

**FACULTY OF SOCIAL WORK
M.S.UNIVERSITY OF BARODA
BARODA – 390 002**

APPENDIX - 1

QUESTIONNAIRE

TOPIC : “KNOWLEDGE, ATTITUDES, & PRACTICES OF HRD FUNCTIONARIES (A STUDY OF HRD FUNCTIONARIES OF INDUSTRIAL ORGANIZATIONS IN GUJARAT).

BACKGROUND INFORMATION OF THE RESPONDENTS :

1. Name of the respondent :
2. Name of organization :
3. Age :
4. Educational Qualifications :
5. Category/Designation :
 - (a) Supervisor
 - (b) Officer
 - (c) Executive
6. Designation :
7. Monthly Income :
8. Total Experience :

Note : The information collected will be kept confidential and would be used for study purpose only.

- I An number of HRD activities tasks have been given in the following pages numbering from 1 to 94 along with four point scale and you are requested to put tick mark on any one of them indicating as to how well according to you they are being performed in your organization.

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HRD Activities/Task	How well it is being performed today			
	Not performed at all	Inadequately performed	Adequately performed	Excellently performed
<u>I. HRD Philosophy and Liaison with Top Management</u>				
1. Developing and articulating HR philosophy for the organization.				
2. Getting top management commitment to HRD.				
3. Communicating HR philosophy to all staff.				
4. Periodically reminding employees about HR philosophy.				
5. Clarifying organizational values with the help of top management.				
6. Communicating values to all employees.				
7. Monitoring the practice of these values.				
8. Having periodic discussions with top management on HRD practices and implementation.				
9. Bringing to the notice of top management the HRD practices of other organizations.				
10. Promoting top management to attend seminars, workshops and programmes relating to HRD or other HRD related topics.				
<u>II. Creating Development Motivation in line managers</u>				
11. Arranging talks or seminars by outsiders (consultants, professors other company executives) on HRD and role of line managers.				
12. Using in-house newsletters to create a learning environment.				
13. Conducting in-house problem solving sessions.				
14. Meeting line managers frequently to understand their concerns and problems.				
15. Inviting suggestions from line managers periodically to improve HRD.				
16. Experimenting with new HRD methods periodically.				
17. Reading books on HRD to learn about practices in other organizations.				
18. Leading by personal example practicing what is preached to line managers.				
19. Visiting other organizations to learn about practices.				
20. Sponsoring line managers to visit other organizations.				
21. Using task-forces and committees of line managers for improving processes and systems in the organization.				
22. Conducting team building workshops.				
23. Facilitating line managers to learn from each other through study circles, learning networks, inter-departmental meetings etc.				
24. Understanding self-renewal exercises for the HRD department itself.				
25. Establishing communication mechanisms within the HRD department that facilitate learning from each other.				

HRD Activities/Task	How well it is being performed today			
	Not performed at all	Inadequately performed	Adequately performed	Excellently performed
III. Strengthening HRD Climate through HRD systems				
26. Designing development-oriented appraisal systems.				
27. Periodically reviewing the implementation of appraisal systems.				
28. Conducting orientation workshops to line managers on development oriented appraisals.				
29. Undertaking renewal exercises on performance appraisals through internal task forces or external consultants.				
30. Analyzing appraisal data for identifying training needs.				
31. Analyzing appraisal data to identify biases in ratings.				
32. Communicating to line managers the trends in appraisal data.				
33. Discussing with line managers and heads of departments the training needs emerging from the analysis of appraisal data.				
34. Getting various departments/units/sections to identify their departmental/unit/section training needs.				
35. Analyzing annually the facilitating and inhibiting factors identified by appraisals and identifying organizations level and / or departmental level factors affecting employee performance.				
36. Communicating performance analysis results to respective heads (top management and heads of departments/sections/units) to initiate corrective action.				
37. Taking initiative and providing assistance to line managers in identifying KPAs/KRAs/tasks/targets /objectives etc. as a part of performance planning.				
38. Training line managers in the art of conducting performance review discussions/performance counseling.				
39. Identifying appraise-appraiser pairs that need assistance in conducting performance review discussions and providing help.				
40. Training supervisor staff in counseling skills.				
41. Establishing counseling services for worker.				
42. Preparing a training policy and reviewing it periodically.				
43. Conducting in-house programmes.				
44. Improving the effectiveness of in-house programmes through constant review with participants and faculty.				
45. Identifying potential faculty among line managers.				
46. Developing internal faculty from line managers and others.				
47. Keeping track of the innovating and outstanding work done by line managers and using it for spreading the learning.				
48. Talking to participants returning from external training programme to assess the quality of programmes, learning as well as follow-up support they need for implementation.				

