KNOWLEDGE, ATTITUDES AND PRACTICES OF HRD FUNCTIONARIES
(A STUDY OF HRD FUNCTIONARIES OF INDUSTRIAL ORGANIZATIONS IN GUJARAT)

SUMMARY

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SUMMARY

"There is no word which can not be transformed into Mantra
There is no root which can not be transformed into Medicine
There is no human being who has no worth."
                                                    - Indian Philosophy

HRD has become a movement in our country. Ten years before hardly any organization had HRD departments. Today it is difficult to find organizations that employ large number of people that do not talk about HRD. Several of them even have HRD departments or HRD managers. A few years ago HRD meant a new name for training. Today most organizations talk in terms of HRD climate, Performance Appraisals, Potential Development, Organization Development and the like. Thus HRD has come to stay and has become an important dimension of modern management language as well as technology. In spite of this popularization of HRD in the last few years, success experience of HRD is limited to a few organizations and many others are yet to experience it. HRD is limited to a few organization and a many others are yet to translate their goodwill into action. Organizations in the small scale sector have not even thought about it and those in the service sector continue to neglect it.

Concern for developing employees and their competencies existed in several organizations and their top management much before the HRD Departments got started and the term HRD got popularized. However, top management of each organization found their own ways of developing employee competencies. Most organizations in the past focused on Developing and maintaining the motivation of the employee through Welfare Schemes, Salary and perks, promotions and punishments. Nowadays Organizations and their top management have recognized that HRD cannot be limited to a few employees in coverage. It is also recognized that HRD too is important and it should be left for informal process to take care of and that it should be a well planned activity.

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In the survey conducted by Rao and Abraham (1985) it was found that 32% of organizations did not have separate HRD Departments or functionaries and only 11% did not emphasize HRD in their personnel policies. The situation may be even better now. The earlier units have given details of experience of some public and private sector organizations in introducing HRD.

HRD approach, that stresses the need for developing the company's own people to suit the updated technology, modernization of machinery and equipments and the changing trends in attitudes and approaches, necessitates to develop individual employee in accordance with his aspirations and potentialities on the one hand and the company's requirement on the other hand. HRD intervention primarily seek to know what the individual seek to have and then try to match it with the organizational needs. As a result of the fundamental changes in attitudes, approaches, outlook, philosophy, perspective and practices emerged in the personnel area in the form of human resource management (HRM) strategy, it has become necessary for every organization to develop skills talents, potentialities, capabilities and attitudes of company's own people to meet the emerging challenges. Hence, HRD policies have been adopted by many companies. It is now-a-days spreading to many others. HRD strategies are supposed to bring forth necessary changes in skills, capabilities and attitudes of people who are required to cope with the emerging changes. Thus, HRD has become an integral part of human resource management. HRD is the process of helping people to acquire competencies. In an organizational context HRD "is a process by which the employees of an organization are helped in a continuous and planned way to :

- Acquire and sharpen capabilities required to perform various functions associated with their present or expected future roles.
- Develop their general capabilities as individuals and discover and exploit their inner potential for their own and /or organizational development purposes.

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- Develop an organizational culture in which superior subordinate relationships, team work and collaboration among sub units are strong and contribute to the professional well being, motivation and pride of employees.

The Indian economy is experiencing significant changes since reforms were introduced in 1991. The reforms seem to have produced satisfactory results, both in terms of macro-economic stabilization as well as growth. The process of deregulation and liberalization of the Indian economy started. Licensing for domestic manufacturing was abolished for all but a few industries. Indian industries were free to decide what, how much, where and how to produce anything. Also, the private sector was permitted to enter into areas hitherto reserved for the public sector. Above, all a commitment was openly made for further liberalization and reforms, which were till then being carried out almost by stealth. Human resource development plays an important role. The future is going to be much more demanding. Therefore the human resource development will have to develop new strategies and technologies to develop new strategies and technologies to enable their organizations to survive, cope and adopt in the turbulent environment. The importance of HR is being felt more then ever before. It has not got its due position in the overall corporate strategy of an organization and has remained more or less isolated from the care functioning of the organization. In most organizations human resource groups are of little help. While their labels have changed from the industrial relations to personnel management to HRD, their minds and tasks have not. (Patnaik : 1999). It is important, therefore, to assess whether the human resource development that exists encourages the productivity, industrial relations organization effectiveness and productivity.

The present study is aimed at diagnosis of human resource development in pharmaceutical, textile, chemical and engineering industries in Gujarat. On the achievements front, higher economic growth, moderate inflation, comfortable levels of stocks of foreign exchange and food grains could be cited as a major candidates. The study aims at analysing and studying the

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knowledge, attitudes and practices of HR functionaries in textile, pharmaceutical, chemical and engineering industries and impact it has on organisation effectiveness, industrial relations, productivity and leadership.

SIGNIFICANCE AND NEED FOR THE STUDY

Today, more and more organizations are recognizing the importance of the HR and viewing investment in human assets in the same way as investments in capital assets. There is an increasing awareness that human resources are the most important resources of any organization. The effectiveness of the organization depends on the efficiency of its employees. Human resources are one of the most vital resources of a country as it exploits the natural environment for the entire population. The importance and significance of various aspects of development scientific and technological economic and social to name a few can be evaluated on the criterion of their utility and revive for the welfare of human being. All aspects of Development is the ultimate analysis or should aid to human development.

The problem of development of an underdeveloped economy is one of utilizing more effectively the potential resources available to the community and it is this, which involves economic planning. But the economic condition of a country at any given time is a product of the broader social environment and economic planning has to be viewed as an integral part of a wider process aiming not merely at the development of resources in a narrow technical sense but at the development of human faculties and building up an institutional framework adequate to the needs and aspirations of people. Moreover because of oppression with economic development the importance of the human factor in development was greatly undermined. Development was considered a synonym of economic growth and prosperity. The experience of economic development in the third world countries after the II world war and also the emergence of West Germany and Japan form ashes to world economic powers have demonstrated the role of non-economic and human factors in economic development.

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HR as Strategic Partner

Council Research Corporation (1995) suggests the need for a "knowledge-based enterprise" model in organizational design that can offer value-added services to organization. In this model, HR structures are organic: they adapt to changing demands from "customers" employees, managers, suppliers as well as from end users. The concept of a knowledge based enterprise model for HR includes HR service t the line, consulting on corporate performance issues, and managing core competencies. Each of these dimensions has a global aspect to it that must be carefully integrated into the design and implementation of HR policies and practices (Urich, 1997).

HR service to the line – HR must be able to customize policies for business units using specialized knowledge that reflects best practices (Fitz-Enz, 1997). To deliver these services. HR needs to recruit and develop "account representatives" who can identify service needs and translate them into deliverables that benefit line managers and employees. Account representatives must be able to integrate regulatory requirements with business requirements to generate value-added policies and operational guidance. For example, they need to know the implications of regulatory requirements and management practices for various phases of the product life cycle and the competitive nature of different markets (Crafts, 1988). In terms of global competitiveness, this means knowing applicable employment laws in foreign countries and customs affecting work practices and then responding to them with timely support programs to avoid costly misunderstandings (Mishra et. Al., 1994).

