry-wise studies can be carried out for whither labour management in general and HRD and line management in particular.

12. What kind of role the government of India and India corporate sector to boost HRD at organizational level can play?

In the present research, the researcher has attempted to study the current globally practiced processes techniques and concepts of human resources development in the era of globalisation, with a view to familiarise Line and Business Managers with the same, which has hitherto been the preserve of the HRD fraternity.

❀ Objectives of the study:

(1) To know management of Human resources under the light of globalization in India.

(2) To understand conceptual clarity of globalization with labour market development and its effect on human resources development.

(3) To analyze practices of human resources development through different approaches by line management

(4) To explore the possibilities of inculcating in line and business managers the knowledge of the basic concepts, techniques, instruments and processes of modern human resources development.

(5) To offer economic Policy options for better HRD practices and line management.

❀ Research Methodology

➢ *Sources of Data:*

Relevant data are collected from published documents of International Labour Organization, published books and papers of labour management of Ministry of Human Resources Development, Xavier Labour Relation Institute (XLRI) ,Jamshedpur; Tata Institute of Social Sciences Mumbai,. Loyola Institute of Social Sciences (S.J.) Trivendrum, Chennai; Indian Institute of Manpower Planning, New Delhi.; Indian Institute of Management , Bangalore.

➢ *Nature of data:*

The present research is based on secondary data regarding current HRD practices like manpower right-sizing (as opposed to overstaffing or understaffing), adherence to labour regulation, safe guarding of interests of Contract and Inter-State- Migrant Labour and best Managerial practices in large Corporations**.**

- ***Way of analysis:***

Observation technique was used to explain the best HRD practices exercised by to line and business managers of both large and small corporations, so that the best practices do not remain sole preserve of HRD managers/fraternity. These include, Transaction Analysis (T.A), Managerial Grid.

❀❀❀

CHAPTER - II

AN ANALYSIS OF GLOBALISATION AND HRD FOR LINE AND BUSINESS MANAGERS IN THE ERA OF GLOBALISATION

CHAPTER -2

AN ANALYSIS OF GLOBALISATION OF HRD FOR LINE AND BUSINESS MANAGERS IN THE ERA OF GLOBALISATION

❀ Introduction:

There are several different and frequently opposing views as to what constitutes globalization. The international Chief Executives Officers polled by Price Waterhouse Inc. just before the World Economics Forum2002 were all apparently in favour of globalization. They apparently regarded globalization as the liberalization of restrictions on trade and investments. Probably what they meant but did not state explicitly, was the liberalization of restrictions on their own particular interests in trade and investments, which throws up real contradictions even among supporters of globalisation. A hidden agenda exists in the use of the term globalization and this tends to make it an ideological term (in the Marxist sense).

Protestors against the World Economic Forum seemed obliged to confront globalization as a whole even though their agendas do not necessarily demand that. Their objections, in many cases, may be summarized as opposition to increased foreign control and are similar to those political ideologists and Trade Unions who fear individual countries' loss of sovereign power.

The views of the opponents of the Forum were met by the outspoken and valuable remarks made by the Chief Executive Officer of the Nestle Corporation. Defying calls for greater business engagement in the world's social and environmental challenges, he delivered a blunt message to the World Economic Forum: Profits Come First (Brabeck-Letmathe 2002).

"Basically we have one fundamental responsibility, which is to create long term share-holder value." He pointed out that business should focus back on what its main responsibility is and that his prime responsibility to shareholders was to make profits and not to conserve the environment or anything else. (That, he said in typical Economist fashion, was the responsibility of some other body). These remarks on the role of profit-seeking appear to be a very honest and useful reminder of its over-powering role in the activities of private corporations. Their concept of globalisation and their activities cannot be expected to contain components of environmental or social concern. We see in his remarks, an echo of the famous Dutch poet Vondel, some four hundred years earlier, "Wherever profit leads us, to every sea and shore; For love of gain the wide world's harbours we explore." (Vondel, J. Van 1638).

SECTION - I
CHANGING VIEWS OF GLOBALIZATION

However, as we need to find some common ground, we use the term 'globalisation' in the neutral, general, descriptive sense of a quickening and broadening of the pace of internationalisation of an era of production, trade, investment, political and social activities, communications, population migrations and/or cultural diffusion. The term has connotations of the universality of the process and the probability of equity of participation.

The term "globalization" is the precise late- twentieth and twenty-first century –the counterpart of it's predecessors –the colonialist phrase "the white man's burden' of the late nineteenth century or the series of wars named "Pax Britannica", when Britain ruled the waves and a good deal more besides.

The role of the United States of America and the European Union in globalisation in terms of freeing trade cannot be denied. Yet the vast amounts that they spend on subsidies to agriculture hardly seem compatible with their protestations and are amply indicative of protectionism. There are any numbers of examples of mere lip-service to globalisation in the cause of crude economic and national advantage.

The concept of globalization has come to dominate academic as well as non-academic discourse in recent times, with a view to understand in depth, this seemingly all-pervasive phenomenon, which should not be dismissed as a mere fad.

Yet most discussions tend to view globalisation with a short-term perspective. They adopt as their point of reference, three important phenomena of the last quarter of the twentieth century- economic, political and technological. The first is the influence that the International Monetary Fund (IMF) and the World Bank have come to exercise on the economies of the countries outside what may be considered as the capitalist core. The second is the collapse of the Soviet Union (symbolized by the dismantling of the Berlin Wall) and the emergence of a New World Order dominated by the United States of America. The third is the explosion of information technology (IT) that has drawn the remotest village in Africa or Asia into a global pool of information. Less frequently highlighted are the cultural manifestations of globalizations- the proliferation of "Mac World", as it is sometimes known, from McDonalds to MTV.

HISTORICAL GLOBALISATION

There is an emerging recognition that the globalisation of capital is at least a century old. Lenin had already made this process a lynchpin in his discussion of imperialism. This pedigree of globalisation is also reaffirmed in a recent study which asserts that:

"The really big leap to more globally integrated commodity and factor markets took place in the second half of the nineteenth century. By 1914 , there was hardly any village or town anywhere on the globe whose prices were not influenced by distant foreign markets, whose infrastructure was not financed by foreign capital , whose engineering, manufacturing and even business skills were not imported from abroad or whose labour markets were not influenced by the absence of those who had migrated or by the presence of those strangers who had immigrated. (O'Rourke and Williamson 1999)."

Even the origins of the two international financial institutions that have dominated the global economy in recent decades go back to the immediate post-Second World War period. (One should not forget that before McDonalds, there was Coca Cola, the all-pervasive badge of a global consumer culture. Indeed one could find Coke in the remotest village in Africa whereas McDonalds is still a luxury confined to a few metro poles). What therefore appears to have taken place is an acceleration and intensification of an old process rather than the initiation of a new one.

It was with what is sometimes known and referred to as the "Age of Discovery", that a truly global order of things emerged for the first time. This process started around A.D. 1500 and was spearheaded by the two Iberian nations, Spain and Portugal. The intrepid and ruthless exploits of their sailors and conquerors brought the Americas, Africa and Asia under the influence or political sway of Europe. The cross and the sword combined to ensure Iberian hegemony. A famous Papal bull divided the world into two halves, giving the western half of a line drawn along the Atlantic to Spain and the eastern half to Portugal. What later came to be known as Latin

America (Mexico, Central America and South America) fell under Spanish rule, with exception of the big land-mass known as Brazil, which went to Portugal. Similarly, Portugal established its empire to the east, with footholds in Africa and Asia.

Other powers soon came to challenge this Iberian hegemony. The British and French started to engage their proverbial rivalry in North America and India. The Dutch, while taking some territories in the West Indies, as it came to be known, pushed on more energetically in the East Indies, culminating in their major colonial acquisition, Indonesia.

For many commodities, globalization is no new phenomenon. Some had been globalised since centuries go. Perhaps, the spice trade was the fist stage of globalisation – an internationalization of marketing. Whilst in production, the labour force in South India and South East Asia was routinely exploited, marginalized and sections of it slaughtered by trading companies in support of their respective monopolies. The African slave trade was another tragic example. Coffee is a rather late case in point.

In the time –span (1870 – 1941), multinationals had come into existence, globalisation and liberalization were occurring and no commodity was more "globalised" than natural rubber planted in Southeast Asia. The plant (from Brazil) was not native; the capital was foreign-owned; and for decades the plantation labour was foreign, immigrant and migrant. The only (but important) items supplied by the natives were cheap land. No rubber was consumed in the producing areas. All of it was 'globalised' to feed the consumption of rubber by the burgeoning automobile industry (which at the same time, was helping to create another item, petroleum).

In our time-span there has been a three-fold revolutionary change in the globalization of communications, (although they are not considered to be basic causes but rather facilitators of the process). The wired telegraph was coming into widespread use, the opening of the Suez Canal in1896 dramatically shortened the journey to and from Europe as well as made the trip safer and the steamship began to replace sailing vessels in long distance trade. Metropolis and periphery were now much closer in time and space.

The term 'globalization', understood as the trans-boundary movements of capital, people, goods, information and culture, burst into intellectual awareness in the late 1980s and the 1990s. Initially portrayed by its proponents - capital, its powerful state backers and the international financial organizations-as a new and irresistible process beneficial to all, it soon became evident that it was neither new and irresistible nor beneficial to all. The incessant financial crises of the 1990s were but the most visible manifestation of its ill effects. The East Asian financial crisis of 1997-98, in particular, shook world confidence, since East Asia had been the only consistent success story of development in the post-war world and, especially, of the previous few decades. Concomitantly, popular voices of opposition to actually existing globalization became louder and more insistent, culminating in Seattle 1999 and Genoa 2001.

Critical analyses of the term and its real-world referents have dogged the term since its appearance. One strand of thought suggests that the term is simply a neutered version of what used to be more pungently, and accurately, referred to as 'imperialism' or the 'capitalist world system'. In effect, it suggests that 'globalization' is simply the furtherance of the imperialist project under a different guise. By no means homogeneous, this strand shelters different analyses of what is distinctive about the current phase/cycle of a process that began with the rise of modern Europe and capitalism. At the same time, many in this strand tend to homogenize the outcomes of globalization. While not false at a global level, this overlooks the distinct spatial outcomes in what used to be called the third world, with a few geographical areas seeing significant advances and the majority experiencing increasing distress.

Unfortunately, few in this strand have tried to grasp globalization as a process that pre-dates the modern imperial venture, back to the time of the trading empires centered on Asia and the Indian Ocean. Notable exceptions are those working in one or another variant of the world systems theory, beginning with the work of Janet Abu Lughod. This oversight is unfortunate because it continues to bind us to a Euro-America-centric viewpoint. It is also unfortunate because it robs us of an understanding, which, granting the vast differences in institutions, technologies and political economies, provides an actual historical form to think with, and against in formulating alternatives to today actually exists globalization. This oversight is true of this collection of essays as well, though there are hints of the earlier period, specifically in Pinheiro's essay comparing Rio de Janeiro and Goa under the Iberian dispensation. Less critical analysts, too, dispute the novelty of the process of globalization, referring back to an earlier phase, that of 1870-1914, and suggest that the existing process has hardly gone as far as the earlier one.

Others, more accepting of the aptness of the term, historicize it. Picking up from those who dispute the novelty of the process, they similarly latch on to 1870-1914 as the benchmark with which to compare currently existing globalization. Curiously, those who choose to benchmark currently existing globalization against the 1870-1914 period apparently do so without any sense of irony. At one level factual, the benchmark is convenient as a reminder that there is nothing irresistible about 'globalization', and simultaneously, useful as a warning that the earlier period collapsed in war, protectionism, the Great Depression and more war. But there is little exploration of the possibility that the earlier globalization actually established the basis for the subsequent collapse; rather, the collapse is seen as the outcome of the willful termination of globalization.

Equally, there is insufficient recognition of the uneven, perhaps contradictory, effects of that earlier period of globalization, even allowing for blindness to the earlier phases and processes of the same. For the peoples of Africa and Asia, that early period was a time of high imperialism and colonial subjugation. For the Latin Americans, it was a period of the achievement of independence accompanied by a brief flowering, only to fall back into subjection to the dominant hemispheric power of the United States with the Monroe Doctrine from the early nineteenth century. For Asia and, arguably, for significant chunks of Africa, colonialism was, in effect, a form of deglobalisation, of the institution of a monopoly over the colonized space for the benefit of the colonizing power, and the mediation of all relations between the colonized and the world through the colonizing power. The modalities of that mediation very much determined which area developed and how, and which did not.

Ironically, decolonization-beginning in Latin America at a time when the then 'new imperialism' was carving up Africa and Southeast Asia-invariably reshaped colonial deglobalisation, albeit on new bases. For many, import-substituting industrialization initiatives - beginning in Latin America during the inter-war period-often represented the main focus of post-colonial, state-interventionist, 'national' economic development projects. The early *1980s'* US Federal Reserve Bank-induced global economic contraction, by raising real interest rates, ended the commodity price-led economic boom in the South, precipitating sovereign debt crises in many developing countries.

These debt and related fiscal crises finally brought Governments of the South 'to heel' under the contractionary neo-liberal discipline of the Bretton Woods institutions' policy conditionalities, later dubbed the 'Washington Consensus'.

Events since 11 September 2001 have unwittingly dovetailed with these bates, producing their own ironies. For instance, United States intelligence agencies have apparently taken over the warnings of the so-called 'anti-globalisers with a twist, namely, globalization represents a threat to US security *(Financial Times,* 12 February 2003). Meanwhile, the historic anti-war demonstrations of February 2003 highlighted the degree to which the world's population has indeed been globalised. It is clear that it is not only technology, the internet, that IS made such a popular global mobilization possible (there has always been trans-border co-ordination and mobilization amongst the powerful), but also a shared global sense of the issues of the day, shared perceptions and shared concerns.

To use a term now out of season, globalization has been a dialectical process, and even its rich and powerful proponents are unable to control its effects or how people-individuals and groups-deploy it for their own ends. To be even more out of season, there is substantial truth to the claim that access to the flows of globalization provides opportunities to a country, or a region, to deploy these flows to its longer or short-term benefit-the local does not just disappear. Thus, it is no accident that the worst-off have often been those bypassed by these flows. However, it is a peculiar blindness which refuses to acknowledge [at location within these flows, and changes in such location, is itself part and parcel of the process of globalization: being outside these flows is not to be outside globalization but to be sited in a specific way within it.

Diverse theoretical orientations, generally do not discuss globalization directly. They take it to be a dialectical process of some historical depth, going back at least to the European conquest of the New World. What they seek to explore and demonstrate is that while the process of globalization is indeed global, its presence, its structuring and its effects are felt very much at the local level, with complex interactions between and among these localities.

In doing so they, directly or indirectly, rescue the local actors from the lore usual portrayal as merely passive victims. Instead, in most of the essays, the local actors emerge very much as active participants, making history or crafting their conceptual categories, even their pottery, not in circumstances of their own choosing or as they may have liked, but making it all the same. These local actors have sometimes resisted and/or seized the opportunities opened up by the globalization process; more often than not, they have neither resisted, nor seized the opportunities but, in attempting to meet their own needs, adjusted their actions without quite recognizing the global forces acting upon them. They were sometimes tragic figures, either because they were not fully cognizant of the global forces against which they were arrayed or because they did not pay sufficient attention to the local forces. But never were they simply lifeless figures buffeted by forces beyond their control.

While others have made these same points before, most famously in the 'subaltern' school of historiography, they deserve to be made again, cast within the current framing awareness of globalization and against the all too common tendency to view and portray the relatively weak merely as victims. This, rather than a shared theoretical schema, is what binds the essays in this collection.

Nevertheless, there is recognition of the structuring of power, the massive constraints it places upon options and, correspondingly, the shaping of outcomes. Thus, while recognizing the agency of the relatively weak there is little romanticisation of the 'weapons of the weak', even when, as sometimes happens, the responses of the weak result in a rejuvenation of indigenous capacity, the revival of a declining aesthetic, the generation of mass resistance or the creation of new conceptual categories.

ECONOMIC GLOBALIZATION PAST AND PRESENT AND CHALLENGES TO HUMAN RESOURCES

There have been attempts to propagate the view that the present phase of globalisation represents the triumph of laissez-faire on a world scale and that it is a natural phenomenon ‘unfolding from everywhere at once with no centre and no discernable power structure’(Foster 2002). Nothing could be farther from the truth. There is nothing new about globalisation; nor is there anything natural about it (The Economist 1997). Rather, economic globalization is a process resulting from the behest of certain interests and it requires the adoption of a set of policies either externally imposed or internally induced.

While worldwide expansion of capital appears to be an integral part of capitalists development, there are evidently epochs of more rapid global expansion and extension of capital, which have been termed as epochs of globalization. Two such major epochs are compared: (1) past globalization, from around 1860 to 1914, the widely acknowledged imperialist – colonialist phase and (2) present globalization , from 1980.Past economic globalization was based on free flows of trade, investment and labour while present globalization has seen wider flows of trade, investments, services and intellectual property rights but less so of labour. Under the aegis of the present globalization , capital in all it’s forms has moved freely across nations, apparently challenging their sovereignty but the movement of labour has been, and looks set to be, increasingly regulated and justified paradoxically by the notion of the sovereignty of nations**. Rather, the trend as is obvious, is out sourcing to host nation(s), especially in Asia for easy access to comparatively cheap human resources/labour, mostly in the fields of Information Technology (I T) and Business Process Outsourcing (BPO), (spanning call centres, medical transcription, engineering, financial services and the services sector/industry as a whole).**

A striking feature of the current phase of globalisation is the explosion of the financial markets and the rapid increase in gross financial flows. Daily financial global transactions in currency alone increased from $15 Billion in 1973 to $ 2.12 Trillion in 1995. Currency flows are disconnected from and are phenomenally greater than trade and investment flows. This suggests greatly increased speculative trading in currencies. The phenomenal increase in currency transactions is also related to a huge leap in portfolio investments.

The present phase of globalization, most economists opine, began in the 1980s. This wave which came with the progress in maritime and air navigation and communications, went into a decline after the two world wars and the advent of economic depression and Communism in the 1930s. However, capitalist globalisation soon gained renewed energy through Keynes's principles, the Marshall Plan, the World Bank, the Bretton Woods institutions and more recently , with the fall of Communism, the quantum leap in Information Technology and the creation of the World Trade Organisation.

SECTION - II

IMPACT OF GLOBALIZATION

(1) IMPACT ON TRADE UNIONS/LABOUR (HUMAN RESOURCES)

The earlier phase of globalization (1860 – 1914) saw a much larger movement of labour across borders. Between 1860 and 1914, about 60 million people migrated from Europe alone to the new world. During the present phase of globalisation there have been severe restrictions on the movement of human resources/labour particularly from the developing to the developed countries. Between 1970 and 1990, the flow of new immigrants from developing to developed countries remained at the same rate of 1.5 per thousand population. The flow between developed countries actually declined from 2.5 to 1.5 new immigrants per thousand population (The Economist 1997).

The imperialist-colonialist phase of globalization was punctuated by a series of economic crises in the 1860's and 1890's. These crises brought about a further concentration and export of capital. Simultaneously, Labour organized it's human resources and Labour Organisations grew according to major industries in response to Capital's demand for greater control over the labour process through large- scale production (Ranney). This culminated in the rise of large Trade Unions and mass political parties based on working-class support : ' Labour and socialist parties were almost everywhere, growing at a rate which, depending on one's point of view, was extremely alarming or marvellous' (Hobsbawm 1995:117).

Labour Organisations / Unions were not merely present, accepted and legally recognised ,but powerful , especially in the work place and also politically. (Unlike the pre- 1860's, when unionization was mainly the domain of skilled or specialized craft workers, in the late 1860's it spread rapidly among large masses of workers in many industries, notably mines, railways, dock and gas workers, where it was once thought that organization was impossible (Morton and Tate 1956)) .

Waves of labour agitations lashed the world over and resulted in the major strengthening of Trade Unionism. (Hobsbawm 1995). The trend towards mechanization and growing scale of large undertakings tended to draw the working classes together and break down the divisions within it. Thus, trade union membership rose from less than 1million in 1875 to more than 8 million by 1920. (Morton and Tate 1956). Under pressure from workers' organizations , the state acquiesced resulting in the enactment of national Labour Laws like the Trade Unions Act, the eight-hour working day, workmen's compensation etc. In India the Trade Unions Act was passed in 1926.

'The workers' movement which began in the depression years of 1875-76, through their long-drawn struggle, were able to exert a significant influence on world politics, so that the post –Second World War Capitalist regimes did turn out to be labour-friendly'.(Silver and Arrighi 2000). However, most of the benefits were realized only after a half-century, during the so-called "Golden Age of Capitalism"(1945-75). The previous phase of globalization did turn out to be positive for labour and labour organizations. The presence of communist regimes and a threat of a socialist alternative to capitalist regimes also contributed to this process.

THE ERA OF STATUTORY REGULATIONS

The three decades (1945-75) (following the end of the inter-imperialist Wars) have been labelled as the 'Golden Age of Capitalism' which is also referred to as 'the welfare- state' phase of capitalism. From the point of view of labour rights, Guy Standing (2003) has characterized this period as an 'era of statutory legislation'. Besides the economic prosperity and the changed political circumstances, the pressure created by the labour mobilization during the imperialist –colonialist phase was behind the statutory turn of the middle-decades (of the 20th century).

Part of the strategy of welfare – state capitalism was to promote labour security and labour rights through laws and regulations. Trade Unions and employees organizations were legalized (although that did not prevent attempts at obstructing unionism or indeed, union-busting). Freedom of association, security of employment and minimum wages/remuneration were introduced, even if unevenly in the ex-colonies , in statute. For instance in India, there as many as forty-seven central labour laws, most of which were enacted during this period (Gupta 1999).

THE DECLINE OF TRADE UNIONISM

The global welfare promised by the current phase of globalization, beginning in the1970s, has been generally marked by the erosion of labour rights and social security and a major weakening of the labour movement and labour organizations (achieved through the struggles of the imperialist-colonialist phase of globalization as well as those of the middle decades of the twentieth century).

Whereas the globalization of 1860-1914 prompted labour mobilization and organization, the crisis of capital of the present phase of globalization has caused a crisis of labour as well, thus resulting in a double crisis (Silver and Arrighi 2000). This has prompted the question: 'Will Unionism survive into the next century?' (Thomas 1994). In suggesting that the answer is unclear, Thomas is not so much sensationalizing the bleak prospects of the trade union movement as highlighting the structural adjustment programmes, the exclusion of labour from national politics , the informalization and feminization of industries, the 'flexibility' in labour relations, the casualization of work and a host of other issues thrown-up by the present globalization process. He is sounding a caution that the trade unions are presently in danger of being eliminated as a significant social institution.

Thomas's overview of the trade union movement points to highly unfavourable trends in Asia, Africa and Latin America. In post-reform China, the law recognizes the right to organize but it 'doesn't mandate the establishment of trade unions at the establishment ' (Sun Wen-bin 2000). Indeed the Chinese Government considers industrial action as a threat to social stability and economic development. The new private enterprises try to control labour through 'localism' and familism' (Lee 1997). Thus, a combination of social control, institutional structures and Government ideology has made it almost impossible for workers to organize in defence of their interests (Sun Wen-bin 2000).

Thomas's study comes to the following conclusions: "With the emergence of the global economy and worldwide capital market, the international labour movement has been weakened considerably" (Thomas 1994). (An assessment of French and British unions during the last quarter of the twentieth century concluded that 'after twenty five years of attrition , the working class identities are fragmented and working class interests are losing ground to Capital ' (Jeffrey's 2000). These observations arise from concerns for the need to revive the labour movement as an essential social institution and to bring back a social agenda of growth and development.

Unions And The Distortionist Views: The erosion of the status of the union movement in the context of globalisation can be seen as a result of a combination of external pressures and internal problems. The external pressures derive from a perception of unions as 'distortionist' institutions that need to be minimized to facilitate the globalization process. The internal problems, are to a large extent a creation of the union movement Itself and are a major threat to the survival of the labour movement in the present context. The first and major internal problem is the over-centralization and the bureaucratization, with the associated practices of power-seeking and opportunistic political alliance. The second is the inability to reach out to the small sector, to women, to casual labour and other excluded 'working poor'. This is made by informalization and technology –driven structural changes in employment, both to a large extent unleashed by the present phase of globalization.

TECHNOLOGY-DRIVEN STRUCTURAL CHANGE AND EROSION OF UNIONS:

The changes in employment structure show a shift away from industrial activities with a traditionally high the production chain through outsourcing and contracting does not end with part-time or temporary rate of unionization, to services comprising of activities such as finance, insurance, and information technology with low levels of unionization. These changes have led to a contraction of organized labour both in industrialized countries as well as less developed countries.

These changes mean a decline in the relative importance of industries with better organized labour as new areas with little or no unionization emerge to claim an increasing share of 'industrialization' and of labour. Moreover, the Industrial Relations system in advanced Capitalist countries is undergoing a transformation due to changes in the organization of work after the introduction of new technologies and new competitive strategies ; increasingly, labour is becoming more de-centralized and team-based with more informal working arrangements (Standing 1999). (The degradation of work down work but extends to home-based work of the most primitive kind).

The traditional trade union neglect of non-factory and unwaged labour, including women, and expansion of the unorganized, small-scale and increasingly feminised informal sectors have serious implications on the very survival of unionism even in the formal sectors. The existence of the informal and unorganized sectors provides leverage against union demands in the formal sector (Thomas 1994). Unions thus confronted have tended to concern themselves only with protecting the rights and status of their existing constituencies rather than extending their aims to address the problems and needs of workers in both the formal and informal sectors. The survival of trade union movement as a socially relevant institution depends on its ability to evolve new strategies to face the emerging challenges.

The World Labour Report, 1997-98 observes: "It is generally agreed that the trade union movement has fallen on hard times. The extent of its difficulties may sometimes, of course, be exaggerated by overemphasizing adverse national situations, sometimes for ideological reasons or for the sake of convenience. Some even have doubts about their future. The 1980s, it seems, were particularly bad. (ILO 1997: 6).

EMERGING STRATEGIES OF LABOUR ORGANIZATIONS

The challenges posed by the changing nature of employment call for a multi-pronged transformation of the transformation of the trade union movement. First it is necessary to extend the reach of unions beyond the conventional bounds of organized sector workers to the informal and the unorganized sectors. Most workers in the third world are in the unorganized sector and their numbers and proportions in total employment is growing.
In addition, the trend towards compensation systems without any framework of fair relativities, free-bidding and individualized contracts will undermine the willingness of organized-sector workers to join Unions. Equally important, informalization deprives a growing proportion of the workforce the benefits of job, wage and social security benefits, which are among the hard-won achievements of the union movement. Thus it becomes all the more important for unions to include these workers in their ranks with a view to sustain the labour movement's social and economic agenda.

Thus the ILO could conclude that 'trade unions are focusing their efforts on organizing categories of workers with low levels of unionization , such as women and young people ,employees of SME's, workers in precarious jobs, informal sector workers, the unemployed and generally speaking , all those who are marginalized or excluded' (ILO 1997:32). The strategy of unionism should also involve transcending labour's transactional environment, based on activities anchored in the factory, mine and the shop-floor. New struggles over housing, land, community welfare, consumer and human rights are linking unions of strategically well-placed workers to movements of the urban and rural poor-a development that has been labelled by some analysts as 'Social Movement Unionism'.(Carr 1999).

Another dimension of union transformation relates to political affiliations. Globalization is the product of an alliance of multi-national corporations, finance capital and national Governments. Trade unions aligned with parties in power may find themselves hamstrung to defend workers against the depredations of globalization. There is increasingly a felt need for more de-centralized and democratized union structures with national and international coordination. This has led to the emergence of independent unions prepared to coordinate with a wide range of organizations in the interests of workers. The NAFTA (North Atlantic Free Trade Agreement) region experience is illustrative (IMF 1996), as the tendency of 'social movement unionism' to opt for greater independence from political parties (Moody 1997).

WORKERS AND GLOBALISATION IN THE INDIAN CONTEXT:

In a country like India, where the organized sector is relatively small, changes in technology, enterprise organization and multi-national corporation strategies suggest that the so-called organized sector may well end up as 'marginal'.

There are indications that the labour movement is aware of the need for such an extension of the labour movement /organization. The following initiatives are illustrative. The organization of women in the informal sector, including home workers and casual workers, as it happened with the Mathadi workers in Mumbai , points to the potential for organizing informal workers. Organization of home workers by SEWA in India has had a global impact, including in Europe, Canada and the Philippines (Rowbotham and Mitter 1994; Mishra, 1998).

For instance, the process of informalization in India, which started with the shifting of looms from the formal-sector textile factories in Bombay to informal small-scale weaving shops in Ahmedabad, has become more and more expensive (Mahadevia – 1998). Regardless of the industry, new industrial towns are emerging as centres of flexible–casual labour arrangements (Vijay – 1999). Electronics (Vanamala – 2001), Pharmaceuticals in Hyderabad, and surgical instruments in Ludhiana, are a few of the well-documented instances of this growing phenomenon. The new employer strategies that erode the bargaining power of Unions include: (i) transferring jobs from unionised to un-unionised workers by 'promoting' employees as officers and other supervisory staff; (ii) growing recourse to sub-contracting work; (iii) conversion of permanent jobs into contract and casual work; and (iv) introduction of voluntary retirement schemes (Colliers – 1995).

India is a good example of this, for in highly socially segregated societies like India, the process of social exclusion needs special focus with an emphasis on cultural and social rights. The emergence of dalit agricultural workers' unions in recent years (Reddy 1998) is testimony to the possibility of unions becoming more socially responsive; it is not only wage issues but also but the oppression of untouchables that has motivated the organization of agricultural labourers in Punjab (Gill 1995:443). Similarly it is not just persistent gender inequality in wages but issues of social dignity that have prompted women to join unions in Kerala (Kannan 1995:480).

Political mobilization is the basis for organizing the unorganized and there exists a large number of militant peasants and rural workers' organizations which are not even counted as unions, to advance the interests of the vast numbers of small marginal peasants and agricultural workers.

(Sharma and Kumar 1995; Reddy 1998). New organizational forms and alliances have also emerged. De-centralized union structures have emerged and developed in some parts of rural India at the initiative of voluntary organizations (Chandra and Reddy 1998). More broadly, a number of Trade Unions have recently made efforts to improve the direct assistance they offer to their members , whether in the form of supplementary social benefits or professional advisory services on work-related subjects(ILO 1997) further advancing the case for Unions as Social institutions.(Sugeno 1994).

2) IMPACT ON EMPLOYMENT AND JOB SECURITY

In both poor and rich countries, economic and corporate restructuring and the dismantling of institutions of social protection have resulted in greater insecurity of jobs and incomes. The pressures of global competition have led countries and employers to adopt more flexible labour policies with more precarious arrangements. The increase in unemployment during the current phase of globalization has been a major world concern. In the European Union, the unemployment rate was about 11 per cent in July 1996, despite economic growth. In the Latin American countries, there was a surge in unemployment towards two-digit levels by 1994-95. Though there is a problem of direct data on unemployment in Africa and parts of Asia, indications are of persisting underemployment and poverty (ILO 1996).

A review of the employment effects of economic reforms in South Asia (Islam - 1996) shows that except for Sri Lanka, the entire South Asian region experienced declining employment growth, especially in the organized private during the 1980s and 1990s. Textile, garment, shoe and electronic plants, that spearheaded Taiwan's 'economic miracle', began to shut down one by one in the 1980s when globalization took off and capital shifted abroad. Between 1993 and 1995, more than 174,000 companies and plants ceased to operate, many leaving their workers without jobs, severance pay or even back wages. More than half of these workers were women who, due to age-sex discrimination, had to seek low-wage work further down the ‘flexible’ work chain or remain jobless (Cheng – 1999).

One evaluation of this market-driven growth describes it as ‘jobless, ruthless, voiceless and futureless (Human Development Report / HDR – 2005). Reviewing fifteen years of experience, HDR came to the conclusion that globalization has polarized the developed and developing world, and widened the absolute per capita income group between these two groups. Growing income inequality and insecurity of employment have become the defining features of the present phase of globalization, with a far-reaching impact on the organization of labour.

In fact, in the present context, Governments, political parties and Trade Unions in the West – both in Europe and the United States – are in a dilemma over the ever-unfolding visible, as well as hidden nuances of the present trends of outsourcing/off-shoring of IT (and almost all other categories of jobs) to India, China and other Asiatic countries.

3) IMPACT ON WAGES

In the US, labour productivity has outstripped real compensation since the late 1970s and at an accelerated rate after 1987, with real compensation reaching the levels of the late 1970s only at the tail end of the bubble of the late 1990s. For two decades, declining unit labour costs have increased the profitability capital (Bina et *al.* 1996). The work force in the US with working-class jobs – 80 per cent – saw real average weekly earnings slip by 18 per cent from 1973 to 1995 (Moody 1997: 188). Real hourly wages of young males with twelve or fewer years of schooling dropped by over 20 per cent in the last two decades (Rodrik 1997). In Canada, earnings have stagnated since the mid-1970s. The benefits are going disproportionately to highly-skilled workers, while the costs go to those without much human capital (Betcherman - 1996).

In Latin America, the minimum wage actually declined in several countries over the period 1980-91. It fell by 40 per cent in Venezuela, by 60 per cent in Mexico and by 85 per cent in Peru. Besides inflation and weaker union powers , the main reason for the decline was the abandonment of minimum wage legislation for the sake of stabilization and adjustment (Tokman 1992). In Africa, real wages became downwardly flexible (Collier 1995).

At the same time, income and wealth inequality has risen in many count since the early 1980s. In the US, between 1977 and 1990, the income share of the poorest one-fifth decreased by 5 per cent, while that of the richest one increased by 9 per cent (Reich, quoted in Kurien 2002). In France, the richest 10 per cent of households held 54 per cent of the country's wealth, while the poorest 50 per cent held 6 per cent. Between 1983 and 1995, the share of wages in total national product in France dropped from 68.7 to 58.7 per cent. The growing concentration of wealth has not led to job creation and is derived primarily from monetary speculation, stock options and the like (Krishnan 1997).

Not only in the US and the OECD (Organization for Export Cooperation and Development) countries but even in countries like China and the transitional economies of Eastern Europe, there has been an increase in inequality (UNDP 1999: 3). Inequality between countries has also grown. The income gap between fifth of the world's people living in the richest countries and the fifth in the poorest was 74 to 1 in 1997, up from 60 to 1 in 1990 and 30 to 1 in 1960 DP 1999: 3). According to another estimate, the ratio of average per capita income of the richest countries to that of the poorest was 38 in 1960 and 52 in 1985 (World Bank 1995: 9).

4) IMPACT RESULTING IN INFORMALIZATION AND CASUALIZATION OF EMPLOYMENT

The world of work has been fast changing. The concept of a job for life is becoming a thing of the past in both the developed and developing countries: An extensive process of what looks like classic proletarianization is taking place in many countries of the so-called ‘developing' world; and in the advanced capitalist world, the decline in the size of the traditional industrial labour force is accompanied by the prolerarianization of many service and professional occupations and the spread of more unstable, casual and contingent employment. (Panitch 2000: 367)

During the last two decades, through de-industrialization and industrial reorganization, many of the forces and institutions of 'traditional' (for example, blue-collar and unionized) working-class power have been dismantled. For instance, the United States has long used spatial, dispersal and geographical isolation of employees as one of its prime but subtle mechanisms of labour control. But the recent transformations of industrial organization, flexible locational choices and deregulation have been turned into a totally unsubtle form of coercive exploitation, which is pre rather than post-Fordist in organizational form. The dispersal and creation of many new jobs in rural settings have facilitated capitalist control over labour by searching out non-unionized and pliable workers (Harvey 1993). North America has lost about 8 per cent of its manufacturing jobs, Europe 20 per cent and England 25 per cent (Moody 1997: 182).

There has also been degradation of work into low-waged, temporary, part-time and irregular work. Those engaged in part-time jobs have grown from 15.6 per cent to 18.6 per cent of the work force. In Japan, part-time workers increased from 16 per cent in the early 1980s to 31 per cent by 1993. Home-based work in the garments and even the auto industry has reappeared in the UK, USA and Canada (Moody 1997: 188-89). In Canada, the overall employment situation has worsened since the mid-1970s, with the labour market witnessing European levels of unemployment and American levels of class polarization. The problems of unemployment, wage stagnation, inequality and increasing insecurity have become acute. 'Non-standard' employment, part-time, short-term and temporary-help work, and own-account self-employment (all characterized by lower wages, fewer benefits and less security than employment in 'standard’ jobs) now represent 30 per cent of total employment, and the proportion is rising (Betcherman 1996).

In the developing countries, too, there are clear trends towards casualization and informalization of labour. Privatization of the public sector, decentralized production and/or employment through sub-contracting and home-based production, deregulation of labour markets, and the transfer of jobs from the formal to the informal sector have undermined the position of labour.

The process of sub-contracting has often been highly exploitative of both workers and small enterprises. The formal sectors exploits the existing sharp differentials in job security, wage levels and safety standards by sub-contracting to smaller and informal firms, and thereby avoid the costs of social security and high wages. With the emergence of dual production structures, the major proportion of the risks, hardships and uncertainties faced by small enterprises are in turn transferred to the hapless workers (Thomas *et al. 1994).*

5) IMPACT ON WOMEN

Globalization has also resulted in increasing feminization of employment in some sectors. Globally , the importance of agriculture as a source of employment has been diminishing for both women and . But women have been moving out of agriculture at a slower pace than men . As a result, women's proportion in agricultural labour force of developing countries is increasing (Mehra and Gammage 19999: 533-50); during 1990-90, it rose from 41.6 to 43 percent.

There has also been an increase of women's employment in manufacturing, particularly in Asia, but only in certain low-paid and low-skilled areas. Standing has shown that the spread of more flexible and informal employment accounts for much of the upward trend in the female share of the labour force. The decade from the late 1980's to late 1990's was one of feminization of flexible labour in industries where profit margins were secured by reducing labour costs, extending working hours and decreasing the number of formal production workers (Standing 1999b).

The greatest increase in the female share of manufacturing employment has been in countries which adopted an export-oriented industrialization strategy, especially by setting up Export Processing Zones (E P Z's) for textiles, garments, shoes and electronics. Women seek employment in these activities for a range of reasons: employers who seek to gain and maintain competitiveness in global markets prefer female to male workers; Governments seeking employment and foreign exchange gains exempt them from labour regulations or assist in blocking their application; often, Unions are not permitted, or permitted only in emasculated forms, in EPZ's and FTZ's (Free Trade Zones) and women have little bargaining powers (Mehra and Gammage 1999; 533-50).

In India , as in Bangla Desh and Pakistan, there has been higher growth of female employment as compared to male, especially in agriculture. This happening in the face of stagnation in non-agricultural work, unlike the rapid growth of manufacturing employment in South-East Asian NIC's (Newly Industrialised Countries). Much of this female employment is distress-induced rather than demand-driven supply of female labour (Ghosh 1999) . In short, "…the impact of globalization on women's paid labour is far more complex than is generally assumed. While it may open up certain opportunities for 'elite' women, it tends to drive many other women into destitution. The economic polarization resulting from globalization sets the dynamics for labour migration as well as its feminization. (Cheng 1999).

Neglect of Women and gender issues by traditional trade unions is another serious weakness allied to the previous one. This despite the adoption in many countries of a two-pronged approach of giving representation to women in Union Executive bodies and conscious efforts to identify factors affecting women's participation in Union activities since the1980's (Trebilcock 1991) . The major shortc0ming has been the inability of trade unions to reach out to the informal sector, where women workers predominate.

On the contrary, there have been instances of unions working with managements to retrench women from formal industrial employment and to force them to accept ‘voluntary’ retirement to take-up home-based sub-contracting of the same work in the same industry. As Mitter observes “women, significant in the emerging labour forces, are vulnerable both as un-skilled cheap labour and because they tend to be marginal to existing forms of trade unionism. Structural changes in patterns of work and investment make mobilization through existing trade union models difficult, either because workers are in small units or because multi-national capital, helped by Governments who need investments, is able to prevent organization.(Mitter 1994:14).

Adverse Implications of Globalisation :

FREDERIC BASTIAT, who was that rarest of creatures, tax payer and the poor, and, according to President Jacques Chirac, must fight back "liberalism". Whatever happened to French free-market economist, *Liberte, Egalite, Fratemite? w*rote to this newspaper in 1846. The world will find out, to some extent, next month when to express a noble and romantic hope: "May all the nations soon” ministers from the 148 countries in the WTO meet in Hong Kong. The last time they gathered for such a crucial meeting to throw down the barriers which was in September 2003 in Cancun, and the result was a shambles to separate them." Those words There was a bitter row between rich countries and poor were echoed 125 years later by the call of John Lennon, to "imagine there's no countries", as he said in his 1971 song. who ones, and the meeting broke up in acrimony. At that stage, was not an economist but a rather successful global capitalist, however, there was still plenty of time to repair the damage. Now, once again, a queue is 2006, with the political framework for it set early on-which forming to denounce openness -i.e., globalisation. It is putting at risk the next big advance in trade liberalisation and the next big reduction in poverty in the developing countries.

In Washington D.C., home of a fabled "consensus" about poor countries' economic policies, a bill before Congress devised by one of New York's senators, Charles Schumer, threatens a 27.5% tariff on imports from China if that country does not revalue its currency by an equivalent amount. In Mr Schumer's view, presumably, far too many Chinese peasants are escaping poverty. George Bush visited Argentina to attend the 34-country Summit of the Americas. There he was greeted by a rally against "imperialism", by which is meant to make him personally responsible for the Iraq war and the Free Trade Area of the Americas, which he espouses. Among the 50,000 demonstrators was Diego Maradona, who as a footballer became rich through the game's global market and as a cocaine-addict was dependent on barrier-busting international trade; and naturally his fellow-summiteers, Hugo Chavez, is using trade in high-priced oil to finance his "21st-century socialism" in Venezuela.