HRD Activities/Task	How well it is being performed today			
	Not performed at all	Inadequately performed	Adequately performed	Excellently performed
49. Post-training follow-up by analyzing presentations by the participants and discussing action plans.				
50. Formulating job-rotation policies and under-taking job-rotation exercises.				
51. Formulating job-rotation policies and under-taking job-rotation exercises.				
52. Conducting role analysis exercises and improving role clarity.				
53. Preparing career paths and career development plans.				
54. Undertaking potential appraisal and potential development exercises.				
55. Improving the communications within the company through newsletters and other media.				
56. Undertaking OD and self-renewal exercises organization-wise or in different departments /units /sections.				
IV. Directing HRD Effort to Goals and Strategies of the Organization				
57. Understanding and clarifying business goals of the organization.				
58. Understanding and clarifying strategies planned by the organization to achieve the goals.				
59. Clarifying the social objectives of the organization.				
60. Contributing to the strategies to be adopted by the organization to achieve goals.				
61. Shaping HRD philosophy to suit the goals and strategies.				
62. Providing inputs relating to people whenever strategies shifts are made.				
63. Developing HRD plans to suit diversification and other important decisions.				
64. Identifying sick, loss-making or poor performance units/departments/sections and conducting diagnostic exercises.				
65. Working with the top management of these units/departments to improve their performance through human process interventions.				
66. Assisting top management in organizational revivals or renewals.				
V. Monitoring HRD Implementation				
67. Designing questionnaires for monitoring the effectiveness or effective implementation of various systems.				
68. Use of task forces for Implementation and monitoring.				
69. Conducting orientation workshops for different HRD systems.				
70. Conducting review workshop/meetings for different HRD sub-systems.				
71. Using unconventional methods of monitoring HRD systems.				
VI. Inspiring Unions and Associations				
72. Clarifying the role of unions/associations in ensuring employee development and quality of work life.				

HRD Activities/Task	How well it is being performed today			
	Not performed at all	Inadequately performed	Adequately performed	Excellently performed
73. Training unions/association leaders on their HRD roles through workshops/seminars (internal or external).				
74. Working with union/association leader and inspiring them to initiate HRD/OWL activities for employees.				
75. Diagnosing organizational health and work conditions through surveys of workers and their perceptions.				
76. Conducting personal growth and such other training programmes for unionized categories of employees.				
77. Conducting worker education programmes for better family and work life.				
78. Involving union/association leaders in various HRD activities/decisions.				
<u>VII. Human Process Research</u>				
79. Conducting surveys of learning environment and HRD climate in the organization.				
80. Studying human processes and problems through surveys.				
81. Analyzing exit-interview, absenteeism, leaves and such other data for understanding human processes and problems.				
82. Studying leadership styles and other human processes.				
83. Providing feedback to employees on survey results.				
84. Conducting stress audit and stress research.				
85. Conducting communications research.				
<u>VII. Influencing Personnel Policies</u>				
86. Providing inputs for formulating rewards and recognition policies.				
87. Helping in formulating promotional policies that create a positive climate (healthy competition etc).				
88. Helping in formulating personnel policies (transfer, leaves, perks, increments, work conditions etc.) that enhance employee motivation and contribute to good quality of work life.				
89. Bringing to the notice of top management or personnel department how the organizational policies are affecting employee motivation and development.				
90. Working collaboratively and hand-in-hand with the personnel department.				
<u>IX. Others</u>				
91. Networking with HRD staff of other organizations and learning from them.				
92. Participating in the activities of professional bodies like the National HRD Network, ISTD, NIPM, ISABS, ISISD to keep in touch with new developments.				
93. Preparing development plans for HRD staff and implementing them.				
94. Periodically undertaking self-renewal exercises for the HRD staff and the department.				