Consulting on Corporate Performances Issues – HR must be seen as a capable on demand provider of performance improvement information. HR managers and staff must be able to diagnose performance problems and assist line managers in solving them. They must also be able to distinguish between disciplinary issues involving willful misconduct and gross negligence and those involving performance. The latter are concerned with misdirect effort and underdeveloped skills. In the global context, customs affecting

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work practices, eg. How decisions to implement change are made must be accurately understood and carefully translated into processes that accommodate variances in customs rather than ignore them. HR must help line managers adapt work structures and processes to work demands. Technological innovation and customer needs may require work teams to meet productivity and quality expectations that are different from past practices. Transforming hierarchical functional groups into self directed work teams, especially when international groups are involved, is a daunting assignment for even the most capable HR staff (Tsui & Gomez Mejia, 1988). Managing Core Competencies – The myth that cutting costs generates earnings growth is slowly being replaced by the reality that strengthening competitive posture generates earnings growth. A stronger competitive posture results from developing core competencies, those "best-practice" capabilities that distinguish successful from unsuccessful enterprises. HR, as strategic plays a pivotal role in this transformation. HR must develop systems that identify the key competencies and work closely with line managers to design recruitment, selection, evaluation, development and reward systems that build and sustain these competencies. They need to create a "capital stock" of talent at all levels within the organization (Bureau of National Affairs, 1996). Included in this capital stock will be people with international experience and perspective.

The identification process will necessarily include global considerations (Brown & Garman, 1990) that strengthen a firm's competitive posture. Understanding and integrating cultural nuances affecting the design and operation of work teams, for example, is a competency of increasing importance to global competitiveness. Building this competency will require collaborative efforts must encompass the design and implementation of structures and processes that prepare people for the challenges of working in this environment. They must also avoid the "we know best" or "one size fits all" behaviors that offend and alienate others the ethnocentric stereotype once defined as "the ugly American."

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Consequences for HR/IR Programs – The trends transforming the HR function suggest three major consequences for HR/IR programs : 1. a shift from functions and tasks to complex issues in designing courses : 2. a need to form instructional alliances with outside professional experience; and 3. a change in program structures. From Tasks to Issues – Courses need to reflect the growing complexity in HR deriving from increased laws and regulations and demands to become a strategic partner with a global perspective on issue. A course on benefits therefore, might examine the shift from defined benefit planning and administration. These programs may need to be adapted to reflect differing expectations and laws among foreign subsidiaries. A course on training and development might be structured around the trend to outsourcing to control costs. The role and structure of a training department can be analyzed and debated in terms of trade-offs between costs and benefit in providing value-added services to the organization. One aspects of the course would be the role of global involvement in defining cost benefit trade-offs. Alliances With Professional – Teaching issues oriented courses will require greater collaboration with practitioner professionals, especially those with international experience. Understanding the entanglements among the Family Medical Leave Act (FMLA) the Americans with Disabilities Act (ADA) and state worker compensation laws and their consequences for HR policy for example, requires the help of employment law attorneys who have wrestled with the issue.

Understanding the complexities of transforming a traditional work culture organized along functional lines with high degrees of task specialization into one that successfully supports self-directed work teams needs the in sights of HR managers who have struggled through the experience. Where international teams are involved managers with international experience are needed to address the role that cultural nuances play in defining structures and processes for effective participation by all.

Structural Adaptations – To accommodate the growing trend in nontraditional students, especially in graduate schools program directors need to offer more evening and weekend courses. Fewer sessions will encourage more innovative forms of instruction that emphasize active learning and the consultative role of the instructors. Program directors also need to encourage more team teaching by practioner professionals with full time faculty. These collaborations will enrich the instruction and strengthen the partnership between academics and practitioners that is so essential to nurturing the knowledge based enterprise model for corporate HR departments. It will also enhance the opportunities for incorporating global issues and perspectives into the curriculum. This study will help the researcher in order to know about the current HRD practices and policies in the organizations and also sharing of the experiences so that there can be better implementation of the same. There is no general prescription, but there is one prescription for all organization and not just for business but for hospitals and universities and govt. agencies as well. 5-10 years from now you should be able to do twice the amount of work you are doing, without adding a single person to the payroll, 10 years from how you should be able to have double the productivity of the human resources by mainly working on development of people and by working on their assignment and 10 years from now you should be able to do at least twice the amount of the work you are doing now without putting in additional penny of capital.

SOCIAL WORK PERSPECTIVE:

Social Work epistemology encompasses preventive, curative as well as developmental perspective. From organisation and management viewpoint it helps in preventing breakdown in organisational functioning, curing the inherent weaknesses that plague it and developing the human resources of the organisation. Social work professionals play a very important role of a catalyst in the inculcation of values and skills and attitudes social work professionals working as a human resource expects and personnel managers guide and nurture the employees right from recruitment, induction to their

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advancement in the organisation. They act as enables, guide and help the individuals to solve their problems and function to their full potential.

The philosophical assumptions of social work from the basis for practice in various fields of social work viz. industrial social work, correctional social work, community social work etc. These philosophical assumptions provide the guidelines to the social work professionals in their respective fields.

1. Every individual has dignity:
The social work philosophy strongly puts the emphasis on the dignity and self-esteem of every individual. An individual, whether a layman, professional, a civilian, a scholar, everyone has got dignity and social work profession and professionals respect this dignity of the individual and manifest their behaviour and draw their plans and strategies pertaining to the individuals by keeping this reality in mind.

2. Every individual has worth:
Social Work philosophy assumes that individuals are capable and that they have worth. Every individual being unique with strengths and weaknesses, they can constructively contribute to their own and society's well being.

3. Every individual has got the right for well-being and economic development:
Social Work philosophy lays tremendous emphasis on the overall development and well-being of every individual in the society. It also assumes that every individual should be emancipated from the stranglehold of poverty and every individual has got a right for economic well being.

4. High Social-economic status does not necessarily mean that the individual is 'fit' and Low socio-economic status does not necessarily mean that the individual in 'unfit':
Social Work philosophy assumes that individuals can have problems, irrespective of their socio-economic status. For example, in an organization a manager with a sound socio-economic status might suffer from nervous breakdown or stress due to job related of family related problems. It basically emphasizes that any individual in the society can suffer from problems and that professional help of Social Work professionals is needed in every section of the society.

5. Human suffering is undesirable, but it exists:
It is the endeavour of all the societies to get over the human suffering, but still human suffering exists. Social Work philosophy lays the emphasis on eradication of human suffering with the pragmatic approach and understanding that as the society exists, problems will remains as reality and that efforts will have to be made to minimize the sufferings and their impact.

6. Human suffering is due to the dynamic interaction between various societal sub-systems:

It is assumed that because of the dynamic interactions between various societal sub-systems, namely, socio-economic-political-cultural etc. Because every sub-system in an individual's life might lead to suffering to the individual and those dependent on him/her.

7. Everyone wants to grow but all do not find growth:

Social Work philosophy assumes that every individual wants to grow in life, as also proposed in Theory Y of McGregor, but due to constraints, compulsions and circumstances can not grow. These constraints can be personal or societal and that interventions have to be made to absolve the individuals of these constraints and from these constraints.

8. Social Work professionals are supposed to create 'ethos' for organization's well-being and for the growth of individual employees:

Finally, a very important role of Social Work professionals is to create 'ethos' in the organization for well being of the individuals and the organization. These 'ethos' will act as guiding principles for individuals to manifest their behaviour and their actions while delivering their duties, interacting with their colleagues, customers and society at large.

Preventive Social Work aims at preventing the individual and organizational breakdown. The developmental perspective in social work emphasizes the need of development of individuals, groups and organization. The philosophy of social work is "An Essential Attribute of a Democratic Society is the Realization of the Full Potential of each individual and his or her assumption of social responsibilities through active participation in the society. The effort is towards development of employees and their families. Social work professionals play vital role in assessing the needs and more and more social work professionals form the HRD teams in organizations because of their multi-dimensional skills and knowledge.