All, perhaps, the normal fun of a Latin American visit. An opinion poll revealed that whatever the protesters may say, a clear majority in all the region's countries favour a market economy rather than a closed, state-directed one-even in Venezuela. This is, however, a difficult moment for the market economy and for relations between rich countries and poorer ones, for the Doha round of trade-liberalisation talks under the World Trade Organisation are in trouble. When it began in 2001, the round was billed as a big effort to boost growth in poor countries, and the lowering of barriers to food trade was placed at its centre. In the past few weeks, however, a fairly bold American proposal for reducing its farm protection has been greeted by a much weaker response from the European Union and none at all from Japan.

And ministers from Bastiat's own country, France, have vied with one another to denounce all talk of further reform to the EU'S common agricultural policy. Europe must, they say, remain an "agricultural power" even at the expense of the tax

The case for selfish generosity

Trade-liberalisation rounds are arcane affairs about which free-traders are often thought to cry wolf. The previous talks, known as the Uruguay round, went through lots of brinkmanship and delays before they were completed. The result was still disappointing in many ways, especially to developing countries, and yet since the round's completion in 1993 the world economy has grown lustily and the biggest developing countries, China, India and Brazil, have all burst on to the global trading scene. Would the world really be hurt if the EU merely refuses to expose its farmers to more competition?

The likeliest outcome both from the Hong Kong meeting and the eventual Doha agreement is a compromise-as always. The European position is feeble but not risible for it has offered an overall average cut in its farm tariffs of 39%, up from 25% only a month ago, though with rather a lot of loopholes that could severely limit the benefits. France, and other European farm protectionists, may prove more flexible than they currently imply: this is hardly the first time they have promised to man the barricades shortly before striking a deal. Yet though some sort of fudge in Hong Kong must be likely, with the Americans lowering their ambition and the Europeans raising theirs a little, such an outcome would still represent both a missed opportunity and a risk.

The missed opportunity is that Doha has offered the first proper chance to involve developing countries in trade negotiations-they now make up two-thirds of the WTO members but also thereby to use a full exchange of agricultural, industrial and service liberalisations to make a big advance in free trade that could benefit a wide range of countries. Some of that progress may still be made, even in a fudged deal: Brazil, for example, stands to benefit hugely from freer trade in agriculture (see pages 69-71), so it should 'be willing to promote other concessions in return. India is reluctant to cut its own farm tariffs but has a big interest in liberalising trade in services, wanting more freedom in everything from finance to health care to entertainment. But if the rich world could gird itself to be more ambitious on agriculture the gains would be even greater: help for the poorest countries, making the rich look generous; better access to the biggest and richest developing countries for western companies; and a rise in global income in a decade's time of $300 billion a year (says the world Bank), which would thus help everyone.

The risk is that failure to agree on a new wave of openness during a period (the past two years) in which the world economy has been growing at its fastest for three decades, with more countries sharing in that growth than ever before, will set a sour political note for what may well be tougher times ahead. A turn away from trade liberalisation just ahead of an American recession, say, or a Chinese economic slowdown, could open up a chance not just for a slowdown in progress but for a rollback. Currently, for example, the Schumer bill to put a penal tariff on Chinese goods looks unlikely to pass. If American unemployment were rising and world trade talks had turned acrimonious, that might change. So might the political wind in many developing countries.

If so, that would be a tragedy for the whole world. Although the case for reducing poverty by sending more aid to the poorest countries has some merit, the experience of China, South Korea, Chile and India shows that the much better and more powerful way to deal with poverty is to use the solution that worked in the past in America, western Europe and Japan: open, trading economies, exploiting the full infrastructure of capitalism (including financial services-see our survey in this issue on microfinance) amid a rule of law provided by government. In other words, globalisation. To paraphrase Samuel Johnson, "anyone who is tired of that is tired of life."

SECTION - III

HUMAN RESOURCES DEVELOPMENT IN THE ERA OF GLOBALISATION

Human Assets – Our Most Valuable Resources :

Land and buildings are the most valuable assets owned by Indians, find the National Sample Survey Organisation. By conventional standards, this is indisputable: of the total value of assets owned by house-holds, land and buildings account for 87% in rural areas and 76% in urban areas. It is important, however, that people at large and policymakers in particular recognise that this is just one way of looking at assets. **Another perspective is that the most valuable asset is human capital.** The knowledge and skills that individuals acquire and the institutional framework in which these get deployed, so as to interact productively, together determine an economy's capacity to prosper. This is all the more relevant in the knowledge economy, in which the prime determinant of value is the knowledge wielded by workers. Of course, for knowledge to be productive, it has to be embodied in men and machinery. Men and women must enjoy good health to be able to put their knowledge to good use. Ancient Indian wisdom also holds that the body is the primary instrument of dharma. For people to discharge their ethical responsibility, to realise their innate capabilities, they must enjoy good health. Sound minds and sound bodies, these are our most valuable assets. And these need to be built up.

How to do this, is of course, the real question. The ruling alliance's preferred solution, as outlined in its Common Minimum Programme, is spend more on education and health. Given the state of accountability in the governmental system, there are very valid concerns about the efficacy of such an approach. State failure in delivering health and education reflects dysfunctionality of the institutional framework within which productive resources get deployed. Empowering the disempowered will raise the level of accountability of the government to the people and thus become a direct input to improving the delivery of education and health. Political reform at the grass roots, in other words, is essential to enhance the value of our most prized assets.

Globalisation in the Indian context:

The great challenge for India is to get more and more people productively employed in economic activity, thereby raising wages and standards of living. I think the only way to do this would be to build a competitive, sound economic base. Only through a competitive economic base would you be able to create the millions and millions of jobs in manufacturing and services that are going to be necessary. You can provide all the social support you want but all of that will not be sustainable unless people make a productive living. It never works to distort the market by artificially subsidising certain parts of society.

It is the 'how' that's very important when you look at helping the poor. If India has an inefficient railroad system because the fares for personal travel are' artificially low and drive up the cost of moving freight, it would mean fewer jobs in the corporate sector. So distorting the market for the benefit of the poor is usually a costly and temporary way to help them; it's better to address the fundamental competitiveness issues and try to improve the productivity of the economy.

If you've to support the poor, you have to try and do it more directly. Rather than distorting prices, you have to provide direct cash subsidies to the poor, to allow them to buy goods at market prices. India is caught in a bit of a trap - the budget deficit means there's no money for the new programs; so, rather than paying for welfare programs directly, it's much simpler - and cheaper - for the government to do the complicated cross-subsidy through the pricing system.

Large companies around the world are leveraging global resources to be competitive. How does it change the strategic landscape of a country? Globalisation is here to stay, with more and more companies not only selling in many countries but also producing in many locations. For various parts of the value chain, global companies are locating where they can achieve cost-effectiveness. India has been a location of outsourcing on the IT side, because it offers a great value proposition - good quality people and less costs relative to the developed economies. The process of international specialisation within the value chain is likely to continue.

At the same time, we also see the phenomena of clustering so that in terms of IT outsourcing, companies do not source that service evenly across countries. India is one of the clusters where disproportionate outsourcing in that particular field is occurring because the cluster becomes a more efficient economic structure than a standalone company. This trend will continue for a while, although over time the driving forces are not going to remain as strong.

In last 20 years we've had improvements in communication, transportation and logistics, but those trends are playing themselves out. There are .no new airplanes on the drawing board and the logistics are not going to get faster than they are. It may be that the pace of international specialisation will slow down a bit since the time we saw a surge to take advantage of reducing trade barriers and improving logistics and technology. Many of those logistics have already been reflected in the existing practice, so we may see this trend slowing down.

Is competitive advantage today sustainable only in the short run?

The views of a certain sections of management thinkers - that in a world of change, you can't sustain competitive advantage - was a very simplistic one. Competitive advantage that is built on a distinctive value proposition, a set of tailored activities in the value chain, clear tradeoffs, mutual interactions and reinforcement across activities, actually can be very sustainable. Dell and Southwest Airlines are two companies that are very good examples. Such companies end up being superior performers for very long periods of time.

Many companies have tried to imitate them but have not succeeded, because imitation is too difficult, given the underlying sources of competitive advantage. It's only possible when you are talking about best practices and operational effectiveness. However, if you really understand strategic positioning, there's a good chance that you can create a sustainable advantage. Of course, nothing is permanent but there are many examples of companies, which have sustained their competitive advantage for 20- 30 years.

Human Resources Development in the Era of Globalisation:

There have been many deliberations on the ‘fast emerging paradigm of Knowledge Business and Knowledge Economy and how the current century will take advantage of human capital and information technology.

Knowledge economy falls into two baskets: One where the knowledge economy itself provides direct products and services which is part of the new economy and the second basket like Information Technology where it facilitates the old economy.

Knowledge economy need not be restricted with information technology and dot.com companies. It has to do with industries and those industries, which have as their major driving force reservoir of knowledge and of intellectual capital.

In the knowledge en, knowledge has become democratic. It is available to a shift from elite to masses. This is a big change. The shift is from natural resources to intellectual resources.

The knowledge worker could be an eminent scientist, skilled craftsman or even a receptionist with an expert knowledge of who-is-who in the organisation in which he or she works and where the really useful information is located. Another important facet of the knowledge economy is “knowledge extension” particularly in the areas like agriculture, health, education and similar services, among others.

Employing knowledge work force has huge ramifications for the organisation. Motivating and retaining the employees, helping them in the advancement of their career, providing Human Resource Development support are the new “Mantras for HR fraternity”. The HRD department within the organisation need to adopt all together a different human resource management approach vis-à-vis traditional approach. HR practices have to be far more responsive, caring, respectful and proactive. This needs organisational support. It needs to be employee centric which interalia the organisation needs to provide interims of better working opportunities, identify emerging career avenues and training within and outside the Organisation, There is a need for “revolutionary shift” in the strategy of human Resource Management (I and the. Organisations need to sustain these strategies. It will therefore help both the organisation and the employee.

As the Indian economy will modernise and globalise, the role of organisations will become more complex. The organisations particularly the business organisations need to be more vigilant because of the external changes (trade agreements, financial turmoil) and internal demands" for reforms. The HR planners need to institute appropriate activities for the development of the employees and to meet the changes since today we live in a changed culture. This requires deep understanding of the issues within the Organisation.

Professor Nitin Nohra, Harvard Business School, in his article "Leadership at a Loss", has identified stages of change. This pattern of evolution is in four stages:

First Stage: (1970's to about 1980). The organisations adopted formal strategic planning systems, cut costs, introduced productivity improvement initiatives.

Second Stage: (1980 to about 1990). The organisations started the process of restructuring. On account of the process of restructuring, organisations and introduced internal changes with "total quality movement". One of the examples of the total quality movement is that the upcoming organisations are "fighting back by unleashing entrepreneurship or an organisational structure in which employees with bright ideas are encouraged to start their own venture within the organisation" This is more practiced in the West and is based on "Biological evolution" i.e. cells in the human body, in order to survive and spread must continuously divide.

Third Stage: (Early 1990). During this stage, the organisations went for information system and human resources represented a sustainable advantage. This stage became an era of "down sizing, delayering, re- engineering and boundary less operations with new information technologies playing prominent roles.

Fourth Stage: “Speed”, flexibility, “rapid response”, “knowledge management” and “superior services”, was the HR mantra for the organisations.

The evolution process went through three broad phases:

Phase I: Rise of Industrialisation wherein economies changed from primary sector to secondary sector (agrarian to industrial economies).

Phase II: Second phase has seen the rise of globalisation. Manufacturing spread and Services followed suit (industrial economies to service sector).

Phase III: ‘This is the phase of transition to the “New economy”. The new economy is driven by knowledge and skill development. The organisations went for specialised skills. This message brought professionalism into the organisation.

India missed the opportunity to ride high on the first two phases but there are indications that it is poised to roe the opportunities thrown up by the third phase or the new economy phase and would emerge as a force to reckon with in the emerging word order. Growth and success in the future would be function of innovation that can create.

The new economy / knowledge economy differs from its predecessors viz: primary sector (agricultural economy) and secondary sector (manufacturing! industrial economy).

The knowledge industry service sector is based on managing things that require more involvement of human capital. The characteristics of knowledge economy are different from those of primary and secondary sector not only in terms of value creation but also in terms of a systematic utilisation of human capital and organisational knowledge flow.

According to **The Economist**, the knowledge economy (industry) is one of abundance. It states "Economic theory has a problem with knowledge; its seems to defy the basic economic principles of scarcity…. What is scarce in the new economy is the ability to understand and use knowledge." This is true with most organisations in India as human resources management is still not employee centric. An examination of skill composition would help HRM to plan for employee development.

Occupational / Skill Composition Of Employees

It has three main aims. **The first** is to facilitate national international communication about occupations. **The second** is to make possible occupation data in a form, which can be useful for research as well as for specific decision-making and action-oriented activities, such as migration or job placement. **The third** is to provide coded information on job content. These factors and detailed occupational distribution are of particular interest for the organisations, research institutions and Government for wage settlements, vocational 'guidance and training, placement services or analysis of occupation specific morbidity and mortality. The occupational details are published by International labour Organisation under the title, 'International Standard Classifications of Occupations'.

The occupational structure of an economy is essentially the result of interplay of three dynamic forces:

1. The growth and diversification of economy.
2. The growth and diversification of database (and technology).
3. The growth and diversification of educational / training infrastructure.

Occupational Composition Is Based On Two Concepts:

Concept I: It is defined as the kind of job/work performed. It is defined as a set of tasks and duties executed or meant to be executed by an employee. Employees are classified by occupation through their relationship to past, present or future job.

Concept II: The concept of skill. It is defined as the ability to carry out the tasks and duties for a given job. It needs to be studied under the following two dimensions:

(a) **Skill level** - which is a f of the complexity and range of tasks and duties involved; and

(b) **Skill specialisation** - Defined by the field of knowledge required, the tools and machinery used the materials worked on or with, as well as the kinds of goods and services produced.

International Standard Classification of occupations provides very use full information on job/work, skill and skill specialisation under the following occupational groups which covers almost all the activities undertaken by the primary, secondary and service sector of the economy provide very useful information on skill level and jobs performed.

• Legislations, senior officials and managers
• Professionals
• Technicians and associate professionals
• Clerks
• Service Workers and shop and market sales workers
• Skilled agricultural and fisheries workers
• Crafts and related trade workers
• Plant and machine operators and assemblers

• Elementary Occupations
• Armed Forces

The above category of workers is classified either by the educational standard or by level of specialisation or both. Some of the Organisations follow education standard as the basis of classification of employees while some follow level of specialisation. It is dependent on the type of work performed by the Organisations.

This type of occupational classification/based on jobs/ works and skill specialisation would be very useful for the organisations which provide employment to professional, managerial, technical and related workers such as InfoTech services, telecommunication, media to travel, hospitality, individual escorting services, medical, industrial, health care, agriculture and horticulture, poultry, veterinary and aquaculture and environment among others.

Due to the abundant supply of skilled professionals and the current demand of professionals (programmers) in Japan, USA, Germany, France and UK, the domestic knowledge based organisations are at cutting edge in managing skilled professionals effectively, through the application of HRD practices. However, the HRD within the organisation is yet to be employee centric and it needs to be strengthened for the optimal utilisation of the available professionals, managerial, technical and related workers. The new economy/knowledge economy needs to understand better the role of HRD input and use the concept of professional /intellectual capital. The organisations, therefore, need to unlock the values of their hidden assets such as talent and potential of their employees as well as the knowledge embodied within the system. The organisations need to learn how to use the skilled workers and skill specialists and convert them into a source of competitive advantages in the emerging areas of work.

Education and training among others is important, because it releases the human capacity to invent, innovate and imitate all of which are needed for the growth and development of the organisation. Skill- specialists are required to develop novel activities and methods of production and skilled workers are required to work with them. With the development and multiplication of such skilled specialist and skilled workers through education and training, the large segments of the employees can shift from traditional occupations to emerging occupations.

The HRD activities within the organisation have brought a shift in the approach of the organisation vis-à-vis the development of the employees. There are many organisations in the world today, which have benefited from HRD activities. One need not look further than Singapore, Hong Kong or the Guangdong region of China. What sets them apart from our organisations is the universally high level of education and training attained by their people.

Thus the changing trends in the organisations have generated a need for such HRD activities, which could adopt new techniques and methods of planning to create efficient and motivating environment within the Organisation. The new technique among others, relates to "fairness at work", "Care and Concern" and trust in employees.

However, the HRD activities within the organisation are yet to be strengthened for the optimal utilisation of the intellectual capital of the Organisation. HRD among others needs to look at the employees and assess and augment the amount of the knowledge, the employee possess. The HRD planners should learn how to tap the “knowledge base” and convert the same into a source of competitive advantage. If the knowledge based employees are not valued and motivated, it will be difficult for the organisation to retain them. This may in the long run affect the health of the Organisation.

The other HRD activity could be meeting the requirement of better and higher level of training for the employees to promote productivity.

Reform in training policy has thus become more of a necessity than an option. “It is imperative that labour use is kept flexible by allowing easy redeployment and retraining of workers to enable the economy to cope with reforms in comparative advantage”. It has been observed that the production process and the contents of product have been changing fast in manufacturing as well as in service sector organisations. This calls for a changing pattern in training activities. The occupational structure as well as pattern of work is also changing.

A time has come now to take training in a big way as the activity will help in the development of employees / organisations engaged in rural development, environment, software, information technology, hospital administration, computer science, business management, hotel management, advertising and journalism, among others. Employees now have a wide array of training facilities to choose from.

This has not come as a surprise. Many Organisations are engaged in a number of new initiatives that require a significant HRM support.

To meet the above challenges organizations need to create efficient HRD system and sub system to manage the different activities relating to employee development. What is expected from the organisation are the organisational structures in which employee/group of employees is given strategic responsibility for each and every activity.

In essence, this implies a metric form of organisation. However, what is key to success in a metric is not the formal structure but the ‘organisational process’ and the “Organisational mind set” which the organisation need to develop. The idea is to have employees as partners rather than just employees. Such type of activities are not required in public and private sector organisations alone but also in government, educational institutions, in non-government organisations among others. The avowed objective is to develop the employee, who is the future of the organisation.

HRD should help the organisation to develop the capability of the employee for continual strategic changes. This can be achieved when the organisation is geared to maintain focus on employee ‘value creation’, make the overall goal clear to all employees and get their participation.

To deal with the challenge effectively, organisations need to take the following six steps:

STEP 1: DEVELOPMENT OFA DATA BASE

Citi Bank is one such organisation, which has implemented a scheme called “Global Employee Management System”. This system involves development of a database to know where the talent is. The database thus, established provides detailed description of the organisation’s mix of managerial skills, talents and 5 potentials. This also helps the organisation to identify the capacity and capability of the employees.

STEP 2: IDENT1FICATION OF STRENGTH AND SKILL GAP

This would help to compare the present skills and characteristics with the ideals requirements defined for the e current position and the r preferred next position. This information can be used as the basis for organisational development and training programmes for the employees.

STEP 3: HUMAN VALUES

The organisation should clearly define its overall goal and state how it is linked to employee value creation. The emphasis on human values is not extraneous to organisation's success as the new millennium will witness a greatly increased focus on basis human values.

STEP 4: DEVELOP INTERNAL CAPABILITIES

The key requirement for the HRD system within the organisation is the ability to correctly assess external changes and respond to them in time by developing the capabilities of their employees.

STEP 5: INTROSPECTION FOR DEVELOPMENT.

It is critical for the organisation to continuously build up and refresh the knowledge it develops within. This will not only help the organisations to have continuous interface with employees but also to strengthen growth and development within the organisation by helping in the process of recruitment and retaining the best talent.

STEP 6: EMPOWER THE EMPLOYEE.

In order to develop the potential, the organisation should continue to empower the employees to strength their minds. It is the positivity of mind that leads to action, and it is this action which ultimately decides success or failure.

Despite the challenges, implementing these steps will develop unmatched and sustainable capability of the organisation as well as the employees.

Organisations which clearly define and adapt the above mentioned approaches, consistent with the goal of employees' development will meet the end-goal. Similarly, employees must learn what they want to learn and when they need to learn. It will help in the development of value system within the organisation, but there is a price to be paid both in the short and long term. Institutionalising periodic HRD processes will also help the organisation to perform well in a highly complex future environment.

THE ECONOMICS OF HUMAN RESOURCES DEVELOPMENT

The Management of human beings….

CHANGING TRENDS IN HUMAN RESOURCES MANAGEMENT

The American Society for Training and Development (ASTD) held its international conference and exposition in Atlanta in the recent past. Almost 10,000 HR professionals from all over the globe came together to learn and appreciate the changing scenario in the world of training and development. Management gurus like Chris Argyris, Rossabeth Moss Kanter, Lester Thereau, Kenneth Blanchard, Daniel Goleman, Peter Block and other prominent researchers and practitioners were all present. The flavour was distinctively international, the spirit Eastern. The conference seemed to debate on **five main areas:**

1. How to increase real workplace learning which translates itself into productivity and effectiveness.
2. How to increase retention of people

3. How to design learning architecture and create authentic learning organisations which can last in the face of change
4. How to create and implement web-based learning situation to cater to large volumes; distance learning case studies of Ford and other companies were shared
5. How to genuinely integrate the business and human issues and the role of industries in community development and upliftment of society.

Increasing workplace learning:

Workplace learning seems to be in the centre- stage at present. Training is no longer done as generation of awareness but as planned effort to increase productivity. The world's best corporations are implementing learning strategies, which could be tested and evaluated for its impact. The accent is to identify the competencies required to perform each job and measuring the competencies possessed by the job holder.

The difference between the two becomes the training need. Fulfilling this gap becomes the training functions responsibility to increase productivity.

Retention of people:

Well-researched presentation by Beverly Kaye and associates and other experts distinctly proved how proactive strategies in mentoring, coaching and career planning can increase retention and reduce staff turnover.

Cases of Hewlett Packard in mentoring and other worldwide companies demonstrated that employee retention was not only a factor of compensation, as popularly believed but also, an effect of mentoring, career planning, development efforts and coaching. Giving challenging work assignments appeared to be one of the most significant retention strategies in most accomplished companies.

The Japanese have long practised this art which seems to be dawning now in the West. Japanese companies have always rewarded superior performance by giving challenging work assignments to prove to the person and others that the individual's potential and performance levels are higher than the others.

Daniel Goleman and some professionals from Brazil presented case studies of work in increasing emotional intelligence levels which has had significant impact on retention of employees.

CREATION OF LEARNING ORGANISATIONS:

Learning organisations seemed to still hold major attention in the area of organisation development. It was felt that in a rapidly changing world economy where each individual has more choices and alternatives, the ability to service the choices and alternatives would be the critical challenge.

Companies, which will respond quickly to the desires of the customers, anticipate the consumer shifts in behaviour and design organisations to respond to their changed circumstances; will be able to retain their market share. Companies will have to become flexible and adaptive as opposed to hierarchical and structured. They will need to service the individual employee need and the customer needs. It should have the ability to critique itself on a continuous basis and challenge every system of the past in view of the present environment.

A case study of Shell Technology demonstrated how they have done away with hierarchy and designations to work on a project mode to respond at top speed to the customer. Many such instances were cit ed and it becomes amply clear that rigid organisations will invariably sink, as they are largely 'Titanic'.

Web-based instruction design for on-line and self- paced training:

The most distinct shift in the field of training and development was in the area of creating web-based instructional design and self-paced learning. There appears to be a clear awareness that most organisations to succeed will need to have economies of scale and therefore are likely to be large and have many locations. The result, cross-cultural training will be the order of the day.

There appears to be a clear consciousness that learning on the job is fundamentally an individual responsibility. The role of the organisation is to make available the technology and content. Large companies like Ford, IBM, and the like have developed web-based learning situations so that individuals can be trained through web-based instructional designs in areas of management development, technical skills, coaching and communication.

Integrating Business and Human Issues

A major consciousness is emerging that most companies are not structured to service individual or business goals. The hierarchical, pyramidal organisation by definition creates conflicts as only few can reach to the top. It was widely felt that to offer incentives as rewards for recognition of performance is a de-humanising strategy and has only increased hatred amongst employees and led to loss of team efforts. People almost have been taught to hate each other to succeed.

This is the antithesis of development.

Even superior methods of performance appraisal and evaluation such as feedback, which is a quantum leap over the old confidential report of one-way communication is shrouded in secrecy. Authentic two-way communication which is a required for transparency, is almost impossible given the present architecture of most organisations.

Chris Argyris championed the thought that change professionals ought to develop robust theories about leadership, learning, change and commitment. Most of the theories propounded for quick management of change or change in individual behaviour are shallow and lack empirical evidence.

There is now a greater recognition that the human assets are far more critical than any other resource and it makes strategic and business sense to make significant efforts to manifest the latent power of each individual in the organisation.

Substantial work is being done to increase the level of emotional intelligence. A large number of companies were found to be giving official time off to the employees to take part in community service. It is being found by research that when individuals en gage themselves in helping others and community development work they feel much better about themselves and consequently are found much more empathetic, facilitative and enabling in the work place. This translates itself into greater teamwork and productivity. The efforts being made to increase self- awareness and individual potential seemed to be sketchy and not very rigorous.

The conference's future accent seemed to suggest that organisations role in increasing individual consciousness and integration of human needs and business goals will be the future areas of emerging of the millennium organisation. A major theory and methodology will also need to emerge with relation to increasing human performance through efforts in self awareness and self development.

THE ECONOMICS OF HUMAN RESOURCES_DEVELOPMENT

The management of human beings remains partial if the economic aspects of human resource development are not brought within the purview of HRD departments of the firms. Along with the personnel side of HAD, the economics of it will also have to be understood, especially, when the Indian economy is going to be more competitive in the wake of the introduction of the new economic policy with its accent on liberalization and globalization. Moreover, the tenets of the exit policy and structural adjustment with a human face may be grasped better if enough attention is focussed on aspects relating to the economics of human resource development. Firms in the coming years will be corking under an altogether different environment from the one to which they have been accustomed all these years. The knowledge and understanding of the economics of HRD will enable firms to manage the human capital as efficiently as they have been managing the physical capital.

Genesis of Economics of Human Resources

Let us start with the concept of **human capital** itself. The idea that human beings are a part of the wealth or capital stock of nations is more than two centuries old. But the use of the concept of human capital in the analysis of economic growth has gained currency only in the past 30 years. The principles of capacity theory have been extended to human agents of production. Capital is anything that satisfies three criteria:

(a) it must be produced by people and be used, in turn, in the production process;

(b) it must have a long service life; and

(c) investment must be required in order to generate, maintain and improve it.

When human beings are viewed as 'capital' (i.e. human capital approach), we should see that they meet all the three criteria cited above. That labour is not capital free implies that to acquire capital, labour must have invested, say, in education, training and health. Education, training and better health status so acquired, are all embodied in labour. Like any capital equipment, labour also has a productive life span contributing to production during that span. In this sense, human capital is a produced means of production. ***Education, training, experience and even good health embodied in labour*** constitute what is known as 'human resources' of a country. As agents of production, human beings possessing human capital are more productive than those without it. Thus, "human capital is the stock of skills and productive knowledge embodied in people and earning power and in increasing the efficiency of economic decision-making both within and without the market economy" (The New Palgrave -A Dictionary of Economics-Vol.2, Eto J, PP. 681-689). Human resource development is thus dependent upon the formation, growth and improvement of the stock of human capital through investment in education (skill), training and health.

Association between HRD, Labour Productivity and Economic Growth — Empirical evidences

All the three parameters-HRD, labour productivity and economic growth (growth of real net national product-NNP) - are positively associated.

The real public and private expenditure (investment) on formal education (i.e. expenditure adjusted for the factor 'inflation') of Rs. 5300 million in 1960-61 went up to Rs. 12, 987 million in 1979-80, giving a simple average annual increase of 7 per cent. This investment in education created a favourable climate for economic growth. Firstly, the long run labour supply has improved qualitatively. The four indicators of improvement in the quality of the long run labour supply are:

(1) educational attainment of labour;

(2) labour force participation rate;

(3) human capital stock embodied in labour force and

(4) skill of human capital intensity. Trends in these indicators are presented below.

The proportion of educated labour to the total labour force of around 10 per cent in 1961 rose to roughly one-third (32 per cent) in 1981. The proportion of urban educated workers to the total urban labour force of 31 per cent in 1961 was as high as 68.3 per cent in 1981. Interestingly, the proportion of labour force with matriculation and above of 2.4 per cent in 1961 was as high as 11 percent in 1981.

Correspondingly, the proportion of urban workers with matriculation and above of 14 per cent in 1961 went up to 40 per cent in 1981. The educational attainment of all workers has improved and that of urban workers has improved quite fast.

Secondly, the labour force participation rate of educated workers, which was 13 per cent higher than that of all workers in 1961, was higher by one-third in 1981. Thirdly, the real stock of active human capital embodied in labour of As. 15,176 million in 1960-61 rose steeply to As. 72,795 million in 1979-80 - an average growth of roughly 19 per cent per annum.

During the corresponding period, the real stock of physical capital has grown approximately by around 10 per cent per annum. This tendency of the faster growth of human capital stock is in conformity with that observed for other countries.

And lastly, we also observe a much faster increase in skill intensity (i.e. human capital per worker) as a consequence of which the difference between skill intensity (Rs. 82 per worker) and physical capital intensity (Rs. 2245 per worker) of around 28 times in 1961 coming down to 16 times in 1981 (respective capital intensities of Rs. 319 and Rs. 5111). Thus, skilled labour and capital are complements. i.e. the use of more capital leads to the use of more skilled labour also.

Four indicators of a qualitative improvement in the long run labour supply imply the development of human resources in India over time. However, has the labour productivity consequently improved?

Various studies on labour productivity have conclusively shown that it has increased. According to one study (National Wage Policy-Imperatives and Impediments-Audra Dutt in Indian Journal of Labour Economics, April 1990), VAM (Value Added by Manufacture) per worker at constant 1960 prices has increased at an average annual rate of 3.9 per cent during 1960-83. Even for the earlier period (1948-49 to 1968-69), the output per unit of labour input (adjusted for quality change) gives an increase of 1.5 per cent per annum as against that of 0.92 per cent per annum in the total factor productivity. The contribution of human capital (i.e. education here) to the growth of real NNP and to the increase in real NNP per annum employed respectively was around 7 and 14 per cent during 1948-49 to 1968-69 (Bakul H. Dholakia-"Sources of Economic Growth"- Good Companions, Baroda, 1974). Even at the state level (S. Chandrasekhar-"Capacity Utilization in Indian Industry", 1990), both labour productivity and human resource productivity increased by 8 per cent annually in the manufacturing sector of A.P. during 1960-69. On the basis of long term trend in the NDP per worker (1950-80), V.K.R.V.Rao observes that "the increase in the per capita contribution of labour to the NDP or its productivity can, therefore, be rightly attributed to the improvement that has taken place in the quality (i.e., knowledge, organization, skills and working efficiency) of labour over the period".(V.K.R.V.Rao- "India's National Income — 1950-1980 — An Analysis of Economic Growth and Change" -Sage Publications, New Delhi, 1983).

Three factors which contribute to the increase in the total factor productivity (i.e. output per unit of the total factor input or geometrical weighted average of labour productivity and capital productivity) are: (a) changes in resource allocation; (b) economics of scale and (c) advances of knowledge and changes in the lag in the application of knowledge. During 1948-49 to 1968-69, the relative contribution of (a), (b) and (c) is estimated to be 12.9 per cent, 37.6 per cent and 49.5 per cent (adding up to 100.0 percent) respectively. The massive contribution of the last two factors, (b) and (c), is relevant here. Scale effects give rise to opportunities for greater specialization and, in turn, to increasing returns, supporting the premise that specialized human capital is an important source of increasing return events (T.W.Schultz-'On investing in specialised human capital to attain increasing returns in "The Estate of Development Economics-Progress and Perspectives" (Eds.) G. Ranis & T.P.Schultz-1989).

The observed contribution of knowledge to the growth of the total factor productivity and consequently to the growth of real NNP lends support to the thesis that knowledge is our most powerful engine of production.

In this way, empirical evidences pertaining to HRD, labour productivity, the total factor productivity and economic growth- led support to the origin of human theory are useful in understanding the sources of economic growth.

Concluding Observations

What is the relevance of macro empirical analysis of HRD over time in India to the HRD managers operating at the micro/firm level?

It is important for them to have an idea of the initial human capital stock acquired by their organization at the time of the recruitment of personnel. At the same time, to have a complete view of the role of HRD in a firm's growth, it would be better to gauge the growth in this initial stock as a result of

(1) investment in the on-the-job training (OJT),
(2) 'experience' gained by the workers and
(3) R & D expenditure.

What about the share of specialised human capital in the total stock of human capital? What is the level of human capital environment? How far have changes in the said environment contributed to the labour productivity and capital productivity in the firm? Are there evidences of increasing returns events? Have these changes smoothened and quickened the decision-making process and made the organization more efficient?

It is hoped here that a sincere attempt to examine these questions will go a long way in correctly evaluating the role of HRD in a firm at a time when work ethics all around appear to be on the decline.

RISING TO THE CHALLENGES OF HRD IN THE GLOBALISED ECONOMY

India has a reputation as the reservoir of the world's most talented and skilled manpower. This is often flaunted as the country's comparative advantage. However, only if this reservoir of talent is honed and raised to international standards, can we aspire to match our productivity levels against global giants. The high standard of human resources can make a marked difference to innovation, technological development and customer-orientation - the troika for creating a sustained competitive edge in the global marketplace.

The New Era

The new era of global business is characterised by the opening up of the economy, free trade and privatisation of enterprise. Liberalisation has given a flip to the services sector and the info-tech boom. This has also transformed manufacturing companies into market-driven companies which have to compete more vigorously in a service-oriented economy. The customer is in a way partnering business enterprises by participating in the evolution of new products and development of newer applications and improvements in the existing products.

The changing Organisation

The five Fs - focussed approach, fast-moving, flexibility, a friendly environment and a fun approach to work would best describe a changing organisation. This would be reflected in leaner and flatter structures, debureaucratisation and business orientation (as against functional orientation wherein inter-functional teams work on projects and assignments with an integrated business approach). The organisation in response to change should acquire agility and responsiveness and greater sensitivity to issues relating to stakeholders. For they are highly participative and can influence business decisions because of the power to choose that they exercise today.

Transforming the HR function

The HR function would have to mature and shift its focus from con trolling individuals to human systems development and the changing issues. The HR professional will cease to be an agent of the top management and become a business partner. He must mature from an Industrial Relations specialist to a service partner giving advice from a broader business perspective.

He must shed the role of a personnel administrator and evolve into a systems designer in order to create an environment that enables professional and supporting staff to work as an effective team.

As a strategist of organisational change, the HR professional has to use his skills and knowledge to help the organisation perceive change as an opportunity rather than as a barrier to career growth and development. From a compliance officer to a process consultant and from a trainer on the field to a coach or counsellor is what puts the HR function on par with international standards.

The challenging role of HR

The HR department has the primary task of creating a human re sources pool which is highly motivated, flexible, redeployable and willing to work in cross-functional teams.

To create the right environment for this pool to function effectively, it would he necessary for the HR department to evolve an objective, fair and transparent system of planning, measuring, recognising and rewarding performance.

New concepts such as the **Internal Customer** which creates respect and appreciation for internal departments and divisions, and entrepreneurship to promote a business approach to issues must be popularised.

The most challenging task, how ever, would be to create collaborative relationships with representative groups (unions and associations) that would focus on thriving in the face of competition, so that energies for positive growth are released.

If every one of these tasks is accomplished, the new organisation would emerge as the ***preferred employer*** - a status which few companies can boast of today.

Critical HR Initiatives

Change can be managed in a smoother way with less resistance if certain HR initiatives are effectively employed in the organisation.

The first is managing cultural change, through workshops and interactive fora for various 1evels of employees that provides scope for open communication and feedback. **The second** is changing employee attitudes to work, which should be perceived as something enjoyable and challenging. **The third** is innovative learning mechanisms which make learning interesting, easy and kindle an even greater urge to improve one's knowledge. **The fourth** is institutionalising new approaches by using catalytic agents of change within the organisation. The fifth is creating ***employeeship***, which is a "we", culture that is represented by responsibility, loyalty and initiative at the individual, team and corporate level.

These initiatives would equip the company with flexibility, high speed and a quality of response making it an adaptive organisation that will leave the competition way behind.

❀ **Conclusion** :

An analysis contained in this chapter reveals that there was an impact of globalisation on trade unions culminating towards their gradual decline; there was also an impact, which led towards increased casualisation of employment. It has also affected women labour in the sense that many of the jobs traditionally done under the organized sector have now been outsourced to nameless entities. The need for inculcating in line and business managers, the basic concept theories processes techniques and instruments of HRD have also been highlighted.

❀❀❀

CHAPTER - III
SOME CONCEPTS, INSTRUMENTS AND AN OVERVIEW OF HUMAN RESOURCES DEVELOPMENT FOR LINE AND BUSINESS MANAGERS

CHAPTER - III
SOME CONCEPTS, INSTRUMENTS AND AN OVERVIEW OF HUMAN RESOURCES DEVELOPMENT FOR LINE AND BUSINESS MANAGERS

❀ Introduction:

With a view to se that the concepts, instruments, techniques and processes of HRD are not kept as the sole preserve of the HRD managers/fraternity and to ensure that these are equally shared and inculcated in line and business managers, some of the critical aspects, which are of invaluable use for such line and business managers a re deliberated in this chapter. For this, the chapter is divided into two parts: the first one explains line management and human resources development in the organizational context of India, the second one highlight some of the crucial concepts, techniques and processes of HRD, like Maslow's Hierarchy of Needs, Transactional Analysis, The Managerial Grid, Situational Leadership to name a few, which should necessarily form the part of any Line/ Business Manager's arsenal.

The experiences of the past decade or more, overwhelmingly suggests that the concepts, instruments and knowledge of H.R.D. imbibed and spouted by the H.R.D. fraternity (ranging from H.R.D. heads to their juniors down the line), *is of little avail* ***unless and until*** *Line Managers like Production Managers, Maintenance Managers, Marketing/Sales Managers, Finance Managers, Materials Managers, Logistics Managers, F&B Managers, Public Relations Managers, Legal Managers, IT Managers, Business Managers, etc. imbibe and develop a fairly in-depth knowledge of the basic concepts, instruments and sub-systems of Human Resources Development.*

CRITICAL DOMAIM KNOWLEDGE REGARDING HUMAN RESOURCES DEVELOPMENT REQIRED FOR LINE MANAGERS

Management Gurus and top HRD practitioners feel that knowledge of H.R.D. concepts, techniques, systems, instruments and processes **should not be the sole preserve** of H.R.D. professionals , H.R.D. Managers or H.R.D. Executives and the H.R.D. fraternity. On the other hand**, it is strongly felt that the line and business managers should have a fairly strong idea of H.R.D. concepts, techniques, systems and processes** so that in their interactions with managers, staff or workers at the actual shop floor/office areas will lead to increased organisational productivity, effectiveness and profitability/tangible results. .Discussed below are some of the current H.R.D. systems/instruments/theories which would be of immense value and importance to them wh8iloe delivering at the grassroots shop floor/office situations.

In the present era of globalization, with its attendant features of universal commonalities of H.R.D. and Management techniques (all with a singular aim of achieving tangible and recurring profitability), such universally applicable H.R.D. instruments and sub-systems are employed the world over with perhaps slight local adaptations/modifications.

In the following sections, some of the concepts/instruments/sub-systems of H.R.D., which, it is opined, would be of paramount importance to the afore-mentioned Line and Business Managers, are being deliberated.

SECTION - I

LINE MANAGERS AND HUMAN RESOURCES DEVELOPMENT

Line managers have an important role to play in ensuring the realization of HRD objectives. While the top management make available the resources required for investment in human resources, the HR department should provide instruments and systems that can be used by the organisation, especially the line and business managers, since ultimately it is the line and business managers who translate these into action. This requires realization on the part of the line managers that they have the responsibility to develop and utilize their employees.

Human Resource Development has five main components - training, appraisal (both performance appraisal and potential appraisal), organisation development (including research and systems development), rewards and career planning. In each of these five components, the line manager has distinct responsibilities of his /her own. *We* compare the responsibilities of the line managers against that of the HR department Handling those responsibilities not only helps in creating a climate highly conducive to HRD in the organisation but also increases the manager's competence to deal with many human problems in other areas of their work.

Development of employees requires certain conditions:

- The employee should perceive that acquiring new capabilities helps in fulfilling his or her psychological and professional needs.
- The employee should be aware of the capabilities he or she needs to develop.
- The employee should perceive opportunities for acquiring such capabilities

- The employee should have the means to assess his or her own rate of growth.
- The employee should enjoy the process of growth itself.

A line manager plays an important role in creating these conditions for subordinates. Quite often, managers have the impression that the HRD department ensures that these conditions are met;; however, the HRD department can only provide the instruments or mechanisms for use by the line managers.

The HRD department and line managers play complementary roles. Each supplements (and supports) what the other does in relation to the development of employees. This relationship can be summarized as follows:

Training Responsibilities

Line Manager	HRD Department
Analyses each employee's role and lists detailed functions to be performed, outlining managerial, technical, and Behavioural capabilities required.	Designs frame work for job description and rolled analysis..
Identifies training needs of each employee in terms of relevant functions and communicates these to HRD department.	Collects information about training needs from line managers. Keeps up-to-date on trends in training. Collect information about available training programmes.
Encourages employees; provides opportunities to take responsibility and initiative and to learn on the job.	Disseminates information about training opportunities to line managers
Provides continuous coaching and helps employees to develop problem-solving skills.	Analysis training needs and plans in-house training.
Sponsors subordinates for training with HRD department.	Manages training production (functions and facilities).
Obtains feedback from subordinates about capabilities acquired during	Takes action on feedback from line managers and the ranges either

training; discusses opportunities for trying out what they have learned provides such opportunities.	external or in-house training programmes.
Institutes group discussions, etc., to help subordinates learn to work as a team.	Initiates team-building workshops

Performance Appraisal

Line Manager	**HRD Department**
Identifies and clarifies Key Performance Areas (KPAs) for each subordinate	Designs appraisal systems and modifies them periodically to meet company needs and managers' requirements.
Helps subordinates set challenging goals	Provides orientation training for managers about the performance appraisal system.
Identifies support needed by subordinates and makes it available.	Monitors appraisals and reviews discussions, return of forms, and appraisal trends.
Helps subordinates experience success. helps subordinates recognize strengths and weaknesses through periodic feedback	Provides feedback on trends to managers.
Holds regularly scheduled appraisal and performance counselling discussions.	Develops procedures for reward administration. Helps managers with appraisals and counselling.
Understands difficulties experienced by subordinates in performing their functions and provides necessary support.	Conducts periodic surveys on the quality of appraisals, counselling etc.
Generates climate of mutuality, openness, and trust to encourage identification and use of sub-ordinates capabilities.	Analyses performance data for different units and provides feedback concerning inhibiting factors and facilitating factors.