HRD Competencies Checklist :

This checklist may be used to assess the extent to which the HRD professional has the competencies needed to perform his role effectively. This can be used for self assessment by the HRD professional or for peer assessment, or for identifying training and other developmental needs, or for potential appraisal of candidates being considered for appointment in HRD department.

The following scheme may be used for assessment :

4	=	has this competence in abundance.
3	=	has this competence adequately.
2	=	has this competence.
1	=	Needs to develop this competence substantially.
0	=	Does not have this competence needs to start developing.

HRD Professional Knowledge :

1.	Knowledge of HRD philosophy, policies practices and systems.	4	3	2	1	0
2.	Knowledge of performance appraisal systems and practices.	4	3	2	1	0
3.	Knowledge of potential appraisals in theory and practices.	4	3	2	1	0
4.	Knowledge of career planning and development systems and practices	4	3	2	1	0
5.	Knowledge of organizational diagnosis interventions.	4	3	2	1	0
6.	Knowledge of learning theories.	4	3	2	1	0
7.	Knowledge of training methods and systems.	4	3	2	1	0
8.	Knowledge of organizations, how they are structured and how they function	4	3	2	1	0
9.	Knowledge of group dynamics and group functioning.	4	3	2	1	0
10.	Knowledge of inter-linkages between organizational goals, policies, strategies, structure, technology, systems, people management systems, styles etc.	4	3	2	1	0
11.	Knowledge of power dynamic, networks in the organization.	4	3	2	1	0
12.	Knowledge of organizational plans, manpower and competency requirements.	4	3	2	1	0
13.	Knowledge of social science research methods.	4	3	2	1	0
14.	Knowledge of job analysis, job enrichment, job-redesign and job-evaluation.	4	3	2	1	0
15.	Manpower planning methods.	4	3	2	1	0
16.	Knowledge of role analysis techniques.	4	3	2	1	0
17.	Knowledge of employee relations practices.	4	3	2	1	0
18.	Knowledge of the role of rewards.	4	3	2	1	0
19.	Knowledge of behaviour modification and attitude change methods.	4	3	2	1	0
20.	Knowledge of quality circles.	4	3	2	1	0
21.	Knowledge of recent developments in management systems.	4	3	2	1	0
22.	Knowledge of personality theories and measurement.	4	3	2	1	0
23.	Understanding of personal relations and factors affecting them.	4	3	2	1	0
24.	Knowledge of what constitutes organizational health and methods of surveying.	4	3	2	1	0
25.	Knowledge of instruments and methods to measure human behaviour.	4	3	2	1	0
26.	Knowledge of personal growth and its methods.	4	3	2	1	0
27.	Knowledge of turn-around strategies.	4	3	2	1	0
28.	Knowledge of creativity and problem-solving techniques.	4	3	2	1	0
29.	Knowledge of conflict management strategies and techniques.	4	3	2	1	0

HRD Professional Skills :

1.	Influencing (communication, persuasive, assertive, inspirational and other skills	4	3	2	1	0
2.	Influencing skills for influencing line managers.	4	3	2	1	0
3.	Articulating HRD philosophy and values.	4	3	2	1	0
4.	Designing skills for designing HRD systems.	4	3	2	1	0

5.	Communication skills-written (ability to communicate view, opinions, observations, suggestions etc., clearly to make an impact).	4	3	2	1	0
6.	Communication skills-oral.	4	3	2	1	0
7.	Skills to monitor the implementation of HRD systems (designing questionnaires, data gathering, feedback and persuasion).	4	3	2	1	0
8.	Interpersonal sensitivity.	4	3	2	1	0
9.	Ability to give and receive feedback.	4	3	2	1	0
10.	Counseling skills (listening, rapport building, probing and exploring).	4	3	2	1	0
11.	Conflict management skills.	4	3	2	1	0
12.	Ability to inspire others by arousing their values and super ordinates goals.	4	3	2	1	0
13.	Interpersonal communication skills.	4	3	2	1	0
14.	Leadership and initiative.	4	3	2	1	0
15.	Creativity (ability to come up with new ideas and alternative).	4	3	2	1	0
16.	Problem-solving skills (ability to diagnose problems and come up with various alternatives).	4	3	2	1	0
17.	System designing skills (to design human resource information systems, appraisal systems, manpower inventory etc.)	4	3	2	1	0
18.	Task analysis / job analysis skills.	4	3	2	1	0
19.	Organization diagnosis skills.	4	3	2	1	0
20.	Process observation and process sensitivity skills.	4	3	2	1	0