OBJECTIVES

A). To probe the level of K.A.P. (Knowledge, attitudes, practices) areas of HRD.

B). To study the skills of HRD.

C). To study the attitudes and values of HRD functionaries.

D). To study the status of the Industrial Relations in the industrial organizations.

E). To study the association of Organization Effectiveness with HRD Knowledge, Attitudes and Practices.

F). To study the association of Productivity with HRD Knowledge, Attitudes and Practices.

G). To study association of HRD level of knowledge, skills, values, attitudes, practices with age, education, income and experience.

HYPOTHESIS

1. The level of knowledge, attitude, and practices will vary according to level of experience among HRD Functionaries.

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2. The skills of HRD would be of high level among the high age HRD functionaries.
3. The attitudes and values of HRD functionaries would be cordial and would be of high level.
4. There would be a harmonious industrial relations in the organization.
5. There would be positive correlation of Organization Effectiveness with H.R.D. Knowledge, Attitudes and Practices.
6. There would be positive correlation of Productivity with HRD Knowledge, Attitudes and Practices.
7. There would be positive correlation between level of knowledge, skills, attitudes, values, practices with age, education, income and experience.

STUDY DESIGN

The study design in an exploratory and descriptive one such a study design was adopted because it gives an opportunity to study about certain areas such as knowledge, philosophy, leadership, etc. and this design would help in giving an overall picture of the current HRD practices and its implementation part of the organization.

UNIVERSE AND SAMPLING

The universe consists of all the HRD functionaries who are working in different industries in Gujarat. The sample is drawn by stratified Purposive Random Sampling method from Chemical, Pharmaceutical, Textile and Engineering industries which are located in Baroda, Surat, Rajkot and Ahmedabad.

REFERENCE PERIOD

The data for the study were collected from the respondents during the period of July 2000-2001

LIMITATIONS OF THE STUDY

A. The study is limited to textile, pharmaceutical, engineering and chemical industries in Gujarat and therefore its conclusions can not be generalized for other industries.

TOOLS FOR DATA COLLECTION

A structured questionnaire of HRD is taken from T.V.'s Rao's book of HRD missionary and the whole is divided into following areas i.e.

a) HRD philosophy.
b) Creating Development Motivation.
c) Strengthening HRD climate.
d) Directing HRD efforts.
e) Monitoring HRD Implementation.
f) Improving Unions & Associations.
g) Human Process Research.
h) Influencing Personnel Policies.
i) Professional knowledge.
j) Professional Skills.
k) Personal Attitudes and Values.
l) Leadership.

and the structured Tool for Industrial Relations and Organization Effectiveness by Prof. C.N. Daftuar. It includes eleven dimensions, namely – consensus, legitimization, need for independence, self-control, job involvement, innovation, organization commitment, organizational attachment, job satisfaction, job satisfaction (work as a whole), job satisfaction (organization as a whole).

Industrial Relations:

The questionnaire on industrial relations was constructed by deducting various variables from exhaustive literature review on industrial relations. A total of 8 variables were arrived at after pre-testing. The industrial relations tool, therefore, measure industrial relations on 8 dimensions:

1. **Positive Discipline:** It measures the degree to which the management practices restraint in following a punitive approach in establishing discipline and discourages autocratic supervision and the role of union in discouraging indiscipline in the organisation. Statements numbered 6, 12,13,17,18 and 20 assess it.

2. **Labour Peace:** It measures the existence of union rivalry, the frequency and intensity of agitation by the union and the restraint practiced by the union in avoiding hostile reactions. Statements numbered 2,5 and 10 assess it.

3. **Industrial Peace:** It measures the degree to which management resorts to lay off / lock-out and union resorts to strikes for resolution of problems/conflicts. Statements numbered 22 and 23 assess it.

4. **Collective Bargaining:** It measures the faith of both, management and union, in collective bargaining for resolution of disputes, settlement of demands and for maintaining discipline in the organisation. It also measures the commitment of both the parties in solving conflicts by negotiations. Statements numbered 1,8,11 and 30 assess it.

5. **Commitment to Production:** It measures the restraint practised by union by not attacking production to settle their demands and favouring rational up-gradation of production technology. It also measures the productivity of the workmen, the restraint practised by them in not withholding their efforts and the degree to which they remain in discipline. Statements numbered 3,7,9,19,24,28,29 and 33 assess it.

6. **Union-Management Relation:** It measures the trust between management and union, the co-operation extended by the union on various issues and the degree to which the union tries to avoid stressful situation with management. Statements numbered 4,16,21 and 26 assess it.

7. **Trust and Transparency:** It measures the degree to which the management has trust on employees' and practices transparency by encouraging workers' participation in management. It also measures the effectiveness of communication between management and union. Statements numbered 14,15,31,32 and 34 assess it.

8. **External Forces:** It measures the extent to which the political and market changes and dynamics affect the relations between management and union/ workers. Statements numbered 25 and 27 assess it.

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Productivity:

As was done for preparation of industrial relations tool, the same methodology was applied for preparing the productivity tool. The tool on productivity was constructed based on exhaustive literature review. The Productivity tool, measures productivity on 9 dimensions.

1. **Job Involvement:** It measures the extent to which employees plan their work, are interested in work and do it smartly, are cost and wastage conscious and minimise the rejection of finished goods. Statements numbered 01, 03,08,11,13 and 25 assess it.
2. **Learning Attitude:** It measures the attitude of employees towards their job assignment, their attitude to learning new things and keeping themselves update with new information and developments and their capability and maturity to manage themselves. Statements numbered 4,07,09 and 14 assess it.
3. **Motivation and Morale:** It measures the extent to which employees' morale is high and they are self-motivated, seek monetary and non-monetary incentives, work efficiently and effectively to meet and exceed their targets. Statements numbered 6,10,15,16 and 22 assess it.
4. **Discipline:** It measures the extent to which the employees don't support indiscipline, are regular in attendance and show consistency in behaviour. Statements numbered 2, 12 and 17 assess it.
5. **Team Spirit:** It measures the extent to which the employees are good team members as well as good leaders. It is assessed by statement numbered 5.
6. **Working Conditions:** It measures the extent to which working conditions are ideal in the organisation and employees have the ideal equipment to do their work. Statements numbered 18 and 24 assess it.
7. **Manpower Utilisation:** It measures the extent to which all the employees in the organisation are fully utilised and employed. It is assessed by statement numbered 19.
8. **Work Methodology:** It measures the extent to which the working systems and procedures are arranged and spelled out in simple manner. Statements numbered 20 and 21 assess it.
9. **Job Satisfaction:** It measures the extent to which employees are satisfied in their respective jobs. It is assessed by statement numbered 23.

Organisation Effectiveness Scale:

The researcher has used the organisation effectiveness scale constructed by Prof. C.N.Daftuar, which measures effectiveness on 8 dimensions.

1. **Consensus:** The uniformity in perception and attitude of employees. Statements numbered 1,2,3 and 4 assess it.
2. **Legitimisation:** It measures acceptance by the sub-ordinates of their superiors' right to exercise control. Statements numbered 5 and 6 assess it.
3. **Need for Independence:** A quality of a person, which makes him like to think independently about his job problems and act (work) according to his own judgement and evaluations without much of supervisors interactions. Statements numbered 7,8 and 9 assess it.