As Appraisee:

Sets challenging goals for self

Reflects on own strengths, weaknesses, and overall performance.

Identifies problems hindering performance and communicates these to one's supervisors.

Participates in Organisation Development.

Training Responsibilities:

Line Manager	HRD Department
Identifies subsystems that need OD efforts and notifies HRD department or top management.	Identifies subsystems that may need OD.
Responds frankly to organisational diagnosis surveys.	Conducts periodic organisational diagnosis survey.
Participates actively in discussions arranged by process specialists.	Plans and conducts OD intervention and monitors follow-up.
Prepares realistic action plans for OD interventions and implements them.	Plans and conducts OD intervention and monitors follow-up.
Acknowledges the contributions of sub-ordinates.	Conducts job-enrichment programmes.
Assigns challenging functions and tasks.	Monitors and recommends new employee-reward systems.
Rewards team-work and collaborations.	Develops systems for providing intrinsic rewards.
Encourages interactions between sub-ordinates and boss.	Assists managers in decisions related to rewards.

Career Development:

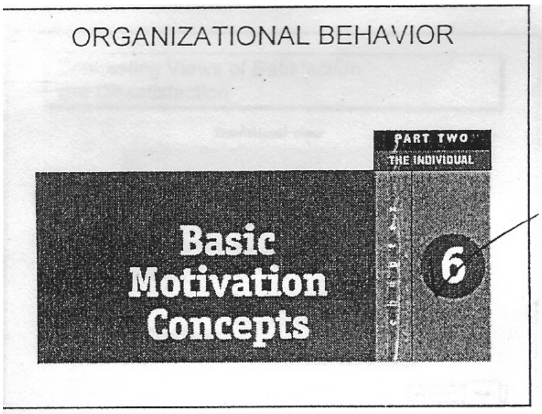
Line Manager	HRD Department
Identifies career opportunities in the organization for each subordinate and assesses capabilities to be acquired.	Prepares career paths for different roles in the organization.
Helps subordinates assess their own capabilities in relation to possible career paths.	Prepares directory of functions and capabilities required to perform them and makes it available to managers Develops and monitors career counselling services for employees.
Gives feedback to subordinates about their potential	Develops potential-appraisal system.
Encourages subordinates to develop potential and provides opportunities.	Develops policies and mechanisms for job rotation and monitors these. Makes projections about manpower requirements and makes these available to line managers for career counselling. Assists those who have reached a saturation level in the organization with future career planning. Identifies qualities required for higher level managerial jobs and incorporates into Appraisal Systems and developmental work. Arranges training programmes for managers.

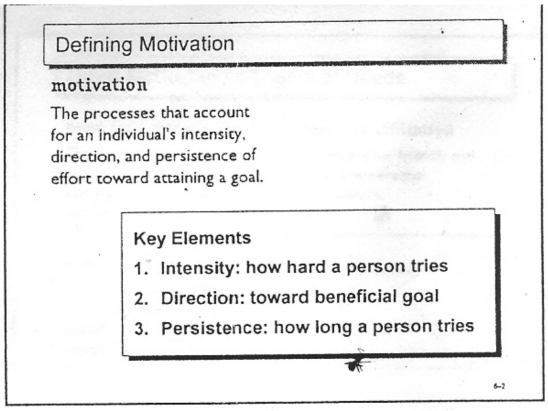
Thus, it is clear, that Human Resources Development is the joint responsibility of line managers and H.R.D. personnel. While the H.R.D. departments can design and provide instruments for use by line managers, the line managers themselves have their responsibility for using these instruments (and a variety of other mechanisms), to develop their sub-ordinates. If the line managers do not make demands on the H.R.D. department, and do not take follow-up action, H.R.D. efforts in an organisation are not likely to succeed. The participation of line managers in H.R.D. efforts also increases the managers' competence to deal with many human problems in other areas of their work.

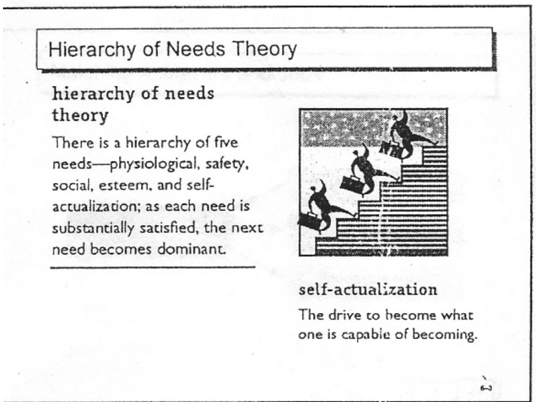
SECTION - II

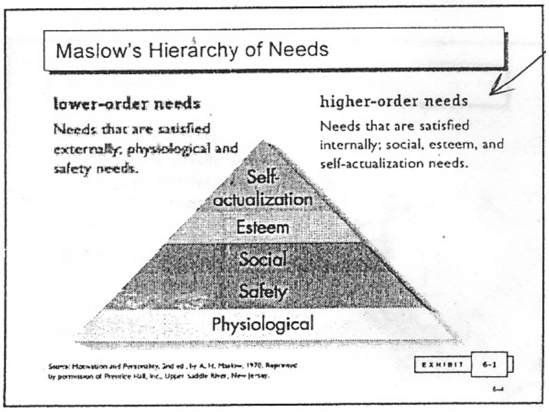
BASIC MOTIVATION CONCEPTS.

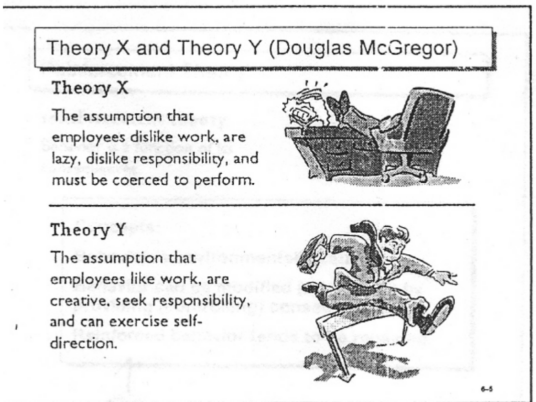
MASLOW'S HIERARCHY OF NEEDS.

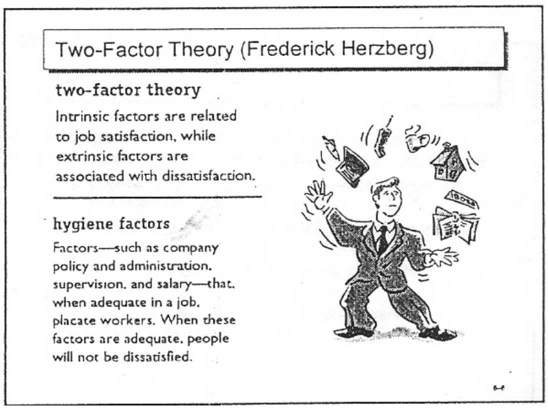












Contrasting Views of Satisfaction and Dissatisfaction

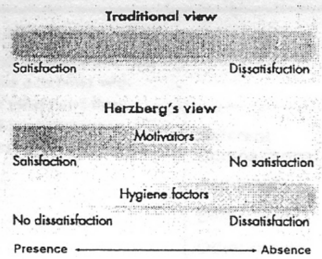


EXHIBIT 6-4

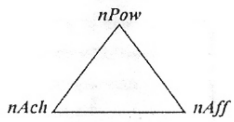
6-7

David McClelland's Theory of Needs

need for achievement
The drive to excel, to achieve in relation to a set of standards, to strive to succeed.

need for affiliation
The desire for friendly and close interpersonal relationships.

need for power
The need to make others behave in a way that they would not have behaved otherwise.



6-8

Matching Achievers and Jobs

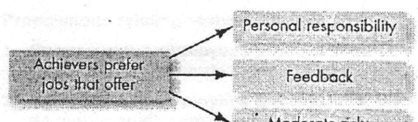


EXHIBIT 6-5

6-9

Goal-Setting Theory (Edwin Locke)

goal-setting theory
The theory that specific and difficult goals, with feedback, lead to higher performance.

self-efficacy
The individual's belief that he or she is capable of performing a task.

6-10

Reinforcement Theory

reinforcement theory
Behavior is a function of its consequences.

Concepts:

Behavior is environmentally caused.

Behavior can be modified (reinforced) by providing (controlling) consequences.

Reinforced behavior tends to be repeated.

Giving lot of Opportunities.

6-11

Ken Thomas's Model of Intrinsic Motivation

- Employees are intrinsically motivated when rewards an employee gets from work result from:
  - **Choice**– the ability to freely self-select and perform task activities.
  - **Competence**– the sense of accomplishment from skillfully performing chosen tasks or activities.
  - **Meaningfulness**– pursuing a task that matters in the larger scheme of things.
  - **Progress**– the feeling of significant advancement in achieving the task's purpose.

6-12

Equity Theory

equity theory
Individuals compare their job inputs and outcomes with those of others and then respond to eliminate any inequities.

Referent Comparisons:
- Self-inside
- Self-outside
- Other-inside
- Other-outside

6–13

Equity Theory (cont'd)

Choices for dealing with inequity:
1. Change inputs (slack off)
2. Change outcomes (increase output)
3. Distort/change perceptions of self
4. Distort/change perceptions of others
5. Choose a different referent person
6. Leave the field (quit the job)

6–14

Equity Theory (cont'd)

Propositions relating to inequitable pay:
1. Overrewarded employees produce more than equitably rewarded employees.
2. Overrewarded employees produce less, but do higher quality piece work.
3. Underrewarded hourly employees produce lower quality work.
4. Underrewarded employees produce larger quantities of lower-quality piece work than equitably rewarded employees

6–15

Equity Theory (cont'd)

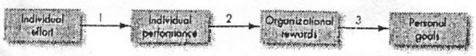
distributive justice
Perceived fairness of the amount and allocation of rewards among individuals.

procedural justice
The perceived fairness of the process used to determine the distribution of rewards.

6–16

Expectancy Theory

expectancy theory
The strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual.

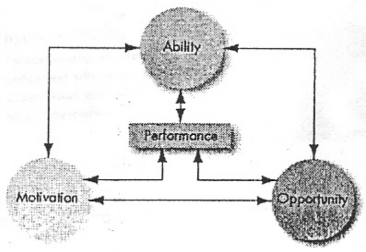


1 Effort–performance relationship
2 Performance–reward relationship
3 Rewards–personal goals relationship

EXHIBIT 6-8

6–17

Performance Dimensions

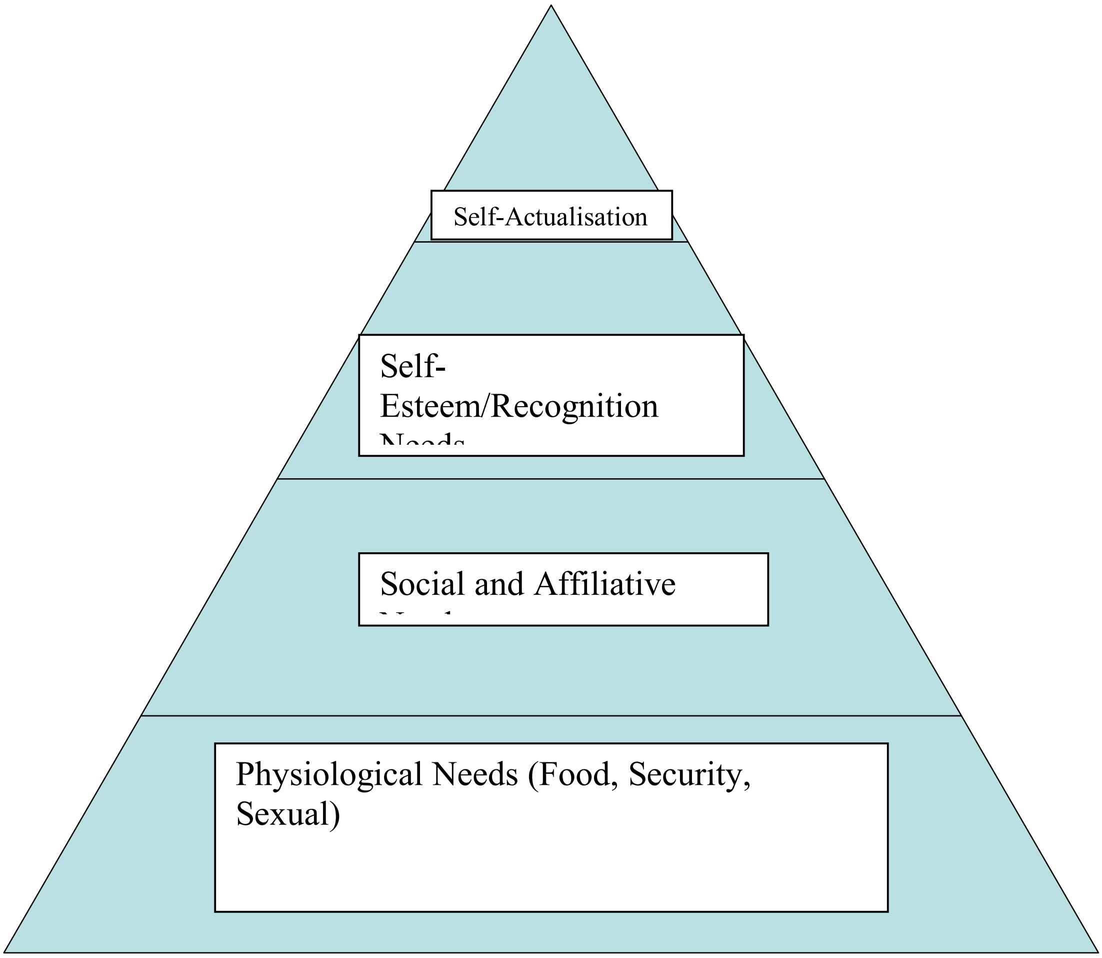


Source: Adapted from M. Blumberg and C. D. Pringle, "The Missing Opportunity in Organizational Research: Some Implications for a Theory of Work Performance," Academy of Management Review (October 1982), p. 565.

EXHIBIT 6-9

6–18

Abraham Maslow's Hierarchy of Needs



TRANSACTIONAL ANALYSIS (TA) - Dr. Eric Berne, M.D.

TA is an approach to psychotherapy. Transactional analysis defines the basic unit of social intercourse as a “transaction.” There are three “ego states” from which transactions emanate-that of a “parent”, an “adult”, or a “child.” The transactions between individuals can be classified as complementary, crossed, simple or ulterior. Based upon the response that an individual receives to a “transactional stimulus”- any action that consciously or unconsciously acknowledges the presence of other individuals. The transactional analysis framework has become a popular means of helping managers to assess the nature and effectiveness of their and others inter-personal behaviour. By striving for more adult-to-adult transactions, managers may eliminate, especially in the work place, many of the “games people play.”

<u>ABOUT TA</u>

Transactional Analysis (TA) is a simple, practical and comprehensive theory of human personality and human relationships, constructed mainly by Dr.Eric Berne. TA has been effectively used in the fields of education, counselling, psychotherapy, organization development, human relations, managerial effectiveness, personality, growth, development, etc. TA provides a technology for personal growth and social change, team building and motivation, clear thinking and inner freedom, implementation of decisions, etc. It encourages healthy relationships and healing of soured relationships, at work the place and in wider society. It also offers guidelines on how to respect feelings and develop as an integrated dynamic person.

TA is a tool one can use to know yourself, to know how to relate to others, and to discover what dramatic course one’s life is taking. The basic unit of personality structure is Ego State. By becoming aware of one's Ego States, one can distinguish between ones various sources of thoughts, feelings and behaviour patterns. One can discover where there is discord and where there is agreement within o personality. One can become more aware of the options available to oneself. .

WHY USE TA?

• Modem people wear many masks and have many forms of armour that keep their reality confined and unknown, even to themselves. The possibility of encountering one's reality - learning about one's self - can be frightening and frustrating. Many people expect to discover the worst. A hidden fear lies in the fact that they may also discover the best.

• To discover the worst is to face the decision of whether or not to continue same patterns of behaviour. To learn the best is to face the decision of whether or not to live up to it. Either discovery may involve change and is therefore anxiety provoking. However, this can be creative anxiety, which may be thought of as excitement, the excitement of changing one's possibilities for being a Winner.

• TA is a tool one can use to know oneself, to know how to relate to others, and to discover what dramatic course one's life is taking. The unit of personality structure is **Ego State**. By becoming aware one's Ego States, one can distinguish between one's various sources of thoughts, feelings and behaviour patterns. One can discover where there is discord and where there is agreement within one' personality. One can become more aware of the options available to oneself.

WHAT IS TA?

When people encounter each other, they communicate. This process of communication includes exchange of thoughts, feelings, intentions, feedback, etc. The social interaction is through **A Series Of Transactions**. The manifest behaviour, in terms of words, gestures, response, tone, etc. (Stimulus) brings about various "responses" from the other person. An awareness of individual mental processes and the causes for a particular behaviour pattern or response helps us to understand ourselves and others better and attain more satisfying and productive relationships. One can very comfortably say, TA is:

- easy to learn
- practical and immediately usable in life.
- helps solve/resolve personal and group communication and inter-action problems.
- a non-threatening approach to self-evaluation and understanding of others.

TA comprises of four kinds of analysis:

1. **Structural Analysis:** Describes the relevant part of the individual personality and how they are formed and developed.

2. **Transactional Analysis:** The analysis of what people do and say to each other in transactions between people.

3. **Game Analysis:** The analysis of ulterior transactions leading to payoffs.

4. **Script Analysis:** The analysis of specific script each individual makes for himself inadvertently and plays out as a life-drama.

LIFE POSITIONS

From the time of birth, the infant is learning fast from 'taught' 'felt' and 'thought' inputs. By the time he reaches the age of two or three, he has enough inputs to form a rough strategy on how to deal with others, the outside world and situations. These decisions on how to relate himself to others, interpersonally, are known as Life Positions.

There are four Life Positions:
1. I AM NOT OK-YOU ARE OK
2. I AM NOT OK-YOU ARE NOT OK
3. I AM OK-YOU ARE NOT OK
4. I AM OK-YOU ARE OK

By the end of second year of life, the child has already decided on one of the first three Life Positions. I AM NOT OK - YOU ARE OK is the first tentative decision based on the experiences of the first year of life. By the end of the second year this Position has either confirmed or given way to I AM NOT OK - YOU ARE NOT OK or I AM OK - YOU ARE NOT OK. These decisions are non-verbal and made on the basis of the feelings and support (positive or negative) received from others. Once finalised the child stays in this Position for the rest of his life and it governs everything he does, unless later he consciously changes to I AM OK - YOU ARE OK paradigm. This decision is totally based on the Stroking and is the product of Adult data processing in the early childhood. Once a Position is taken, the person seeks to keep his world predictable by reinforcing it. It becomes a Life Position from which Games are played and scripts acted out. The more severe the pathology, the more the person feels pushed to reinforce it. This process can be diagrammed as follows:
EXPERIENCE => DECISION => LIFE POSITIONS => SCRIPT REINFORCING BEHAVIOUR.

I AM NOT OK - YOU ARE OK (Futility Position)

• This is the universal Position, of the early childhood, being the infant's logical conclusion from the situation of birth and infancy. If this continues the person, later in life, feels at the mercy of others. He has great need for Stroking or recognition. The inexperienced and confused Child predominates the personality. In extreme case the person feels, "**My life is not worth much.**"

<u>I AM NOT OK - YOU ARE NOT OK (Introjective Position)</u>

• If all children conclude on the first Position, what happens to produce the other Positions? By the end of the first year, the child starts walking, hence he no longer has to be picked up i.e. Stroking reduces, and if it disappears the child concludes I AM NOT OK - YOU ARE NOT OK. In this Position the Adult stops developing since one of its primary functions, getting Strokes, is thwarted in that there is no source of Stroking. The person loses interest in living, gives up hope and simply gets through life. The Child Ego State dominates the personality. In extreme cases he may commit suicide or homicide and feels, **"Life is not worth living at all."**

<u>I AM OK- YOU ARE NOT OK (Projective Position)</u>

• A child is brutalized long enough by the parents (who he initially felt were OK), will conclude I AM OK - YOU ARE NOT OK. While the child is healing (in the sense 'lying there and licking his wounds') he experiences a sense of comfort alone, by himself and thinks I AM OK by myself and because you hurt me YOU ARE NOT OK. As he grows up he learns to take care of himself. He blames others for miseries. The Parent Ego State dominates the personality. In extreme cases he feels, **"Your life is not worth much."**

<u>I AM OK - YOU ARE OK (Winner's Position)</u>

• The first three Positions are unconscious, having been made early in life, the fourth Position is conscious and a verbal decision. In other words, the first three Positions are based on feelings and the fourth is based on the thoughts, faith and wager of actions. A child who is helped early in life to find that he is OK, by repeated exposure to situations in which he can prove, to himself his worth and the worth of others, will conclude I AM OK - YOU ARE OK. The personality is dominated by Adult Ego State. The child learns to recognize and accept the significance of other people and feels, **"Life is worth living."**

Sexuality and Life Positions

•Psychological Positions are also sexualized. In the formation of self-identity a person takes two positions about himself, one is general and other is sexual. Sometimes these Positions are similar, sometimes different.

STROKES: THE CURRENCY OF RECOGNITION

For infants to survive and grow, physically and mentally, they need to be touched, fondled and shown recognition. This physical handling stimulates the release of growth hormone from the Adrenal Cortex of the brain. Infants who do not receive this type of recognition have been seen to be retarded and may even die.

This basic need for recognition stays with us all our lives. Insufficient recognition of our existence leads to depression, mental anxiety and illness.

Recognition of existence of another person is termed Psychological Stroking. We give and receive these strokes in a variety of ways, each of which can be recognized or classified as Positive/Negative or Conditional/unconditional Strokes.

• **Positive Strokes:** These Strokes are growth promoting. They develop a person emotionally and give him an OK feeling and a sense of competence. It ranges from a simple Hello to deep involvement and intimacy. Positive Strokes are Complimentary Transactions and can be done through verbal or non-verbal communication. Listening is perhaps one of the best Positive Stroking techniques. Positive Strokes are good to receive; they can create a sense of well-being in the giver as well as in the receiver.

- **Negative Strokes:** When a person is ignored or given Negative Strokes (physical hurt, ridicule, etc.) he is being discounted. Being discounted makes a person feel NOT OK. One who is often discounted may ultimately be driven to desperate needs. Negative strokes create bad feelings in the receiver (although not necessarily in the giver).

- **Conditional Strokes:** Conditional Strokes are given as a result of doing something. Without some sort of action the Stroke is not forthcoming.

- **Unconditional Strokes:** Unconditional Strokes have no such strings attached and are purely spontaneous.

Hence strokes can be of four types:

1. **Positive Conditional**
2. **Positive Unconditional**
3. **Negative Conditional**
4. **Negative Unconditional**

Because strokes are so essential to our well-being we will accept negative Strokes rather than getting none at all. In fact many people feel comfortable in receiving Negative strokes, mainly as a result of early childhood training, experiences in school and organizations.

Many of the problems of morale and motivation can be related to the Stroking patterns prevalent in the organization or in the department. If the boss-subordinate relationship is a Parent-Child one, with the boss dealing mainly in criticisms the subordinate will maintain the status-quo by performing in a way that gets him Negative Strokes.

INTERPRETATION

Life Position I+U+

• This refers to the position I AM OKAY — YOU ARE OKAY. This is usually considered the "WINNER'S POSITION". It is a very conscious and verbal decision. The personality is dominated by Adult Ego State.

• Such a person looks after oneself as well as others. He/she is comfortable in asking as well as extending help to others. The individual scoring high on this position is an optimistic and assertive person, i.e., he is not a 'YES' man. Usually the individual has a positive attitude as well as approach towards life. He/she feels good about his own self and projects a similar image. Usually a knowledgeable person, he is able to share this knowledge and information successfully. Generally such a person feels he is on 'Top of the World' and believes that this **"Life is Worth Living".** Another thing worth noting is that these people usually have an Internal Locus of Control.

Life Position I-U+

• This is the I AM NOT OKAY — YOU ARE OKAY Life Position. It is usually considered as the "FUTILITY POSITION". This is the universal position. If the feeling continues individual feels at the mercy of others.

•A high scorer on this position is usually is very Pessimistic person. He suffers from an inferiority complex about himself and usually feels **" My Life**

is Not Worth Living" He is dependent on others. He regularly needs to be stroked. However, the person does not even accept these strokes/appreciation, as he feels he does not deserve appreciation. He owes all his success as well as good fortune to others and not to his own hard work and efforts. Thus, this person has an External Locus of Control as far as good things are concerned and an Internal Locus of Control whenever there is some kind of mishap. He is a very submissive person and is unable to take a stand on various issues. As a result of his complexes he is usually in the process of pleasing others and measuring up to their set standards. Due to all these features the person is likely to feel depressed and in extreme cases is likely to possess suicidal tendencies.

Life Position l+U-

• This position refers to I AM OKAY — YOU ARE NOT OKAY situation. It is also considered as the **PROJECTIVE POSITION.** It is based on the feelings conveyed by others. However, when the individual realizes with experience that the fault is not within but with the world at large it is then that the change starts happening. The Parent Ego State dominates the personality.

• This position is exactly opposed to the I AM NOT OKAY — YOU ARE OKAY position. Here a person is very confident about his own self but he/she fails to trust others. They usually consider others to be very incompetent and require to be supervised.

• This person could typically be a Theory 'X' person who does not consider other people worth trusting with important work or worthwhile enough to do their own work without supervision. He is a person who believes that "people essentially do not like to work and they need to be continuously supervised and told what to do and how to do so that they work". They essentially feel good about themselves and function that, **"Your life is not worth much."**

<u>Life Position I-U-</u>

• This position refers to I AM NOT OKAY — YOU ARE NOT OKAY position. This position is also known as the INTROJECTIVE POSITION. It is based on our perception of what others think about us. Based on this perception we also form an image about others. Thus entering into the phase that I know I am not OKAY but you also are not OKAY. The Child Ego State dominates the personality. Here, the Adult stops developing since one of its primary functions, getting Strokes is thwarted and there is no source of Stroking.

• Such a person feels that the entire world treats him/her very badly and that they should not be treated in this manner. Hence they some how want to seek revenge on these people. Such a feeling is also a result of the fact that they are not recognized any more. The person loses interest in living, gives up hope and simply gets through life. In extreme cases he may commit suicide or homicide and feels, **"Life is not worth living at all."** He/she believes that life as well as other people has treated them worse than they deserve. This gives rise to suicidal tendencies in these people. They could be having tremendous rage against the entire world. He/she is always trying to get back at others. They usually feel that 'I know that I am not a worthy person but same is the case with you and that if I do not have the right to live you too do not have the right to live.'

EGO STATES

A tool to measure Personality using Transactional Analysis on 7 Dimensions

STRUCTURAL ANALYSIS

TA comprises of four kinds of analysis:

1. **Structural Analysis:** Describes the relevant part of the individual personality and how they are formed and developed.
2. **Transactional Analysis:** The analysis of what people do and say to each other in transactions between people.
3. **Game Analysis:** The analysis of ulterior transactions leading to payoffs.
4. **Script Analysis:** The analysis of specific script each individual makes for himself inadvertently and plays out as a life-drama.

EGO STATES

• A newly born baby is a helpless creature thrown into a totally new and hostile world. He has no analyzing capacity, but has excellent observing and learning abilities. He has feelings.

• His life is mainly centred around his parents whose love, care and behaviour protects him, fulfils his needs and provides the maximum inputs for his learning process to survive and to get what he wants. Psychologists have proved that a child gains the bulk of the basic knowledge of how to face life and survive before he reaches an age of five or six years and his basic attitudes towards himself and others are also formed during that period. The vast amount of data recorded in the child's brain at that stage is based on what he has heard and learnt from his parents as dictums, instructions and statements as well as his own observations and feelings. Very little of it is analyzed or verified data. These data recordings can be categorized into three types and can be seen in a person as three distinct personalities or Ego States. An individual is always operating from one of these Ego States:-

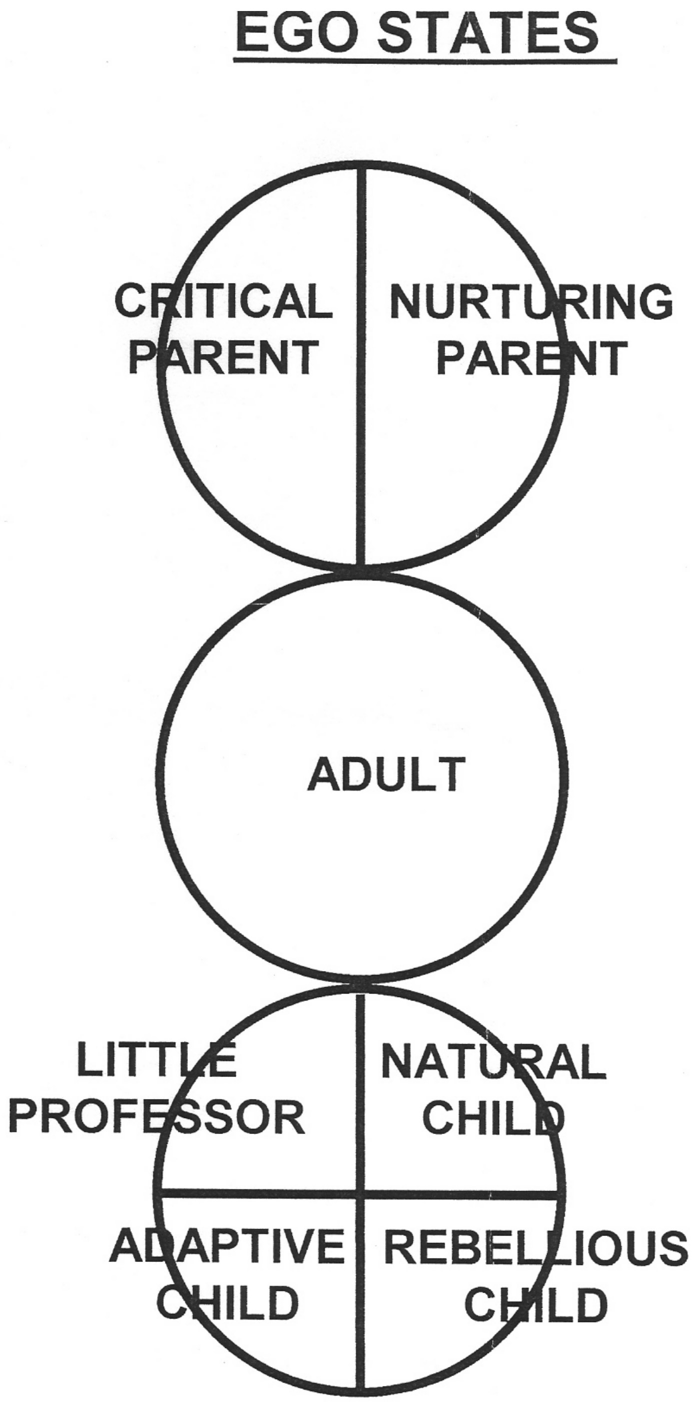
• Observation of spontaneous social activity reveals that from time to time people show noticeable behavioural changes accompanied by shifts in feelings. Often we find the same person showing different patterns of behaviour, one after another, and which are inconsistent to one another. These changes and differences are called Ego States. An Ego State may be described as a system of feelings accompanied by a related set of behaviour patterns.

• Berne defines Ego State as, "A consistent pattern of feeling and experience, directly related to a corresponding consistent pattern of behaviour."

• The Ego States can be sorted into three categories:

1. Parent resembles those of parental figures.
2. Adult Autonomously directed towards objective appraisal of reality.
3. Child Fixated in early childhood and represents archaic relics.

• A complete personality of an individual, includes his Parent, Adult and Child Ego States. At any given moment, each individual, in a social aggression, will exhibit a Parent, Adult or a Child Ego State; and he/she may shift from one Ego State to another. The Parent is further divided into two Ego States - Critical Parent (CP) and Nurturing Parent (NP) and the Child into four Ego States - Little Professor (LP), Adaptive Child (AC), Rebellious Child (RC) and Natural Child (NC).



Parent Ego State – Taught

• Parent Ego State refers to a set of experiences that are carried forward from childhood. It represents the incorporation of mothers and father's values and moral issues. The stored data is unquestioned, unverified and unedited recordings in the brain from external sources. It consists of dictums, instructions, statements, do's & don'ts, advise, social taboos, religious beliefs, etc. This result in a ready-made behaviour pattern in a person internalised as the child has observed them, and dictates a person's behaviour whenever he is operating from his Parent Ego State.

Critical Parent (CP)

• When the recordings made are those of authoritative, judgmental and persuasive parents, the Parent Ego State will be punitive. This gives behavioural patterns that are critical, sneering, commanding, disapproving, etc. It is very likely that a person operating from this Ego State will be dominating and dictatorial in nature. CP is a judge and a watchdog, it wants us to confirm to the norms of the society and follow rules and regulations. While a certain amount of CP is necessary, the person with overlapped CP tends to take things more emotionally and is not able to relax like other persons.

o **Thoughts:** Do/Don't, Good/Bad, Always/Never, Ought, I Know The Best, Right/Wrong, Must.

o **Feelings:** Self-Righteous, Intolerant, Demanding.

o **Behaviour**: Foot-Tapping, Frowned Brow, Hand Wagging, Stern Stare, Finger Wagging, Hands On Hips.

o **Voice Tones:** Condescending, Criticizing, Putting Down, Accusing, Taunt, Insistent, Tongue Clicking, Sighing.

o **Vocabulary** : Clues Shocking, Nonsense, Lazy, Poor Thing, Everybody Knows That, You Should Never, The Only Way, I Can't Understand Why In The World, You Would Never, It Is Extremely Important, Do It, You Never.

o **Physical Postures:** Stroking Chin, Puffed Up. Super Correct, Very Proper, Superior Attitudes, Hands on Hips, Throwing Hands In Air.

o **Facial Expressions**: Frowns, Worried Or Disapproving Looks, Tight Lips, Jutting Chin, Stern Stare.

o **Gestures:** Pointing Finger, Pencil/Boot Tapping, Arms Folded Across Chest, Striking Table With Fist.

o **General:** Closure To New Data, Automatic Judgments Based On Archaic Material.

Nurturing Parent (NP).

• If a person's early experiences, with elders, were mostly sympathetic, protective and supportive, the developed Parent Ego State would be Nurturing. The person's gestures, postures, tone and facial expressions would reflect those of an encouraging and supportive parent. The function of NP is to provide strokes (appreciation and recognition). NP provides self-recognition and enables the process of giving recognition and affection to others. It mainly governs inter-personal relations.

o **Thoughts:** Work Hard, Do Your Best, Everything Will Be OK, Don't Give Up, Never Give Up o **Feelings:** Protective, Loving, Caring, Encouraging

o **Behaviour:** Smiling, Outstretched Arms, Concerned Look, Hugging

o **Voice Tones:** Solicitous, Comforting, Caring, Soothing

o **Vocabulary Clues:** What’s Wrong?, Are You OK?, Can I Help You?, Don’t Worry, Everything Will Be OK.

o **Physical Postures:** Open arms, Protecting from fall or hurt, Pat on back, Arm around shoulder.

o **Facial Expressions:** Concerned, Supportive, Encouraging, Warm and Happy.

o Gestures: Reaching For, Hugging, Protecting And Shielding From Harm

o **General** Support And Concern.

Adult Ego State - Thought

• When the infant is about ten months or so, the Adult Ego State starts taking shape, even though the early environment could be fairly threatening. It is the Adult that processes the data of Parent and Child, tests them against realities and makes decisions. Functioning like a computer, it can handle information, store it and retrieve it when necessary. Adult handles probability estimating and planning for future, using logic. The decisions made are not necessarily the correct ones. It only means that they have been made “autonomously, on the consideration of objective facts and in a non-prejudicial manner.” The Adult through learning and experience, continually re examines the Parent and the Child data and keeps them updated. It is the key to healthy personality.

o **Thoughts:** Who, What, Why, When, Where, Executive Between Child And Parent, Develop Alternatives, Estimate Probabilities, Make Decisions

o **Feelings:** Feelings Are Transferred From Child To The Adult Via The Emancipated Adult. No Longer Out Of Past These Feelings Are Reality Based, Direct And Authentic. No Anger.

o **Behaviour:** Active Concerned Listening, Pondering And Reflective, Patient And Relaxed, Head Squared On Both Horizontal And Vertical Planes, Large Muscle Activity

o **Voice Tones:** Mailer Of Fact, Even, Calm.

o **Vocabulary**: Clues How, What, When, Why, Who, What's The Probability, Is It Possible, In What Way, I Speak Only For Myself And Not Others.

o **Physical Postures:** Relaxed, Attentive, Eye Contact, Listening With Openness, Squared Up Posture, Listening Is Associated With Continuous Movements Of Face, Eyes And Body.

o **Facial Expressions:** Alert Eyes Paying Close Attention

o **Gestures:** Leaning Forward In Chair, Eye-To-Eye Contact, Listening With Openness.

o **General:** Data Gathering Sensitivity, Openness And Thinking.

Child Ego State – Felt

• While the Parent Ego State recordings are from the external sources, the Child also experiences "feelings and emotions." The data for these recordings is generated internally in response to external events, and can be recalled and replayed, in toto, even many years later. When operating from Child Ego State the person may be playful, manipulative, selfish, affectionate, creative, innovative or mischievous.

Adaptive Child (AC)

• From the womb till becoming independent, a child has to adapt to the environment and the people in it for survival, It learns to adjust to the reward-and-punishment system laid down by elders. While adaptability is essential in a child to a certain extent, excessive demands for that from a child will make him plaint and apathetic. The AC indicates the adjustment to the society's norms, rules and regulations, and also conformity with rules of the family. The person adapts to the social environment in order to get the recognition.

o **Thoughts:** Don't Leave Me, Love Me, Help Me, Show Me, Protect Me.

o **Feelings:** Insecure, Dependent, Fearful, Cautious Affectionate.

o **Behaviour**: Complaint, Wringing Hands, Cowering, Downcast Eyes, Biting Nails

o **Voice Tones:** Whining, Shrieking With Anger, Begging, Regretful, Begging

o **Vocabulary Clues:** It Always Happens To Me, I Guess I Am Just Unlucky, I Never Seem To Win At Anything, That's Not Fair, Everybody Else Does It, Come On, Let's

o **Physical Posture:** Withdrawn And Retreating, Beat Down, Overburdened, Self- Conscious o **Facial Expressions:** Down Cast Eyes, Quivering Lips, Moist Eyes

o **Gestures:** Wringing Hands, Raising Hand For Permission, Hung Head

o **General:** Complaining And Expectation Meeting.

Rebellious Child (RC)

• RC is developed out of the need for recognition i.e. others are forced to recognise the person by its acts of rebellion. They recognize him by giving him negative attention. in the process if he is punished then he gets 'negative stroke'. Actually negative strokes create and reinforce Rebellious Child.

o **Thoughts:** No, I Won't, Never.
o **Feelings:** Frustration, Anger, Rebellion.
o **Behaviour:** Tantrum, Attack, Sulking, Pouting, Withdrawal, Revengeful.
o **Voice Tones:** High Pitched, Noisy, Angry, Insulting.
o **Vocabulary Clues:** So What? I Will Do It, I Don't Care.
o **Physical Postures:** Defensive, Ready To Attack.
o **Facial Expression:** Irritating, Non-Responsive, Wide Open Eyes.
o **Gestures:** Rolling Sleeves, Vulgar.
o **General:** High Need For Recognition.

Natural Child (NC)

• It is the impulsive, unrestrained, and expressive part of our personality. It is pleasure seeking and self-centred. The NC is created by strokes, but by those which are positive. The elders play with the child, and in the process give him lot of attention, hence NC does not have to perform any acts or break things to earn recognition and love. This child when grows up has a high degree of self esteem and developed sensitive inter-personal relationship.

• In other words parents who nurture and develop a NC in their children contributes towards formation of a healthy personality, and those parents whose behaviour results in creating an AC or RC contributes towards developing grown-ups who are less capable in adjusting to realities.

o **Thoughts:** I Want, I Can, I Wish, Let Me.

o **Feelings:** Insecure, Fun-Loving, Affectionate.

o **Behaviour:** Laughter, Pleading, Play, Teats, Touching, Watchful, Anger.

o **Voice Tones:** Rising, High-Pitched, Usually Noisy.

o **Vocabulary Clues:** I Am Mad At You, Hey, Great, I Dunno, Gee, Crazy, Rats, Wow.

o **Physical Postures:** Playful, Excited, Running, Dancing, Jumping, Up And Down, Head Cocked.

o **Facial Expression:** Excitement, Surprise, Eyes Shining, Body Tense, Mouth Open

o **Gestures:** Laughter, Limbs Moving Freely, Playful.

o **General:** Aroused Feelings Suggesting That The Child Has Been Hooked.