Personal Attitudes and Values :

1.	Empathy and understanding.	4	3	2	1	0
2.	Positive and helpful attitude to others.	4	3	2	1	0
3.	Faith in people and their competences.	4	3	2	1	0
4.	Introspective attitude (a tendency to reflect about one's own self, strengths and weaknesses.	4	3	2	1	0
5.	Openness (open to other's suggestions and likes to be open in expressing his own views).	4	3	2	1	0
6.	Interpersonal trust.	4	3	2	1	0
7.	Pro-activity.	4	3	2	1	0
8.	Respect for others.	4	3	2	1	0
9.	Self-confidence and faith in ones own competencies.	4	3	2	1	0
10.	Sense of responsibility.	4	3	2	1	0
11.	Sense of fairness (constant desire for objectivity and not being impressionistic).	4	3	2	1	0
12.	Self-discipline (a desire for objectivity and not being impressionistic).	4	3	2	1	0
13.	Honesty (a desire to be sincere and honest).	4	3	2	1	0
14.	Willingness to experiment.	4	3	2	1	0
15.	Learning orientation – a tendency to treat every experience as a learning opportunity.	4	3	2	1	0
16.	Perseverance (not giving up easily in the event of difficulties).	4	3	2	1	0
17.	Work motivation (a desire to be involved and work hard for the organization	4	3	2	1	0
18.	Super ordination (an attitude that he is working for larger goals).	4	3	2	1	0
19.	Empowering attitude (a tendency to respect others and willingness to empower them not being over concerned about his personal power base).	4	3	2	1	0
20.	Stress tolerance (ability to cope with stress, frustration, hostility and suspension).	4	3	2	1	0

IV. Leadership

According to you what type of leadership would facilitate effect Human Resource Development.

- 4 = Facilitate to great extent.
- 3 = Facilitate to some extent. 2 = Indifferent.
- 1 = doesn't facilitate. 0 = Not facilitate at all.

Participative	4	3	2	1	0
Authoritative	4	3	2	1	0
Nurturant	4	3	2	1	0
P+A+N	4	3	2	1	0
Bureaucratic	4	3	2	1	0
Task Oriented	4	3	2	1	0
Personal Relations	4	3	2	1	0

Different Leadership Styles

1. **Authoritative Style** : The main concern of the leader is personal vanity, status, power and image management. Authoritative style is generally characterized by relatively high degree of power yielding by the leader over the followers and workers situation. It is predominantly directive but it is a bit lenient in comparison to the authoritative leader.
2. **Participative Style** : Leader generally shares information, influence power with his subordinates and followers in arriving at a decision and also in action. Leader takes pain to discuss every issues before arriving at a decision. Having lower performance for power, status and structure, the leaders spend a good deal of time in arriving at a consensus for decision. The emphasis is on the power equalizations.
3. **Nurturant Style** : He is a father type leader who want to function in a way that his subordinates are not discouraged, but learns to function in a better way i.e. the leader emphasizes on training subordinates grow. The nurturant leader is like a typical father who is capable of restoring to the road if child is getting spoiled but the major emphasis is on growth and development of the child (subordinates).
4. **P+A+N Style** : He exercises his power and authority in order to make group members work according to his direction for the achievement of the objectives. Leader seeks co-operation and listens to the advice of the subordinates to express opinion and give suggestion. He is open to the discussion and suggestion in the final decision making process. He is genuinely nurturant in his out look.
5. **Task Oriented Style** : Leader gives more emphasis on task than to people he supervises. The leader is upset when the task is high, he may pay no attention to the process as his concern for task is high. He may pay no attention to the human aspects, coming above all human feelings and understanding in getting the job completed and in this effort, he may not refrain from using unhealthy or inhuman methods which can have harmful consequences in the long run. He may employ fear and threat, use repressive measures, restrict communication, thus creating climate of mistrust in which the subordinate become defensive and seal themselves off. The leader has time bound targets, plays structure expectation on his subordinates, and is less generous in the evaluation of the less efficient workers.
6. **Bureaucratic Style** : This type of leadership is characterized by excessive importance given to written rules, guidelines and evidences in day to day affairs. Role is mightier than the task holds true here. The juniors do not like to make many decisions on their own and they depend on the seniors to pass on the orders to them. For example government officers where the control supervisor and the manager simply comply with the orders and demand. As a result of this excessive dependence on roles, the task slowly tends to become less mechanical, monotonous for the individual talents and merits, thus there is less job satisfaction.
7. **Personal Relations Style** : The leader tends to do personal favours to a selected group of people, generally his immediate boss or subordinates. Such a tendency develops social relationships and does not exercise this generally expects some returns. The personal relations can have both positive and negative effects on productivity, job satisfaction and may effect the employee's growth. The subordinate feels rejection if the supervisor maintain the contractual relations.