4. **Self-Control:** It refers to number's felt responsibility towards the job without managerial control. It is assessed by statement numbered 10.

5. **Job Involvement:** Degree to which a person is identified psychologically with his work or the importance of work in his total self-image. Statements numbered 11, 12, 13 and 14 assess it.

6. **Innovation:** Measures how often the respondent comes up with new, creative ideas to deal with the job, without anyone's help. Statements numbered 15 and 16 assess it.

7. **Organisational Commitment:** Measures how much the respondents care for the prosperity of the organisation and how much he is willing to work for his goal. Statements numbered 17, 18 and 19 assess it.

8. **Organisational Attachment:** It refers to the extent of respondent's attachment towards the organisation. Statements numbered 20 and 21 assess it.

9. **Job Satisfaction:** It refers to the generally prevalent positive attitude towards various aspects of job. Statements numbered 22 to 33 assess it.

10. **Job Satisfaction (Work as a Whole):** It refers to the generally prevalent positive attitude towards one's work as a whole. It is assessed by statement numbered 34.

11. **Job Satisfaction (Organisation as a Whole):** It refers to the generally prevalent positive attitude towards one's organisation as a whole. It is assessed by statement numbered 35.

Leadership:

The tool on leadership was constructed based on the Leadership Grid Model of R. Blake and J. Mouton. Based on literature review four more leadership styles were added to make the tool more complete and exhaustive. Leadership is defined as "The ability of a person to lead individuals, groups, organisations etc." Different leaders have different leadership styles, which emanates from their value systems, their personality, their family and their cultural background. The Leadership tool, therefore, measures leadership on 9 dimensions:

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 linent 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 issue 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

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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 nuturant 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 subordinates become defensive and seal themselves of. 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 demands. 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 affect the employee's growth. The subordinate feels rejection if the supervisor maintains the contractual relations.

A.   HRD PHILOSOPHY

The basic philosophy is developing and articulating HRD philosophy for the organization, communicating HRD philosophy to all the employees, periodically reminding employees about the HRD philosophy, apart from this the most important part is of clarifying organizational values with the help of top management, having periodic discussions with the top management on HRD practices and implementation; and also bringing to the notices of top management the HRD practices of other organizations.

B.   CREATING DEVELOPMENT MOTIVATION

The development of motivation can be through organizing talks or seminars by outsiders on HRD, use of in-house letters to create a learning environment which helps the individual and organization to grow, meeting the employees

frequently to organizations and learn the new thing task forces and committees of employees for improving process and systems in the organizations and to help the employee to grow and facilitate employees to learn from each other through study circles, learning networks and interdepartmental meetings etc.

C. **STRENGTHENING HRD CLIMATE**

To strengthen the HRD climate is done through designing development oriented appraisal systems, periodically reviewing, the implementation of appraisal systems analyzing appraisal data to identify bias in ratings and appraisal ratings discussing with the employees and heads of depts, the training needs that emerge from the analysis of appraisal data, asking various depts./units/section to identify their departmental / unit / sectional training needs, taking initiative and providing assistance to the line managers in identifying KAPs/KAPs task/targets/objectives etc. as a part of performance training. Training the line managers in conducting performance review, discussions and performance counseling, establishing counseling services for the workers, improving the effectiveness of in house programmes through constant review with the participants and faculty, identify potential faculty from the people, post training follow up by analyzing presentation by the participants and discussion on action plans, formulation job-rotation and undertaking job-rotation exercises and potential development.

D. **DIRECTING HRD EFFORTS**

One should understand and clarify the business goals of organization, clarification of the social objectives of the organization, providing inputs relating to people whenever strategic shifts are made, development of HRD plans to suite diversification and other important decisions and also to identify sick, loss-making or poor performance units/deptts. to improve the performance through diagnostic exercises.

E. **MONITORING HRD IMPLEMENTATION**

For the successful implementation of the HRD what is needed is designing of questionnaires for monitoring the effectiveness or for effective implementation of various-systems, use of task forces for implementation and monitoring, conducting, orientation workshops for various HRD systems.

F. **IMPROVING UNIONS & ASSOCIATIONS**

Here the emphasis is laid on clarifying the role of unions / associations in ensuring employee's development and improving the quality of work life, training unions/associations leaders for their HRD role, through workshop/seminars working with union/associations leaders and inspiring them to initiate HRD /QWL activities for employees, diagnosing organizational health and work conditions through survey of workers and their perceptions; and conducting training programme for unionized categories of employees.

G. **HUMAN PROCESS RESEARCH**

Includes conducting surveys, of learning environment and HRD climate in the organization studying human processes and problems through surveys as to find out their level of dissatisfaction, analyzing exit-interviews, absenteeism, leaves and other such data for understanding human processes and

Productivity:

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1. **Job Involvement:** It measures the extent to which employees plan their work, are interested in work and do it smartly, are cost and wastage conscious and minimise the rejection of finished goods. Statements numbered 01, 03,08,11,13 and 25 assess it.

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4. **Discipline:** It measures the extent to which the employees don't support indiscipline, are regular in attendance and show consistency in behaviour. Statements numbered 2, 12 and 17 assess it.

5. **Team Spirit:** It measures the extent to which the employees are good team members as well as good leaders. It is assessed by statement numbered 5.

6. **Working Conditions:** It measures the extent to which working conditions are ideal in the organisation and employees have the ideal equipment to do their work. Statements numbered 18 and 24 assess it.

7. **Manpower Utilisation:** It measures the extent to which all the employees in the organisation are fully utilised and employed. It is assessed by statement numbered 19.

8. **Work Methodology:** It measures the extent to which the working systems and procedures are arranged and spelled out in simple manner. Statements numbered 20 and 21 assess it.

9. **Job Satisfaction:** It measures the extent to which employees are satisfied in their respective jobs. It is assessed by statement numbered 23.

Organisation Effectiveness Scale:

The researcher has used the organisation effectiveness scale constructed by Prof. C.N.Daftuar, which measures effectiveness on 8 dimensions.

1. **Consensus:** The uniformity in perception and attitude of employees. Statements numbered 1,2,3 and 4 assess it.

2. **Legitimisation:** It measures acceptance by the sub-ordinates of their superiors' right to exercise control. Statements numbered 5 and 6 assess it.

3. **Need for Independence:** A quality of a person, which makes him like to think independently about his job problems and act (work) according to his own judgement and evaluations without much of supervisors interactions. Statements numbered 7,8 and 9 assess it.

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problems, studying leadership styles and other human processes, providing feed back to the employees on survey results conducting stress audit and stress research and the most important is conducting communications research.

H. INFLUENCING PERSONNEL POLICIES

Providing inputs for the formulating reward and recognition policies helping the organizations in formulating promotional policies that create a positive climate, helping in formulation personnel policies, that enhance employees motivation, bringing to the notice of top management or personnel department how the organizational policies are affecting employee's motivation and development.

I. PROFESSIONAL KNOWLEDGE

The individual should have the knowledge of HRD philosophy, policies, practices and systems, performance appraisal system and practices. Besides this one should also have the knowledge to understand the organization, how they are structured and how they function, understanding of group dynamics and group functioning.

J. PROFESSINAL SKILLS

The ability to influence (Communication, persuasive, assertive, inspirational) the top management and line managers to articulate the HRD philosophy, values have a flair for communications, the implementation of HRD systems, should have an interpersonal sensitivity and ability to give and receive feedback.