Little Professor (LP)

• It is the intuitive, creative and manipulative part of our personality. In an infant it is this part that helps interpret non-verbal messages, which are so necessary for his survival in the world of grown ups. LP is that part of personality, which deals with change and creativity; it operates similar to the

NC. The childhood experiences ace the prime determinants of human personality.

o **Thoughts:** Let Me Explore, Let Me Try, Any Better Method?.

o **Feelings:** Creativity, Satisfaction, Achievement.

o **Behaviour:** Experimental, Positive, Trying.

o **Voice Tones:** Sometimes Very High Pitched, Murmuring.

o **Vocabulary Clues:** Why Can't It Be Done? There Has To Be A Way Out, Let's Do Something New.

o **Physical Postures:** Sometimes Attentive, Sometimes In Own World.

o **Facial Expressions:** Wide Open Eyes, Looking Nowhere, Lost, Very Interested.

o **Gestures:** Trying.

o **General:** Thinks And Behaves Differently.

Role of Ego States

• Each Ego State has its own vital value for the human organism. In the Child there is intuition, creativity and spontaneous drives & enjoyment. The Adult is necessary for survival. It processes data and computes the probabilities, which are essential for dealing effectively with the outside world. At the same time it regulates the activities of Parent and Child, and mediates objectively between them. The Parent has two main functions. First, it enables the individual to act effectively as the parent of actual children thus prompting the survival of human race. Secondly, it makes responses automatic; it frees the Adult from the necessity of making innumerable trivial decisions. Like many things are done because, ‘That’s the way its done.’ Thus all three Ego States of the personality have a high survival value and each of them is entitled to equal respect and has its legitimate place in full and productive life.

• According to Structural Analysis, each Ego State will respond to the same stimulus in quite distinct ways. Sometimes they are in harmony and sometimes in conflict. e.g.

To a stimulus of a piece of modern art -
Parent: Good God! What it is supposed to be?
Adult : That costs Rs. 2,50,000, according to the price tag.
Child : Oh! What pretty colours!

To an act of violence on the streets -
Parent: It serves that girl right, for being out so late.
Adult : I’d better call the police.
Child : This is so exciting!

Development Of Ego States

• When born, the infant’s awareness is centred on personal needs and comforts. The baby seeks to avoid painful experiences and responds at the feeling level. Almost immediately the infant’s unique Child Ego State emerges. (Parental influences on the Child Ego State have not yet been determined).

• The Parent Ego State develops next. It is often observed when the young child imitates parental behaviour.

• The Adult Ego State develops as the child tries to make sense out of the world and figures out that other people can be manipulated.

P-A-C Behaviour

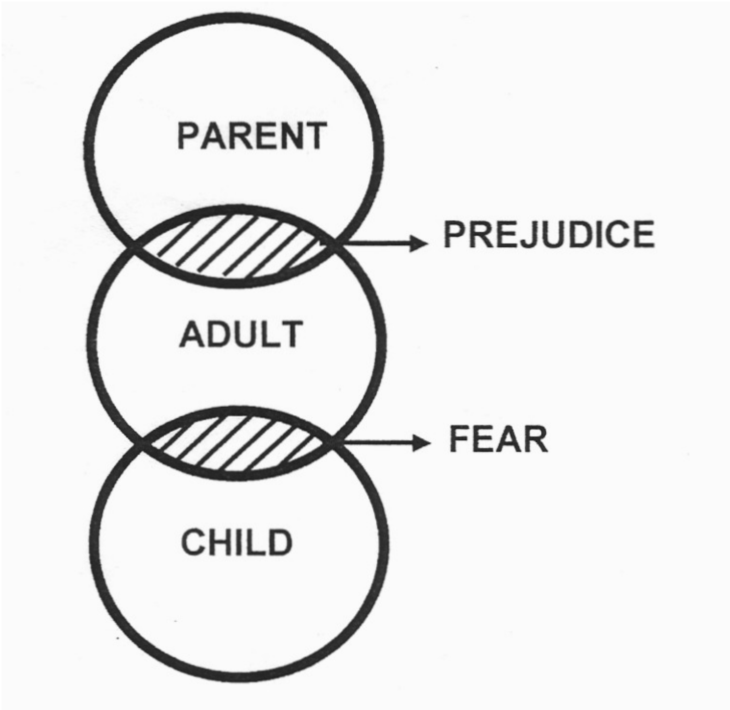
• The way people lead their lives and how they behave are largely determined by the intensity with which certain imprints have been made in their Ego States. e.g. if parents of a child issue strong instructions all the time, he grows-up feeling that he is not supposed to think for himself.

• Ego States have their own boundaries, but they are semi-permeable. In fact there is a constant dialogue between the Ego States, mostly between the Parent and the Child, which is the basis for conscience. However in certain individuals the boundaries become lax or rigid In the former case the individual would lack identity and behave in a slipshod manner. Rigid boundaries make a person behave, constantly, from only one particular Ego State. A balanced person operates from all the Ego States, as the situation demands, and gets the best results.

Ego State Contamination.

• We need to keep our Ego States separated to be out of trouble. When Ego States are not separated it is called Contamination of Adult.

• When Parent contaminates Adult, it leads to prejudice because data is internalized without being examined. When Child contaminates Adult, it leads to delusions (caused by fear) or hallucinations (caused by stress).



Exclusion of Ego States

• Sometimes one of the Ego States is blocked, leading to extreme type of personality. The Ego State which is blocked is almost non-operational.

- o **The Person Who Cannot Play:** (Adult contaminated by Parent and Child blocked out) A duty dominated serious minded person due to Critical Parent.

- o **The Person Without A Conscience:** (Adult contaminated by Child and Parent blocked out) A psychopath due to brutal or terrifying parents. No data on social control and behaviour dominated by Child.

- o **The Decommissioned Adult:** (Adult blocked out) Out of touch with reality and hence psychotic.

MYER BRIGGS TYPE INDICATOR

A tool to measure Personality Type on 16 Dimensions

(M.B.T.I.)

The Myers-Briggs Personality Type Indicator is a Psychometric tool to assess a person's personality type on four scales. Each of the scales has two extremes.

The four scales are:

1.) Extroversion (E) v/s Introversion (I).

2.) Sensation (S) v/s Intuition (N).

3.) Thinking (T) v/s Feeling (F).

4.) Judging (J) v/s Perceiving (P).

(These are also known as Keirsey Temperament Sorter.)

The knowledge of these various Personality Types is invaluable for Line Managers / Business Managers (and of course, for H.R.D. professionals), since, besides getting a deep insight into the personalities of those whom they work with, it also provides them with inputs, while selecting (and also training) any type of manager or executive.

The different types are detailed briefly stated as under:

ENTJ (Extrovert - Intuition - Thinking – Judgment)

• The portrait of the ENTJ is one characterized by objectivity, logic and theory. Straightforward and decisive, the ENTJ is the natural leader to accomplish any goal.
Approximately 5% of the general population shares the ENTJ personality.

• ENTJs are action - oriented and goal - directed. They are tireless in their pursuit of confronting and conquering a challenge. Complexity and confusion only stimulates the ENTJ's analytical and strategic thought process.

• For the ENTJ, everything needs to have a reason or it holds little worth for them. ENTJ5 are impatient and dislike inefficiency and repetition. These characteristics enable the ENTJ to make the decisions and changes needed to successfully complete a task.

• ENTJs thrive on power and control. They pursue leadership positions and are driven to achieve success in any endeavour they undertake. They also enjoy helping others succeed. However, the ones they are assisting often take the ENTJ's direct and sometimes-blunt manner of communication personally.

• ENTJs are attracted to occupations, which encourage control, fairness, long-range planning, toughness and strategy. They seek advancement in any and all situations and are always on the lookout for ways to speed up the journey. They are open to learning and consider education of any kind the key to success.

• Professions that utilize the skills and abilities of the ENTJ include Banking, Law, Management, Education, Government, Marketing and the Military.

• In relationships, ENTJs are open, demanding and honest. Although love is important to the ENTJ, it often competes with work. ENTJs are independent and want mates who are supportive and non-competitive. They are drawn to attractive people who complement their own image. Hardworking and successful, ENTJs usually express their feelings through the fruit of their labour rather than verbally.

• As parents, ENTJs are in charge of guiding their children's development. They consider children to be fun and enjoy discussing various topics to stimulate thought and growth.

ESFJ (Extrovert - Sensing - Feeling – Judgment)

• The portrait of an ESFJ is sociable, responsible and harmonious. Sympathetic and conscientious, the ESFJ loyally attends to the needs and wants of others. ESFJs represent approximately 13% of the general population.

• ESFJs are motivated by interactions with people and are sensitive in their response to others. They like to ensure the involvement of everyone and are at their best when organizing people for group efforts.

• ESFJs expect and require structure and routine in their day-to-day living. Traditions such as marriage, children, school, religion and work are important to the ESFJ who will make great efforts to incorporate all areas into their lives.

• The need for ESFJs to assist and nurture others is accompanied by the need for ESFJs to receive attention and appreciation for their efforts. At times, the

ESFJs are generally pessimistic if reciprocity is not apparent. ESFJs are generally regulated by the “shoulds” and “should nots” as dictated by society and hold deep personal convictions about the way things should be. They are often the symbol of appropriateness in any situation.

• ESFJ’s focus is on the home and family life. Usually neat and orderly, the ESF home is a place of activity and entertainment. They socialize and plan traditional festive occasions for family and friends. ESFJs take their role in the community seriously and are aware of the social strata within the society. They do their best to maintain or upgrade their particular standing.

• The characteristics of people-orientation, dedicated service to humanity and the desire to uphold structure leads the ESFJ to seek out occupations that encompass those attributes. These professions include Nursing, Psychology, Sales, Coaching, Teaching, Administration and The Ministry.

• In relationships, the ESFJ is considerate and committed. They compose a set of values for themselves, their mate and children and expect these values to be incorporated into their lives. They are dependent on their mates and have the need to feel loved and needed. They can bring out the best in the other person, but sometimes end up neglecting themselves. ESFJs tend to take the blame for a negative or failed relationship personally whether or not it was their fault.

• As parents, ESFJs provide order and structure for their children. Promoting traditional values and expectations, the ESFJ creates a deep regard for the institutions in life. The actions of ESFJ’s children are considered a direct reflection upon the ESFJ as a parent.

ESTJ (Extrovert - Sensing - Thinking – Judgment)

• The portrait of an ESTJ is one of a decisive, objective and responsible personality. Direct and opinionated, the ESTJ is considered "life's administrator, capable of taking charge and getting things done. ESTJs make up about 13% of the general population.

• ESTJs live in a world where abiding by the standard operating procedures is primary. Following protocol is the path that leads to a happy, rewarding life. When others don't follow the rules, ESTJs become frustrated and perturbed. Indeed, because of their systematic and practical view of the world, ESTJs believe that family, work, religion and the community have specific roles and functions that must be carried out.

• Although somewhat impersonal, ESTJs are easy to get to know. With an ESTJ, what you see is what they are. They have little time to hide behind masks or facades.
ESTJs like for things to be done correctly and on time. Impatient with others who can't follow orders, ESTJs seek control and are conscientious authorities dedicated to completing the task at hand. They have little tolerance for others' opposing viewpoints, especially if they are right.

• ESTJs are intrigued by the process and procedures of something rather than the meaning and theory attached. These qualities enhance the ESTJ's need for organized, systematic and effective use of time and resources that create tangible results.

• Professions which best suit ESTJ's abilities include Supervision, Administration, Sales, Law Enforcement, Government, Insurance and Technical & Trade Instructions.

For the ESTJ, work comes before pleasure. A task completed is most often rewarded with action-oriented activities such as sports. However, most leisure time pursuits for an ESTJ have a goal or result in mind.

• Relationships with an ESTJ are stable and secure. Upholding the traditional and ideal, ESTJs believe that a strong foundation will survive life's inherent ups and downs. In order to ensure that proper foundation, ESTJs like to manage their relationships by guiding and leading the way. In turn, they expect the other person to fulfil their respective role.

Parenting and children are among the central and motivating commitments for the ESTJ. They feel a duty and a responsibility to maintain a strong relationship with their children and require proper behaviour and affection in return. They stress routine, rituals and traditional holidays as important aspects of their children's lives.

<u>ENTP (Extrovert - Intuition - Thinking – Perception)</u>

• The portrait of the ENTP is painted by independence, creativity and resourcefulness. Analytical and enterprising, the ENTP performs best when allowed the freedom to pursue new ideas and interests in a theoretical and innovative fashion. ENTPs represent approximately 5% of the general population.

• ENTPs are motivated by the novel, by the extreme and by the complexity of life. They are risk takers and seem to enjoy their ability to make sense out of chaos. The ENTP's competitive nature propels their desire to turn the negative into positive. Never say no to any ENTP.

• The ENTP is outgoing and outspoken. They can talk fluently on any subject. They enjoy socializing and are usually witty, charming and captivating in both large and small groups. Others are attracted to ENTPs because of their inspirational ideas and motivating enthusiasm. However, ENTPs do have a tendency to stimulate argument with others for their own intellectual exercise.

• ENTPs are constantly starting new projects and activities. Their interest in ideas, people and things is unlimited and their freedom to pursue anything that interests them is cherished. The downside of the ENTP versatility is the lack of follow-through and completion of projects and ideas. This also leads others to view the ENTP as indecisive and flighty.

ENTPs respect competence in themselves and others. They like acclaim, attention and status, but actually desire praise for their unique accomplishments. ENTPs have the need to have an impact on life and to make their mark on something worthwhile.

• ENTPs are drawn toward professions that are not confining in flexibility or stifling in freedom for action. At times they have a hard time adjusting to authority and standard operating procedures when they don't see the significance or meaning. This sometimes puts a strain on both the ENTP and the work environment.

• Occupations that attract the ENTP include Teaching, Acting, Marketing, Journalism, Sales, Public Relations, Photography, Computer Science, Chemical Engineering and Financial Investment Counselling.

• In relationships, ENTPs are exciting, enthusiastic and often challenging. They have a tendency to be competitive with their mates. ENTPs are conscious of how a relationship “fits” into their scheme of life, and won’t make a commitment until that “fit” feels right.

• As parents, ENTPs encourage growth and self-expression. They feel activity and mental stimulation are more important endeavours than order and routine. They are devoted, sometimes inconsistent and always supportive of their children’s interests.

ENFP (Extrovert - Intuition - Feeling – Perception)

• The portrait of an ENFP is enthusiastic, curious and expressive. Perceptive and friendly, the ENFP radiates fun and energy. The ENFP type represents approximately 5% of the general population.

• ENFPs are at their best when change and versatility are needed. They are aware of all opportunities and are ready to act immediately. This spontaneity motivates the ENFP, who is continually seeking the new and unusual.

• ENFPs are observant and have the ability to anticipate the needs of others and are there when needed. Their zest for life is contagious and their skill in relating to others is a persuasive combination.

• The ENFP starts many projects but rarely completes them. There are just too many interesting possibilities to spend too much time on just one. ENFPs like to keep themselves open and free to act on any new inspiration.

• Although independent in nature, ENFPs have a need for affirmation from others as well as a need to affirm others. This desire for two-way communication sometimes prompts the ENFP to over-exert themselves physically and psychologically.

• Routine and detail often bores the ENFP. Additionally, rules and standard operating procedures are looked upon as too constraining and burdensome. ENFPs perform best in situations where there are people, the physical and mental environment is pleasant and the opportunity to try anything is prevalent.

• ENFPs have the ability and opportunity to be successful in almost any profession. Their enthusiastic and genuine interest in life and people is greatly appreciated by superiors and co-workers. ENFPs are skilled at gathering groups and motivating them into action.

• Occupations which best accommodate ENFPs skills and abilities include Sales, Advertising, Public Relations, Politics, Performing Arts, Writing, Social Work, Teaching, Artistry and the Clergy.

• In relationships, ENFPs are usually in a continual state of love. They are energetic, imaginative and never dull. ENFPs have a tendency to either over-commit or ignore obvious negative aspects of the relationship. However, as the relationship continues, the ENFP is able to balance out the reality and the “ideal” in their mind. They are usually in charge of the home, generating a conflict-free atmosphere.

• As parents, ENFPs are devoted yet sometimes inconsistent. Sometimes an authority figure, sometimes a friend, the ENFP is always there for their children in some capacity. They have a tendency to avoid making definitive ultimatums and enforcing strict disciplinary action, usually leaving that "dirty" work to their mate.

ESFP (Extrovert - Sensing - Feeling – Perception)

• The portrait of the ESFP is flavoured with enthusiasm, friendliness and outgoing style. Sociable and talkative, the ESFP is the ultimate performer. Approximately 13% of the general population shares the ESFP type.

•ESFPs are the most generous of all types and gives freely of their time, money, help and happiness without expecting reciprocity. Their contagious optimism and desire for fun creates a sense of enjoyment and pleasure in the environment.

• Although extremely accepting of others, ESFPs have a low tolerance for anxiety and routine, preferring the positive and immediacy of any situation. They are realistic, but strive to generate agreement and peace in their quest for harmony. ESFPs are also inclined to ignore and overlook problems until forced to address them.

•ESFPs are action-oriented and prefer to be doing things with others rather than be alone. They have a strong imagination and use it to entertain themselves and others. ESFPs are easily tempted to drop the boring assignment and plunge into the new challenging one to see where it leads. Long-range planning is not a high priority for this type.

• The ESFP's adaptability, ability to work with people and desire to be of service to humanity are attributes that this type considers when choosing an occupation. Their ability to handle situations and others in a lively and humorous way while still accomplishing their goals creates atmosphere of co-operation and achievement with peers and co-workers.

• Professions that employ some of the traits attractive to ESFPs include Public Relations, Education, Nursing, Performing Arts, Athletics, Social Work, Sales, Business and Design.

• In relationships, ESFPs want to share experiences and values. They are exciting and pleasing mates who feel that togetherness is important. At times, ESFPs can overwhelm their mates with attention creating a feeling in the mate that reciprocation is expected. ESFPs blossom in the face of approval and wither when rejected. Thus the tendency to overlook any negatives in the relationships exists.

• As parents, ESFPs bring unpredictability, activity and laughter into home. ESFPs prefer to relate to their children as “one of the kids”, therefore de-emphasizing discipline and structure. They are supportive and caring parents who provide a home filled with laughter and joy.

ESTP (Extrovert - Sensing - Thinking – Perception)

• The portrait of an ESTP is coloured by a fun-loving, energetic and pragmatic nature. Outgoing and persuasive, the ESTP is action- oriented and resourceful in any and all situations. ESTPs compose approximately 13% of the general population.

• Life for and with an ESTP is never dull. They seek excitement and constant motion, and deplore the boring and mundane. ESTPs live for the moment and enjoy multiple activities simultaneously. Their enthusiasm is contagious and others can easily get swept up in an ESTP's zest for life.

• ESTPs are most often found centre stage, attracting others with their wit, charm and humour. They also enjoy the material aspects of life and often indulge in nice cars, clothes, electronics and sporting equipment.

• ESTPs are versatile and able to adapt to situations requiring quick, efficient solutions. This ability is enhanced by the ESTP's capacity to present a realistic assessment of a situation and use negotiation and practicality to solve any problem. When solving a problem, ESTPs perform in a direct, straightforward manner that sometimes confuses others who are familiar with the ESTP's normally easygoing attitude.

• Generally, ESTPs avoid making long-range concrete plans, preferring to organize as they go along and improvising if need be. They have little use for theories unrelated to their goals and have a low tolerance for anxiety.

• ESTPs are usually in a hurry, complaining about too much to do and never enough time. When they do take a break, ESTPs enjoy relaxing by playing or watching sports. It is unusual for an ESTP to be idle for long.

• Occupations which attract ESTPs include Entrepreneurship, Sales, Carpentry, International Diplomatic Positions, Farming and Marketing. However, any profession would be suitable for the ESTP as long as it holds interest, excitement and versatility.

• In relationships, companionship with a mate is important to the ESTP. They love to share exciting experiences and avoid unpleasant ones if possible.

ESTPs usually regard the sensual side of love practically and consider it a significant part of life's enjoyment. They demand and require fun and lively living. If things get too dull, ESTPs automatically spice things up.

• As parents, ESTPs have realistic expectations of their children. They are supportive and create a lot of fun for the family. Above all, ESTP's wish is for their children to find happiness in life.

INTP (Introvert - Intuition - Thinking – Perception)

• The portrait of an INTP can be described as original, independent and reserved. Self- determined and theoretical, the INTP is motivated by the desire to attain logical purity in thought, idea and concept. Approximately 1% of the general population shares the INTP type.

•The INTP is a voracious learner - seeking answers, targeting flaws and constructing logical, systematic conclusions. Once a question has been answered, the INTP will move on to the next question. Implementation of the solution is left to others. This sometimes leaves the accolades and credit to the ones who complete the idea, leaving the INTP's involvement to remain unnoticed.

• INTPs respect intelligence in themselves and others, preferring to engage in intellectual exchange with one person rather than waste time on small talk with twenty. However, the INTP does enjoy social situations where puns and complex humour can be expressed.

• The INTP relaxes by using the time alone to read, watch TV or just sit and think. Just as important to them is the freedom to take risks that challenge both their physical and mental capacities.

• INTP are drawn to occupations in which logical problem solving and systems analysis are required. They have little tolerance for hierarchy unless directly beneficial to their goals. INTPs are hard taskmasters both to themselves and others, and are usually not the most popular of supervisors.

• Professions that attract the INTPs include Architecture, Higher Education Instruction, Science, Counselling, Writing, Law and Consulting.

• In relationships, INTPs are devoted and committed. They realize that relationships need care and attention that takes time and effort to maintain their associations. Romantically, after the initial feeling of love and outward demonstration, the INTP subjects the relationship to careful analysis to determine its logical composition. Ultimately, the INTPs desire intellectual and conceptual compatibility in their mates if possible.

• As parents, INTPs like the home to be balanced and low-key. They are supportive of their children’s individualism and foster intellectual and independent growth. INTPs are not demanding of their children, but are ready and willing to help them when they are called upon.

INFP (Introvert - Intuition - Feeling – Perception)

• The portrait of an INFP exemplifies virtue, creativity and compassion. Reticent yet curious, the INFP is motivated in thought and action by their ideals. Approximately 1% of the general population shares the INFP personality.

• INFPs are contemplative about the world and strive to shape their lives by the personal values they uphold. Congenial with people, INFP are protective of their ideals and can be very aggressive if those ideals are violated.

• The INFP’s also use their commitment to values to benefit society. They work well with others and are able to see the big picture of any situation while disregarding the trivial details. However, INFPs generally do not like conflict and try to maintain a sense of unity and harmony wherever they go.

• Projects started by INFP are sometimes never finished because of their perfectionist tendency. However, instead of leaving it undone, INFPs continue to rework and revise until they finally accept the final product. INFPs believe in their work and are able to be flexible in its construction. Although they believe in sticking to a plan, they can easily handle minor adjustments if it means gaining near-perfection.

• Occupations that attract an INFP allow freedom to employ idealism, integrity and concern for others. They like to work with others who share the same goals as they do. INFPs don’t like competition in the workplace, especially when there is work to be done. They also dislike rules and red tape.

• Professions chosen by an INFP include Educator, Journalist, Social Worker, Family Medicine Practitioner, Psychologist, Counsellor, Architect and The Ministry.

• In relationships, INFPs feel deeply but are sometimes unable to outwardly show their true emotions. They like to sustain harmony in relationships and dislike conflict. Because of the INFP’s vision of the perfect relationship, commitment has been made, the INFP is fiercely loyal, adaptable and supportive.

• As parents, they are devoted and protective of the family welfare. Values and ideals are taught and children's needs are anticipated and met. INFPS are easy to live with and create a loving, secure and adaptable home environment.

ISFJ (Introvert - Sensing - Feeling – Judgment)

• The portrait of an ISFJ can be described as patient, devoted and protective. Organized and meticulous, the ISFJ is most happy when serving others who are in need. Approximately 6% of the general population shares the ISFJ personality.

• The ISFJ is the person who will go out of the way to lend a hand, complete a time- consuming, painstaking job, and lend a shoulder to cry on or patiently wait for the rewards in life. They are the **"behind-the-scenes"** people who make the show possible. Dependable, orderly and easygoing, the ISFJ will always be there to make sure things work out.

• ISFJs are motivated by a high sense of duty and commitment to family, friends and work.

They are loyal and down-to-earth in their approach to situations and relationships. Often ISFJ's sympathetic and compassionate nature is taken for granted because of their quiet but steadfast demeanour.

• ISFJs prefer harmony and accord over uncertainty and disagreement. It is important for them to maintain cooperation between all parties, and they make great efforts to ease tension and dissonance. ISFJs like order, rules and tradition to guide the way for a more perfect environment.

• The tendency to worry about things leads the ISFJ to take on more than they should. To the ISFJ it is more important to do the right thing at the right time, regardless of how much effort is needed. It is during these times that others feel the ISFJ is too serious and concerned.

• Occupations which best utilize the ISFJ characteristics include careers as Teachers, Curators, Nurses, General Physicians, Book-keepers, Clerical Supervisors and Volunteer Co-coordinators. The ISFJ's attention to detail, service to others and responsibility would greatly benefit any profession desired.

• Leisure time for the ISFJ is any time left over after the work that needs to be done is completed. Most often, the work is never finished therefore pleasure is put on the back burner. However, ISFJ don't resent this because they consider helping others a pleasure and an honour.

• Relationships with an ISFJ have a high priority and usually take a period of time to develop. ISFJs have a few close friends with whom they share their time. Marriage and family are very important to the ISFJ and commitment means everything, sometimes to the exclusion of individual wants and needs.

• ISFJs also take parenting seriously and display a patient, protective guardian-like attitude toward their children. They are supportive, accepting and forgiving parents who make life comfortable and happy for their children.

ISFP (Introvert - Sensing - Feeling – Perception)

• The portrait of the ISFP is decorated with sensitivity, spontaneity and adaptability. Compassionate, understanding and gentle, the ISFP is the most modest of the sixteen types. Approximately 5% of the general population is ISFP.

• ISFPs have a love of all living things - plants, animals, humans - and strive to create harmony within the environment. They are easygoing and non-imposing, preferring instead to let others follow their own dreams. They are confused by the emphasis on structure and limitations in the world.

• ISFPs are most often creative, artistic and sympathetic and enjoy exploring the pragmatic questions in life. They like immediacy and are easily sidetracked from current projects if a more interesting one appears. Activities don't have to be goal oriented for the ISFP as long as they are interesting and fun.

• ISFPs are one of the most talented types and the most often overlooked. They have a tendency to play behind the scenes, absorbed in their work. They express themselves best through their actions, invariably through a medium in their work or hobbies. They add a touch of beauty to their surroundings by their presence and their creations.

• ISFPs prefer a work setting where co-operation and compatibility is apparent. They desire flexibility, harmony and practicality in their chosen profession. Overall, the ability to offer help and assistance to all living things is the driving force behind the ISFP personality.

• Occupations that suit ISFPs include the Arts, Physical Therapy, Carpentry, Medicine, Mechanics, Cosmetology and Theology.

• To ISFPs, relationships are extremely important. They spend time nourishing and enriching those associations closest to their hearts. They offer loyalty, consideration, humour and devotion to their mates. ISFPs experience love in the present, savouring every moment of the feeling. If the relationship needs adjusting, the ISFP is usually the one who makes the adjustment.

• As parents, ISFP relate to children as people and are not controlling in nature. They encourage their children to follow their dreams and interests and support them with care, trust and enthusiasm. ISFPs have an uncanny ability to relate to children in a natural, harmonious way.

ISTP (Introvert - Sensing - Thinking – Perception)

• The portrait of an ISTP illustrates a factual, adventurous and self-determined personality. Realistic and adaptable, the ISTP is motivated by the personal freedom to pursue whatever interests them and the impulsive spirit to try anything at least once. Approximately 5% of the general population shares the ISTP type.

• ISTPs have an inherent love for tools of any kind. Mastering the technical aspects of a project or machine gives the ISTP a feeling of achievement and fulfilment. They are most happy when using a “hands - on” application to any endeavour, whether sky diving, fixing a broken lock or playing sports. They consider the practical and tactile nature of life as paramount.

• ISTPs feel trapped if made to follow structure and order. If an ISTP follows rules and hierarchy it is because the rules and hierarchy are beneficial to the ISTP’s latest pursuit. Otherwise, the ISTP is likely to ignore or avoid conforming to the status quo.

• The ISTP has a tendency to allow personal interests to take precedence over other more routine assignments. Overlooking these day-to-day details sometimes creates problems. However, when excited about something, the ISTP is able to work at such an efficient and effective rate that others are amazed.

• ISTPs are constantly watching, absorbing and collecting information on all that is happening. This data collecting allows the ISTP to adapt and respond immediately to any crisis, handling the problem in a logical, practical manner.

• Occupations in which ISTPs are drawn to often involve elements of excitement and technical application. These professions include Law Enforcement, Piloting, Professional Sports, Electrical Engineering and Mechanics.

• In relationships, ISTPs are active and realistic. They relate best with others who allow them to have the space and freedom to pursue their interests and hobbies. They prefer to show their feelings with actions rather than with words. ISTPs feel that shared experience and meaningful actions are more obvious and significant than words could ever be.

• ISTPs emphasis on individual freedom over the routine and order of daily life creates a challenge for mates of other types. Additionally, ISTPs don't like to make concrete or long- range plans, preferring to take each day as it comes. They embrace flexibility and impulse as necessary ingredients for a happy life and expect their mate to share in this happy - go - lucky attitude.

• This viewpoint transcends to the ISTP parent. As a parent, the ISTP realizes that individualism and the opportunity for personal development are important and different for each child. ISTP support and encourage their children to explore all areas of interest.

INTJ (Introvert - Intuition - Thinking – Judgment)

• The portrait of an INTJ involves independence, originality and theoretical characteristics. Critical and demanding, the INTJ is constantly building systematic models of theory, principles and ideals. INTJs make approximately 1% of the general population.

• The INTJ is driven by the need to improve everything. Anything can be made better and the INTJ can envision the way it can be accomplished. They can see the big picture and are stimulated to build the parts that fit.

• INTJs like to set goals for the future and work on understanding of the various avenues in reaching those goals. They are self - confident and certain of their own belief system. INTJs fully believe in the challenge of learning and are seekers of higher education. Global in thought, they enjoy discovering new and innovative ways to comprehend life's guiding principles. INTJs use their intuition more than deductive logic to reach this understanding.

• At times, others may view the INTJ as cool, unemotional and distant. This view is founded in the tendency of the INTJ to "look" into others and see what they are thinking. They are also hard to please and often demanding.

• The INTJ is a constant reorganiser, seeking for a better way of doing things. Results and outcomes are important and are external indicators that the INTJ method of attaining those results has been a success. INTJs have the capacity to envision the long - range goal and the determination to not give up on the search.

• INTJs are attracted to occupations which offer opportunity for change and growth using their models as blueprints. These professions include Higher Education Instruction, Architecture, Research Science, Judge and Photography.

• The INTJ has a vision of how a relationship should be. This model is regularly analyzed for improvement, reassessing in order to achieve structure and harmony. INTJs are loyal and feel deeply about their mates but have a hard time outwardly expressing their emotions. Instead, they typically display their affection by giving gifts that fit into the vision of the relationship as they see it.

• As parents, INTJs consider their children a top priority. Caring and devoted, they provide discipline, support and encouragement in the development of their children. Although firm and demanding, INTJ allow their children to purse interests of their choice.

ISTJ (Introvert - Sensing - Thinking – Judgment)

• The portrait of an ISTJ exemplifies dependability, reliability and practicality of character. Thorough, hardworking and organized, the ISTJ perform best within a structure and applies these qualities to all areas of life-work, family and play. ISTJs comprise approximately 16% of the general population.

• ISTJs have an inborn sense of duty and honour, and tend to exhibit the traditional ideals of society. Indeed, an ISTJ could never think of not honouring a commitment and is guided by the “shoulds” and ‘should nots” of their verbal contracts. Rituals such as family holidays, birthdays and weddings and participation in community and civic organizations are also embraced by the ISTJ as necessary and required.

• The ISTJ’s practical outlook on life prevents this type from indulging in the ostentatious. The latest trends or exotic luxuries have no place in the ISTJ’s life, especially if not considered practical or useful. Homes of the ISTJ are well-kept, functional and orderly and often the envy of others.

• Planning and scheduling are important functions of an ISTJ. Meals are scheduled for specific times of the day, as is leisure time. For the ISTJ, leisure time is time that has been earned - no work, no play. Additionally, the ISTJ needs to feel that free time has a purpose and a result before they will participate in the activity.

•Although the most introverted of the sixteen types, ISTJs can be mistaken for extroverts if the occasion demands. “To get the job done” is the motto of the ISTJ. If the circumstance calls for it, then the ISTJ is a strong and reliable leader.

• In all areas of life, but especially in work, ISTJs are driven to play by the rules and expect others to do the same. They can be adamant about this and get quiet upset if things are not done correctly or properly.

• Occupations which best utilize the skills and abilities of the ISTJ involve working alone in a result-oriented and structured capacity and include the professions of Medicine, Law, Accounting and The Military.

• In relationships, ISTJs take responsibility to heart. Offering security and stability, the ISTJ enjoys handling the day-to-day details of a relationship.

They also expect their partners to behave accordingly in the relationship. Once an ISTJ says “I love you” a commitment has been made. ISTJs are loyal and marriage is a lifelong oath. In fact, sometimes ISTJs have a tendency to stay in a destructive relationship just because they made that unbending commitment.

• As parents, ISTJs are steady and consistent, expecting children to follow the rules of the household. ISTJs take the time and effort needed to make sure parents and children are fulfilling their respective roles. They are great teachers of values, ideals, structure and organization.

INFJ (Introvert - Intuition - Feeling – Judgment)

• The portrait of an INFJ reveals determination, intensity and compassion. Idealistic and committed, the INFJ uses imagination and insight to gain understanding of themselves and of human nature. Only 1% of the general population shares the INFJ type.

• To the INFJ, integrity and the pursuit of ideals are the basics of life. They are committed to their ideas and feel compelled to seek out ways these inspirations can be helpful to the welfare of humanity. When motivated, INFJs can become relentless in the pursuit of their goals. INFJ can also become stubborn if too many trivial or insignificant obstacles get underfoot.

• Usually reserved, the INFJ is often caught up in the conceptual aspects of life. They are deep and complicated in personality and can easily understand complex issues and people.

Although they prefer solitude, INFJs like being with people and have good interpersonal skills. They tend to have several close, trustworthy friends and prefer one - to - one situations of meaningful conversation over small talk with a large number of acquaintances. INFJ find conflict disagreeable and take confrontation and criticism personally.

• Professions that appeal to the INFJ contain the freedom for depth and concentration, originality of ideas, enthusiasm and some human contact. However, they are usually more committed to their ideas than any single institution or organization. INFJs are future - oriented and take the time needed to develop and nurture their interests and careers. They also feel that their work needs to have impact and receive adequate appreciation.

Occupations that attract INFJs include Teaching, Social Work, Science, Fine Arts, English Instruction, Writing, Medicine and The Ministry.

• In relationships, INFJs are devoted and loyal. They prefer fewer, deep relationships over many superficial ones. They judge their intimate relationships by the ideals they have in their mind. As a mate, the INFJ will be focused and direct. They need to feel loved and give love.

However, the INFJ may not always verbally or physically communicate those feelings.

• As parents, the INFJ accepts responsibility for nurturing their children's intellectual development. They are faithful in their efforts to support and encourage their children in all areas of life. The INFJ also feels the need to create the atmosphere of emotional and physical comfort in the home.

MANAGERIAL GRID

A TOOL TO MEASURE MANAGERIAL STYLE ON 5 DIMENSIONS

The Managerial Grid is the result of years of study and research by **Drs. Blake and Mouton**, and is , as of now, one of the bedrocks of Management theory and practice, on par with **Maslow's Hierarchy of Needs** and **Transactional Analysis** by **Dr. Eric Berne, M.D.**

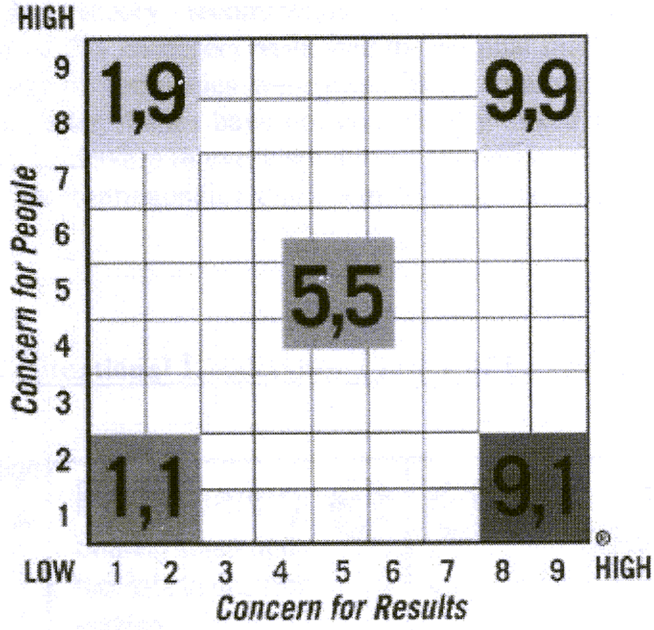
Further research into the Managerial Grid metamorphosised Theory of Situational Leadership (which will be discussed later in this thesis).

MANAGERIAL GRID

• Whether we are administrators, teachers, or supervisors, we constantly find ourselves functioning in leadership capacities. We are interested in the development of the leadership of the youth in our schools and in the leadership development of the adults who are working with us.

• Frequently, the various fields of psychology and education have advanced different theories of what makes for good leadership. A look at some of these varying points of view may improve our understanding of leadership.

Managerial Grid Theory – Drs. Blake and Mouton



The Behavioural Approach

• Another approach has been to analyze the kinds of functions which people carry out when they are in positions of leadership. The kind of leadership position a person holds will determine the degree to which he carries out certain functions.

• In these studies it has been found that most leaders perform, to one extent or another, four major functions:

1. A leader may perform a symbolic function, such as the queen of England performs at present.

2. Or a leader may perform primarily a decision - making function. This could be exemplified by the political "boss", who makes decisions behind the scenes to be carried out by other individuals.

3. Another function that most leaders perform in one degree or another is giving information or advice.

4. A function that is common to most positions of leadership is the one of initiating plans.

Of course, all four of these functions are indispensable to people who are in positions of leadership. Studies indicate, however, that some jobs will make certain behaviour more of a requirement than do other jobs.

<u>Styles-of-Leadership Approach</u>

• In the past 15 years a great deal of attention has been given to investigating what kind of group climate is created by different styles of leadership behaviour. Studies done at the University of Iowa included a thorough investigation of the effects of different styles of adult leadership behaviour on groups of young people.

• These studies identified the three styles of leadership as autocratic, laissez-faire and democratic. The basic difference in these three styles is the location of the decision-making function. It resides in the leader in the autocratic group, in the individual in the laissez-faire group, and in the group in the democratic situation.

• Studies of styles of leadership with adult groups in the fields of industry, government, and large organizations indicated that a benevolent-autocratic leadership prevailed that was different from the democratic, laissez-faire and autocratic styles of behaviour. Apparently, much of such leadership has the same intent as democratic leadership, but the benevolent- autocratic leader does not possess the basic skill in human relations, which permits the problem-solving approach in his work with others.

• Research and experience subsequent to these studies appear to indicate that it is incorrect to stereotype a leader as being one type or another. Leaders tend to vary their behaviour according to the situation.

Functional - Leadership Approach

• This concept of leadership seeks to discover what actions are required by groups under various conditions if they are to achieve their objectives and how different members take part in these actions. Leadership is viewed as the performance of those acts which are required by the group.

• The group-functions approach to leadership incorporates the other approaches discussed, except for the trait concept. Groups differ in a variety of ways. Actions vary from one group to another. The nature of leadership acts will accordingly vary from group to group. Situational aspects will determine what functions are needed and who will perform them (e.g., nature of the group's goals, structure of group, attitudes of members).

• There appears to be two main classifications of leadership needs in groups the achievement of the group goal and the maintenance or strengthening of the group itself. Any specific behaviour may be helpful for both or favour one at the expense of the other.

• For example, a group may be so intent upon maintaining good relations that it avoids friction at all costs, thereby retarding its problem-solving process. On the other hand, wise solution of a problem may help the solidarity of the group.

• The distribution of leadership functions in a group occurs in several ways. Usually, in a mature group, members will assume responsibility for group roles necessary for effective group functioning. Studies and experiments indicate that groups that distribute leadership functions get better results (e.g. greater productivity, higher morale).

• Studies of the roles of group members show that there tend to be group-centred member functions. Studies of the effects of these roles indicate that certain functions are required for a group to make a decision, come to a conclusion, or resolve a conflict.

• Some of the group-building and maintenance functions are Encourager, Feeling-expresser, Harmonizer, Compromiser, Gatekeeper, Standard-setter, Consensus-tester, and Follower.
Some of the work-doing functions are Initiator, Information-seeker, Information-giver, Opinion-seeker, Clarifier, Elaborator, and Summarizer.

• Functional leadership means that group members have a shared responsibility to carry out the various tasks of leadership. The designated leader, however, has a responsibility for being sensitive to those functional needs and for seeing that they are taken care of.

Problems of leadership cannot be separated from problems of group functioning. To understand leadership, we must understand groups.

One observation frequently made by leaders is: "Democratic or problem-solving leadership is all right, but it is too time-consuming, and I have a job to get done."

• It is true that reaching a decision is the sole objective; problem-solving leadership usually takes longer than manipulative or autocratic leadership. However, studies show that problem-solving leadership can be more effective even from the time point of view if we consider the total time elapsed from the emergence of a problem to its implementation. Although problem-solving leadership takes longer to reach a decision, implementation is much more rapid than in the case of manipulative leadership. This is because members of a group that participates in making the decision feel more responsible for carrying it out.

Practice of Democratic Leadership

• The implications of these different approaches to leadership seem important if we realize that the strength of any democracy is directly proportional to the practice of it by its citizen leaders. If democratic leadership is to be practiced, it needs to be understood in its operational terms so that as leaders and trainers of leaders we can make real understanding of the democratic processes.

THE MANAGERIAL GRID

A variety of theories regarding managerial behaviour can be identified. These theories - or sets of assumptions - are based on the way in which three organizations universal are connected to one another.