1. NOT AT ALL.
2. TO A SLIGHT EXTENT.
3. TO A MODERATE EXTENT.
4. TO A GREAT EXTENT.
5. TO A VERY GREAT EXTENT.

1. Employees offer suggestions for improvement voluntarily.
2. Employees don't support indiscipline.
3. Employees plan their work.
4. Employees have positive attitude towards work.
5. Employees in general are good team members as well as leaders.
6. Employees are self motivated.
7. Employees have positive learning attitude.
8. Employees are conscious of wastage and costs.
9. Employees listen to better ideas and thus keep themselves tuned.
10. Employees seek monetary as well as non monetary incentives.
11. Employees put their whole interest in job instead of looking for an interesting job.
12. Employees in general are regular in attendance.
13. Employees believe in doing things smarter rather than working harden.
14. Employees generally don't keep complaining.
15. Employees frequently exceed their targets.
16. Employees have good work habits.
17. Employees in general have good track record and are not person of surprises.
18. Employees working conditions in the organization are ideal.
19. Few employees are underutilized.
20. The work methodology, procedure etc. are simple and without bottlenecks.
21. Working system in departments is well organized.
22. Moral amongst the employees is high.
23. Employees are satisfied in their jobs.
24. Employees have the best equipment and facility to work.
25. Rejection of finished goods is fairly low.

[illegible]

III. Organization Effectiveness

Below mentioned are few statement opposite which alternative answer are given. You are requested to read the following statements carefully and answer as to what extent according to you the following statements are true as per the below mentioned 5 points scale.

(1) NEVER (2) RARELY (3) UNDECIDED (4) GENERALLY (5) ALWAYS

- | | |
|--|----------------------|
| 1. Is the standard of the time schedule in your organization fair. | <input type="text"/> |
| 2. Are your superior ahead of time in planning, organizing and scheduling work. | <input type="text"/> |
| 3. Are the objective of your factory realistic and worthwhile. | <input type="text"/> |
| 4. Do you believe that the communication you receive from above are well intentioned and well thought off. | <input type="text"/> |

(1) NOTHING AT ALL (2) ALITTLE (3) TO SOME EXTENT (4) QUITE A BIT (5) VERY MUCH

- | | |
|---|----------------------|
| 5. Are you likely to be put in hot water for the discharge of your responsibilities and duties. | <input type="text"/> |
| 6. How much do you usually want your immediate superior to tell you to do. | <input type="text"/> |
| 7. When you have a problem related to your work, how much so you like to solve it yourself, without any body's help. | <input type="text"/> |
| 8. Regarding your job, how often do you like to act according to your own judgment. | <input type="text"/> |
| 9. Will the people here do their duties irrespective of the fact that the management will not care to punish them for insincerity in job. | <input type="text"/> |

How far do you agree with the following statements :

(1) STRONGLY AGREE (2) AGREE (3) UNDECIDED (4) DISAGREE (5) STRONGLY DISAGREE

- | | |
|--|----------------------|
| 10. I usually show up for work a little e early, to get things ready. | <input type="text"/> |
| 11. Sometimes, I lie awake at night thinking ahead of the next day's work. | <input type="text"/> |
| 12. I used to be more ambitious about my work than I am now. | <input type="text"/> |