K. PERSONAL ATTITUDES AND VALUES

Empathy and understanding, positive and helpful attitude towards others, faith in people and their competencies, openness, interpersonal trust and trust worthiness, respect for others, responsibility, sense of fairness.

TREATMENT OF DATA

Use of Simple Frequency, Percentage Analysis, Chi-square, T-test, R-test, F-test and Regression analysis is used to analyze the data.

CHAPTERIZATION

CHAPTER – I	INTRODUCTION
CHAPTER – II	RESEARCH METHODOLOGY
CHAPTER – III	REVIEW OF LITERATURE
CHAPTER – IV	RESEARCH SETTING
CHAPTER – V	DATA ANALYSIS AND INTERPRETATION
CHAPTER – VI	FINDINGS, CONCLUSIONS, SUGGESTIONS AND ACTION PLAN

CONCLUSIONS

❖ In terms of age, respondents are higher in the engineering industry and are up to 33 years. It means that the major workforce comprises of young professionals.

❖ In terms of monthly income the percentage of the respondents in the income range of Rs. 15000 is more in Engineering industry rather than chemical, pharmaceutical and textile industry. This may be because more number of respondents in Engineering industry have worked for more number of years.

❖ In terms of total work experience the scenario is bit different, but it does indicate that has been emerging in last decade or so. In case of engineering industry the respondents with total work experience up to 10 years is greater compared to the respondents in chemical, pharmaceutical and textile industry it is low.

❖ In terms of educational background the percentage of professionals having MSW/MLW/MA-SW is much greater in engineering industry as compared to the pharmaceutical, textile & chemical industry.

❖ In terms of category, the percentage of respondents in chemical industry in category of officer is much greater than engineering Textile and pharmaceutical industries.

❖ There is no strong association between Age and HRD philosophy and liaison with top management.

❖ It can be concluded that Age and Creating Development Motivation in the line managers have no strong association between them.

❖ There is a strong association between Age and Strengthening HRD climate through HRD systems.

❖ There is no strong association between Age and Directing HRD efforts to goals and strategies of the organisation.

❖ From the findings of the study it can be concluded that there is no strong association between Age and Monitoring HRD implementation.

❖ It can be concluded that there is no significant association between Age and Inspiring unions and Associations.

- There is no strong association between Age and Human Process Research.
- The findings of the study indicate that there is no strong association between Age and Influencing Personnel policies.
- It findings of the study indicates that there is no strong association between Monthly income and HRD philosophy and liaison with top management.
- There is no strong association between Monthly income and Creating development motivation in line managers.
- It indicates that there is no strong association between Monthly income and strengthening HRD climate through HRD systems.
- There is no significant relationship between monthly income and directing HRD efforts to goals and strategies of the organisation.
- Analysis of the study indicates that there is no strong association between monthly income and monitoring HRD implementation.
- There is no strong association between monthly income and inspiring unions and associations.
- There is no significant association between monthly income and human process research.
- The finding shows that a significant association is not there between monthly income and influencing personnel policies.
- There is no strong association between experience and HRD philosophy and liaison with top management.
- The findings indicate that a significant relationship does not exist between experience and creating development motivation in line managers.
- There is no strong association between experience and strengthening HRD climate through HRD systems.
- Experience and directing HRD efforts to goals and strategies of the organisation does not have strong association between them.
- The findings of the study indicate that a strong association does not exist between experience and monitoring HRD implementation.
- There is no significant relationship between experience and inspiring unions and associations.

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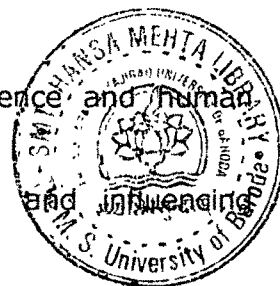
- A strong association does not exist between experience and human process research.

- There is no strong association between experience and influencing personnel policies.

- There is no significant relationship between type of organisation and HRD philosophy and liaison with top management.

- The findings indicate that there is no strong association between type of organisation and creating development motivation in line managers.

- There is no strong association between type of organisation and strengthening HRD climate through HRD systems.

- A significant relationship does not exist between the type of organisation and directing HRD efforts to goals and strategies of the organisation.

- Findings of the study indicate that there is strong association between type of organisation and HRD implementation. The respondents in engineering industry have practice to a high degree the monitoring of various HRD programmes and policies.

- There is a strong association between type of organisation and inspiring unions and associations. Respondents in the engineering industry give more importance and preference to unions, associations and their leaders and also develop them.

- A significant relationship exists between type of organisation and human process research. Respondents in engineering industries high degree of processes, while low degree of human process are practised in pharmaceutical and textile industries.

- There is no significant relationship between type of organisation and influencing personnel policies.

- The findings indicate that there is no strong association between education qualifications and HRD philosophy and liaison with top management.

- There is no strong association between education qualifications and creating development motivation in line managers of the respondents.

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❖ There is no strong association between educational qualification and strengthening HRD climate through HRD systems of the respondents.

❖ A significant association does not exist between educational qualifications and directing HRD efforts to goals and strategies of the organisation of the respondents.

❖ There is a strong association between educational qualification and monitoring HRD implementation of the respondents. The respondents with MSW/MLW/MA-SW practice to a great extent monitoring of various HRD systems and policies. Which is not found with IRPM and other degrees respondents. It is the professionals who do this specialized job.

❖ There is no strong association between educational qualifications and inspiring unions and associations of the respondents.

❖ A significant relationship does not exist between education qualification of respondents and human process research.

❖ There is no strong association between educational qualification of respondents and influencing personnel policies.

❖ A significant association exists between designation of the respondents and HRD philosophy and liaison with top management. Respondents who are in officer cadre to a high degree have knowledge about various HRD philosophy and liaison with top management in comparison to manager and above category.

❖ There is no strong association between designation of the respondents and creating development motivation in the line managers.

❖ There is no significant association between designation and strengthening HRD climate through HRD systems of the respondents.

❖ There is no strong association between designation of the respondents and directing HRD efforts to goals and strategies of the organisation.

❖ A strong association does not exist between designation of the respondents and monitoring HRD implementation.

❖ There is no strong association between designation of the respondents and inspiring unions and associations.

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❖ There is no strong association between designation of the respondents and human process research.

❖ A significant association does not exist between designation of the respondents and influencing personnel policies.

❖ There is no strong association between age of the respondents and HRD professional knowledge.

❖ There is no significant association between age of the respondents and HRD professional skills.

❖ There is no strong association between monthly income of the respondents and HRD professional knowledge.

❖ A strong association does not exist between monthly income of the respondents and HRD professional skills.

❖ There is no strong association between monthly income of the respondents and personnel attitudes and values.

❖ The findings of the study indicate that there is no strong association between experience and HRD professional knowledge of the respondents.

❖ Experience of the respondents and HRD professional skills do not have strong association between them.

❖ There is no strong association between experience of the respondents and personal attitudes and values.

❖ A strong association does not exist between the type of the organisation and HRD professional knowledge of the respondents.

❖ There is a strong association between the type of the organisation and HRD professional skills of the respondents. Respondents in the engineering industry have high level of HRD professional skills compared to pharmaceutical, textile and chemical industries.

❖ The findings of the study indicate that there is a significant association between type of the organisation and personal attitudes and values of the respondents. Respondents in the engineering industry have high level of competencies of personal attitudes and values as compared to pharmaceutical, textile and chemical industry. The reason may be become professional attitudes of the organisation.