One of the three is the concern for production; the amount of emphasis, supervision places on achieving production. **The second** is concern for people, the productive unit of organization. **The third** is hierarchy, the boss aspect. Whenever a person acts as a manager, he is in some way making assumptions about how to solve problems of achieving organization purposes of production through people.

The Managerial Grid, depicted in the diagram, shows two concerns and a range of possible interactions between them. The horizontal axis indicates increasing concern for production; the vertical axis indicates increasing concern for people.

As such, each position can be seen as a set of possible assumptions. Each constitutes an alternative way of thinking. Each can be applied to analyzing how a given situation is being or might be managed. Each of the theories in actual practice is found, to some degree, in concrete situations in organizations.

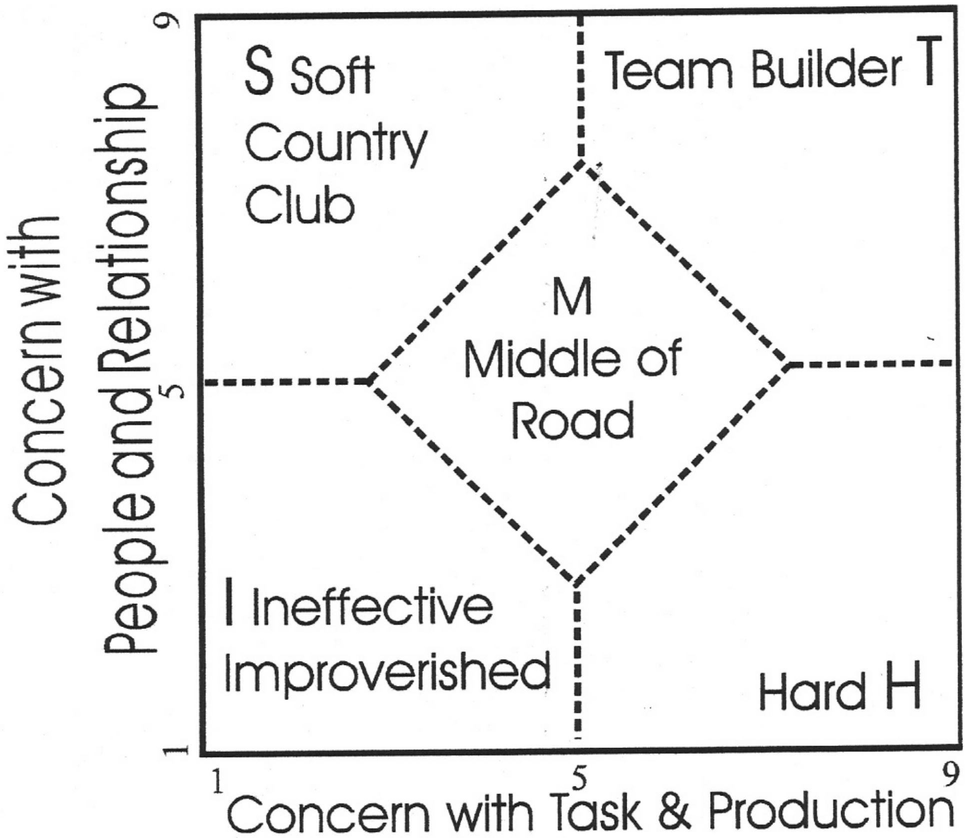
During the first quarter of this century, the "scientific management" view of work and workers prevailed. Emphasis was placed on work measurements, production quotas, and relating wages to productivity. The second quarter of the country saw the rise of a counter movement known as the "human relations" view of work and workers. Emphasis was placed on asking the workers for their opinions, getting more employee involvement in company activities, and meeting the social and psychological needs of workers as well as their financial and physical needs.

These two schools led managers in the '50s and '60s to see leadership styles as an "either/ or" dichotomy. A manager was either autocratic or democratic, authoritarian or participative, parent-child or adult-adult, Theory X or Theory Y. This stress on extremes led many managers to conclude that the human relations view (people-centred management) is preferable to the scientific management view (production-centred management). This preference has historically been the bias of instructors who have taught management theory (and who have rarely had to meet deadlines, payrolls, and the harsh realities of a production line). However, many other managers concluded that neither alternative was acceptable and that one did not have to be “hard” or “soft” to be effective.

In the 1970’s there emerged a fresh approach to management style. Known as **“Situational Leadership”,** it has become the prevailing view today. It began with the work of Robert Blake and Jane Mouton on the **“Managerial Grid”** and was picked up by Kenneth Blanchard and Paul Hersey, William Reddin, Jay Hall, and other behavioural scientists whose research and instruments have made grid theory the **best known leadership concept** in the literature today. Situational leadership, simply put, is an acknowledgment of the futility of seeking a universal model to explain the supervisory/ managerial behaviour. Our style as a manager is dynamic not static. It must be responsive to a variety of Situational factors (12 of which are listed on next page). Thus, a manager’s behaviour may be viewed on the grid, shown on the right, where concerned with people (relationship) and concerned with tasks (production) are the 2 major forces working on a manager. These two should be kept in balance over the long run, although the needs of any given situation may push the manager towards the upper or lower right hand corner of the grid.

FACTORS AFFECTING YOUR STYLE AS A SUPERVISOR/MANAGER

FACTOR	DESCRIPTION
Personality	Your genes and your upbringing have made it easier for you to behave in some ways than others.
Values and Assumptions	Your values and perceptions of people and situations are the filters through which all your actions and decisions are passed.
Expectation of the Workgroup	You must respond to the values and needs of your workers. Supervisors in strong (union) settings display different behavior than in non-union settings.
Relationships Downward	The trust and openness of downward communication influences (and is influenced by) your leadership style.
Relationships Upward	The models and mentoring that you are or are not receiving from above will shape the way you behave in turn.
Organizational Structure	As companies become more complex and adopt a "matrix" type of structure, supervisors must learn how to negotiate, compromise, adapt and accommodate.
Nature of the work	Some tasks are pleasant, others less so. Some work stations and environments make supervising easy; others less so.
Culture and Climate	The philosophy of the organization, its norms and culture, its climate and tempo... all exert their influence on how you supervise.
Expectations of Society	Employees must respond to larger environmental expectations of the public, demands of consumers, the changing work ethics.
Degree of Pressure	Given time, you can invest in the coaching and development of workers. But under pressure for immediate results, you are pushed toward a " hard," or task-oriented style.
Level of your Employees	In general, better educated and/or more experienced workers respond to a more participative style, while inexperienced and/or less educated workers need closer supervision. As your employees develop, so should your style.
Rewards and Reinforces	All organizations have formal and informal systems for rewarding and punishing behavior - positive and negative sanctions. Reinforces and constraints. These flow downward from superiors, sideways from peers, and upward from workers.



Social Styles

Social style is defined as patterns of behaviour that others can observe and report. Social style originates in behavioural preferences, the manner of talking and acting with which one has become comfortable and tends to like in oneself and others. Social style is a method of coping with others that is learned in childhood. This method becomes habitual and often clouds our intentions, especially in stressful situations.

INTERPRETATION OF STYLES

HARD STYLE – H: Seen by others as Authoritarian, Autocratic, Theory X, Parent-Ch "Task Master" Judgmental.

• This manager places production before people. "Getting the work done is more important than being popular or keeping everyone happy", says the H supervisor. This style is appropriate in emergency situations... for example, a manager getting employees out of a burning building, a platoon lieutenant getting his men to move across a field under fire, a football coach calling the players of a team that is trailing in the last quarter with five minutes left to play.

• The H style is likely to be found where there has been a militant union, or where the work is routine and monotonous, or where workers are new, inexperienced, and less educated. It may also prevail where the workers expect it and regard it as a sign of strength (e.g., in traditionally male-dominated jobs truck driving, construction, lumbering, oil rigging, maritime, etc.).

• Most mangers find that H style can be effective in the shod run to accomplish unusual onetime, extraordinary effort... for example a sales manager running a campaign or special promotion to get lagging sates up by the end of the quarter. But if H is the prevalent style of a supervisor, employees will become dependent and are likely to respond to the "carrot and stick" of their boss rather than to the situation itself. And when they do become bruised or "bent out of shape", the supervisor is not likely to be very effective in restoring harmony.

SOFT STYLE – S: Seen by others as Permissive, Democratic, Theory X, Parent-Child, “Country Club Manager”, Pampering.

• This manager is permissive, placing people before production. The supervisor believes that “Overemphasis on productivity and standards will merely turn people off, and they won’t do their best work ... at least, it won’t be as good as you’ll get by taking care of your people and being popular with them”. This style is appropriate in situations where creativity, individuality, and relationship are important. For example, a dean of faculty or department chairman at the university, the head of a team of research scientists, the supervisor of volunteers in a charity or social welfare agency, or the president of local service clubs (Woman’s Club, Junior League, Elks, Moose, etc.).

• The S style is likely to be found in situation where relationships are more important than output. But the S style will emerge whenever the supervisor has a strong need for acceptance (need to be liked, to be popular, and to “make up” for an unpopular prior action). Such supervisors tend to overlook human error. Unfortunately, this increases the probability of future errors, which tends to fuel the supervisor’s belief that people are dependent on them to correct them and make things right.

• Both the S and H styles are Theory X; managers expect less from subordinates than they are capable of. The Hard manager sees workers as incompetent or lazy, while the Soft manager sees workers as prone to make mistakes or as feeling “put upon” if extra demands come along Thus, both the H and S managers end up doing much of the work themselves rather than delegating it.

MIDDLE OF THE ROAD – M: Seen by others as Compromiser, Manipulator, Highly Political, “Good Guy”, Juggler.

This manager believes that it’s important to push for productivity until people begin to feel “put upon” or abused. Then the manager “makes peace” or “buys time” by paying some attention to relationships and people’s ego needs. The high M believes that “it’s important to plant the seeds of change with employees so they’ll come up with the ideas and feel a degree of authorship. They want to feel in “on the decisions”.

• This style is manipulative. The manager is a seesaw, balanced on the thin edge of trying to get the job done and keeping people happy. The high M style is quite common and can be effective if the manager has sound judgment (belier than the group’s) and enough charisma and personality to get people to trust their leader. But the danger faced by high M style supervisors is that they may be seen as insincere or manipulative. When this occurs, the supervisor’s effectiveness will diminish rapidly.

• The M supervisor believes that the needs of the organization and its employees are inherently in conflict. Thus, this supervisor becomes a compromise, a referee, a juggler of advantages. Rather than seek the best situation from either a production or people standpoint (since this would take its toll on the opposite dimension), the high M tries to find a position that is in between ... something that’s halfway acceptable.

• The high M supervisor prefers one-to-one relationships with subordinates, which means that members of the work group usually do not often function as a team. This supervisor often plays politics, both downward with subordinates and upward with the boss and upper management. Indeed, to the high M, it is more important to do what is expedient (acceptable and workable) than to do what is best for production and people.

INEFFECTIVE STYLE – I: Seen by others as Abdicating, Impoverished, Impersonal, Highly Bureaucratic, Paper Shuffle.

This manager, like the high M, sees basic incompatibility between production needs and people needs. However, rather than seeking compromise, high I managers tend to back off and abdicate. They are reactive rather than proactive. They respond rather than providing leadership. They keep busy writing "C.Y.A." Memos and looking up policy and procedures. They maintain a low profile and believe in the value of not rocking the boat.

• In some settings, the high I can be effective. Some departments of work units require a high attention to detail or to well established, tightly defined procedures (e.g. a quality control lab, accounting, purchasing, payroll, the military). At other times the high I style may emerge in response to dysfunctional organizational actions (e.g. where supervisor is less competent than the employees who proceed on their own, or where the organization is highly bureaucratic, or where feather-bedding creates jobs and work units that have no functional utility).

• The high I manager has a strong need for security, and avoids risk at all costs. This manager avoids giving personal opinion, citing instead the organization's policy ... often by chapter and verse. This manager engages in "we-they" thinking on downward communications : "They say we have to clean up the situation by the 15th." And on upward communication, the high I is likely to blame the troops for any failures or shortfalls "Well, with the kind of employees we're getting..."

In the long run, no profit-oriented business could exist for tong with a high I style. However, the individual high I manager has tenacity and an ability to survive, especially under a management where “no one is ever fired.’

TEAM BUILDERS - T : Seen by others as Participative, Catalyst, Coach, integrator, Theory Y, Adult To Adult.

This manager shows maximum concern both for people and production, and is the most effective style one can have. There is no inherent conflict between the needs of the organization (production) and the needs of the workers (good relationships). Indeed, most people come to work expecting to be challenged.

• New problems, decisions and goals are what a job is all about. They make the work interesting and provide the flame to temper each worker’s steel ... the fuel for personal growth and development. As the high I puts it “My aim is to create a work environment that integrates individual creativity, high productivity, and job satisfaction”. By building a team, my people can learn how to play the game and win through team work. It’s they who will take me to our organization’s Superbowl ... not vice versa.

• The high T makes frequent use of words like: joint goal setting, accomplishment, contribution, challenge, mutual benefit, orchestrate (or integrate), tracking of progress, rewarding performance. The goal of the high I is to foster participation and employee involvement in the planning of work so that everyone in the group can find the chance to invest themselves and find meaning, commitment, purpose, and opportunity for personal growth and development in the group’s work.

• To achieve this end, the high T manager is in the game for the long run. Sometimes short- term efficiencies or gains are sacrificed for long-term effectiveness, such as in delegating to party B a job that could be done quicker and better by self or party A. Other styles "come naturally" and are reactive; the high T style is proactive and must be cultivated. But over time it is the most satisfying and the most productive.

The following five basic cluster styles result from the interaction of task- and relations- oriented responses:

1. **Authority-Obedience Management (high on production; low concern for people):** This leader's main concern is in accomplishing the task in the most efficient way possible. A high concern for production is combined with minimum concern for the people. This leader dictates what should be done.
2. **Country Club Management (high concern for people; low on production):** This leader shows minimum concern for production and high concern for people. This leader focuses on making the people feel good, even if it ends in slower production or not achieving results.

3. **Impoverished Management (low concern for people; low on production):** This leader has minimum concern for both people and production. This leader does just enough to keep his or her job.

4. **Organization Man (medium concern for people; medium on production):** This leader goes along with the general flow of the organization. This leader is happy with the status quo.

5. **Team Management (high concern for people; high on production):** The leader integrates a high concern for people as well as for production. This leader attempts to meet organisational goals through the participation, involvement, and commitment of all the members in the organization. Synergistic integration of high concern for both people and production is the key to greatest effectiveness. However, without openness, trust, respect, even confrontation to resolve conflict as well as mutual development and change, this apparent 9, 9 orientation can take the form of paternalism. Likewise, this theory allows for leaders to masquerade their behaviours with a back-up style, as some opportunistic leaders do.

Managerial Grid theory recommends optimum leadership behaviour—team management. A study of 731 managers replicated the original findings that 9,9 —oriented managers from a variety of companies were more likely to advance in their careers (J. Hall, 1976). However, later studies have not consistently linked the team management orientation to effective leadership in every situation. Therefore, situational theories have attempted to explain the contingencies that seem to moderate the effectiveness of the leader's behaviour.

IV. Situational Leadership Theory of Leadership

The **Hersey-Blanchard Situational Leadership Theory (SLT)** proposes that the leader adjusts his or her style to meet the particular situation and needs of the follower(s). Hersey-Blanchard assumes followers are at different developmental levels, and recommends treating each follower differently. Therefore, the model requires flexibility in the leader's style after an evaluation of the follower's competence and commitment.

The process for determining **the situational leadership behaviour** (of the leader) includes three elements:

• The readiness (maturity) level that followers exhibit in performing a specific task, function, or objective.

• The amount of guidance and direction (task behaviour) a leader gives.

• The amount of socio-emotional support (relationship behaviour) a leader gives.

Two main leadership activities are recognized in this model:

• **Task** (establishing/clarifying goals, making deadlines, establishing proper procedure, determining evaluation, all often done in a one-way communication mode).

• **Supportive** (with frequent two-way communication including problem solving, asking for input, praising, sharing information, and listening).

Using these two activities a grid can be formed to produce four types of leadership styles:

1) **Directive/Telling** — gives specific directions; close supervision (high directive/low supportive).

2) **Coaching/Selling** — explains decisions; provides opportunity for clarifying (high directive/high supportive).

3) **Supporting/Participating** — solicits input; shares decision-making (high supportive/low directive).

4) **Delegating** — turns over responsibility for decisions and completion (low supportive/low directive).

Conclusion :

The chapter reveals for the benefit of line an business managers, the depth of eco-psycho behaviour of labour, be they unskilled, semiskilled, and skilled or even those of the managerial cadre. The understanding and utilization of the eco-psycho behaviour are done through instruments, processes, techniques and concepts like the Motivational Theories, including those of Abraham Maslow and McGregor, Transactional Analysis, Managerial Grid, Myer's Brigs Personality Type Index. etc., which will help line and business managers in understanding the behavioural, interpersonal and interactive paradigms of employees they deal with on a day to day basis at the shop floor level/ work spot, so as to elicit maximum productivity and quality from the workforce, which is imperative to survive and compete in the era of Globalisation and the globalised economy.

❀❀❀

CHAPTER - IV
APPRAISING EMPLOYEE PERFORMANCE, A STUDY OF TRAINING & DEVELOPMENT AND AN OVERVIEW OF THE CONCEPTS OF EMOTIONAL QUOTIENT (EQ) AND SPIRITUAL QUOTIENT (SQ)

- INTRODUCTION:
- TAKING TIME SERIOUSLY IN EVALUATING JOBS
- PURPOSE
- SCOPE
- ASSESSMENT CENTRES–CONCEPTS AND UNDERSTANDING
- TRAITS REQUIRED FOR MANAGEMENT JOBS
- COMPETENCY MAPPING / MANAGEMENT
- TRAINING AND DEVELOPMENT
- TRAINING MANAGEMENT PROCESS SYSTEM
- HUMAN RESOURCES PORTFOLIO
- EMOTIONAL INTELLIGENCE (EQ VS IQ)
- SPIRITUAL QUOTIENT (SQ)
- LATERAL THINKING

CHAPTER - IV
APPRAISING EMPLOYEE PERFORMANCE, A STUDY OF TRAINING & DEVELOPMENT AND AN OVERVIEW OF THE CONCEPTS OF EMOTIONAL QUOTIENT (EQ) AND SPIRITUAL QUOTIENT (SQ)

Introduction:

This chapter examines a maze of concepts and eco-psycho theories for the crucial assessment of workforce performance at organizational level, on which depends the career growth, compensation enhancement and potential appraisal at all levels. The new-age concept of Emotional Quotient vs. Intelligent Quotient and Spiritual Quotient are explained in a simple form, especially for the benefit of Line / Business Managers.

While often loathed by supervisors and subordinates alike, **appraisals** are necessary precursors of performance improvement. This helpful collection examines the employee review process from many angles exploring why we dislike it, how it could be better, and how appraisals should differ depending on the employee in question. Whether concerned with retaining stars, guiding underperformers, or improving their own performance, managers will learn to approach appraisals in new and more productive ways.

In appraising performance, designing pay-systems, and in organizing and planning work, managers make assessments about the size and importance of jobs. Whether the assessments are accurate deeply affects how well the organization runs. But what do we mean when we say that one job is bigger than another? Bigger in what sense?

One way or another, we would all agree that a executive officer's job is bigger than a copy typists or a semi-skilled manual worker's in the same company. We might say that it carries more or a wider span of responsibility, calls for more initiative, or (perhaps) receives more training. Or we might say that the chief executive officer is accountable for their work, while the reverse does not hold.

If we compare the CEO's role with that of his production director or sales manager, however, it becomes more difficult to state whether or why his role is bigger. We might still say that because he is the top manager, the job must inevitably be bigger than any subordinate jobs. But we should still be hard put to say how much bigger.

And, most difficult of all, the moment we try to compare any two jobs in different parts of the organisation, we are in trouble. How do we compare, for example an accountant with a production engineer, with a salesman, with a shop foreman, with a production controller, a patent officer, with a research program manager, with a designer? Which is biggest and which is smallest?

TAKING TIME SERIOUSLY IN EVALUATING JOBS

How can we determine that one job is bigger or more weighty than another? If we use a usual job evaluation procedure, we may end up with a reasonable rating for two jobs in the same company, the same office, the some location, at the same time. But most evaluation procedures cannot straddle different companies, locations, and occupants of jobs. Searching for another approach, we can see how jobs can be evaluated based on the measurement of the maximum time allowed to complete the longest tasks. This measure is the time span of discretion, and it can be correlated not only with people's sense of fair pay in a job but also with a universal underlying structure of managerial organizations. What started as a quest for an answer to a seemingly simple question leads us to a universal structure of organizations and a hypothesis about the very nature of human capability at work.

Performance Appraisal Techniques have come a long way from the archaic era of Confidential Reports (C.R.s), to the modern systems based on assessments of traits and targets, and Key result Areas (K.R.A.s).

I) **Confidential Reports:** on the subordinate by the immediate superior.

2) **Graphic Rating Scale:** used to appraise certain specific factors such as quality/quantity of work, dependability, etc.

3) **Management By Objectives (MBO):** it is an approach to managing whose hallmark is a mutual- by both organizational subordinate and superior-setting of measurable goals to be accomplished by an individual or term over a set period of time.

4) **Assessment Centres:** does not refer to a particular place. Rather, it is a process consisting of the intense observation of a subject undergoing a variety of stimulation and stress situations over a period of several days. Assessment centres have proven to be an increasingly popular way of identifying individuals having future executive potential so that they may be given the appropriate training and development assignments.

5) **Balanced Score Card:** The key distinction of this tool is that it measures both financial and non-financial factors. Traditionally, companies have evaluated performance primarily by analyzing data such as net revenues, sales volume and return on investment. However, Balanced Score Card measures factors from three additional categories: customer satisfaction, internal operations and employee growth & learning. The customer perspective involves tracking customer satisfaction indices, with information such as repeat business or results from customer surveys.

6) **360 degree Multi-Rater Systems appraisal:** The evaluation of a manager's approach to work and quality of interaction with colleagues is done by his bosses, peers, sub-ordinates, suppliers and customers. This reveals strengths and weaknesses in managing style and forces managers to initiate self-change. It also creates an atmosphere of teamwork and empowerment, which is the essential ingredient of a de-jobbed work environment.

With an employee moving from specific jobs to work roles, the preview of his work will expand and responsibilities will increase. He will have no longer just a set of technical jobs to perform. He will have to interact with a lot more people, perform number of duties simultaneously. Thus apart from being task oriented, he will also have to be relationship oriented. The increased interaction calls for a tool that captures the feedback from all he interacts with.

Even though the Balanced Score-Card technique held sway for some time in the recent past, overwhelmingly, the world over, the inclination is towards the 360 degree Multi-Rater system of appraisal.

Over the past decade, 360-degree feedback has revolutionized performance management. But one of its components—peer appraisal—consistently stymies executives and can exacerbate bureaucracy, heighten political tensions, and consume lots of time.

For ten years, Maury Peiperl has studied and researched the 360-degree feedback system and has asked under what circumstances does peer appraisal improve performance? Why does peer appraisal sometimes work well and sometimes fail? How can executives make these programmes less anxiety-provoking for participants and more productive for organizations? **Peiperl** discusses four paradoxes inherent to peer appraisal.

• In the **Paradox of Roles**, colleagues juggle being both peer and judge.

• The **Paradox of Group Performance** navigates between assessing individual feedback and the reality that much of today's work is done by groups.

• The **Measurement Paradox** arises because simple, straightforward rating systems would seem to generate the most useful appraisals—but they don't. Customized, qualitative feedback, though more difficult and time consuming to generate, is more helpful in improving performance.

• During evaluations, most people focus almost exclusively on reward outcomes and ignore the constructive feedback generated by peer appraisal. Ironically, it is precisely this overlooked feedback that helps improve performance—thus, the **Paradox of Rewards.**

These paradoxes do not have neat solutions, but managers who understand them can better use peer appraisal to improve themselves and their organisations.

If a single e-mail can send the pulse racing, it's the one from human resources announcing that it's time for another round of 360-degree feedback. In and of itself, this type of appraisal isn't bad. Indeed, many business- people would argue that over the past decade, it has revolutionized performance management—for the better. But one aspect of 360-degree feedback consistently stymies executives: peer appraisal. More times than not, it exacerbates bureaucracy, heightens political tensions, and consumes enormous numbers of hours. No wonder so many executives wonder if peer appraisal is worth the effort.

Peer appraisal, when conducted effectively, can bolster the overall impact of 360-degree feedback and is as important as feedback from superiors and subordinates. Yet the question remains:
Can peer appraisal take place without negative side-effects? The answer is yes—if executives understand around four inherent paradoxes.

Peiperl's research for the past ten years, has focused on the theory behind, and practice of, 360-degree feedback. More recently, he studied its implementation at 17 companies, varying in size—from start-ups of a few dozen people, to Fortune 500 firms—and industry—from hi-tech manufacturing to professional services firms.

He was looking for answers to several questions. Under what circumstances does peer appraisal improve performance? Why does peer appraisal work well in some cases and fail miserably in others? And finally, how can executives fashion peer appraisal programs to be less anxiety provoking and more productive for the organization?

The research produced a discomforting conclusion: ***Peer appraisal is difficult because it has to be***. Four inescapable paradoxes are embedded in the process:

• **The Paradox of Roles:** You cannot be both a peer and a judge.

• **The Paradox of Group Performance:** Focusing on individuals puts the entire group at risk

• **The Measurement Paradox:** The easier feedback is to gather, the harder it is to apply.

• **The Paradox of Rewards:** When peer appraisal counts the most, it helps the least.

Performance management isn't easy under any circumstances. But a certain clarity exists in the traditional form of performance rev when a boss evaluates a subordinate, The novelty and ambiguity of peer appraisal, on the other hand, give rise to its paradoxes. Fortunately, Managers can, with some forward thinking and a deeper understanding of their dynamics, ease the discomfort. Let us consider each paradox in detail.

The Paradox of Roles

Peer appraisal begins with a simple premise: the people best suited to judge the performance of others are those who work most closely with them. In flatter organizations with looser hierarchies, bosses may no longer have all the information they need to appraise subordinates. But it doesn't necessarily follow that peers will eagerly step into the breach. They may tend to give fairly conservative feedback rather than risk straining relationships with colleagues by saying things that could be perceived negatively. Consequently, the feedback gathered from peers may be distorted, overly positive, and, in the end, unhelpful to Managers and recipients.

In more than one team studied, participants in peer appraisal routinely gave all their colleagues the highest ratings on all dimensions. When questioned this practice, the responses revealed just how perplexing and risky, both personally and professionally, evaluating peers can be. Some people feared that providing negative feedback would damage relationships and ultimately hurt their own careers and those of their friends and colleagues. Others resisted because they preferred to give feedback informally rather than making it a matter of record. Still other employees resented peer appraisals playing a part in a performance system that resulted in promotions for some and criticism and even punishment for others—thereby, they believed, compromising the egalitarian and supportive work environments they had tried to cultivate.

When the Paradox of Roles is at play, people are torn between being supportive colleagues or hard-nosed judges. Theft natural inclination is to offer counsel and encouragement and yet they've been asked to pass judgement on a colleague's performance. Unless this conflict is addressed early on, peer appraisal will go nowhere fast— and cause stress and resentment along the way.

The Paradox of Group Performance

Most peer appraisal programs can't reveal what makes a great group tick Even though such evaluations are intended to gain insights into the workings of teams or groups, peer appraisal programs usually still target individual performance. In most cases, however, a focus on individuals doesn't address how most important work is done these days—that is, through flexible, project-based teams. Moreover, successful groups resent it when management tries to shift their focus or asks them to compare members with one another; in the extreme, peer appraisal may even harm close-knit and successful groups.

In one high-performing group, he studied—the venture capital arm of a well-known bank—peer appraisal was roundly viewed as an annoyance of questionable utility. This group was utterly dismissive of the bank's appraisal system, even though the program was well constructed, aggressively backed by top management, and successful in other areas of the bank. The members considered themselves a highly independent group and believed they were already fully aware of their performance, both individually and in project teams. To their way of thinking, they had already created a collegial and cohesive environment that delivered extraordinary results for the company, so why couldn't the bank just leave them alone? The group's finely honed balance of status and responsibilities was threatened by the prospect of individual peer appraisals. Although they half-heartedly participated in one round of 360-degree feedback over time they simply stopped completing the evaluation forms, thus registering their contempt for (and possibly their fear of) the programme.

Low-performing groups also often greet peer appraisal unenthusiastically. At a professional services firm, he met with the partners in charge of a practice that had suffered a long, slow decline in profitability. They saw peer appraisal as a veiled attempt by the rest of the organization to assess blame. As a form of passive protest, this group provided few comments when evaluating one another, and when pressed to discuss results, they resisted. So great was the threat implied by peer appraisal that eventually they refused outright to discuss any feedback they had received, and the process shut down altogether. Their worries about their own failure and the company's motivations became self-fulfilling as their willingness to discuss results diminished, so did the practice's performance.

As these cases suggest, when peer appraisal ignores group dynamics and work realities, it delivers counter productive results. If most work is done in groups, focussing on individuals can compromise the group's performance or make a weak team's performance even worse. Rather than cultivating a sense of shared ownership and responsibility, the process can breed deep cynicism, suspicion, and an "us-against-them" mentality—the exact opposite of the values most companies espouse.

The Measurement Paradox

It seems logical that simple, objective, straightforward rating systems should generate the most useful appraisals. Number or letter grades make it easier for managers to gather, aggregate, and compare ratings across individuals and groups, and they often just seem like the right way to proceed (after all, most of us have been getting report cards since kindergarten). But ratings by themselves don't yield the detailed, qualitative comments and insights that can help a colleague improve performance. In fact, the simpler the measures and the fewer dimensions on which an individual is measured, the less useful the evaluation.

One media company he observed was especially proud of its performance measurement programme, which involved elaborate rounds of evaluations by peers and bosses. The process culminated in a letter grade for every individual, which was then linked to group, division, and, ultimately, corporate results, top executives were pleased with this approach because of the links it recognised within and between groups. However, many of the employees expressed frustration, not only because the process required an excessive amount of paperwork but also because the system lacked a mechanism for giving or getting detailed feedback beyond a letter grade. Employees frequently reported satisfaction with their ratings, but they complained that they lacked a clear sense of what they had done to deserve their grades and, more important, what they were doing wrong and needed to address in order to progress in their careers. "It's comforting to know I'm an A-plus." one person reported, "but where do I go from here?"

Simple ratings are not always bad, but most of the time they are not enough. Of course, qualitative feedback is more difficult and time-consuming to generate and is not as easily compared and aggregated. It can pose problems of interpretation when comments are personal or highly idiosyncratic (such as, "She is the class of the out fit."). But without specific comments, recipients are left with no information to act on and with little sense of what might help them get better at their jobs.

The Paradox of Rewards

Most people are keenly attuned to peer appraisal when it affects salary reviews and promotions. In the short term, employees may take steps to improve performance (a perpetual latecomer may start showing up on time). But most people focus virtually all their attention on reward outcomes ("Am I going to get a raise or not?"), ignoring the more constructive feedback that peer appraisal generates. Ironically, it is precisely this overlooked feedback that could help to improve performance. Most people don't deliberately ignore peer appraisal feedback, but even the most confident and successful find it hard to interpret objectively when it is part of the formal reward system.

In these instances, peer appraisal poses a threat to feelings of self-worth—not to mention net worth.

Is the solution, then, to take rewards out of the equation? Research suggests that the answer is not nearly so straightforward. Consider this contradiction: in many organizations surveyed, raters expressed reservations about providing critical feedback when they knew it would directly influence another's salary. One participant put it, "You could destroy somebody and not even know it." But when he queried recipients of peer appraisal, many reported that they weren't interested in feedback unless it "had teeth." If the results were seen as being for "HR purposes," not "business purposes," recipients were less inclined to take the process serious1y if peer feedback didn't have an impact on rewards, it often wasn't used.

With the Paradox of Rewards, Managers find them selves in a catch-22 situation. When rewards are on the line, peer appraisal may generate a lot of activity but usually delivers only short-term improvements in performance from feedback that may be conservative or incomplete. When not tied to rewards, feedback is likely to be more comprehensive (and thus potentially useful), but is not seen as important by recipients, who may delay in addressing it or ignore it altogether.

Managing Through the Paradoxes

As might be expected, these paradoxes do not have neat solutions. They are best seen not as obstacles to be overcome but as features of the appraisal landscape to be managed around or even through. The nature of a paradox isn't easily changed, but the way it is viewed can be. Indeed, one of the most significant findings from his research is the pivotal role that Managers play in successful peer appraisal. Field notebooks are full of comments from participants about their Managers, some commending bosses for active participation, and others condemning behaviour that undermined the process. In too many organizations, it is seen that peer appraisal programmes are sabotaged by Managers who let it be known through off-hand comments or their own lack of participation that peer appraisal might be well and good for everyone else, but not for them. The best Managers, on the other hand, act as constructive critics, role models, and willing participants.

Findings also suggest that Managers and organisations don't spend enough time asking themselves and conveying to employees why peer appraisal is being used. The potential benefits may seem obvious at first, but when the purpose and the scope of peer appraisal are not made explicit, conflict soon takes over.

PURPOSE

In most cases, the purpose of peer appraisal is to provide timely and useful feedback to help individuals improve their performance. Detailed, qualitative feedback from peers accompanied by coaching and supportive counselling from a Manager are essential. If participants understand the reasons for soliciting this kind of feedback, some of the tension of the Measurement Paradox can be overcome. If, however, the purpose of peer appraisal is simply to check that things are going smoothly and to head off major conflicts, a quick and dirty evaluation using only a few numbers will suffice. In one small organisation that used only number ratings, the CEO regularly reviewed all feedback summaries; and when any two employees' ratings of each other were unusually negative, he brought them together and helped them address their differences. This practice worked because its purpose was explicit—to catch conflicts before they turned into full-blown crises—and because the CEO's visibility actively mitigated the effects of the Measurement Paradox.

Occasionally, peer appraisal is used to improve ties between groups. In these cases, managers should focus the appraisal effort on the entire group rather than on particular members. When groups themselves realize the need for improved links, the effects of the Paradox of Group Performance may be stemmed. In one situation witnessed, the sales and operations groups in a large financial services firm were not cooperating, and customer complaints were piling up. The manager invited members of each group to provide anonymous feedback to people in the other group. At first, the feedback was terse and critical, but when each group saw that the company was using the feedback not to reward or punish individuals but to highlight the problems between the two groups, the feedback became more extensive and constructive. Eventually, peer evaluation became a regular channel of communication to identify and resolve conflicts between these groups. In this example, peer appraisal succeeded because it first addressed the real-world conflicts that had led to unmet customer demands; only when participants became accustomed to the process was it folded into the formal reward system, thus decreasing the effects of the Paradox of Rewards.

It has also been seen that peer appraisal programs were introduced as part of larger empowerment programs aimed at distributing authority and responsibility more broadly throughout an organization. In one manufacturing company studied, a group of factory workers designed its own peer evaluation process. The group already performed multiple roles and functions on the factory floor and took responsibility for hiring, training, and quality control, so it also made sense for the members to take charge of evaluating one another's work. Instead of seeing conflict in the new roles, group members saw peer appraisal as a continuation of the other responsibilities they had assumed. The Paradox of Roles was barely evident.

SCOPE

Managers also need to be selective about how broadly peer appraisal, and 360-degree programs in general, are used. In the name of inclusion, many organizations feel compelled to roll out these programs everywhere. But democracy is overrated, at least when it comes to peer appraisal. One large financial services firm studied, had great success in solving business process issues across several front-office groups through the judicious use of peer evaluation. The process resulted in widely celebrated improvements and better relations between the front-office groups, so much so that other groups in the company wanted to join in. But when the firm introduced the same program to the additional thousand-plus employees, the program collapsed under its own weight. By trying to provide substantial, but in many cases unnecessary, feedback to all, the company compromised its ability to function.

In choosing rating criteria for peer appraisal, it's also important to remember that all jobs are not the same. A customized evaluation takes longer to develop, but as the Measurement Paradox suggests, such an investment of time and effort is crucial because inappropriate or narrowly defined criteria are difficult for peer evaluators to use and even harder for recipients to apply. Moreover, if participants detect that the system is unlikely to improve their performance or rewards, they are even less likely to actively engage in the process with their peers, as the Paradox of Rewards illustrates.

The Paradox of Group Performance will be less of an issue when the right balance is achieved between evaluating the contributions of individuals, and acknowledging the interdependencies and connections within groups and across boundaries. Most organizations are notoriously bad at this, often touting teamwork and group performance while rewarding only individual outcomes. In a few groups studied, where the overall size of the bonus pool, for example, depended on everyone’s ability to work together, the tension between individual contributions and group out comes was kept in check. Practices like this not only diminished the effects of the Paradox of Group Performance but also dampened the effects of the Paradox of Rewards, in part because peer appraisal, while tied to rewards, was only one criterion used to decide them. This middle-ground approach to the Paradox of Rewards can work well when participants trust the integrity of the reward determination process.

In the ten years spent observing 360-degree feedback, it emerged that a number of organizations gradually develop enough trust and confidence to make the most of peer appraisal without incurring dysfunctional consequences. These organizations recognise that 360- degree feedback systems, and peer appraisal programs in particular, always works in progression—subject to vulnerabilities, requiring sensitivity to hidden conflicts as much as to tangible results, but nevertheless responsive to thoughtful design and purposeful change. Companies that have success with these programs tend to be open to learning and willing to experiment. They are led by executives who are direct about the expected benefits as well as the challenges and who actively demonstrate support fin the process. By laying themselves open to praise and criticism from all directions and inviting others to do the same, they guide their organizations to new capacities for continuous improvement.

Managing the "Peer" in Peer Appraisal

•Most Managers are still not accustomed to giving in-depth, constructive feedback. But by learning how to give feedback better—constructively, specifically, and in a timely manner—and by encouraging others to follow suit, managers themselves become the key ingredient in the peer appraisal process.

Go public with your support.

• Let it be known that you value peer appraisal and explicitly describe the benefit you and others have gained as a result of your own participation.

Be a counsellor and role model.

• Meet with subordinates to help them understand the assessments they receive, and engage them in discussions of the appraisals and their interpretation—without letting your own opinions dominate.

• Demystify the process by being open to feedback and self-improvement and by asking for input from others, including sub-ordinates and peers.

Provide training early and often.

• Allocate time and resources to help raters and recipients

• Practice giving and receiving feedback. This is best accomplished in small groups and small doses, rather than through big, formal training programs.

Put substance before rankings.

• Pay attention to and publicize results brought about through the feedback system, such as stronger links between departments, cost-saving innovations, and better information flows. Don't emphasize the success of individuals with high feedback numbers because then people may view 360-degree feedback as a popularity contest rather than a tool for improvement.

• Let people know when they're not doing peer appraisal well. Better yet, let their peers tell them.

• Set high expectations of your own peers and hold them to it. These skills only improve with practice, so scheduling time now and then to role-play with colleagues or trainers is worthwhile.

ASSESSMENT CENTRES–CONCEPTS AND UNDERSTANDING

Assessment of employees has always been a source of apprehension for the managers. An assessment centre is a procedure (not a location per se) that uses multiple assessment techniques to evaluate employees for a variety of manpower purposes and decisions. Most frequently, the approach has been applied to individuals being considered for selection, promotion, placement, or special training and development in management through assessment of their competencies.

Assessment centres are of immense importance for evaluation, selection, development and training of personnel in an organisation. The original centres developed by American Telephone and Telegraph (AT&T) involved line personnel being considered for promotion for first-level supervision. Since then, the techniques have been applied to the identification of individuals for many positions (e.g., middle managers, top executives, sales people, and management trainees).

Assessment centres have their greatest value when the participant is aspiring to a job significantly different from the position held. The simulation of job requirements for the new position provides an opportunity to evaluate skills that is not available from observation of performance on the current job. The technique has also proven effective for seemingly similar jobs where greater reliability or objectivity of observation is required.

Assessment centres employ a number of assessment techniques to ensure complete coverage of management abilities. Management games, leaderless group discussions, role-playing exercises, and other simulation techniques are used most frequently, but a few organizations also use a background interview or tests. The job simulations allow the participant to engage in job-like managerial situations and display job relevant behaviours; administrative decision making, discussions in small groups, and one-to-one interactions with employees.

The task of observing complex social behaviour, integrating the information, and making predictions is difficult; therefore, most assessment centre programs include extensive training for the management assessors themselves.

The process of integrating the assessment information and making predictions in an assessment centre is quite systematic. Assessors report behavioral observations and dimension ratings for each exercise and they make independent ratings of overall dimension performance. The assessors then reach consensus on dimension ratings and finally make predictions of management success.

Although most assessment centres are designed to predict management capabilities, they are also used for the development of participants. Participation in the exercises may be a learning experience by itself and may provide personal insights into managerial competence. Feedback of results in the form of oral and written reports to the participant and immediate supervisor may clarify developmental needs. In some cases, time is spent following the assessment period for management development and self-analysis activities such as viewing oneself in videotapes of exercises or reviewing decisions made in the "in-basket exercise" — an exercise developed to simulate the administrative tasks of a manager's job.

Assessment Centres — Techniques

There are several techniques engaged to assess the competency / performance of candidates / ass

• **Written Exercises** — These are simulations of the written work that might be undertaken by the target-level job holder. They are completed by the participants themselves. If the number of such t is large they become dull.

• **In-Tray** — The most famous technique is the in-tray or in-basket, which simulates the typical pile of papers that might confront a job holder on a particular day. Items are targeted upon particular competencies and it is made clear to participants that it is not a test of delegation. It is important that the participant responds the way in which he/she would in a real-life situation. The in-tray can include simulated e-mails.

• **Analytical Exercises and Interactive Exercises** — This type of exercise involves engaging the participants in an analytical scenario. An issue / case is given to all participants. In interactive exercises the participants are required to give a written component of the interaction. They may be asked to write the outcome of a group discussion. It provides concrete evidence of the person's cognitive competencies and ability to overcome ambiguity.