(1) NEVER (2) RARELY (3) SOMETIMES (4) VERY OFTEN (5) OFTEN

- | | |
|---|----------------------|
| 13. If a problem comes up in your mind and it is not settled, that you will yourself thinking about it after work. | <input type="text"/> |
| 14. How often do you try on your own to find a better or faster way of doing something on your job. | <input type="text"/> |
| 15. How often do you try to express your ideas on the job, either before or after checking with the boss. | <input type="text"/> |
| 16. I am willing to put a great deal of effort beyond that normally expected in order to hold this organization successful. | <input type="text"/> |
| 17. I would accept almost any type of job assignment in order to work. | <input type="text"/> |
| 18. I find that my value and the organization's value are very similar. | <input type="text"/> |
| 19. I feel a sense of pride in working in this organization. | <input type="text"/> |
| 20. I feel that the achievement of organization's goal is the fulfillment of my own personal goals. | <input type="text"/> |

My present job, this is how I feel about

(1) VERY SATISFIED (2) SATISFIED (3) UNDECIDED (4) DIS-SATISFIED (5) VERY DIS-SATISFIED

21. The chance to do different things from time to time.
22. My pay.
23. The chance for achievement.
24. The way my co-workers get along with each other.
25. The feeling of accomplishment I get from the job.
26. General management in the Company.
27. My past advancement in this organization.
28. Chances for future growth in efficiency.
29. Social conditions within the organization.
30. Recognition for my work.
31. Responsibilities given to me.
32. Company's policies.
33. All things considered my work as whole.
34. All things considered my company/organization as a whole.
35. The competence of my supervision in making decision.

INDUSTRIAL RELATIONS

(1) NOT AT ALL (2) TO A SLIGHT EXTENT (3) TO A MODERATE EXTENT (4) TO A GREAT EXTENT
(5) TO A VERY GREAT EXTENT

1. Management believes in collective bargaining.
2. There is no inter union and intra union rivalry in the organization.
3. Union refrains from direct attack on production for pressurizing to settle their demands.
4. Management and union leadership in the organization is open, trust worthy matured and based on democratic principles.
5. Union avoids taking agitation recourses like morchas and gheroes on unreasonable grounds.
6. Management does not encourage autocratic supervision.
7. Workers work with full vigor and don't withhold their efforts.
8. Most of the issues/conflicts are settle without the intervention of third party.
9. Worker stick to discipline and rules of the Company.
10. Workers and union avoid hostile reactions.
11. Union is open and willing to negotiate on various issues.
12. Management does not believe that 'Discipline can be enforced by penalizing employees'.
13. Employees are not castigated and reprimanded unnecessarily.
14. Workers' participation in management is encouraged in various ways.
15. Communication between the management and the union is effective.
16. Union is generally co-operative and does not indulge in unnecessary arguments.

- | | |
|---|--|
| 17. Management disapproves of terminating people on unjustified grounds. | |
| 18. Union does not support indiscipline. | |
| 19. Workers regularly attend duties. | |
| 20. Management is not over strict in enforcing discipline. | |
| 21. There is a good level of understanding, inter and intrapersonal relationship between and within the management and the union. | |
| 22. Management will resort to lay off or lock out, as a last alternative. | |
| 23. There have been no instance of strike or lock out in the organization in recent past. | |
| 24. Workers don't indulge in causing intentional waste and inefficiency. | |
| 25. Industrial relations in organization are untouched by changes in political scene in the country. | |
| 26. Union discourages situation that leads to unnecessary stress and tension with management. | |
| 27. Labour relations remain healthy even if the company's supply and demand in market is hard hit. | |
| 28. Union is flexible and does not resort to practice of 'work to rule'. | |
| 29. Improvement and up gradation of production technology and methods are done rationally and does not face union's acrimony and rejection. | |
| 30. Worker and union n disapprove to steps like strike etc. to settle, resolve conflicts/issues/demands. | |
| 31. Management and union are transparent in their approach and dealings. | |
| 32. Workers are aware of complete situation of the organization. | |
| 33. Grievances of the employees are handled rationally through a well defined grievance handling procedure. | |
| 34. There is a fair amount of mutual trust between management and the union. | |
| 35. Please indicate, which one of the statement is most relevant in your organization. | |

Manager in your organization are

- | | |
|--|---|
| | Less co-operative and assertive. |
| | More co-operative but less assertive. |
| | Less co-operative but more assertive. |
| | Both co-operative and assertive to some extent. |
| | Highly co-operative and assertive. |