- There is no strong association between educational qualification of the respondents and HRD professional knowledge.
- There is no significant association between educational qualifications of the respondents and HRD professional skills.
- There is no strong association between educational qualifications of the respondents and personal attitudes and values.
- There is no significant association between designation of the respondents and HRD professional knowledge.
- There is no significant association between designation of the respondents and HRD professional skills.
- A significant association does not exist between designation of the respondents and personal attitudes and values.
- There is a strong association between age of the respondents and leadership. Respondents with the age group of 33 years practice a high level of leadership. There it can be seen that the respondents who are young in age are able to function and take up the imitativeness. The reason for this may be because of globalisation, liberalisation and because of MNC's culture.
- There is no strong association between age of the respondents and participative leadership.
- There is no significant association between age of the respondents and authoritative leadership.
- Findings of the study indicate that there is no significant association between age of the respondents and Nurturant leadership.
- There is no strong association between age of the respondents and P+A+N leadership. Respondents in the age group of 33 years have perceived existence of high level of P+A+N leadership.
- There is no strong association between age of the respondents and Bureaucratic leadership.
- The findings of the study indicate that there is no strong association between age of the respondents and task oriented leadership.

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❖ A significant association exists between age of the respondents and personal relations leadership. Respondents in the age group of 33 years have perceived existence of high level of personal relations leadership. The reason may be became the respondents in this group tend to be more friendly.

❖ There is no strong association between monthly income of the respondents and participative leadership.

❖ There is no significant association between monthly income of the respondents and Authoritative leadership.

❖ There is no strong association between monthly income of the respondents and Nurturant leadership.

❖ There is no strong association between monthly income of the respondents and P+A+N leadership.

❖ There is no significant association between monthly income and Bureaucratic leadership.

❖ There is no strong association between monthly income and task oriented leadership.

❖ A significant association does not exist between monthly income of the respondents and personal relations leadership.

❖ The findings of the study indicate that there is no strong association between experience of the respondents and participative leadership.

❖ There is no strong association between experience of the respondents and leadership.

❖ The findings of the study indicate that a significant association does not exist between experience of the respondents and authoritative leadership.

❖ A significant association does not exist between experience of the respondents and nurturant leadership.

❖ The findings of the study indicate that there is a significant association between experience of the respondents and P+A+N leadership. Respondents with 10 years of experience have perceived existence of high level of P+A+N leadership. Respondents with this level of experience are generally Nurturant in their out look.

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- ❖ There is no strong association between experience of the respondents and Bureaucratic leadership.
- ❖ A significant association does not exist between experience of the respondents and task-oriented leadership.
- ❖ There is a strong association between experience of the respondents and personal relations leadership. Respondents with 10 years of experience have perceived high level of personal relations leadership where they tend to go for personal favours.
- ❖ There is a strong association between type of the organisation and leadership of the respondents. Respondents who are in the engineering industry practice a high level of leadership as compared to pharmaceutical, textile and chemical industries.
- ❖ The significant relationship does not exist between type of the organisation and leadership of the respondents.
- ❖ Findings of the study indicate that a significant association does not exist between the type of the organisation and Authoritative leadership of the respondents.
- ❖ There is no strong association between the type of the organisation and Nurturant leadership.
- ❖ There is no strong association between type of the organisation and P+A+N leadership.
- ❖ The findings of the study indicate that there is a strong association between type of the organisation and Bureaucratic leadership.
- ❖ A significant association does not exist between type of the organisation and task- oriented leadership.
- ❖ There is no strong association between type of the organisation and personal relations leadership.
- ❖ The findings of the study indicate that a significant association does not exist between educational qualifications of the respondents and leadership.
- ❖ The findings of the study indicate that a significant association exist between educational qualifications of the respondents and leadership. It

means that respondents with MA-SW/MLW/MSW have perceived and practiced high degree of participative leadership in comparison to other graduates.

- ❖ There is no strong association between educational qualifications of the respondents and Authoritative leadership.
- ❖ The findings of the study indicate that there is a strong association between educational qualifications of the respondents and Nurturant leadership.
- ❖ There is no strong association between educational qualifications of the respondents and P+A+N leadership.
- ❖ The study indicates that there is no strong association between educational qualifications of the respondents and Bureaucratic leadership.
- ❖ There is no strong association between educational qualifications of the respondents and task-oriented leadership.
- ❖ There is no significant relationship between educational qualifications of the respondents and personal relations leadership.
- ❖ There is no significant association between designation of the respondents and leadership.
- ❖ A significant relationship does not exist between designation of the respondents and Participative leadership.
- ❖ There is no strong association between designation of the respondents and Authoritative leadership.
- ❖ There is no strong association between designation of the respondents and Nurturant leadership.
- ❖ Designation of the respondents and P+A+N leadership does not have a strong association between them.
- ❖ The study establishes that a significant relationship exists between designation of the respondents and Bureaucratic leadership. Respondents with the officer grade have perceived existence of high level of bureaucratic leadership.
- ❖ Designation of the respondents and personal relations do not have a strong association between them.

❖ The study indicate that a significant association between productivity of the respondents and HRD professional knowledge. Respondents with moderate level of productivity have perceived high degree of HRD professional knowledge about HRD philosophy, practices and systems at moderate extent.

❖ There is a strong association between productivity of the respondents and HRD professional skills. Respondents with moderate level of productivity have perceived to a high extent HRD professional knowledge regarding HRD policies and practices at moderate level.

❖ There is a strong association between productivity of the employees and personal attitudes and values. Respondents with moderate productivity have perceived moderate level of personal attitudes and values such as sense of fairness, faith in people to a moderate extent.

❖ There is a strong association between HRD professional knowledge of the respondents and Consensus. Respondents with moderate HRD professional knowledge have perceived consensus, uniformity in the perception at a moderate level.

❖ There is a strong association between HRD professional knowledge of the respondents and Legitimization. Respondents with moderate HRD professional knowledge have perceived existence of high degree of Legitimization to a moderate extent.

❖ There is no strong association between HRD professional knowledge of the respondents and need for independence.

❖ There is no strong association between HRD professional knowledge of the respondents and self-control towards their job without managerial control to a moderate extent.

❖ There is no strong association between HRD professional knowledge of the respondents and job involvement.

❖ The study indicates that a significant relationship between HRD professional knowledge of the respondents and innovation. Respondents with moderate level of HRD professional knowledge have perceived creativity in their job at moderate level.

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❖ There is a strong association between HRD professional knowledge of the respondents and organisation commitment. Respondents with moderate HRD professional knowledge have perceived existence of moderate degree of organisation commitment wherein the respondents favours a rational up gradation of technology and do not resort to strikes to settle their demands.

❖ There is no strong association between HRD professional knowledge of the respondents and organisation attachment.

❖ The study indicates that there is no significant association between HRD professional knowledge of the respondents and job satisfaction.

❖ There is no strong association between HRD professional knowledge of the respondents and job satisfaction – work as whole.

❖ HRD professional knowledge of the respondents and job satisfaction organisation as a whole do not have a strong association between them.

❖ There is a strong association between HRD professional skills of the respondents and consensus. Respondents with moderate HRD professional skills have perceived existence of low level of uniformity in perception amongst them.

❖ The study indicates that a significant association exists between HRD professional skills of the respondents and Legitimization. Respondents with moderate HRD professional skills perceive superiors right to exercise control at low level.

❖ There is no strong association between HRD professional skills of the respondents and need for independence.

❖ The findings of the study indicate that there is a significant association between HRD professional skills of the respondents and self-control. Respondents with moderate HRD professional skills have perceived that they can take their responsibility on their own without managerial control at moderate level.