• **One-to-one Exercises** — These exercises involve role players who play the role. It is essentially an act of fact finding, decision making or negotiation. The choice of the setting, roles or outputs depends on the job analysis. It adds realism though it may be time consuming.

• **Psychometric Tools** — Most centres use psychometric tools to evaluate the functioning, attitude, perception and motive of the assessees. The standardized tests provide the assessors a sound basis for making inferences about the candidates. Personality inventories, attitude measures, ability tests, etc. can be combined with the exercises depending upon the information needed. There should be a check to determine whether people's scores on the test or inventory actually relate to performance on the competency dimensions.

• **Projective techniques** — Another way of getting in-depth information is through the use of projection techniques like the Thematic Apperception Tests, Incomplete sentences etc. However, developing these tests and interpreting the results is a job that requires great expertise.

• **Vignettes** — To avoid role plays video-vignettes can be used. The vignettes present participants with videotaped lead-up to a situation with oral responses. It is a form of situational testing.

Harmonizing and Integrating the Exercises

The different exercises, once drafted need to have standardized instructions and a format of the outcomes. It should be clear; participants should know exactly what the setting is and what they are meant do. An assessment centre can have much more impact if the exercises are dubbed together in an integrated centre. At times the participant may assume a fictional character — a particular manager. There might be some issues which are common across the exercises. At times two role plays might occur as interruptions to the written exercise that contains material relevant to the role plays.

Furthermore, the role plays might provide information that helps the participant to complete the written exercise. Integrating the exercises is an add-on and the centre should not distort the goal. It represents the situations that managers usually encounter. It also helps in avoiding replication of the lengthy background information needed before each exercise. One has to ensure that with linkages, someone who has done badly on one exercise is able to do well on later exercises.

Trial of Exercises

The exercises once developed should be tried out on a group of people who are at the same level in the organisation, as the people who will go through the centre. The group should be a mix of people based on performance. The participants should be encouraged for their views and comments. The focus should be on:

- Clarity of instructions
- Time limit
- Difficulty level

The trial run should be video recorded for the assessors' training. The focus can be on two or three participants with difference in level of competence so that assessors can concentrate while their practising observation and recording skills. The desired changes that are considered beneficial need to be incorporated.

It is necessary to decide upon the marking guides for the assessors' training. All possible responses can never be anticipated. It is essential for the assessor to understand the competency dimensions and behavioral indicators so that they can interpret in terms of the dimensions and the actual behaviour of participants. Where possible a 'behavioral framework' for each exercise should be developed. The behavioral anchors should ascertain both positive and negative behaviours that participants may produce for each competency.

Off-the-shelf Exercises

Off-the-shelf exercises are readily available and cheaper than developing one's own exercises. But these exercises are not specifically designed with the organizations' competency dimensions in mind. Thus it is difficult to choose a set of exercises that best address the dimensions. In this case the competency dimensions are being fitted to the exercises rather than the other way round. These would not have the language of the organization and the buy-in of line managers. These exercises cannot target the particular job or job level of a particular organization. As they do not simulate the target job, they cannot be sent to preview how the person would behave in the job, though they may simulate some aspects of managerial jobs that are generic across the organization. While assessing, the marks will be less productive of job performance to the extent that the exercises are also irrelevant to the target job but are included — because most of the organizations have them.

Off-the-Shelf Exercises, as they do not require involvement during the development by the assessees, invite lack of understanding which makes training of assessors difficult. The need of parallel versions is particularly strong if the objective is promotional or quasi-development.

However, the advantage is that there is no development cost and off-the-shelf exercises can be obtained immediately. They are developed on the basis of research and possess in-built psychometric properties. They are statistically analyzed and are reliable and valid.

Non-exercise Material

Though exercises are at the core of the centre, there is a range of other material that is included for assessment. For assessing certain competencies, exercises may not be sufficient; additional information is needed for making decisions based on the overall competency model.

• **Interviews**

Interviewing forms a major part of the assessment centre in most cases. One-to-one / Panel interviews provide the assessors a deeper understanding of the individual and an opportunity to derive more information/ clarification about the observed behaviour of the assessee. Several competency dimensions can be assessed through interviews, in addition to the information provided by exercises. Situational questions can be asked to probe into particular competency dimensions. It may also be useful to ask questions related to pressure experienced in the past. The interview has to be carried out systematically if it is confined to measuring certain identified competencies. Thus the dimensions and possible lines of questioning are specified beforehand. The recording is done on the recording sheet as in the case of exercises.

• **Ratings by Self and Others:**

(i) **Self-assessment** —

Self-assessment gets participants to think about themselves in terms of the competency dimensions. Participants may be assessed before the start of the assessment centre and at its conclusion. However, such assessments cannot be relied upon in all cases as people are selecting themselves for a potential job. There might be cases of significant differences between the assessment of assessors and ratings of self-assessment.

(ii) Peer Assessment —

Peer assessment can be carried out before the assessment centre. This may be an important basis to assess how participants view each other before the exercises, comparing with their contribution at the group exercises. In addition this is valuable information for selection and also for validity of assessment. Major differences in assessment by peer and assessors may yield important information about line managers' ratings. This also ensures the involvement of line managers.

• **360-degree Feedback**

The 360-degree Feedback process provides key inputs by helping participants to gain an insight into their strengths and weakness. It also becomes the basis for the participants in deciding to try and approach the exercise situations differently. An administrator must be appointed to coordinate the entire process.

The Assessment Process

The judgment processes involved in making assessments of managerial capabilities and in making predictions of managerial success are central in many assessment centre programs. However, it should be recognized that assessment centres serve many functions, the accuracy of judgments is less important. For example, in assessment centres whose purposes are to stimulate self-motivation for behavioral change, the accuracy of assessor evaluations is less critical although still important.

Steps in the Assessment Procedure

The first three steps deal with making behavioral observations during the exercises and preparing exercise reports. The next steps describe the process of individual participant.

1. Observation of behaviour:

Each assessor observes and records behaviour of one or two participants. Assessors are encouraged to record as much detail as possible. They record in objective terms the specific things the participant says and does. To avoid premature conclusions, no interpretations are permitted at this stage. The participant is observed by a different assessor in each exercise. For example, if Participant one is observed by Assessor A in the first group exercise, Assessor B is responsible for the observations in a later group exercise. Similar rotations of assignments are carried out for individual exercises.

2. Classification of behaviour:

Immediately after the exercise, the assessor sorts and classifies the behavioral observations into the organization's target dimensions. Dimensions are chosen if they are essential to the job and observable in the exercise. They are usually listed on an exercise report form.

3. Rating behaviour:

All of the behavioral evidence for the dimensions is reviewed and ratings of the dimensions are made. A rating scale say from O-to-5 is usually used.

0	1	2	3	4	5
No opportunity existed for the dimension to be shown.	**Much more than acceptable:** Significantly above criteria required for successful job performance.	**More than acceptable:** Generally exceed criteria relative to quality and quantity of behavior required.	**Acceptable:** Meets criteria relative to quality and quantity of behavior required.	**Less than acceptable:** Generally does not meet criteria relative to quality and quantity behavior	**Much less than acceptable:** Significantly below criteria required for successful job

Assessor Discussion

4. Exercise reports:

During the discussion all information for one participant is reported and integrated before considering the next participant. Each assessor reads the exercise report prepared previously. The report includes a brief narrative of the individual's role in the exercise, ratings on dimensions, and behaviour observed relevant to each dimensions. In some cases an overall exercise rating is given, but this is usually not appropriate. The order of exercise reports is held constant for all assessees.

5. Assessors record behaviour:

As one assessor reads a report, the other assessors record significant behaviours on a special form and independently rate the participant on each dimension, based on reported behaviour. The assessors are permitted to ask clarifying questions but no discussion takes place, nor can the reporter be challenged on an interpretation on ratings at this point.

6. Preliminary dimension ratings:

At this point each assessor independently reviews all data reported for each dimension. Considering the behaviour reported in all the exercises, the assessor gives a preliminary dimension rating indicating the level of skill demonstrated across all exercises. The assessor must consider that some exercises yield stronger opportunities to observe certain dimensions.

7. Preliminary dimension ratings are posted:

The preliminary dimension ratings are posted on a chart listing the dimensions down the left side and the assessors' names across the top. This composite chart provides a quick view of the areas of agreement and disagreement.

Resource Requirement

Checklists for running the centre — Working through the running of the centre chronologically, the following is a major checklist.

Well before the centre

• Assessors and role players must be informed in plenty of time that they are being asked to take part in the centre.

• Invitations must be sent to the participants, together with briefing documents.

• Briefing documents must also be sent to participant's managers, if the centre is internal. If there are managers' rating forms, they must also be sent out.

• Accommodation for the centre must be booked.

Shortly before the centre

The centre's administrator needs to ensure that sufficient numbers of the following obvious and less obvious items are all ready for the start of the centre.

• Exercises, marking guides and role players brief

• Answer paper / booklets

• Observation sheets, rating sheets and marking grids
• Clip-boards for assessors when observing
• Psychometric test material
• Self-assessment sheets
• End of assessment centre evaluation sheets
• Pens, pencils, pencil sharpeners and erasers
• Paper clips, stapler
• Individual timetables for assessors and participants
• Name badges I table place labels
• Labels for room doors
• Calculators
• Flip-chart paper and pens.

Some of these will not be relevant to a particular centre, and there will be other specific things which must be included. The overall message is to make an inventory and make sure that all the materials are dispatched to the centre.

The Role of Assessors

Individuals are usually assessed in a group. Group assessment affords opportunities to observe peer interactions and aids the efficiency of observation. Anywhere from I to 12 people might be observed in a program. Ratio of the assessees to assessors is important to the assessment centre process because it allows dose contact and observation of the participant and makes multiple evaluations possible. Management personnel who serve, as assessors are usually two or more levels above the participants in the organisational hierarchy, trained for the task of assessment, and not in a direct supervisory capacity over the participants.

The assessors' group will include people who have helped with the exercise design. They will have gained understanding and commitment to the assessment centre process.

The Chairperson

The chairing role is normally taken by a person from the management development function. The level of the chairperson will depend on the centre Often it will be appropriate for the management development manager to be the chairperson.

The function of the chairperson during the centre is to ensure its smooth and fair running. It is essentially a job of quality control, and involves overseeing the participants, the assessors, and the role players.

Observing and Recording the Exercises

Assessors must make a reasonably detailed record of what their participants do and say. An assessor may also note down significant actions and contributions by other participants, which could account for their own participants' behaviour. For example, another participant might be extremely rude to one of the participants being assessed. Thus assessors should record these contextual events in the column market 'comments' on the observation sheet.

In the one-to-one exercises, the assessor is alone in the room with the participant and the role player. The assessor should record the participant's behaviour, but again might make the occasional note of what the role player did and said.

Sins of Omission and Commission

In making their ratings, assessors come across the vexed issue of sins of omission and commission. The problem is dearest in interactive exercises when participants give no evidence that can be noted down for one of the more cognitive dimensions that are meant to be measured. For example, suppose that breadth of awareness is a competency dimension being measured in a group exercise, and someone has shown no breadth at all, but neither has he shown an actual ignorance of the world. Judgment is important with sins of omission. Clearly, people cannot have stacked against them the infinity of things they might have said or done. It is up to the assessors to note major omission, and up to the exercise designers to ensure that such omissions are unambiguous.

Rating of Exercise

A possibility is to rate each exercise as a whole with an overall mark, or to rate each of the outputs or roles in an exercise. However, if there is to be feedback, the competency dimension ratings should not be replaced by the overall exercise rating or ratings in terms of outputs or roles. People need to be told what they should do to perform better, and this feedback must be in terms of the competencies.

ASSESSMENT CENTRES

The assessment centre is not a place but a technique for ***evaluation, selection, development and training of personnel*** in an organisation. The American Society for Training and Development defined it as follows:

"An assessment centre is a multiple assessment of several individuals performed simultaneously by a group of trained evaluators using a variety of group and individual exercises."

The assessment centre must meet the following minimum requirements:

• **Multiple assessment techniques** must be used. Atleast one of these techniques should be a simulation. A simulation is an exercise or technique designed to elicit behaviours related to dimensions of performance on the job requiring the participant to respond behaviourally to situational stimuli. The stimuli present in a simulation parallel or resemble stimuli in the work situation. These simulation exercises are developed to tap a variety of predetermined behaviours and have been tested prior to use to ensure that the techniques provided reliable, objective and relevant behavioural information for the organisation in question.

• **Multiple assessors** must be used. These assessors must receive training prior to participating in a centre.
Judgements resulting in an outcome (that is recommendation for promotion, specific training, or development) must be based on pooling information from assessors and techniques.

The following activities **do not constitute** an assessment centre:

• A **panel interview** or a series of sequential interviews as the sole technique.

• Reliance on a **specific technique** (regardless of whether a simulation or not) as the sole basis for evaluation.

• Using only **a test battery** composed of a number of written tests regardless of whether judgements are made by a statistical or judgemental pooling of scores.

• **Single assessor assessment** i.e. measurement by one individual using a variety of techniques such as written tests, interviews, personality measures, or simulations.

• Use of **several simulations** with more than one assessor, where there is no pooling of data i.e. each assessor a report on performance in an exercise, and individual unintegrated reports are used as the final product of the centre.

TRAITS REQUIRED FOR MANAGEMENT JOBS

The first important step for any selection programme, is the determination of specific attributes required for satisfactory performance on the role. ***John H. McConnell has identified the following twelve management traits, abilities and characteristics, which are important for effectively doing a managerial job.***

• **Functional ability:** Operating successfully in one's environment.

• **Planning:** Developing a course of action to achieve an objective.

• **Organising**: Structuring or arranging resources to accomplish the objective of a plan.

• **Controlling:** Maintaining adherence to a plan modifying it if necessary to achieve the desired result.

• **Oral communication:** Transferring a thought from one person to another by speech, adjusting to audience reaction.

• **Written communication:** Transferring a thought from person to another by writing without the possibility of response to audience reaction.

• **Company orientation:** identifying the organisation’s goals values as complementing one’s own.

• **Leadership:** Getting people to work toward reaching objective.

• **Decision making:** Consciously weighing and selecting on two or more alternatives.

• **Creativity:** Developing alternate solutions to problems.

• **Initiative:** Introducing one’s own thoughts or actions into a situation.

• **Flexibility:** Adjusting to changing internal and external conditions, both personal and impersonal.

Once these critical attributes are selected, suitable testing devices or exercises can be developed to evaluate and select managerial potential in candidates who come to assessment centre.

SOME EXAMPLE OF DIFFERENT TYPES OF EXERCISES

Assigned Role Group Discussion

In this leaderless group discussion, each participant is assigned point of view to sell to the other team members and is provided with a choice of projects to back, and the opportunity to bargain and trade off projects for support.

Non-assigned Role Group Discussion

This exercise is a co-operative leaderless group discussion in which four short case studies dealing with problems faced by executives working in an organisation are presented to a group of six participants. The participants act as consultants who must make group recommendations on each of the problems. Assessors observe the participants rote in the group and the handling of the discussion.

In-basket Exercise

The In-basket is a simulation of a manager's workload on a typical ay. The name is derived from the famous IN and OUT trays found on the table of an executive. The participant is required to assume the role of a manager in a hypothetical organisation. He is then presented with an assortment of problems. These problems are presented to the Manager in the form of letters and memos, all put in the IN-TRAY of the participant. The problems could be in any field of management. The participant is asked to read the papers in the IN-TRAY and take appropriate action within limited time.

After the in-basket has been completed the participant is interviewed by the assessors concerning his/her handling of the various in-basket items.

Writing and Speech Exercises

Each participant is given a written description of a policy, event, situation and three specific situational problems related to them, each requiring a written response. The participant is also required to make a format oral presentation based upon the background description before a simulated news conference attended by assessors as media-persons.

Problem Analysis

The Problem Analysis is an individual exercise. The participant is given a considerable amount of data which he must analyse and about which he must make a number of management recommendations. The exercise is designed to elicit behaviours related to various dimensions of managerial effectiveness. The primary area of behaviour evaluated in this exercise is the ability to sift through data and find pertinent information to reach a logical and practical conclusion.

Typical Assessment Centre Schedule

Day l:

Orientation of dozen candidates

• Break-up into groups of four to play a management game (observe - and assess organising ability, financial acumen, quickness of thinking, efficiency under stress, adaptability, leadership.

• Psychological testing (measure and assess verbal and numerical abilities, reasoning; interests, and attitudes) and or depth interviews (assess motivation).

Leaderless group discussion (observe and assess aggressiveness, persuasiveness, expository skill, energy. flexibility, self- confidence).

Day 2:

• **In-basket exercise** (observe and assess decision-making under stress, organising ability, memory and ability to interrelate events, preparation for decision-making, ability to delegate, concern for others).

• **Role-playing** of employment of performance appraisal interview (observe and assess sensitivity to others, ability to probe for information, insight, empathy)

• **Group roles** in preparation of a budget (observe and assess collaboration abilities, financial acumen, expository skill, leadership, drive).

Day 3:

• **Individual case analyses** (observe expository skill, awareness of problems, background information possessed for problems, typically involving marketing, personnel, accounting operations, and financial elements)

• **Obtain peer rating** from all candidates.

• **Staff assessors** meet to discuss and rate all candidates.

Weeks later

Manager, with assessor experience, meets with each candidate to discuss assessment with counselling concerning career guides and areas to develop.

ADVANTAGES OF ASSESSMENT CENTRES

• **Identification and nurturing of talent** is one of the biggest 'challenges faced by any organisation. In some organisations, talent is deliberately suppressed. In others, talent is squeezed out in a planned manner. Therefore, any objective system to identify talent and develop it, is good for the organisation.

• Many a time it is found that some employees keep on going up the ladder only on the basis of good relationships with their bosses. This results in dissatisfaction within the organisation. An objective system like an

Assessment Centre helps in reducing this, creating a better organisational climate.

• Based on the observations and results of the centre it should be possible to chalk out an accurate development plan for the candidate.

PROBLEM AREAS

• Who should be allowed to appear for the assessment centre tests? Theoretically, any employee wishing to appear for these tests could write to those managing the assessment centre and appear. However, controlling officers insist that the principle of "proper channel" should not be violated. Because of this some of the benefits of the assessment centre are neutralised.

• When the recommendation comes from the controlling officer, it is very difficult to convince him that his recommended candidate does not meet the requirements of being a manager.

• Exercises based on Indian situations are not many. Their availability should be increased.

It is time many more organisations establish assessment centres, especially for identifying managerial talent from non-management cadres, **so that meritocracy is established**.

COMPETENCY MAPPING / MANAGEMENT

What Are Competencies?

At the heart of any successful activity lies a competence or a skill. In today's competitive world it is becoming particularly important to build on the competitive activities of businesses. Top management is identifying corporate core competencies and working to establish them throughout the organization. Human Resource Development builds competency-based models that drive business results.

All organizations are talking about competencies. Some have truly worked the concept into several of their processes. A few have a fully implemented competency modelling and reporting system in place. These address the development of people from process design through succession.

The decisions of competency design are driven by a number of organizational factors, including management philosophy, customer requirements, business needs, and in-place processes. These factors vary from the one organization to another, requiring a customized approach to competencies in the workplace.

Competencies are by and large contextual — i.e. in relation to the organization. Every organization has a different connotation of a competency depending on the type of business, customer requirements, its culture and climate etc. Customization is essential to the overall success of competency efforts, since every organization must integrate competency concepts into its own job design, recruitment, hiring orientation, development and succession processes.

Is ‘competence’ and competency the same?

‘Competence’ means a skill and the standard of performance reached while ‘competency’ refers to the behaviour by which it is achieved. In other words, one describes what people can do while the other focuses on how they do it. Therefore there is an interface between the two, i.e., the competent application of a skill is likely to make once act in a competent manner and vice versa.

Competence		Competency
Skill based	→	Behavior based
Standard attained		Manner of behavior
What is Measured	←	How the standard is achieved

Competency is defined as ‘the characteristics of a manager that lead to the demonstration of skills and abilities, which result in effective performance within an occupational area. Competency also embodies the capacity to transfer skills and abilities from one area to another. An analysis of the definition reveals:

• Competencies are the characteristics of a manager.

• Competencies lead to the demonstration of skills and abilities. Therefore, competency must be demonstrated and hence must be observable. It must not be inferred or extrapolated.

• Competencies must lead to effective performance. This means that the performance of a person with competency must be significantly better than that of a person without it. Competency thus refers to behaviour, differentiating success from merely doing the job.

• Competency also embodies the capacity to transfer skills and abilities from one area to another. A sales person may be able to deliver his sales pitch flawlessly but may be tongue-tied elsewhere. He lacks the competency of communication. Thus competencies cannot be restricted to a single job alone but the person must be able to carry them along.

There are five types of competency characteristics:

• **Motives**-The things a person consistently thinks about or wants and that which causes action. Motives 'drive, direct, or select' behaviour towards certain actions or goals and away from others.

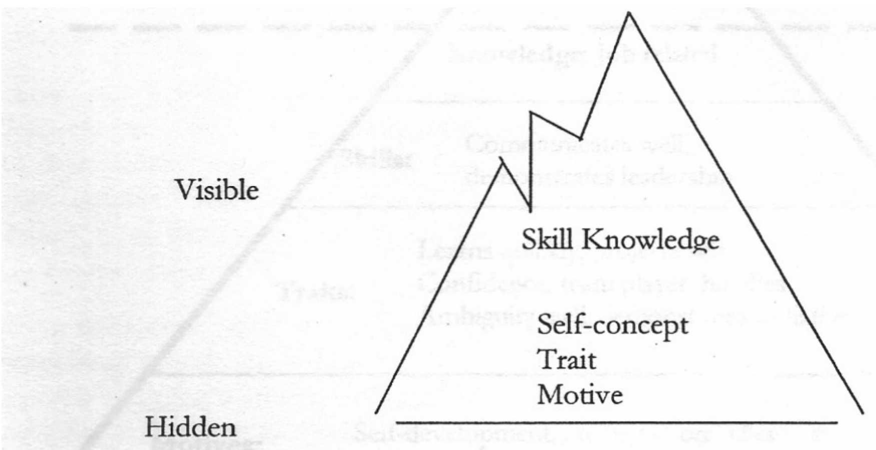
• **Traits**-Physical characteristics and consistent responses to situations or information.

• **Self-concept** - A person's attitudes, values or self-image.

• **Knowledge**-Information a person has in specific content areas.

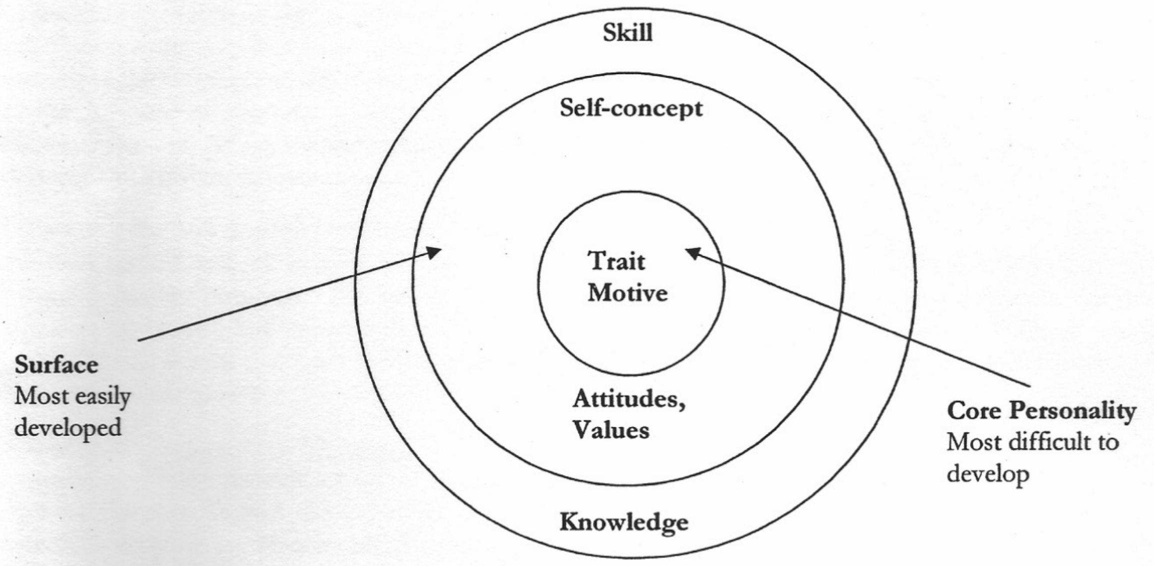
• **Skill**-The ability to perform a certain physical or mental task.

Knowledge and skill competencies tend to be visible and relatively 'on the surface' characteristics of people. Self-concept, trait and motive competencies are more hidden, 'deeper' and central to personality.



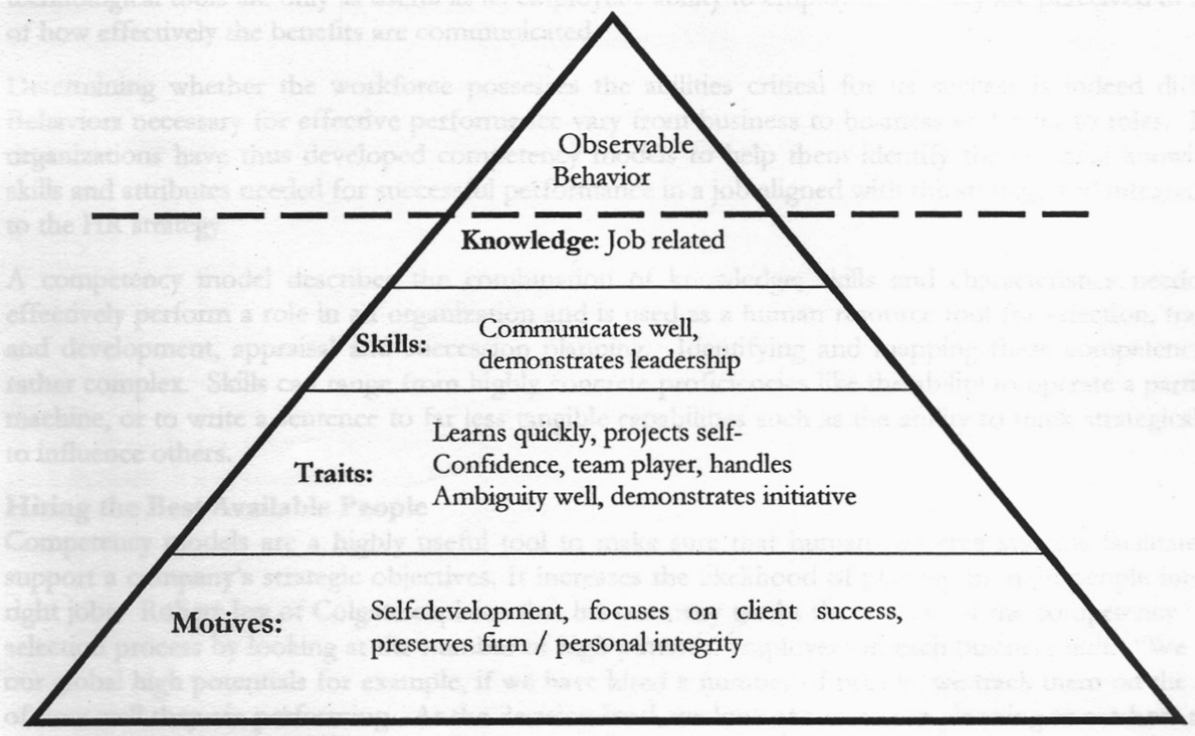
The Iceberg Model

Surface knowledge and skill competencies are relatively easy to develop; training is the most effective way to secure these employee abilities. Core motive and trait competencies at the base of the personality iceberg are more difficult to assess and develop; it is most cost effective to select these characteristics.



Central and Surface Competencies

Competencies can be defined as skills, areas of knowledge, attitudes and abilities that distinguish high performers. These are characteristics that may not be easily observable but rather exist under the surface—behavioral questions can help draw out examples of these competencies (See the following figure).



Competency Frameworks / Models

Developing a Competency Model

The key to gaining a competitive edge is the ability of the workforce of an organization to maximize the advantages of state-of-the-art technology, superior products to enter into the marketplace. A company's technological tools are only as useful as its employer's ability to employ them; they are perceived in terms of how effectively the benefits are communicated.

Determining whether the workforce possesses the abilities critical for its success is indeed difficult. Behaviours necessary for effective performance vary from business to business and roles to roles. Many organizations have thus developed competency models to help them identify the essential knowledge, skills and attributes needed for successful performance in a job aligned with the strategy and integrating it to the HR strategy.

A competency model describes the combination of knowledge; skills and characteristics needed to effectively perform a role in an organization and is used as a human resource tool for selection, training and development, appraisal and succession planning. Identifying and mapping these competencies is rather complex. Skills can range from highly concrete proficiencies like the ability to operate a particular machine, or to write a sentence to far less tangible capabilities such as the ability to think strategically or to influence others.

Hiring the Best Available People

Competency models are highly useful tool to make sure that human resource systems facilitate and support a company's strategic objectives. It increases the likelihood of placing the right people into the right jobs. Robert Joy of Colgate explains that his company tracks the success of the competency-based selection process by looking at the number of high potential employees in each business unit. "We track our global high potentials for example, if we have hired x number of people, we track them on the basis of how well they are performing. At the decision level, we look at succession planning to see how many of the people we have hired fall into high potential box". According to Joy, the process has succeeded in helping the organization locate top talent world wide.

Productivity Maximization

To maintain the same or higher productivity, it is essential that people have the specific skills, knowledge and characteristics required to be effective. By identifying relevant skill gaps, competency models help to ensure that the training and development budget will be spent wisely. Competency models also allow for the development of appraisal systems that evaluate people on their use of behaviours and practices that directly contribute to competitiveness, encouraging both the business and the individual to focus on whatever will have the greatest impact.

Enhancing the 360-degree Feedback Process

The 360-degree Feedback Process is being increasingly used in organizations for development, appraisal and compensation purposes. It involves a collection of perceptions about an individual's behaviour and its impact on bosses, colleagues, subordinates as well as internal and external customers. Competency models help to ensure that such feedback relates specifically to the competencies crucial to individual or organizational success.

Adapting to Change

Competency models provide a tool for determining exactly what skills are required to meet the different needs of the present and the probable needs of the future. For example, general agents of a life insurance company are responsible for managing the overall operation of the agency. With increased competition the focus shifted to strategic marketing, territory development and building leadership teams.

Aligning Behaviour with Organizational Strategies and Values

A competency model can be an effective way of communicating to the workforce the values of the senior management and what people should focus on in their own behaviour. For example, a competency-based appraisal system helps to distinguish individuals with the characteristics that are required to build and maintain an organization's values (teamwork, respect for individual innovation or initiative) from those who do not exhibit the behaviours that will support these values. In this way competency models can translate general messages about needed strategy and culture change into specifics.

The Job Competence Assessment Method SCAM) consists of three basic steps:

The first step is to convene a group of subject matter experts to identify the major job components and the requirements needed to carry them out in an exemplary fashion. The experts also identify the major job tasks that employees must perform to produce desired outputs. Next, the experts develop a comprehensive list of knowledge, skills (technical and non-technical), and thought patterns related to both avenge and superior performance. They next identify behavioral indicators for each of **the Knowledge, Skill, Attitude and Other (KSAO's) characteristics** of an individual including: **motives, values, traits, self concept etc.** This list is then sent to job incumbents who must rate these characteristics in terms of their importance for superior job performance. Responses from job incumbents are used to develop an inventory that contains the **"best estimate"** characteristics of superior performers. The final task for the experts is to identify superior and avenge performers.

The second step investigates the attributes of the superior and average performers through the use of critical behaviour interviews. In these interviews individuals describe work situations in which they were effective and ineffective. The interviewer does not know if the person being interviewed is an average or superior performer. These interviews are taped and later coded and analyzed with the aid of the "best estimate" list of characteristics produced in the first stage.

The analysis produces two sets of competencies:

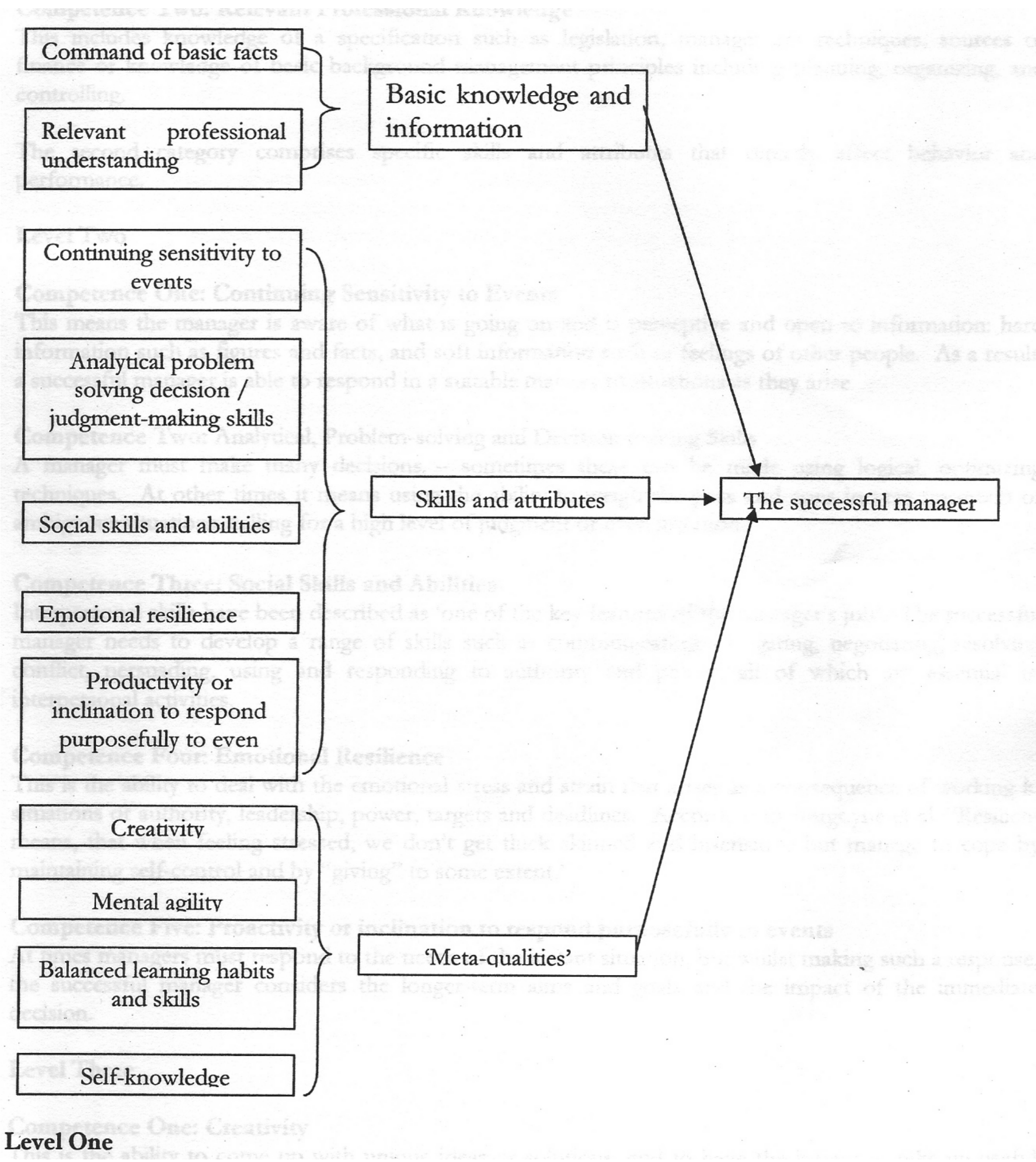
• **Minimum** competencies that apply to both average and superior performers, and

• **Major** competencies that apply only to superior performers. These sets of competencies serve as the basis of the model.

The last final step validates the competency model. The extent of the validation depends upon the available resources and the purpose in developing the model. There are three possible validation methods. The first involves replicating the original research results. This is done by obtaining another sample of average and superior performers, conducting interviews, and deriving a competency model based on avenge performers. The second method uses research procedures, which are different from those, used in the original model. For example, superior performers might be tested for the presence of the identified characteristics. In the third method, “jurors” who hold expert knowledge, present their best professional opinion on the model. These jurors must include both internal and external experts. This group presents their opinion of the model as part of a professional report.

The Lancaster Model of Managerial Competencies

The Lancaster Model of Managerial Competencies is a universal management competency framework, developed by Burgoyne (1976). The eleven qualities separate into three groups, which represent three different levels. The first level forms the foundation level, and comprises two kinds of basic knowledge and information a manager may need to use in decision making and action taking.



Competence One: Command of Basic Facts

This competency states that a successful manager should understand the business and have a sound knowledge of basic facts surrounding the business such as short — and long-term goals, product knowledge, and the roles and relationships between various departments.

Competence Two: Relevant Professional Knowledge

This includes knowledge of a specification such as legislation, management techniques, sources of finance or knowledge of basic background management principles including planning, organizing, and controlling.

The second category comprises specific skills and attributes that directly affect behaviour and performance.

Level Two

Competence One: Continuing Sensitivity to Events

This means the manager is aware of what is going on and is perceptive and open to information: hard information such as figures and facts, and soft information such as feelings of other people. As a result, a successful manager is able to respond in a suitable manner to situations as they arise.

Competence Two: Analytical, Problem-solving and Decision-making Skills

A manager must make many decisions — sometimes these can be made using logical, optimizing techniques. At other times it means using the ability to weigh the pros and cons in very uncertain or ambiguous situations, calling for a high level of judgment or even intuition.

Competence Three: Social Skills and Abilities

Interpersonal skills have been described as 'one of the key features of the manager's job'. The successful manager needs to develop a range of skills such as communicating, delegating, negotiating, resolving conflict, persuading, using and responding to authority and power, all of which are essential to interpersonal activities.

Competence Four: Emotional Resilience

This is the ability to deal with the emotional stress and strain that arises as a consequence of working in situations of authority, leadership, power, targets and deadlines. According to Burgoyne et al: ‘Resilient means, that when feeling stressed, we don’t get thick skinned and insensitive but manage to cope by maintaining self-control and by “giving” to some extent.’

Competence Five: Proactivity or inclination to respond purposefully to events

At times managers must respond to the needs of the instant situation, but whilst making such a response, the successful manager considers the longer-term aims and goals and the impact of the immediate decision.

Level Three

Competence One: Creativity

This is the ability to come up with unique ideas or solutions, and to have the insight to take up useful ideas — either your own ideas or ideas from another source.

Competence Two: Mental Agility

This competence is concerned with being able to grasp problems quickly, to think about several things at once, to understand the whole situation quickly and to ‘think on one’s feet’. Given the hectic nature of managerial work these are particularly necessary qualities for success.

Competence Three: Balanced Learning Habits and Skills

Successful managers exhibit independence as learners rather than depending on an authority figure and are capable of abstract thinking. Such managers have the ability to use a range of learning processes including use of inputs like teaching, discovery from one's personal experiences and reflection, a process of analyzing and reorganizing pre-existing experiences.

Competence Four: Self-knowledge

The final competence concerns the extent to which managers are aware of their own beliefs, goals, values, feelings, behaviour and the part they play in influencing their actions, the successful manager therefore needs skills of introspection.

Development of the Personal Competency Framework

The first version of the Job Competences Survey (JCS) was produced in the fields of assessment centres and management competencies in the 1970s and 1980s. It was originally used as a questionnaire for the first stage of the job analysis process for identifying competencies of senior and middle managers in large companies such as Shell International Barclays, British Gas and Smiths Industries.

The JCS was first conducted in 1988 during the general and senior management courses in the executive development workshop at Hevley Management College. Much of the extensive research, which underpins the Personal Competence Framework (PCF), was conducted on those managers. The feedback gathered from the personal discussions in the workshop and additional competencies elicited the PCF. This framework was the basis of developing a generic competency model for Maruti Udyog Ltd.

The Personal Competency Framework stems from the findings of the JCS. It consists of 45 competencies under six main headings. When rating the appraisees against these competencies, specific scales are employed. The scale is used by all raters for assessing performance.

As we see, there are several approaches with solid under-pinning from which to choose. The process used to develop a model must be straightforward and easy to implement. The final product must have immediate practical application, commitment and buy-in for those who will be expected to implement or change their behaviour based on it. The development process should include a step to ensure that the behaviours described in the model correlate with effectiveness on the job.

Competency Profile and Its HRD Applications

Competency-based data has the potential for application to the following Human Resource functions.

1. Recruitment and Selection:

Competencies can serve as the basis of recruitment and selection. They suggest that the identified key competencies can be used to construct a "template" for use in recruiting and selection. Information on the level of a competency required for superior performance would be used to determine the competency levels that new hires should possess.

2. Classification and Career Planning:

Determining a person-job fit or a person-professional occupation fit can be based on matching the competency profile of an individual to the set of competencies required to perform a specific job at a superior level, or those required for excellence within a professional. Individuals would know the competencies required for different careers and career paths and would have an opportunity to decide if they had the potential to pursue a specific position or career.

3. Performance Assessment:

Competency profiles for each position would allow a determination of whether a job incumbent possesses the competencies at the level required for the position based on the required competency levels. An assessment of performance based on competency could be used as part of promotional systems. An individual's competencies including levels, could be compared to those required for successful performance in a new position or in a higher rank.

4. Training:

Knowing the competency profile for a position allows individuals to compare their own competencies to those required by the position or by the career path. Training or development plans could focus on those competencies needing improvement. Additionally, education and development curricula would be linked to improving competency levels to the levels needed for effective performance in the occupation or profession.

5. Job Evaluation and Compensation:

Job analytic information is used to construct compensation systems based upon differences in job tasks and related competencies. A shift to competency-based systems may bring with it compensation systems related to the level of key competencies exhibited by job incumbents. Pay systems based on competency, arguably, have been those that have gained the most public and professional recognition.