❖ There is no strong association between HRD professional skills of the respondents and job involvement.

* There is a strong association between HRD professional skills of the employees and innovation. Respondents with moderate HRD professional skills have perceived the existence of creativity at the job at low level.

* There is no strong association between HRD professional skills of the respondents and organisation commitment.

* There is a significant relationship between HRD professional skills of the respondents and organisation attachment. Respondents with moderate HRD professional skills have perceived existence of moderate level of care and prosperity of the organisation and feeling and identification with the organisation.

* The study indicates that a significant association does not exist between HRD professional skills of the respondents and job satisfaction.

* There is no strong association between HRD professional skills of the respondents and job satisfaction work as whole.

* There is no strong association between HRD professional skills of the respondents and job satisfaction organisation as a whole.

* Personal attitudes and values of the respondents and consensus have a significant association between them. Respondents with moderate personal attitudes and values have perceived uniformity in their perception at moderate level.

* There is no strong association between personal attitudes and values of the respondents and Legitimization.

* The study indicates that a significant association does not exist between personal attitudes and values of the respondents and need for independence.

* Personal attitudes and values of the respondents and self-control have a strong association between them. Respondents with moderate personal attitudes and values have perceived responsibility of their job at moderate level without managerial control.

* There is a strong association between personal attitudes and values of the respondents and job involvement. Respondents with moderate personal

attitudes and values have identified psychologically to his total self-image at moderate level.

❖ There is a strong association between personal attitudes and values of the respondents and innovation. Respondents with moderate personal attitudes and values have perceived use of creativity and creative ideas at low level at their workplace.

❖ There is a strong association between personal attitudes and values of the respondents and organisation commitment. Respondents with moderate personal attitudes and values to a great extent resort to unfair labour practices and strikes and do not hamper production to settle their demands.

❖ There is no strong association between personal attitudes and values of the respondents and organisation attachment.

❖ A significant association does not exist between personal attitudes and values of the respondents and job satisfaction.

❖ A significant relationship does not exist between personal attitudes and values of the respondents and job satisfaction work as a whole.

❖ There is a strong association between personal attitudes and values of the respondents and job satisfaction organisation as a whole. Respondents with moderate personal attitudes and values have positive attitude towards the work at moderate level.

❖ There is no strong association between HRD professional knowledge of the respondents and positive discipline.

❖ The study indicates that a strong association does not exist between HRD professional knowledge labour peace.

❖ HRD professional knowledge of the respondents and industrial peace has a strong association between them. Respondents with moderate HRD professional knowledge have perceived that to a moderate degree the industrial peace prevails.

❖ There is no strong association between HRD professional knowledge of the respondents and collective bargaining.

❖ There is a strong association between HRD professional knowledge of the respondents and commitment to the production. Respondents with moderate HRD professional knowledge have perceived that there is moderate commitment to the production where the employees do not strike production to meet their demands.

❖ There is no strong association between HRD professional knowledge of the respondents and union – management relations.

❖ The study indicates that there is no strong association between HRD professional knowledge of the respondents and trust and transparency.

❖ Respondents with HRD professional knowledge do not have a strong association between them.

❖ There is no strong association between HRD professional skills of the respondents and positive discipline.

❖ HRD professional skills of the respondents and labour peace do not have a strong association between them.

❖ The study indicates that a significant association exists between HRD professional skills of the respondents and industrial peace. Respondents with moderate HRD professional skills have perceived that the management and union do not resort to lay-off and strike to a moderate extent.

❖ There is no strong association between HRD professional skills of the respondents and collective bargaining.

❖ It indicates that a strong association does not exist between HRD professional skills of the employees and commitment to the production.

❖ There is no strong association between HRD professional skills of the employees and union management relationships.

❖ The study indicates that a significant association does not exist between HRD professional skills of the employees and trust and transparency.

❖ There is no strong association between HRD professional skills of the employees and external forces.

❖ There is a strong association between personal attitudes and values of the respondents and positive discipline. Respondents with moderate personal

attitudes and values have perceived that management practices restraint in following a positive approach in establishing discipline and discourages autocratic supervision and the role of the union in discouraging indiscipline at a moderate extent.

❖ There is a strong association between personal attitudes and values of the respondents and labour peace. Respondents with moderate personal attitudes and values have perceived that the existence of union rivalry, the frequency and intensity of agitation by the union and the restraint practiced by the union in auditing hostile reactions at moderate level.

❖ There is no strong association between personal attitudes and values of the respondents and industrial peace.

❖ There is a strong association between personal attitudes and values of the respondents and collective bargaining, the respondents with moderate personal attitudes and values have perceived use of collective bargaining methods to resolve various issues and conflicts at moderate level.

❖ There is a strong association between personal attitudes and values of the respondents and commitment to the production. Respondents with moderate personal attitudes and values have perceived that the restraint is being practiced by union by not attacking production to settle their demands at moderate level.

❖ The study indicates that a significant relationship exists between personal attitudes and values of the respondents and union management relations. Respondents with moderate personal attitudes and values have perceived cordial relationships between union and management at moderate as well as to a high extent.

❖ There is no strong association between personal attitudes and values of the respondents and trust and transparency.

❖ The findings of the study indicate that there is no significant relationship between personal attitudes and values of the respondents and external factors.

❖ There is no strong association between leadership of the respondents and positive discipline.

* There is a strong association between leadership of the respondents and labour peace. Respondents with moderate leadership have perceived that the existence of union rivalry, the frequency and agitation by the union and restraint practised by union is at moderate as well as at high level.

* There is no strong association between leadership of the respondents and industrial peace.

* The study indicates that a significant relationship does not exist between leadership of the respondents and collective bargaining.

* There is no strong association between leadership of the respondents and commitment to the production.

* Leadership of the respondents and union – management relationships do not have a strong association between them.

* There is a strong association between leadership of the respondents and trust and transparency. Respondents with moderate leadership have perceived that trust and transparency between union, management and workers at moderate level. Trust and transparency plays a very important role in maintaining harmonious industrial relations.

* There is no strong association between leadership of the respondents and external factors.

* A significant relationship does not exist between participative leadership and positive discipline.

* There is no strong association between participative leadership of the respondents and labour peace.

* The study indicates that a significant relationship does not exist between participative leadership of the respondents and industrial peace.

* There is no strong association between participative leadership of the respondents and collective bargaining.

* The findings of the study indicate that a significant association does not exist between participative leadership of the respondents and commitment to the production.

* There is no strong association between participative leadership of the respondents and union management relations.

* There is no significant relationship between participative leadership of the respondents and trust and transparency.
* It indicates that a significant association does not exist between participative leadership of the respondents and external factors.
* There is no strong association between Authoritative leadership of the respondents and positive discipline.
* The study indicates that a significant relationship does not exist between Authoritative leadership of the respondents and labour peace.
* There is no strong association between Authoritative leadership of the respondents and industrial peace.
* A significant relationship does not exist between Authoritative leadership of the respondents and collective bargaining.
* There is no strong association between Authoritative leadership of the respondents and commitment to production.
* There is no significant relationship between Authoritative leadership of the respondents and union – management relations.
* There is no strong association between Authoritative leadership of the respondents and trust and transparency.
* There is no strong association between Authoritative leadership of the respondents and external factors.
* The study indicates that a significant association does not exist between Nurturant leadership of the respondents and positive discipline.
* There is no strong association between Nurturant leadership of the respondents and labour peace.
* The finding of the study indicates that there is no strong association between Nurturant leadership of the respondents and industrial peace.
* There is no strong association between Nurturant leadership and collective bargaining of the respondents.
* The significant relationship does not exist between Nurtrunt leadership of the respondents and commitment to the production.
* There is no strong association between Nurturant leadership of the respondents and union – management relations.