Competency Model for Sales Associates

Personality

Assertiveness Ability to tJake command during face-to-face situations while displaying appropriate tact and diplomacy.

Competitiveness Desire to win and to achieve and surpass goals.

Self-Sufficiency Ability to work independently and maintain one's motivation.

High Emotional Stamina Ability to maintain focus and effectiveness under stressful and frustrating situations.

High Energy Level Ability to establish and maintain a fast pace and tempo.

Ability

Mental Ability Ability to deal with multiple issues and details alertness and learning capacity.

Divergent Thinking Ability to see and think beyond the obvious and formulate original solutions.

Quantitative Reasoning Ability to reason with, analyze and draw conclusions from embers.

Knowledge

Financial Analysis Understanding the financial impact of decisions on the customer, the customer's satisfaction, and the company.

Computer Literacy	Basic computer skills for application to marketing programs, including prospects list, computer contacts and relevant economic data.
Product Knowledge	Expertise related to company's product and services, as well as other crucial aspects of the business.
Competitive	Knowledge of competitive force and how the company stacks up Environment against competitors and the products.

Skills

Basic Selling Skills	Establishing rapport, determining customer needs, relating benefits to product features, handling objectives and closing.
Problem-solving Skills	Anticipating problem-inviting ideas, distinguishing symptoms from causes, modifying proposals and implementing solutions.
Presentation Skills	Ability to communicate to large and small groups4 establish rapport with the group, articulate delivery of ideas, read group cues, effectively use vital aids and maintain a commanding presence.
Coaching/Training Skills	Assessing learning needs and closing knowledge gaps, simplifying information, ensuring understanding, reinforcing desired behaviour and motivating the learner.

MYTHS ABOUT COMPETENCY

Competence is not performance but is a state of being, a qualification to perform. It is, in relation to performance, a necessary but not sufficient condition. Workers cannot perform to standard without competencies.

But competencies cannot guarantee that workers will perform adequately. Sometimes, extremely competent workers may fail on the job due to a variety of personal or environmental factors. Those lacking competencies can make up for a lot of shortcomings with exceptionally hard work. Competence has to be there but it cannot guarantee results, nor can its absence always predict failure. Competency measurement should not be confused with performance measurement. Competencies are all about being qualified to do the work in a particular position. Performance on the other hand, is the result of the actual work. A blend of these two activities may cause confusion and eventually disaster. The organizations, by mixing them up, may end up doing a poor job of both competency assessment and performance management, which is detrimental to the entire organization.

GOALS OF NEED-BASED TRAINING

The goals of all job-related training are to achieve long-term improvements inn the way employees do their jobs. How can these goals be best achieved? Dean Spitzer, in a recent article published in 'Training', makes some interesting points, which should be remembered by every trainer interested in producing results through training. This is what he has to say:

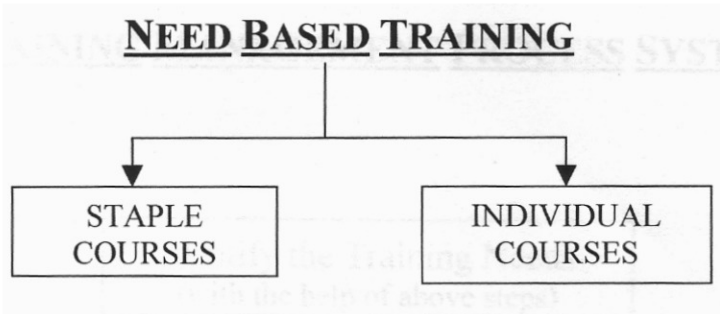
"To design training processes powerful enough to produce results . It helps to keep in mind two concepts grounded in the physical sciences. The first is inertia, the tendency to resist change, the second is entropy, the tendency toward chaos, disorder and deterioration. Social systems, like physical systems, tend to resist change. They are inclined to stay just as they are, since the people who compose them have a vested interest in the status quo. Social systems, like physical systems, also tend to deteriorate over time unless energy is injected into them continuously.

This means that human-performance systems will resist efforts to improve them. They will resist such efforts no mailer how rewarding and worthwhile the efforts are understood - intellectually - to be. And even if you achieve some improvement in performance, it will deteriorate over time unless it is constantly re-energized."

Increasing budgets for training coupled with declining returns from such investments have already started creating disillusionment in the minds of even many staunch believers in training. The situation can be remedied by trainers by clearly understanding their roles and playing them effectively.

IDENTIFICATION OF TRAINING NEEDS

Gone are the days when Managers/workers were sent on training at the whims and fancies of the boss or the head of department. Today, it is all **Need-Based Training,** which is identified for each employee after due deliberation and budgeting.



• Training Needs are identified of all the employees from top level of management i.e. from CEO to the lower level management i.e. Junior Workers.

• **Training Needs can be identified under 3 heads as follows: -**

I. **Job Knowledge / Technical Inputs Programmes.**

II. **Behavioral / Generic / Managerial Programmes.**

III. **Systems / Certifications Programmes.**

Sample Training Needs Identification Format :

I. JOB KNOWLEDGE / TECHNICAL INPUT TRAINING PROGRAMMES	II. BEHAVIORAL / GENERIC/MANAGERIAL TRAINING PROGRAMMES	III. SYSTEMS / CERTIFICATIONS TRAINING PROGRAMMES
1. Sales Training Programme.	1. Managerial Development Training Programme	1. lSOl400l — Environment Management (EMS)
2. Finance for Non-Finance Executives.	2. Emotional Quotient (EQ).	2. Occupational Health and Safety (OHAS- 18001)
3. Production Technology updation.	3.Lateral Thinking – Edward de Bono	3. SA-8000 (Social Accountability)
4.	4.	4.
5.	5.	5.
6.	6.	6.
7	7	7

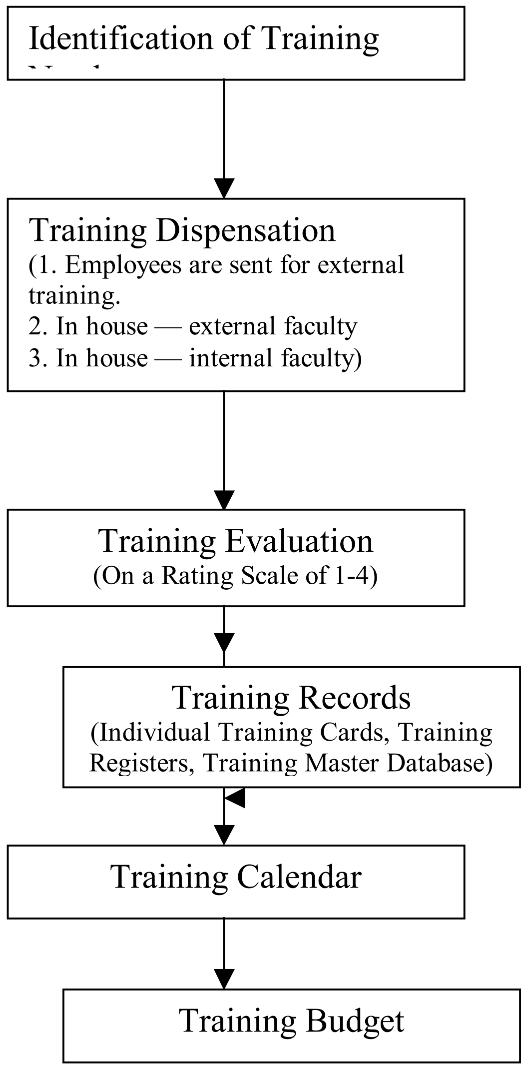
• **Training Needs** can be identified by: -

(i.) Self assessment

(ii.) Senior colleagues (Boss/Supervisor)

(iii.) HOD of another Department

TRAINING MANAGEMENT PROCESS SYSTEM



IDENTIFICATION OF TRAINING NEEDS

A normal criticism about trainers is that they conduct training programmes on the basis of what they know rather than what the trainees need. Thus, an expert in marketing on a rotational assignment as a Training Manager would keep on conducting training programmes on marketing without even thinking whether such programmes are needed or not. This not only wastes a scarce corporate resource but, also holds the training profession up for ridicule.

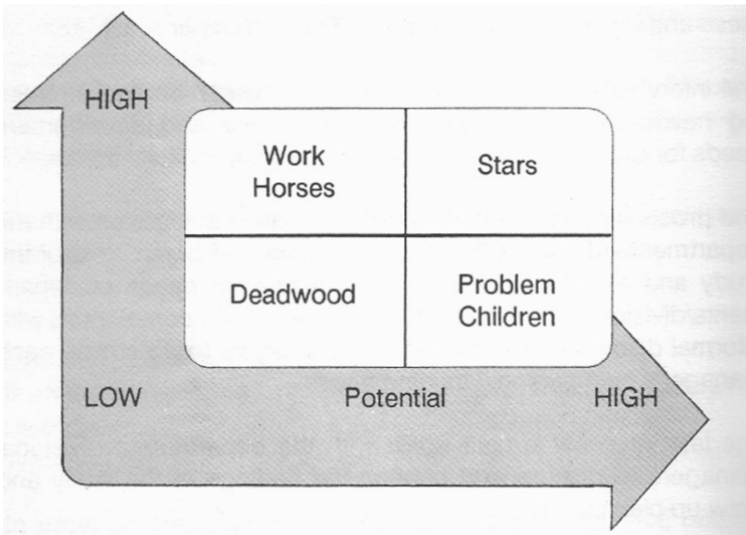
The second most important role of a trainer would be to concentrate on the identification of the real training needs. Conducting training programmes for the sake of improving training related statistics on increasing training budgets will not produce good results. What is required is that the trainers should assume the role of training-need-identifiers. They should develop sophisticated training need identification skills and then only the right type of training programme could be designed.

Dean of the School of Business Administration at the University of Massachusetts, Amherst, has developed a useful and prescriptive strategy for assessing the human resources of the firm. He has done this on the lines of the famous portfolio analysis. The dimensions of the human resources portfolio matrix have the same form as for product and market portfolio, except that the two dimensions comprising grid are related to the important aspects of human performance and potential.

HUMAN RESOURCES PORTFOLIO

Dr. John S. Odiorne, professor of Management, and former Dean of the School of Business Administration at the University of Massachusetts, Amherst, has developed an useful and prescriptive strategy for assessing the human resources of the firm. He has done this on the lines of the famous portfolio analysis. The dimensions of the human resources portfolio matrix have the same form as for product and market portfolio, except that the two dimensions comprising grid are related to the important aspects of human performance and potential.

HUMAN RESOURCES PORTFOLIO



Job performance refers to the actual achievements of the individual compared with the objectives of the job. Potential refers to the likelihood of the job holder making a future contribution to the employing organisation The two-by-two grid gives four types of employees.

• **Deadwood :** Employees under this category are incompetent, unsatisfactory and wholly unsuitable occupants of their present positions. They have low potential for growth.

• **Work Horses :** These are the people who have reached their peak of performance in the light of definitely limited capacity. 79% of more than 1500 managers in Dr. Odiorne study were found to be in this category of their assessors.

• **Stars :** These are the people of high potential, who are performing at the highest quadrant of their potential. 15 per cent of managers assessed in the same study, were positioned in this category.

• **Problem Children :** These are people who have great potential and genuine capacities, but are working below their capacities, or only with mixed results. In some instances, they divert their energies to making mischief, engaging in harmful activities, or in being easily diverted into trivial or wasteful use of their talents.

THE ROLE OF A TRAINER

The conventional view about the role of a trainer is to conduct I training programmes. A good trainer must necessarily be able to take sessions in different training courses. His ratings in these training programmes would mostly determine his success or otherwise as a trainer. While this is still considered important I do not think it all that important in the changing circumstances. A brief explanation is necessary. Because of the industrial revolution, there has been a stress on manufacturing function as the Industrial Revolution was brought about by the technology of mass production. Personnel Managers and Manpower Development Managers working in the manufacturing culture of organisations took a manufacturing approach to development of human resource. This approach starts with the belief that as a raw material by processing is converted into the final product, so is human resource, which when put through different management development programmes, is converted into a good management resource. Thus, the trainer became a manufacturer of training programmes.

TRAINER OR FACILITATOR

The time has come to develop a new perspective, to shift from manufacturing approach to an agricultural approach towards development of human resource. What is this agricultural approach? A parallel can be drawn between a seed and human resource. All an agriculturist does is to create a favourable climate by providing water and fertilizer around a seed so that it grows to be a plant and the plant into a giant tree.

The same is true of the development of human resource. Hence, the trainer's role will have to change from one of conducting training programmes to that of being a facilitator. The stress has to be on learning rather than on teaching. A facilitator should facilitate learning as I believe management cannot be taught. It can only be learned.

General Electric Company in a research study found out four simple principles of development. The most important of them was that all development is self-development. No development can take place in an apathetic or a hostile manager. An interest for development has to be created within the manager. The trainer's role is to create that interest.

SUPPORT OF LINE MANAGERS

Training programmes are largely conducted for the benefit of Line Managers. Hence, it is absolutely essential to secure their support. One way to do this, is through the Training / Management Development Committee constituted to decide the training and management development policies of an organisation.

Many organisations, both in public and private sectors, have already used this mechanism successfully. The membership consists mostly of Line Managers. The CEO or a very senior manager takes up the role of the Chairman of the Committee. The Training Manager is the Member Secretary of such Committees. As the policies on training are formulated by this Committee, support of Line Managers is ensured.

In addition, Line Managers are also invited as faculty. Senior Managers are invited to deliver the inaugural addresses or give away certificates at the end of the training programmes. **The association of Line Managers is the most important factor for the success of the training system, in an organisation.**

CHALLENGES BEFORE TRAINERS

TRAINING IN NEW AGE SKILLS FOR MANAGERS

The world is changing fast. The profile of workers has considerably changed over the last two decades. So also has the profile of managers. There are many more highly educated and articulate managers in the corporate sector today.

One major source of new managers is certainly the Management Institutions. Some of the institutions have adopted case study method developed by Harvard Business School, the premier management institution in the world. Others concentrate on their quantitative methods. However, their general thrust has been to develop the following skills in the students:

• **Set goals and establish policies and procedures :** Some & the managers are so enamoured with this skill that they focus only on setting goals. They fancy staff assignments where they could set goals for others. What do they dread?— Action to achieve these goals. They dread line jobs. They enjoy only intellectual and conceptual pursuits.

• **Formulate strategic and operating plans :** Some others are obsessed with developing strategies. Corporate strategies developed without a realistic base ultimately become corporate tragedies. But by then, they jump the ship and move to another company.

• **Respond to change** through reorganisations : Tinkering with the organisational structure is their biggest hobby. Departments are grouped and regrouped till managers lose all their faith in the management.

• **Implement change :** Management of change is their "hobby horse". They keep on changing - people, policies, practices - till they themselves change their jobs.

• **Get results** and produce respectable growth, profitability and return on investment, mostly on a short-term basis. One of the factors identified for the decline of the US economy by the author of the best-seller "Megatrend" is this short-range orientation of US managers.

Michael A Silva and Craig R Hickman, authors of 'Creating Excellence' have questioned the validity of the above skills. They have come out with New Age Skills which are as follows:

• **Creative Insight :** Insight helps a manager to create successful strategies. Insightful executives mull over all facets of problems, situations and information because the more facets a manager studies, the greater the chances for his new strategy's success. To acquire this skill one has to remove one's blinkers. At least one organisation has tried to inculcate insight by offering a course in Wild Ideas'.

• **Sensitivity :** The personnel policies borrowed from the West have played havoc with Indian organisations, as they are based on insensitivity to human needs. Sensitivity helps one to look inside another person in order to understand his expectations and needs and then to meet them. That will keep a man motivated and build a team.

`What ultimately wins is a strong team and not a bunch of brilliant individuals working at cross-purposes and playing the game of one-upmanship to get their next promotion.

• **Vision :** Here is a quote from the Fortune magazine –
"Executive recruiters, asked what qualities their client companies are seeking in a candidate for a top lob, report that they're hearing our old friend charisma a great deal more than they used to". **'Vision'** also seems to be in increasing demand; while the head-hunters aren't sure precisely what the term means, they sense that it has to do with new and much sought-after skills in motivating people. Organisations are built on vision - somebody's vision. He may be an entrepreneur or a top manager. Executives with vision are able to see the impending changes and exploit them for the good of the organisation.

• **Versatility :** Forecasting change is one thing, preparing to exploit these changes to one's advantage is entirely another matter. Versatility will prepare one to adapt to any new situation. Changes are taking place at a faster pace making versatility a key skill for a new age manager.

• **Focus :** This makes successful change possible. It requires concentration. Attention divided on too many things will not yield results.

• **Patience :** The reward and punishment system based on short-term gains has made our managers impatient. Today is far more important than tomorrow. Profits of this quarter are more important than that of the next. Future of many companies is being sacrificed at the altar of the present. This has to change. Patience has to become a very desirable virtue in the new age manager.

The Indian corporate sector has still to realise the importance of these new age skills. Management institutions have to realise the folly of the traditional education they are providing. They will have to find ways and means to impart these new age skills to take India to the next century on a more cheerful note. This will be the biggest challenge to all management educators and Human Resources Managers.

EMOTIONAL INTELLIGENCE

(EQ Vs IQ)

Almost every moment of our lives we indulge in self-talk. We never hesitate to laugh at other's fault, instead we try enough to hide our own mistakes in order to prove ourselves great. If it is irrational, untrue, and unreal, it causes stress, disrupts relationships and reduces personal effectiveness. It also lowers down the degree of psychological well-beingness of a person. Being more specific, the people that we work and live with can be a great source of stress but they can also create an environment that make our lives worth living. Our dealings with others can dramatically improve our productivity and health. A close and loving personal relationship is the most fundamental to all human needs. It affects our capacity for expression, our well being and emotional security providing a source of strength and continuous self- renewal,

To say that a person is 'more intelligent' than another can only mean that he/she acts more intelligently most of the time. Research has continually shown that grades at school or a high IQ cannot predict unerringly who will be successful and who will not. In day-to-day world, no intelligence is more important than the interpersonal. High IQ offers little to explain the different destinies of people with roughly equal promises, schooling and opportunity. Practical skills and the ability to handle people that include a part of the art of managing emotion con tribute a lot for any success. Dr. Daniel Goleman called it emotional intelligence

Our emotions are more than our minds. These contain our histories, every chapter and verse of energy, experience, deep understanding and relationship in our lives. Emotion makes up that what we are, shapes our mind as well as the entire personality pattern. They enter our human system as a source of energy that radiates and resonates.

The Nature of Emotion

The word emotion is derived from the Latin word “Emover” which means the spirit that moves us. That energy is the transmitter and recorder of all feelings, thoughts and actions. It determines what we dream about and what we are drawn to, believe in and committed to. In other words, emotions are the currents of energy that are within us. It activates our lives, shapes our perceptions and behaviour, which then emanate outward and influence others. Emotion simply deals with feelings such as anger, love, joy and sadness. On the whole emotions are illogical—that’s why they are called emotions. So the impasse between emotion and reason, heart and head, emotional intelligence and intelligence quotient—call it what you will.

Many times we read lines like “Let emotion not sway your duty towards your kingdom” in Indian History. But what is life without emotion? Dull! According to Aristotle, what is wanted is appropriate emotion, feeling proportionate to circumstances. Suppressed emotions and too much control over it becomes pathological as in immobilizing depression, overwhelming anxiety, raging anger, manic agitation—says Dr. Daniel Goleman.

What Is Emotional Intelligence?

Emotional intelligence is a type of social intelligence that involves the ability to monitor one’s own and other’s emotions, to discriminate among them, and to use the information to guide one’s thinking and actions (Salovey & Mayer, 1990). The scope of emotional intelligence includes the verbal and non verbal appraisal and expression of emotion, the regulation of emotion in the self and others and the utilization of emotional content in problem solving.

Many intellectual problems contain emotional information that must be processed. This processing may proceed differently than processing of non-emotional information.

Daniel Coleman defined Emotional Intelligence as “the ability to sense, understand, value and effectively apply the power and acumen of emotions as a source of human energy, information, trust, creativity and influence. Emotional intelligence is a relatively new concept in the second wave of the post IQ thinking Which had its origin in the early 80’s, when Howard Gardner suggested that human beings possess “multiple intelligence”. It reflects a set of abilities such as being able to motivate one-self, persist in the face of frustrations. It enables us to control impulse and delay gratification, to regulate one’s mood and thoughts.

IQ Vs EQ

Research evidences suggest that emotional intelligence can be more powerful than 10. This news has covered the front page of almost all the newspapers. Such as “Get Smart, Have a Heart” and “EQ takes precedence over IQ”. The Education Times explains it as ‘Emotional maturity which holds sway’. In addition, the Employment News shows it on the front page as ‘Emotional Intelligence: The management tool’. Eminent writers and authors have published more than hundreds of articles in different journals and magazines. Still it requires a systematic examination to test the significance of the concept of EQ. Studies have shown that IQ is inherent but EQ can be developed aid nurtured even in adulthood and prove beneficial to one’s health, relationship and performance.

Dr. Coleman talks of an American study, which showed that at best, IQ contributes about 20 per cent to the factors that determine life success - which leaves 8O percent to other forces. By “other forces” he means one’s EQ skills. Of course, there are different kinds of success—monetary, professional, social or otherwise. The study also found that our niche in society is determined by non-IQ factors -- ranging from social class to luck. It is only when one can combine one’s IQ and EQ that one can make it more successful than it is.

Are emotion and reason connected to each other?

Intellect is known to be connected with emotion and is generally suspected of spoiling or chilling it — “at least when emotion is not accused of warping intellect” observed Jacques Bartin in 1959.

Sex Difference in Emotional Intelligence

The controversy among the two sexes in terms of strength remains as an unfinished one. EQ has a bearing on one’s social responsibility and having an ethical outlook. The person is sympathetic and caring in his relationships and has a rich, appropriate emotional life, is comfortable with himself, others and the social universe he lives in.

(iii) The High IQ Female: is intellectually confident fluent in expressing her thoughts, values intellectual matters and has a wide range of intellectual and aesthetic interests. Tends to be introspective, prone to anxiety, rumination and guilt and hesitates to express her anger openly does so indirectly.

(iv)The High EQ Female: is assertive and expresses her feelings directly and feels positive about herself. Life holds meaning for her. She is outgoing, gregarious and expresses her feelings appropriately (rather than in outbursts she later regrets). She adapts well to stress. Her social poise lets her easily reach out to new people. She is comfortable enough with herself to be playful, spontaneous and open to sensual experience. Unlike the high IQ woman, she rarely feels anxious or guilty or sinks into rumination.

These portraits, of course, are extremes of IQ and EQ in varying degrees. To the degree a person has both cognitive and emotional intelligence, these pictures merge. Still, of the two, emotional intelligence adds far more of the qualities that make us more fully human. Indeed, it all depends 0 the individual, life experiences and the family set-up.

Growth of Emotional Intelligence

Can emotional intelligence grow? Yes. Emotional intelligence is quite inherent, says Dr. Maya Kripalani, Child Psychologist. A child in her early years needs a role model of an adult to set a good example, be it parent or a teacher, say Kripalani. Yoga is another means of achieving emotional maturity.

These are characterised by insight, self-acceptance, personal responsibility, assertiveness, group dynamics and conflict resolution.

Characteristics of High EQ People

Peter Salovey has identified five characteristics of high EQ persons.

They are:

(i) Knowing one's emotions

(ii) Managing emotions

(iii) Motivating oneself

(iv) Recognizing emotions in others and

(v) Holding relationships

Working with Emotional Intelligence

One can have a more successful career and better relationships, one can be more productive and can motivate others by trusting one's gut feelings and using them effectively, says Robert K. Cooper. The author in his articles "Applying Emotional Intelligence in the work place" presents a model of Executive EQ. The model describes the three driving forces of competitive advantages.

Execution EQ: Three Driving Forces of Competitive Advantage.

(i) Building trusting relationships: This force involves developing specific ways to create and sustain a long lasting trust radius with current and potential customers, own teams, and the entire organisation.

(ii) Increasing energy and effectiveness under pressure: This force increases personal and interpersonal energy and builds a foundation for exceptional attentiveness and capacity to excel during stress times of complexity and change.

(iii) Creating the future: This force builds essential skills for tapping the power of divergent views, and for identifying core talents and strengths in oneself and others that are rarely used as a competitive advantage. Such skills can strengthen individual and team capacities to find opportunities, problem solving and make strategic, technical and service breakthroughs.

Ayman Sawaf, the co-founder of Advanced Intelli Technologies and Chairman of the Foundation for Education in Emotional Literacy suggested the four cornerstone

Model of Emotional Intelligence.

The four cornerstones are:

(i) Emotional Literacy

(ii) Emotional Fitness

(iii) Emotional Alchemy

(iv) Emotional Depth

Emotional Literacy: This involves developing a clear and useful vocabulary for emotional literacy and recognizing, respecting and valuing the inherent wisdom of feelings. Emotional energy, emotional honesty, emotional feedback and practical intuition contribute to emotional literacy. To experience emotional literacy/emotional honesty a person can go for an emotional intelligence self audit for several days. This can be improved through monitoring thoughts and feelings, self-observation (are you honest with yourself), paying careful attention to gut feelings etc.

Emotional Fitness: Trust is the key characteristic of emotional fitness. It includes authenticity, resilience, renewal and constructive discontent. Emotional fitness refers to those qualities that illuminate our personal values and character and the feelings that enliven and drive them. Tom Peter, one leading executive of Motorola Corporation, USA says, Technique and Technology are important but adding trust is the issue of the decade".

Francis Fukuyama, a senior analyst for the Rand Corporation calls it " the radius of trust". It is based upon a combination of believability and spontaneous sociability-an aspect of emotional intelligence indicative of one's ease of talking with strangers and embracing differences with openness instead of rigidity. So if you are genuine about your accessibility and attentiveness, others will trust you and that you standout from the management crowd.

Emotional Depth: Emotional depth calls forth one's core character, unique potential, and purpose of destiny. It is the manifestation of person's commitment, drive, initiatives, con science, and accountability It shows one's integrity and in creases his influence beyond authority, rank, and title. Emotional depth can be developed through developing self awareness, assertiveness, empathy, communication, and referring role model.

Emotional Alchemy : It is a blending of forces that enable us to discover creative opportunities and transform lesser ideas into greater ones. It is emotional alchemy through which we extend our creative instincts and capacity to flow with problems and pressures, and to fight for the future. It shows light to the range of hidden solutions and untapped opportunities.

EQ in Action: Most people are not necessarily the brightest in academics. Studies in the corporate world have shown that IQ gets you hired but EQ helps you climb the professional ladder. A research survey showed that EQ is the ability to know what emotions one has, how strong they are and the causes, management and control of emotions in a productive manner. It is a measure of one ability to bring intelligence to one's emotions. Therefore the endeavour of the modern day manager should be to develop EQ and give it to a proper direction. If we are to channelise the emotions in a productive manner, other benefits will follow. Organizations often tend to ignore the 'feelings' aspect of organizational functioning and make it less effective, but the focus of Human Resource Development is about tapping the human potential. This means performance with commitment, a sense of belonging, total confidence in the management and dedication to the job. Thus to exhibit better corporate performance, people should have an emotional bondage with the company. Thus every organisation needs to evolve such a system that could enhance EQ among executives.

Implications for Future Research

Developing EQ skills will serve as a helping for problem-solving, better productivity, good quality of life and improved performance. The concept of emotional intelligence is an emerging field of research in the area of social, behavioral and management science. In India it is still at the earliest stage of its growth. Whether it is home or the work place, EQ has become en indispensable asset to make people easy going in course of their lifetime. If you are emotionally healthy, life will be bright and beautiful rather than dull and dark. Emotional instability puts a man into the shadow of sorrow. The subject matter of EQ seems to be far reaching. Such as relation between EQ and IQ, Role of emotional intelligence in leadership effectiveness, motivation, morale, stress and well-being, human health, organizational effectiveness, EQ skills and conflict resolution etc.

Do EQ skills facilitate the process of interpersonal relations? Are people with better EQ more influential than people having less EQ? Does EQ effect the life both personal (at home) and professional (at office) in managing things? Studies have shown that some people collapse under stressful environmental conditions. At the same time, many people manage things very nicely and handle greater responsibilities under the same environment. Here, probably EQ may be playing a great role in developing a strong mechanism. Similarly, there are a number of areas where the concept of EQ has an edge of influence such as persistent personality, creativity and problem solving, commitment, communication, trust, resilience, self-awareness, locus of control and so on. Is it EQ that helps in reducing the degree of prejudice and discrimination? Are people with high EQ better achievers than those with lesser EQ? Thus, EQ should be nurtured at the early stage of school life, which will further facilitate the process of over-coming all other confusions and complexities of one's life. Therefore, it is high time, for academic researchers and professional consultants, to carry out research on topics related to EQ. In order to survive in a fast changing and competitive world, each organisation needs to nurture an emotional climate.

Emotional Intelligence at the workplace

The writing is on the wall for the brilliant but bullying boss. Driving ambition and a high IQ might give you a head start in the race for the top but emotional intelligence (EI) is essential for medium to long-term success. Interpersonal skills have long been valued in the workplace. The concept that emotional intelligence explains the difference between outstanding and average performance is comparatively new. In a recent study, psychologist Daniel Goleman, author of Emotional intelligence: Why It Can Matter More Than IQ (Bloomsbury), found that nearly 90% of the difference between star performers in senior leadership positions and average ones was attributable to emotional intelligence factors rather than cognitive abilities'.

Initially sceptical about the value of EI, Dr Malcolm Higgs and Prof. Vic Dulewicz of Henley Management College set out to establish whether it exists, if it can be assessed and developed. They identified seven measurable core emotional skills (see box). They also devised a psychometric test to score managers on the seven factors-and identify the areas that need to be worked on.

According to Cary Cooper, Bupa professor of organisational psychology and health at the University of Manchester Institute of Science and Technology (UMIST), "In the workplace it is very important for people in managerial jobs to tap into emotions, to understand people's feelings about change, their fears of redundancy. It is important that they understand themselves if they are to get ahead. An automation is going to create a people-unfriendly workplace but good employers sustain a workforce with low turnover and good balance."

Getting in touch with your own feelings and empathising with those of others definitely has benefits which extend beyond the workplace. Says Cooper, "Without EI, in the medium to long term you will have a less-balanced personal life and make lots of enemies."

SEVEN CORE SKILLS

• **Awareness** of your feelings and an ability to control them.
• **Emotional resilience** - the ability to perform consistently under pressure.
• **Motivation -** the drive and energy to achieve results.
•**The ability** to take **other peoples needs** into account.
• **Influence** - persuasive skills.
• **Decisiveness** - arrive at clear decisions and drive them through.
• **Conscientiousness** - display commitment to a plan of action and match words and deeds.

Emotional Intelligence (EI), identified in Daniel Goleman's book of the same name, as the stuff of successful relationships, is also what distinguishes star performers at work.

Dr. Goleman is critical of management training that seeks to deal with such issues as leadership and motivation in weakened courses. "Behavioral change is a slow process, and people have to be highly motivated, because it takes effort and persistence. You need a structure tailored to suit yourself, and supports you over the months. That is why Executive Coaching is growing, having someone working one-to-one, on a range of skills. It is a very effective method if the coach is very good.

Many organisations have been wasting huge amounts of time, money and energy on things that do not work. The model applied is standard learning, but you are dealing with a different part of the brain, and it learns differently", he says.

Emotional Intelligence was the name that **Peter Salovey of Yale University** and **John Mayer of the University of New Hampshire**, called the collection of personal and social abilities that they were trying to measure, when they began their research some ten years ago. **The concept was later popularised by Dr Daniel Goleman, a psychologist and a former Harvard Lecturer.** Thus, the emotional intelligence quotient, or EQ, is the intelligence that helps us to know and manage ourselves well. It also helps us understand, manage and motivate other people.

It has two major forms -- Intra-personal and Interpersonal Intelligence. Intra-personal intelligence is the name of the intelligence that enables us to make sense of the things we do, the thoughts we have, the feelings we feel and the relationship between all these things. With it you can learn how to stay in charge of yourself and your emotions. No more counter-productive out bursts or unhelpful emotional withdrawals that leave you misunderstood, furious and unsupported by your staff. Inter-personal intelligence enables us to tune into other people, to empathise with them, communicate clearly, inspire and motivate them, to understand their relationship. It also helps develop others trust in us quickly, create a team that performs rather than storms, and get innovative projects completed to deadlines.

Two of the best examples available of the practical success of EQ tests, relate to Metropolitan Life and American Express. At Metropolitan Life they had great trouble in keeping sales staff. It cost them $30,000 per person to recruit and train a new representative and they recruited around 5,000 per year. Half of these would leave within one year and 80 per cent would be gone in four years, Metropolitan Life decided to Look at the EQ aspects of optimism in their prospective recruits, since this quality had been shown to equate with success. They recruited people who scored high on this EQ scale. The test paid off in a big way. The optimists outsold the pessimists by 21 per cent In their first year and by 57 per cent in their second. They stayed because they were doing well and could easily ride the rejections. In American Express they decided to do a test. They took a group of their sales people and put them through 20-hour training on only one aspect of emotional intelligence—coping skills. They also selected a control group who did not do any extra training. After six months, they measured the sales of the sales persons in these two groups. The results showed the trained group had outperformed the controlled one by ten per cent.

EQ can be used by managers to make flexible and multi- skilled teams, get the best out of everyone, motivate subordinates, make them dedicated to the company, give them constructive feedback and understand their motivation and feelings. Employees need to use emotional intelligence too so that the team functions smoothly and productively, and can solve conflicts together rather than always involving the boss. People who use EQ on an every day-basis get noticed by the management. Management sees them as people who keep the team ticking, who do not invite conflict but who can manage it when it's happening. Apart from all this, using emotional intelligence also helps during staff reviews, recruitment and managing peer relationships. People with a high EQ can understand others well and keep up with them. Thus, they are good and understanding husbands and wives as well.

IS EQ OVER IQ?

THE rules at the work places are changing. There is a new yardstick to measure people effectiveness like how to derive success out of difficult situations, handle interpersonal relation ships. The new measure takes for granted technical know how and intellectual ability. It seeks to assess emotional capacity instead, hi a time when job security is a thing of the past, 'soft' skills are what make and keep us employable. They now have a definite name: Emotional Intelligence (EI). Emotional Intelligence refers to the 'Capacity for recognising our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships.' Permeating down to entry-level positions in organisations, the psychologist from Harvard, Daniel Goleman, discussed the facet of management philosophy as, employers now stress on listening and oral communications skills, the ability to evolve, adapt and engineer creative responses to setbacks. The organisations when identifying talent, gives greatest weightage to skill with people and leadership. Leaders' greatness is attributed to exemplary vision, charisma or insatiably powerful ideas. But the basic underlying premise is the power to influence emotion. In any field, to be a star performer, emotional competence is twice as important as cognitive ability. Goleman as prescribes the emotional characteristics that distinguish hallmark achievers from mediocre ones: accuracy with a clear understanding of self; self- confidence; self-control; motivation and commitment. Self-confidence is the prerequisite of superior performance.

The ability to say ‘no’ to impulsive emotions, to stay unflappable in times of pressure are the requisites of survival in the present corporate matrix. Motivation creates flow. Flow offers a radical alternative to the widely held ideas about what motivates people at work, though incentives matter a lot. A sense of commitment once fostered, enables an employee to align personal goals with those of the organisation, even willing to sacrifice to meet the organisational vision. The radar of leadership is empathy which is the base of social competencies important for work. This includes understanding others, sensing their feelings and taking an active interest in their concerns. Listening is the heart of empathy. The first step is giving the impression of being open to people with an ‘open door’ policy embody this competence. People who are easy to talk to often get to hear more. And when such empathy is suffused with integrity it can prove to be a powerful motivating factor.

Parents as mentors of their children often do not allow the intuitive abilities of the child to develop along with his intellectual abilities, which to a great extent eradicate the child’s fears and inhibitions, or the psychological pressures, which are created by imposing parental conditions on the child. It is imperative to acknowledge and reward the people’s strength and commitments, challenge and foster leadership skills. All great leaders are skilled at winning people over, and often use complex strategies like indirect influence to build consensus and support.

A higher IQ may mean that you are well-suited for a computer software job, than for a job which relates to people more. Managers who need to get jobs done from others, need higher EQ than IQ.

Nowadays, in Management, it is widely accepted that EQ is a more important attribute to management success than IQ, which relates more to rational success and linguistic abilities.

SPIRITUAL QUOTIENT (SQ)

Spritual quotient:

. Management experts holds the view that **"SQ is in. EQ is out. With SQ, motivation comes naturally, because you are purposefully engaged in what you are doing."**

For several decades, since the early 20th Century, intelligence, as determined by IQ tests, ruled the roost, in academic and corporate circles everywhere. In the mid 1990s, Goleman popularised research into emotional intelligence, which showed that EQ (the intelligence that produces empathy, compassion and the ability to respond appropriately to pleasure or pain), was a basic requirement for the appropriate use of IQ.

But hardly had the year 2000 dawned when a third theory surfaced: Spiritual Intelligence is the ultimate intelligence. "SQ is the necessary foundation for both the IQ and the EQ.", argue Danah Zohar and her husband, Dr Ian Mitchel, whose concept of spiritual intelligence is based on the research by neurobiologist Rodolfo Llinas who detected evidence of human consciousness in the brain's electric frequencies, specifically 40Hz neural oscillations.

Zohar, author of the 1997 Management Book of the Year, Rewiring the Corporate Brain, hit upon her theory while teaching at Oxford Leadership

Programme at Oxford University and providing consultancy to blue chip companies like Shell and Philip Morris.Computers have IQ and some animals have high EQ, the argument ran, but only humans have SQ that is, wholeness, flexibility, self- awareness, compassion, creativity, the ability to ask why we are here, a longing and capacity for meaning, vision and value.

Zohar proposes a new model for the self-shaped like a lotus with six petals, each representing a personality type from a model devised by psychologist J.L. Holland:

• Conventional, social, investigative, artistic, realistic and enterprising, which are driven by their respective motivations – gregariousness; parental intimacy; exploration; creativity, construction and self-assertion.

Most of us predominate in some of these types and are deficient in others. Zohar conjectures, adding that a spiritually intelligent life will balance all the six types in our personalities.

Zohar also believes that we have become spiritually stunted, because we have not developed some side of the self; or because we have developed some side disproportionately or negatively; or else because we have a conflicting relationship between the various sides. She asserts that six paths are available to us for increasing our spiritual intelligence:

•The path of duty for the conventional personality.

•The path of knowledge for the social personality.

•The path of knowledge for the investigation personality.

•The path of personal transformation for the artistic personality.

•The path of brotherhood for the realistic personality.

•The path of servant leadership for the enterprising personality.

On each of the six spiritual paths seven steps are prescribed for advancement towards greater SQ. These are:

• Become aware of where lam now.
• Feel strongly that I want to change.
• Reflect on what my centre is and on what are my deeper motivations.
• Discover and dissolve obstacles.
• Explore many possibilities to go forward.
• Commit myself to a path.
• Remain aware that there are many paths.

"Since writing the book ***Spiritual Intelligence: The Ultimate Intelligence***, I've done four big lectures for executive groups, and they're really crazy about S.Q.", Zohar discloses. "The top business schools in Britain want to develop a research project about S.Q. The younger people in business are saying things like, 'I spend 14 - 16 hours of my life on this job. What am I doing with this if it doesn't mean something to me?' I talk to young executives who say, 'If this doesn't mean anything to me in five years, I'm out of here.' People are expecting to bring more of themselves to work. At the same time, companies are finding the deepest motivation of employees when they're purposefully engaged in what they're doing. It's good business to give people space to believe more in what they're doing at work."

Zohar and Mitchel are not alone in their quest for spiritual intelligence. Paul Edwards, therapist and counsellor, who authored **The Handbook of Spiritual Intelligence**, has a less conceptual and more perceptual approach to Spiritual Intelligence.

Spiritual intelligence for Edward, is like the intelligence of a genius. 'A genius is born, not made. It does not matter how much or how little they know, they are always geniuses. Their genius can never be taken from them. Like genius, spiritual intelligence is a way of thinking. We are all born with it, live with it, and use it. It can never be taken from us. Yet many have not named it and do not have a conscious choice when they use it'.

Spiritual intelligence, Edwards asserts, is a scientific fact. "It is true when you are feeling secure, at peace, loved and are happy, you will see, hear and act differently than when you are feeling insecure, unhappy and unloved. We all have an inner peace, which we can access by using our conscious spiritual thinking. This is not something you tell others about. You must show them how to do it."

"The key is that you cannot access the inner peace through your rational, judgemental, analytical and physical thinking. You have to change to see the unseen by using your conscious, sensing, discerning awareness of spiritual thinking. The challenge is to get people out of one way into the other way of thinking before trying to enter the inner peace. The missing link for me was to start by actually experiencing the presence of anything.", Edwards discloses. "You can close your eyes and feel each by sensing their presence. You don't really have to close your eyes, but you must change from rational / physical faculty, to your conscious / spiritual faculty. And closing your eyes seems to help."

In order to feel the presence of anything by sensing, start with something familiar, he advises. From there it doesn't take but a moment to sense the presence of the inner peace. There is more in Common between the two approaches to spiritual intelligence than meets the eye. Consultants and trainers are certain to use both approaches for the benefit of their target audience.

The terms Spirit and Spiritual Quotient are not the part or scientific vocabulary yet. And still you hear more and more about the terms like: Spiritual intelligence, Spiritual quotient, Spiritual relation quotient, Soul's intelligence, Cosmic intelligence, Self-actualization and so on. Man's interest in extra sensory process has always been multiplying despite his scientific bent of mind, coupled with well-focused empirical zeal. Religion and Spiritualism have always involved greater number of believers and followers than non-believers: it is to say that the number of believers has always been higher than others, throughout the world.

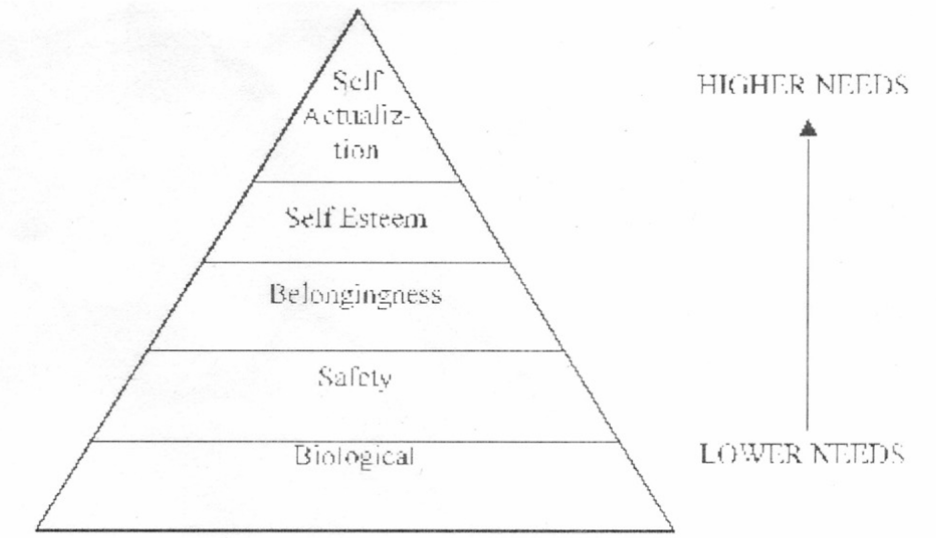
Greatest scientists and scholars at some stage of their life have recognized the existence of some kind of intelligence, which cannot be measured or touched, perhaps referring to ***Spiritual Intelligence***. We may talk and reason all our lives, but cannot understand a word of Truth unless we Experience it ourselves.

The neurologists and other scientists know that the ***greatest power is lodged in fine, not in the coarse***. In his words **Swami Vivekananda** said, "We see a man taking up a huge weight, we see his muscle swell, and all over his body we see signs of exertion, and we think muscles are more powerful things. But it is thin thread-like structures, the neurons that bring power to the muscles. The moment one of these tiny looking neurons is cut off from reaching the muscles from brain, the muscles will not be able to move. These neurons actually bring the power from something finer still -- thought, and so on. Thus, it is the finer that is really the seat of power."

We can see the movements in gross but cannot see the movements in finer, as too subtle these are in order to be perceived. Perhaps our senses are not that sharp or keen to be able to notice the subtle world. Neurologists, psychologists and other scientists are working in such directions, with the hope that one-day humans (at least some of them), may be trained to work at very subtle level of the existence Some familiar terms in this context are Extra Sensory Perception (ESP), Distance seeing or Remote viewing etc. After all we talk so much about mind but who has seen it? Who has touched or tasted it?

SQ -- The Spiritual Quotient -- IQ and EQ are the integral part of Spiritual Quotient (SQ). Spiritual intelligence is not necessarily related to religion. According to Zohar, Spiritual intelligence is about the human need and talent for finding meaning in experience. She says, “ It is our access to and use of meaning vision, and value in the way that we think and the decision that we make.” SQ can not be quantified or measured, whereas IQ and EQ may be assessed. The reason being that the very essence of spiritual intelligence lies in its seeking a bigger and broader, ever growing perspective. SQ may also be seen as the highest and ever growing need in the mankind.

Basically all the human beings are spiritual in their nature. They may differ in their evolution of such a need and hence work at different levels of “need satisfaction”. Abraham Maslow, a great psychologist and existentialist, classified such needs of the man in five categories in a hierarchical order:



The lowest needs in such hierarchy are Biological, such as hunger, thirst and sex. Next are the Safety needs that include security, stability and order. Then come belongingness such as affiliation, affection, and identification. Thereafter Self-esteem needs follows that include prestige, success, and self respect. Finally, at the top in hierarchy comes the need for Self-actualization that refers to per need to develop his full potentialities in whatever field he works.

The beauty and essence of Self-actualization is that it is spiritually cyclic in nature: more and more a person gets satisfied, more and more he seeks such satisfaction. Its parallel is seen in Indian concept of Self-realization and Atma darshana. Vedanta refers to 'Ananda", that keeps on multiplying and ever evolving, that finally merges into 'Parmananda', the Universal Self.

In today's materialistic and highly competitive world, man seems to be loosing both his identity and direction. Fast growing technological changes have put a lot of pressure on him that blinds his vision for other alternatives of growth and survival, man seems to have become machine forgetting his true essence and original needs with which he comes to earth. Career, Competition, jobs, more money, higher status etc., is the slogans of the day. Breathe a moment; give a chance to your self for self-reflection. One may find some relevance of spiritualism not only with one's career and career planning, but also with one's life and success.

In an era of corporate diversity, emotional competence is the trait that is needed most of all. The understanding and creation of an ideal self is the first step towards achieving emotional competence. The next important objective is taking stock of one's real self, a balance sheet of one's strengths and weaknesses. A leader must also set goals. The planning method adopted to achieve these goals must also be flexible. To drive and develop emotional competence in people, the importance of people who help along the way cannot be underestimated. We draw on others at every step- from defining ourselves to the final appraisal that affirms our progress. To conclude, it may not be out of place to link this observation to the doctrine of Yogic philosophy or 'Mind Discipline', since the mind is the composition of four faculties: 'Manas', the ability to rationalise; 'Buddhi' or the intellect; 'Chitta' or the conscious mind and Ahamkara' or the Ego.

LATERAL THINKING

EDWARD DE BONO, best known as the father of lateral thinking, was in India recently at the invitation of CII.. Lateral thinking, de Bono says, is an advanced process in the field of thinking ability since the days of Aristotle, which is brought forth in one of his books titled, **Parallel Thinking**: **From Socrates to De Bono Thinking.**

To aid his readers and clients in lateral thinking, de Bono has generated a cluster of concepts designed to jog the mind into 'serious creativity and enable it to perceive things laterally. Here are some of these concepts:

Provocative Operation (PO): This concept, explained at length in *PO: Beyond Yes and No*, consists if trying for alternative ways of doing things, even if they seem absurd at first sight. For example, PO: "Cars should have square wheels". The provocation should be followed by 'movement' of thought, that is, thinking where and how the provocation, seemingly absurd, could become practical. Square wheels function if the terrain were so irregular that it would not matter whether they were square or round. This idea could result in a suspension for the car that would enable it to run over rugged terrain without discomfort for the passengers.

Plus Minus, Interesting (PMI): This involves examining each new idea for positive, negative and interesting but unclear aspects. This results in broadening our minds to seize new opportunities instead of falling prey to our prejudices. De Bono maintains that in his experience those who act after a PMI exercise often take decisions quite at variance with decisions they would normally have taken without its aid.

Six thinking hats: This concept involves taking six different approaches to a problem, consecutively. Each approach is represented by a colour: white is for merely considering the bare data; green for unusual, offbeat ideas and to solve the problem without judging the merit of the ideas at this stage, black for logical impediments to the solution; red for hunches, feelings and intuition; yellow for logically positive arguments; blue is the control colour that examines the thinking itself rather than the subject. You wear one hat at a time and operate according to the framework, act by it while solving your problems. Using the six thinking hats framework systematically in problem-solving, you should have the effect of broadening and balancing one's personality as well. If you are naturally analytical, wearing the red hat should force you to become intuitive as well. If you are a pessimist, the green hat will enable you to adopt the optimistic stance as well, making your perspective well rounded.

The Edge effect : This consists of distinguishing the fundamental from the peripheral in a situation. If your purpose in buying a house is a status, then the location could become fundamental and comfort peripheral.

Idea Sensitive Areas (ISA): is the place where one believes new ideas will have a significant impact in changing the situation.

Considering All Factors (CAF): consists of doing a systematic checklist to ensure that nothing relevant is missed. Buying an otherwise ideal business premise in a locality suffering from frequent power cuts could be a disastrous decision.

Consequences and Sequel (C&S): helps select the best option, after you have generated various alternatives through PMI and CAF, by trying to imagine the probable outcome of each alternative. What would happen if the use of paper was banned? Considering the possibility could lead you to invent a better alternative even if paper was still in use.

Aims, goals, objectives: This consists of sorting out your reasons for- taking a particular action. We don't always have clear goals and often end up with something we hadn't bargained for. This concept is intended to clarify our goals by uncovering hidden priorities. If our goal is to retire away from the city, it would be a mistake to buy a house in a .neighbourhood where everyone loves to play their music systems at a maximum volume.

Others' Point of View (OPV): In conflict situations, it is important to appreciate the opponents' point of view by stepping into his shoes and thinking as he would. In non- conflict situations, too, it is useful to take the view of a disinterested bystander or a prospective opponent. Reversing the situation in the previous example, you may enjoy listening to loud music, but you should consider your neighbours, too, before raising your system's volume to a level that may be dangerous for your relations with them.

Water logic: This is one of de Bono's terms which he uses to distinguish his own logic from traditional logic which he terms "rock logic" since it analyses only the structure of a situation; not its purpose.

Parallel thinking: The first stage of parallel thinking is to do with laying down a field of parallel possibilities. Parallel thinking is concerned with "possibilities" more than with judgement of 'truth'. What are you going to do with a possibility? You move forward to see what it contributes. With possibilities it is almost essential to use water logic and ask 'what happens next?'

Lateral wisdom: It had to come, sooner or later. de Bono's own version of "What is wisdom? You choose the road you want according to your needs and values. The purpose of wisdom is to allow you to apply your values effectively. It is possible that over time, wisdom may get you to alter your values. The purpose of wisdom is to lay out the inner world and outer world in such a way that can make choices."

Edward de Bono has written extensively about the process of Lateral thinking -- the generation of novel solutions to problems. The point of lateral thinking is that many problems require a different perspective to solve successfully. De Bono identifies four critical factors associated with lateral thinking:

1. recognize dominant ideas that polarize the perception of a problem;
2. searching for differ ways of looking at things;
3. relaxation of rigid control of thinking: and,
4. use of chance to encourage other ideas.

This last factor has to do with the fact that lateral thinking involves low—probability ideas which are unlikely to occur in the normal course of events. De Bono's work is highly relevant to the concept of creativity.

Application

Lateral thinking applies to human problem-solving. De Bono (1971 a) discusses the application of lateral thinking to management development; and De Bono (1971 b) provides an interesting study of lateral thinking in children.

Example

The following anecdote is provided by De Bono (1967). A merchant w ho owes money to a money lender agrees to settle the debt based upon the choice of two stones (one black, one white) from a money bag. If his daughter chooses the white stone, the debt is cancelled; if she picks the black stone, the moneylender gets the merchant's daughter. However, the moneylender 'fixes' the outcome by putting two black stones in the hag. The daughter sees this and when she picks a stone out of the bag, immediately drops it onto the path full of other stones. She then points out that the stone she picked must have been the opposite colour of the one remaining in the bag. Unwilling to be unveiled as dishonest, the moneylender must agree and cancel the debt. The daughter has solved an intractable problem through the use of lateral thinking.

The emphasis in education has always been on logical sequential thinking which is by tradition the only proper use of information. Creativity is vaguely encouraged as some mysterious talent. This book has been about lateral thinking. Lateral thinking is not a substitute for the traditional logical thinking but a necessary complement. Logical thinking is quite incomplete without lateral thinking.

Lateral thinking makes quite a different use of information from logical (vertical) thinking. For instance the need to be right at level step is absolutely essential to logical thinking but quite unnecessary in lateral thinking. It may sometimes be necessary to be wrong in order to dislocate a pattern sufficiently for it to re-form in a new way.

With logical thinking one makes immediate judgments, with lateral thinking one may delay judgments in order to allow information to interact and generate new ideas.

The twin aspects of lateral thinking are first the provocative use of information and second the challenge o accepted concepts. Underlying both these aspects is the main purpose of lateral thinking which provides a means to restructure patterns. This restructuring of patterns is necessary to make better use of information hat is already available. It is an insight restructuring.

The mind is a pattern making system. The mind creates patterns out of the environment and then recognizes and sees such patterns. This is the basis of its effectiveness. Because the sequence of arrival of information determines how it is to be arranged into a pattern such patterns are always less than the best possible arrangement of information. In order to bring such patterns up to date and so make better use of the obtained information, one needs a mechanism for insight restructuring. This can never be provided by logical thinking, which works to relate accepted concepts not to restructure them. Lateral thinking is demanded by the behaviour of this type of information processing system in order to bring about insight restructuring. The provocative function of lateral thinking and the challenging function are both directed towards this end. In both cases information is used in a manner that goes beyond reason for lateral thinking works outside of reason. Yet the need for lateral thinking is based quite logically on the deficiencies of a self-maximizing memory system which is the type of system that makes the mind capable of humour.

Lateral thinking works at an earlier stage than vertical thinking. Lateral thinking is used to restructure the perceptual pattern which is the way a situation is looked at: Vertical thinking then accepts that perceptual pattern and develops it. Lateral thinking is generative. Vertical thinking is selective. Effectiveness is the aim of both.

In ordinary traditional thinking, we have developed no methods for going beyond the adequate. As soon as something is satisfactory, our thinking must stop. And yet there may be many better arrangements of information beyond the merely adequate. Once one has reached an adequate answer, then it is difficult to proceed by logical thinking, because the rejection mechanism, which is the basis of logical thinking, can no longer function well. With lateral thinking one can easily proceed beyond the adequate by insight restructuring.

Lateral thinking is especially useful in problem solving and in the generation of new ideas. But it is not confined to these situations for it is an essential part of all thinking. Without a method for changing concepts and bringing them up to date one is liable to be trapped by concepts, which are more harmful than useful. Moreover rigid concept patterns can actually create a great number of problems. Such problems are particularly fierce since they cannot be altered by available evidence but only by insight restructuring.

The need to change ideas is becoming more and more obvious as technology speeds up the rate of communication and progress. We have never developed very satisfactory methods for changing ideas but have always relied on conflict. Lateral thinking is directed towards bringing about changes in ideas through insight restructuring.

Lateral thinking is directly concerned with insight and with creativity. But whereas both these processes are usually only recognized after they have happened. Lateral thinking is a deliberate way of using information in order to bring them about. In practice, lateral thinking and vertical thinking are so complementary that they are mixed together. Nevertheless, it is best to treat them as distinct in order to understand the basic nature of lateral thinking and acquire skill in its use. This also prevents confusion, because the principles governing the use of information in lateral thinking are quite different from the ones used in vertical thinking.

It is difficult to acquire any sort of skill in lateral thinking simply by reading about it. In order to develop such skill, one must practise and go on practising and that is why there has been such emphasis on practice sessions. Nor are exhortation and goodwill enough. There are specific techniques for the application of lateral thinking. The purpose of such techniques is two-fold. They can be used for their own sakes; more importantly they can be used to develop the lateral habit of mind.

In order to use lateral thinking effectively, one needs a practical language tool. Such a tool is necessary to allow one to use information in the special way required by lateral thinking, and also to indicate to others what is being done. This tool is PO. It is an insight tool, and is also the laxative of language. It acts to relax the rigidity of the tight patterns so easily formed by mind and to provoke new patterns.

Lateral thinking is not concerned with generating doubt for the sake of doubt, or chaos for the sake of chaos. It acknowledges the extreme usefulness of order and of pattern. But it emphasizes the need for changing these to bring them up to date and make them even more useful. Lateral thinking particularly emphasizes the dangers of rigid patterns, which the mind is so apt to construct, because of the way it handles information.

Conclusion :

The vital importance of evaluating the performance of workers or managers has been deliberated upon and discuss, while highlighting the world-wide norm of going in for the 360° system of Performance Appraisal. The Training and Development system and process has been simplified in an applicable form especially for the benefit of the line managers and so too the concepts of the Emotional Quotient (EQ) and Spiritual Quotient (SQ) at the work place in particular and in social transactions in general.

❀❀❀

CHAPTER - V
THE PARADIGM SHIFT OF THE NEW MILLENIUM AND THE HRD MANTRA (IF THERE IS ONE !!)

CHAPTER - V
THE PARADIGM SHIFT OF THE NEW MILLENIUM AND THE HRD MANTRA (IF THERE IS ONE !!)

Introduction :

In this chapter an attempt is made to understand the paramount meaning of the paradigm shift from the increasing need for right- brain thinking rather than left- brain thinking. An attempt is also made here to explain the processes, which led to the new wave of the paradigm shift. For this the present chapter is divided in to two parts the first one highlights soft skills and management of human resources, whereas, the second one shows, the management dilemma of the new millennium- **the universal paucity of Leaders,** paradoxically, in an age when Managers are being churned out in plenty.

Section-I
SOFT SKILLS AND MANAGEMENT OF HUMAN RESOURCES

"The future of work belongs to the right-brained. All you passionate, creative, avant-garde thinkers and innovators are poised for world domination." says Daniel Pink, speaker and author of 'A Whole New Mind'.

Seventeen years ago in India, there were only two kinds of cars, and making an international call was close to impossible. The country has changed since then, on so many different levels. Another thing that is so interesting about India right now, is that there is a palpable sense of possibility, of excitement that there is something really big going on. What is going on in India right now, is very significant in terms of broader changes in the nature of work and changes in how individuals will navigate their careers. The best metaphor to describe what's going on in work and business in the US is right inside our heads. The structure of our brains reveals a lot about the contours of our times. Our brains are divided into two hemispheres. The left hemisphere is logical, linear and sequential. It works like a computer. The right side is holistic, artistic and big-picture. Of course, we use both sides of our brain for most things. But the sorts of abilities characteristic of the left hemi sphere are becoming less valuable. And the sorts of abilities characteristic of the right hemisphere are becoming more valuable. Therefore there is a shift from the Information Age to the Conceptual Age.

"India will go through the transition in a much shorter period of time and is forcing the US workforce to go up the value chain and Philippines, Malaysia, Indonesia are going to force India up the value chain."

Forces of change...

"There are **three factors** that are prompting this shift. **Asia, Automation and Abundance.**

In the US, people have been depending on certain kinds of abilities to get ahead - accountants, financial analysts, lawyers, etc. A lot of things that these people do can now get done just as well in India. Just as the migration of manufacturing overseas had a major impact on the US economy, it this kind of work moves to **India** it will definitely change the nature of the labour markets and the abilities required to get ahead in this market in the US.

Automation is the next factor. The some what intellectual tasks are being replaced by software. There is accounting software and legal software that allows certain trans actions and solutions. So this is another factor that is making these left brain logical and analytical abilities necessary, but no longer sufficient.

Finally, Abundance. This means in material terms, India's per capita income is rising. Of course, there are still too many people living in poverty. But the standard of living in this country is also rising at an astonishing pace.

Tools of the Trade

The jobs that remain in the US and elsewhere won't be "hi-tech"; instead, they'll be "high-concept" and "high-touch". There are **six such abilities** crucial to this new work environment:

DESIGN: For businesses, it's no longer enough to create a product that's reasonably priced and adequately functional. Today, it must also be beautiful, unique an meaningful. For example, General Motors says they're in the arts and entertainment business! GM, along with hiring engineers, is also hiring sculptors from Art & Design colleges. Stanford today even has a D-school (Design school) that is rapidly gaining recognition.

STORY: Google makes facts available to everyone in a matter of seconds. When everyone can find facts for free it means that each fact doesn't have much economic value. So what matters more, is to put those facts in context and deliver them with emotional impact; that's what stories do. Story-telling is crucial in management and leadership, in knowledge management and as a way to differentiate products and services in a crowded marketplace. After a formal Knowledge Management System (KMS) failed miserably at an IT consulting company in Southern California The CIO walked in, one day, with a camcorder walked up to people around the floor and asked them to narrate their experience with certain projects. Suddenly the CIO has this bank of knowledge about the clients, the skills necessary, the roadblocks faced, cost problems, etc., which he puts on the intranet and tags it... and they have a KMS! They changed the CIO's title to Chief Story Telling Officer.

SYMPHONY: That's the ability to see the big picture, to make new relationships, to think metaphorically, to put things together, to make the whole greater than the sum of the parts. This ability to generate ideas from different worlds and create something new is enormously important.

EMPATHY: Is the ability to read emotions, to empathise with people, to understand where they're coming from, to see with their eyes, to feel with their hearts.

PLAY: We have this perception of business being stern and dowdy. But it turns out that some of these light-hearted things are economically viable - humour, laughter.

MEANING: As society gets more right side, people stop focusing on survival and more on purpose, especially in the world of work. In India that transition is happening now. If you want to recruit people, you have to offer them something more than a mere pay cheque - meaning, challenge, purpose.In India, it's just a matter of time before these things surface.

THE NEW FACE OF WORK

Organisations need to change too to accommodate this work-force shift. They need to allow people a certain measure of autonomy to do great work but also hold them accountable. We need to have deadlines and measures of accountability for the result but let them achieve the results in a way that works for them. This gives them all the tools they need, also puts a lot of talented people together.

So, in general, promote autonomy and relinquish a measure of control. And to the extent it's possible, create a context that allows people's intrinsic motivation to flourish, and that makes the work part of something larger than the individual. Here, we're also seeing the emergence of companies that you might call not-only-for-profit. They're profit driven, but that's not their only driving force. These organizations that seek to provide a sense of purpose, that connect individuals' talents and aspirations to a larger goal are the ones that are going to succeed.

Google, for example, talks about wanting to do great things for the world even if it means sacrificing some short-term profits. Organisations should hire a range of people with multiple ethnicity, multiple disciplines and multiple perspective.

Dream Team

This shift from left-brain thinking to right-brain thinking, puts a premium on art people who are self-motivated. People who are motivated by the challenge and the enjoyment of the task itself, for whom the rewards are more internal. People who are willing to take risks. Not necessarily rule followers. People, who can see the big picture, see things in a different light.

People who love doing something meaningful. So hire people who are intrinsically motivated. They will end up doing great work, and they display abilities that have enormous value in a world, where so many other skills can be outsourced or digitised.

THE HRD MANTRA (IF THERE IS ONE), IN THE NEW MILLENIUM

The Concepts, Instruments, Sub-systems and Mechanisms, discussed in the preceding chapters, can be ensconced as support-systems in the following HRD super-structure. It is universally applicable with minor local variations, if any. **FOLLOW:**

- **I. THE INDUSTRY NORMS OF MANPOWER (PLANNING, RECRUITMENT) AND RIGHTSIZING.**
- **II. INDUSTRY NORMS OF COMPENSATION (SALARY, PERKS AND BENEFITS – COST TO COMPANY).**
- **III. INDUSTRY NORMS OF PERFORMANCE APPRAISAL / PERFORMANCE MANAGEMENT.**
- **IV. INDUSTRY NORMS OF TRAINING AND DEVELOPMENT.**
- **V. INDUSTRY NORMS OF HUMAN RESOURCES MANAGEMENT INFORMATION SYSTEMS.**
- **VI. INDUSTRY NORMS OF KNOWLEDGE MANAGEMENT.**
- **VII. INDUSTRY NORMS OF STATUTORIES AND THEIR COMPLIANCES.**

Conclusion:

The analysis contained in this chapter seeks to convey especially to line and business managers in a simple and direct form the eco-psycho tools and processes used in to days world, the world over. The range stretches from the evaluation of performance to advanced concepts like the Managerial Grid, Situational Leadership, Emotional Quotient (as opposed to IQ), Spiritual Quotient (S.Q.). Implementation of these concepts and instruments leads to win-win situation between manager and labour, which directly contributes to global standards of quality and productivity of the workforce, which ultimately translates in to tangible benefits of profitability and survival in the global economy. After all, this is what globalisation all about.

Section-II

THE MANAGEMENT DILEMMA OF THE NEW MILLENIUM

"In order to be a leader, a man must have followers. And to have followers, a man must have their confidence. Hence, the supreme quality for a leader, is unquestionably, Integrity. Without it, no real success is possible, no matter whether it is on a section gang, a football field, in an army, or in an office. If a man's associates find him guilty of phoniness, if they find that he lacks forthright integrity, he will fail. His teachings and actions must square with each other. The first great need, therefore, is integrity and high purpose."

- General Dwight D. Eisenhower.

The Management and Business Schools are churning out **managers** in vast numbers. However, in the new millennium, studies show that there is an acute shortage of **Leaders.**

THE FOCUS IS NOW ON LEADERSHIP DEVELOPMENT

Companies all over the world are grappling with an acute leadership crisis. In the coming years, an ageing workforce and changing demo graphics in the US and Europe will make it harder to find managerial talent

In the US nearly 76 million people will retire over the next 20 years and there are just about 46 million ready to step into their shoes. That's a huge shortfall of 30 million people. And guess what? This will soon start to hurt companies in India as well. According to Tharuma Rajah, General Manager (Asia Pacific & Thought Leader Leadership Consulting), Hay Group, countries like India, which have a favourable demographic profile are a fertile hunting ground for talent. "Indian companies themselves are growing at a frantic pace, both within the country as well as globally, and they need a cadre of global leadership. How will they create this when they are losing people to companies all over the world?" says Rajah

The Hay Group recently partnered with CEO Magazine and studied 300 companies from countries including India to see what companies are doing to develop leaders, Based on that, they came up with a ranking of the 20 best companies for leaders. While P&G topped the list, the likes of GE, Pepsi, IBM, Dell and Johnson & Johnson were some of the others who made it to the Top 20. Surprisingly, no Asian company figures in the list.

The study found that practices like job shadowing for mid-level managers and **360 degree feedback** had a **positive impact on leadership development**. For instance, job shadowing involves little investment and no training but it exposes high-potential employees to seasoned CEO's and their working style. This might mean that managers would have to work as executive assistants to the CEO and do jobs like carrying the CEO's bag, amongst other things.

"Despite that job shadowing is extremely powerful and doing that for a year is equivalent to 20 years of formal leadership development. It helps in fast-tracking your career," says Rajah. Companies like IBM and Petronas have used this technique to great effect.

On the other hand, 360 degree feedback must begin early on. The higher you rise in an organisation, the more you'll face what is known as 'executive blind spots'. Essentially given your position, people will tend to say nice things about you," says Rajah.

Besides, leadership development is a well-institutionalised process in all the Top 20 companies and senior executives ensure that they spend enough time on it For instance P&G CEO A G Lafley spends between 30-50% of his time developing future leaders. The same is true of GE as well, where Jack Welch was personally involved with the Company's Leadership Centre.

Most of the companies that have done well with leadership development going down at least 4-5 levels. P&G, for instance, goes down four layers. "However, in contrast most Indian companies do this at only one level," says Rajah. Indian companies need to move from a 'dictatorial and directive' leadership style to a more collaborative and participative approach. According to Hay Group, "Rope courses may improve morale, develop teams, and build bigger biceps. But they don't seem to spawn high-calibre leaders."

THE DNA OF LEADERSHIP

Developing effective organisational leaders ranks number one on the list of top talent issues globally. So which companies do it effectively? According to brand-new research by the Hay Group and 'CEO' magazine, entitled 'Best Companies for Leaders', Procter & Gamble, PepsiCo, IBM, General Electric and Johnson & Johnson are on top of the heap. The study took inputs on leadership development from over 300 global and regional companies and one of the key findings it came up with was that the best companies for leaders invest heavily in leadership development and do more of ***every thing***.' The report adds that there are **six vital factors** that account for the differences hi number and quality of leaders. These are:

1. CEO's and senior leaders make leadership development a top priority.
2. Leaders at all levels are accountable for creating a motivating work climate.

3. Leadership teams receive training and coaching to help them work together more effectively.
4. Mid-career managers receive job-shadowing opportunities.
5. High-potentials receive objective 360-degree assessments and feedback on their leadership ability early on.
6. Mid-level managers get enough time to take part in leader ship development activities early in their careers.

In India too, the subject of developing capable leaders for tomorrow has assumed tremendous importance. Tharuma Rajah, GM Asia Pacific & Thought Leader — Leadership Consulting - Hay Group, says that if left unchecked, The leadership crisis in India could assume alarming proportions over the next 5 —7 years. Rajah says, 'Indian corporations are the last on the block in realising that leadership development and planning in advance for a second line of potential leaders is critical to business success in the medium to long term."

However, the good news is that Indian corporations are making diligent efforts to develop global leaders, such as cross-functional team participation, providing targeted feedback, offsite development programmes and coaching. So what differentiates a global leader from a common one? First and foremost, says Rajah, is the ability to ***dream big***. Next is being able to predict business changes, deal with uncertainty and being ***driven to succeed***.

"The key is that the approach towards leadership development needs to be holistic rather than a one-off approach," he says. India Inc. would do well to keep this particular fact in mind even as it occupies itself with taking big strides forward in the international business arena.

Conclusion:

An attempt has been made to convey to the line / business managers (in fact, to all managers the major, crucial management paradigm shift of the new millennium wherein the emphasis has been shifted from left brain thinking to right brain thinking - to be concise - the realm of soft skills, which is gaining currency the world over. An attempt has also been made to collate those critical factors of HRD which can contribute directly and positively to the requirement of Human Resources Development and its objectives in the new millennium, the age of globalization.

❀❀❀

CHAPTER - VI
OBSERVATIONS, CONCLUSIONS AND ECONOMIC POLICY

- **INTRODUCTION**
- **SECTION- I**
  OBSERVATIONS
- **SECTION II**
  FACTUAL RESULTS BASED ON CHAPTER ANALYSIS
- **SECTION-III**
  ECONOMIC POLICY AND HRD
- **CONCLUSION**

CHAPTER - VI
OBSERVATIONS, CONCLUSIONS AND ECONOMIC POLICY

Introduction:

This chapter highlights results of the present research by this researcher. For this, the present chapter is divided into three parts: the first one explores observations of this research, the second one highlights factual results based on chapter analysis, whereas, the third one explores economic policy related with globalisation and human resources development in India.

SECTION- I
OBSERVATIONS

1. As the Indian population is rising both in Urban and rural areas, it is most necessary to have spread of education to prepare required manpower so as to meet the challenges of globalisation in the 21st Century for Business Process Outsourcing and other such knowledge-based realms of activity which will not only generate huge employment potential but will in the long run, trigger and sustain economic development and growth. For this, both formal and non-formal education should be emphasised both by the State as well as by the Centre. Need-based training is required for formal and informal sectors of the Indian economy to cope with global level competition.

2. Globalisation is going to result uneven growth and hence labour management in developing countries like India needs to have special

skills and HRD techniques and Statutory Regulations to ensure employee productivity with a human face. .

3. General observations of this researcher are of almost two decades on the shop floor and continuous interactions with line managers reveal that barring a few exceptions, line managers have a very hazy / sketchy knowledge of H.R.D. processes, techniques, instruments and sub-systems.

4. Knowledge of H.R.D. processes, techniques and instruments have by and large been limited to the H.R.D. fraternity only.

5. Practicing H.R.D. professionals have not gone the extra mile in making conscious efforts in inculcating in line and business managers at least a working knowledge of H.R.D. processes and instruments.

6. Looking at globalisation and the globalised world, it is felt that most of the current techniques, instruments and processes of H.R.D. are applicable the world over (with some local variations, if any).

7. Though application of current H.R.D. techniques, sub-systems and processes are related to vast improvements and increases in Quality and Productivity (and resultant Profitability) at the organizational level, they ultimately and collectively lead to a positive contribution in tangible terms, to the Economic development of nations.

8. There is a beginning of awareness amongst line and business managers that there is the need for an understanding of the basic concepts, techniques and processes of HRD, which will help them in eliciting the required standards of quality and per capita productivity (which translates into profitability), from the workforce, be it labour or managerial.

9. Looking at the analysis of all chapters, objectives of the present research are fulfilled, as the present piece of research is useful to HRD planning, practices and policy formulation for the HRD both at macro and micro levels.

10. It is a humble claim of this researcher after this careful analysis that public sector efficiency can only be improved if proper manpower and HRD planning are made and executed properly so as to increase their efficiency , profitability and viability in theera of globalisation.

Section II

Factual Results Based on Chapter Analysis

1. Possible researches in the area of human resources development are highlighted in Chapter No. 1 after review of literature. Such areas need constant research in various sectors and segments of m the economy as the Information Technology sector has high demand for talented manpower in India. This applicable to the industrial service sector also.

2. There is a correlation between improved Economy and enhanced Managerial/Labour productivity emanating from the application / implementation of current H.R.D. techniques, instruments, processes and systems. (Chapter No.2)

3. A concise compendium is available to familiarise line and business managers with the concepts, techniques and instruments of Human Resources Development.(Chapter No.3) For human resources development, cordial relations are required between workers and management, middle management and Top level management at organizational levels.

4. The paradigm shift of the millennium (ie. the shift in importance from left brain thinking to right brain thinking) has been highlighted, especially for the benefit of line and business managers. Emphasis, in the era of globalisation, on the need for economic development with a humane face (Chapter No.3) has also been reiterated.

5. Experiments and experiences of human resources development by the Management training centres and Business Management Schools reveals that **a higher IQ may mean that you are well-suited for a computer software job, than for a job which relates to people more. Managers, who need to get jobs done from others, need higher EQ than IQ. (Chapters-4)**

6. Organisations need to change too, to accommodate this work-force shift. They need to allow people a certain measure of autonomy to do great work but also hold them accountable. We need to have deadlines and measures of accountability for the result but let them achieve the results in a way that works for them (chapter 4)

7. Highlighting the Management dilemma of the millennium – the acute paucity of Leaders in the industry, the world over including India (even though a huge number of Managers are being churned out by Business Schools and Management Institutes) the need for Leadership Development in a big way has been emphasised(Chapter 5).

8. Figures expressed in Chapters No3 and 4 reveals that the human resources development process and stages of growth has a scientific approach when undertaken by professional managers. Application of human resources developmental processes can be made both at macro and micro levels by public sector and private sector organizations to understand labour efficiency as well as managerial efficiency.

9. The Management dilemma of the new century reveals that leadership development is most necessary so as to face global competition. (Chapter-5).

10. Capitalistic pattern of globalisation process should see to the interest of workers as business is made by the people, of the people and for the people.

11. Economists, management experts, HRD planners should seriously re-examine the role of business corporations in society to shoulder moral responsibility by economically contributing to HRD planning.

Section-III

Economic Policy And HRD

1. The Human Resources Development Ministry and Ministry of Labour should jointly plan for macro level planning, projections and a Code of Conduct for execution both at the Centre as well as at state levels.

2. There is a permanent need for The Census Commission to watch the labour force and it's activities and processes related with human resources development in India as the current century has posed challenges for talented manpower to cope with globalisation process in India.

3. Industrial sector and service sector development in India needs talented manpower so as to hunt global markets with cost reducing technology. This requires sector wise HRD planning not only at all India level but also at all states and union territory levels.

4. Use of information technology (I/T) will reduce demand for workers at organization level. It is necessary to study the implications on the labour market in India. The President of NASSCOM estimated that however, continuous demand for skilled manpower will remain in the Indian IT markets. Emerging markets have vast potential for growth especially in the service sector, which will provide 8% of total jobs additionally.

5. India being the largest emerging Market economy in Asia next to China, HRD and scientific manpower planning needs to cope with global competition for achieving larger exportable surpluses.

6. At micro level all industrial houses, at small and medium enterprise level efficient HRD planning is necessary with rationalization of manpower so as to achieve lower production cost and survival in global markets.

7. Labour and HRD sector reform needs to be exercised both in organized and unorganised industries and services in India for better quality of wages, productivity linked bonus and other facilities to the workers for their higher level of living and welfare in totality.

8. Global level institutions like ILO, World Bank, U.N, Asian Development Bank need to support emerging market economies like India for HRD and investments activity in different sectors and segments of the Indian economy.

9. R & D expenditure must include upgrading manpower skills at the organizational level so as to provide skills and new inputs to existing

and new manpower. Fiscal concessions need to be continued to corporate sector in this regard.

10. Sizeable investment is required at primary secondary, higher secondary and higher education level apart from trainers' training programmes in India so as to cope with HRD requirements under the process of globalisation.

11. For balanced growth of talented and skilled manpower, HRD management should follow the recommendations of **National Knowledge Commission which** under the chairman ship of **Mr. Sam Pitroda**, submitted a report to the Government of India.

12. The Eleventh five-year plan (2007-12) of the government of India should give due weightage to investment in HRD and also sectoral allocation for manpower planning in India. Besides year marking sufficient fund for womens' education and training. Universities and research institutes should associate with industry in constant research on the subject under reference.

13. A Code of Corporate Governance wetted and accepted conjointly by Government and industry should be formulated developed and implemented with periodic reviews and rectification made if required.
14. A conscious effort should be made by the HRD fraternity to seriously inculcate in line and business managers a fairly in-depth knowledge of HRD concepts instruments, techniques and the processes to enable them effectively handled the work force at the work place / shop floor.

Conclusion:

The present researcher can safely conclude that globalisation will continue as an on going process along with HRD processes in any nation, and India is not an exception. For the management of healthy democracy, sustainable markets, survival of people in the open market and to meet with all competitive challenges of the globalisation, India service sector and industrial sector including all needy sector will have to follow scientific HRD practices and policies. India does not want jobless growth or surplus manpower jobs in the open global market but needs higher GNP, output, employment and exportable surpluses after serving the local people of India. For this, 12th Finance commission and XIth five-year plan has made vision and provision for backward states, and uneducated people for their socio-economic uplift.

❀❀❀

BIBLIOGRAPHY

BIBLIOGRAPHY

Adler, Nancy J.
International Dimensions of Organizational Behaviour
(PWS - KENT Pub Company, 1991)

Bennis, Warren
Organization Development; its nature, origins and prospects.
(Addison - Wesley, Reading, Mass, 1969)

Blake, Robert R., Jane S. Mouton and Robert L. Men
Spectacular Team Work - How to develop the Leadership Skills for team success.
(John Wiley, New York)

Blake, Robert H. and Anne Adams Mccanse
Leadership Dilemas-Grid Solutions
(Gulf Publishing Company. Houstan, 1991)

Blanchard, Marjorie and Mark Tager
Working Well; Managing for Health and High Performance
(Gower, England, 1986)

Chakraborty S. K.
Foundations of Managerial Work: Contributions From Indian Thought
(Himalaya Publishing House, Bombay, 1989)

Chattopadhyay, Somnath and Udai Pareek
Managing Organisational Change
(Oxford & lBH, New Delhi, 1982)

Chaturvedi, Abha
Achieving Harmonious Industrial Relations
(The Times Research Foundation, Pune, India, 1987)

Cooper Wendy and Tom Smith
Human Potential The Limits and Beyond
(David and Char 1981)

Craig Robert L.
Training and Development Handbook
(McGraw- Hill Book Company, 1987)

De, Nitish R.
Alternative Designs of Human Organisations
(Sage Publications India, New Delhi, 1984)

Drucker, Peter
The age of discontinuity
(Harper & Row, New York, 1973)

Management - Tasks Responsibilities Practices (Harper & Row, New York, 1975)

The Frontiers of Management
(Heinemann Professional Publishing Limited, Great Britain, 1986)

The Effective Executive – Drucker, Peter
(William Heinemann, London, 1967)

Adventures of a Bystander
(Heinemann, London, 1979)

Managing for Results
(Heinemann, London, 1964)

Innovation and Entrepreneurship
(Heinemann, London, 1985)

The New Realities
(Haroer and Row, New York, 1989)
Dwivedi R. S.

Manpower Management
(Prentice Hall Of India, New Delhi, 1980)
Famularo Joseph J.

Padayachee, Vishnu
Capital ,the State and Globalizatio.(2002)
(School Of Development Studies, University of Natal, South Africa)

Pinheiro,Claudio. C.(2002)
Governing Worlds: Slavery, Colonial Contexts and the Mastering of Populations. (Federal University of Rio de Janeiro)

Handbook of Human Resources Administration
(McGraw-F-till Book Company, Singapore, 1987)
Gabriel Iglesias U. and S. Chandra
Gerzon Mark
A Choice of Heroes
The Changing Face of American Manhood
(Houghton Mifflin Company, Boston, 1984)

Jomo K.S. and Khoo Khay Jin
Globalization and its Discontents
(Kuala Lumpur, 2002).

Hoffarth Victoria B.
Corporate Women Managers in South East Asia
(Asian Institute of Management, Manila, 1989)

Khandwalla Pradip N.
Fourth Eye
(AH Wheeler and Company, Allahabad, 1988)

Likert R.
The Human Organization
(McGraw Hill, New York, 1966)

Lynton, HP and Udai Pareek
Training for Development
(08 Taraporevala Sons, Bombay, 1973)

McGregor, Douglas
The Human Side of Enterprise
•McGraw-Hill, New York, 1960)

Mohnot S. A. and J. Philip
Industrial Management Training and Development – Sectoral Analysis
(ISTD, New Delhi, 1985)

Padayachee Vishnu
Capital, The State and Globalization

Pareek, Udai
Beyond Management
(Oxford & IBH, New Delhi, 1982)

Motivating Organizational Roles
(Rawat Publications, Jaipur, 1987)

Pareek Udai and T. Venkateswara Baa
Designing and Managing Human Resource Systems
(Oxford & ISH, New Delhi, 1982)

Peters, Thomas J. arid Robert H. Waterman Jr
In Search of Excellence. Lessons for America's Best – Run Companies
(Harper & Row, New York)

Rao T. V.
The HRD Missionary, (Oxford & IBH, New Delhi, 1990)

Reddy D. Narasimha
Economic Globalization, Past and Present; The Challenges to Labour
(Department Of Economics, University Of Hyderabad, India.)

Rosenthal, A. and Jacobson, L.
Pygmalion in the Classroom
(Halt Rinehart, New Yor 1968)

Schein Edgar H.
The Art of Managing Human Resources
(Oxford University Press, New York, 1987)

Silvera DM
Human Resource Development : The Indian Experience
(Newsindia Publications, New Delhi, 1990)

Singh, NK and Omita Paul
Corporate Soul. Dynamics of Effective Management.
(Vikas, New Delhi, 1985)

Singh, PN Dr.
Developing and Managing Human Resources
(Suchandra Publications, Mumbai, 1993)

Executive Motivation - Current Concerns
(FORE, New Delhi, 1982)

Learning in Organisations
(FORE, New Delhi, 1986)

Wexly K. M. and G. P. Latham
Developing and Training Human Resources in Organisation
(Glanview, IL Scot and Forestman, 1981)

❀❀❀