- It can be concluded that a strong association between Nurturant leadership of the respondents and trust and transparency between union, management and workers.

- There is no strong association between Nurturant leadership of the respondents and external factors.

- A significant relationship does not exist between P+A+N leadership and positive discipline.

- The finding of the study indicates that a significant relationship does not exist between P+A+N leadership of the respondents and labour peace.

- There is no strong association between P+A+N leadership of the respondents and industrial peace.

- There is no significant relationship between P+A+N leadership and type of respondent and collective bargaining.

- There is no strong association between P+A+N leadership of the respondents and commitment to the production.

- The study establishes that a significant relationship does not exist between P+A+N leadership of the respondents and union management relations.

- The study indicates that a significant relationship does not exist between P+A+N leadership of the respondents and trust and transparency.

- The finding of the study indicates that a significant relationship does not exist between P+A+N leadership of the respondents and external factors.

- There is no strong association between bureaucratic leadership of the respondents and positive discipline.

- The study establishes that a significant relationship does not exist between bureaucratic leadership of the respondents and labour peace.

- There is no strong association between bureaucratic leadership of the respondents and industrial peace.

- A significant relationship does not exist between bureaucratic leadership of the respondents and collective bargaining.

- ❖ The study concluded that bureaucratic leadership of the respondents and commitment to production do not have a strong association between them.

- ❖ From the findings of this study it can be concluded that bureaucratic leadership of the respondents and union – management relations do not have a strong association between them.

- ❖ There is no strong association between bureaucratic leadership of the respondents and trust and transparency.

- ❖ From the findings of this study it can be concluded that there is no strong association between bureaucratic leadership and external factors.

- ❖ It can be concluded that there is no strong association between task-oriented leadership of the respondent and positive discipline.

- ❖ There is no significant relationship between task-oriented leadership of the respondent and labour peace.

- ❖ A significant relationship does not exist between task-oriented leadership of the respondent and industrial peace.

- ❖ There is no strong association between task-oriented leadership type of the respondent and collective bargaining.

- ❖ The study establishes that a significant relationship does not exist between task-oriented leadership and commitment to the production.

- ❖ There is no strong association between task-oriented leadership and union – management relations.

- ❖ There is no strong association between task-oriented leadership type and trust and transparency.

- ❖ From the findings of this study it can be concluded that a strong association does not exist between task-oriented leadership type and external factors.

- ❖ There is a strong association between personal relations leadership type and positive discipline. Respondents with high personal relations leadership type are significantly related that existence of union rivalry, frequency and intensity of the agitations by the union and restraint practised by the union in availing hostile reaction are at high level.

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- There is no strong association between personal relations leadership and labour peace.
- From the findings of the study it can be concluded that personal relations leadership type and industrial peace do not have a strong association between them.
- There is no strong association between personal relations leadership type and collective bargaining. Respondents with high personal relations leadership type have perceived that use at collective bargaining methods to resolve various issues is at moderate level.
- There is no strong association between personal relations leadership type and commitment to the production.
- The study establishes that a significant relationship does not exist between personal relations leadership and union – management relations.
- There is no strong association between personal relations leadership and trust and transparency.
- It can be concluded that there is no strong association between personal relations leadership and external factors affecting industrial relations.
- T-test is significant. Hence both the groups i.e. chemical and engineering groups differ from each other significantly with reference to HRD competences score.
- The T-test is significant. Hence both the groups chemical and engineering differ significantly from each other with reference to leadership score.
- The T-test is significant. Hence both the groups i.e. chemical and engineering groups differ significantly from each other with reference to HRD professional knowledge.
- The T-test is significant. Hence both the groups i.e. chemical and engineering groups differ significantly from each other with reference to personal attitudes and values.
- The T-test is significant. Hence both the groups i.e. chemical and engineering groups differ significantly from each other with reference to HRD competencies score.

❖ The T-test is significant. Hence both the groups i.e. chemical and engineering groups differ significantly from each other with reference to HRD activities.

❖ The T-test is significant. Hence both the groups MSW/MLW/MA-SW and BA/MA/MSc/MBA differ significantly from each other with reference to personal attitudes and values.

❖ The T-test is significant. Hence both the groups MSW/MLW/MA-SW and BA/MA/MSc/MBA differ significantly from each other with reference to HRD competencies score.

❖ The T-test is significant. Hence both the groups MSW/MLW/MA-SW and BA/MA/MSc/MBA differ significantly from each other with reference to HRD activities.

❖ T-test is significant. Hence both the groups i.e. up to Rs.16000 and Rs.16000 and above differ significantly from each other with reference to Leadership score.

❖ The T-test is significant. Hence both the groups experience up to 12 years and more than 12 years differ significantly from each other with reference to industrial relations.

❖ The T-test is significant. Hence both the groups i.e. IRPM and BA/MA/MSc/MBA differ significantly from each other with reference to Leadership.

❖ The T-test is significant. Hence both the groups i.e. IRPM and MSW/MLW/MA-SW differ significantly from each other with reference to organisation effectiveness.

❖ The T-test is significant. Hence both the groups i.e. 35 years and more than 35 years differ significantly from each other with reference to industrial relations.

❖ The T-test is not significant. Hence it can be interpreted that none of the groups differ significantly.

❖ Productivity score can be predicted based on data of HRD activities task. The T-value is significant at 0.01 level of confidence. While R^2 and I ratio

is also significant. Hence as there is any change in HRD activities there would be a change in productivity score.

❖ Productivity score can be predicted based on data of HRD activities task and competencies score. The T-value is significant. While R^2 and F-value is also significant. Hence model 2 is significant.

❖ Productivity score can be predicted based on data of HRD activities task, HRD competencies score and industrial relations. The T-value is significant. While R^2 and F ratio is also significant.

❖ Productivity score can be predicted based on data of HRD competencies and industrial relations. The T-value, R^2, and F ratio is not significant.

❖ Productivity score can be predicted based on data of industrial relations, HRD professional knowledge and personal attitudes and values. The T-value, F and R^2 are significant.

❖ Productivity can be predicted based on data of industrial relations, HRD competences, HRD activities / task and organisation effectiveness. The t-value, F – ratio and R^2 is highly significant.

❖ Productivity can be predicted based on data of organisation effectiveness, HRD competencies and industrial relations. The t-value, F-ratio and R^2 is significant. Strong relationship exists between productivity and industrial relations and HRD competencies, while productivity and organisation effectiveness is inversely correlated.

❖ Productivity can be predicted based on data of organisation effectiveness, HRD competencies and industrial relations. Productivity and organisation effectiveness are inversely correlated. The t-value, R^2 and F-ratio are significant.

❖ Income per month can be predicted based on data of productivity score and experience. The t-value, R^2 and F-ratio are significant.

❖ Income per month can be predicted based on data of industrial relations, organisation effectiveness and productivity. Productivity, organisation effectiveness, industrial relations are positively correlated. The t-value, R^2 and F-ratio are significant.

❖ Industrial relations can be predicted based on data of experience, productivity and leadership. The t-value, F-ratio and R^2 is significant.

SUGGESTIONS

1. The human resource department should convey the organizational goals to every employee in terms of its objectives, vision and mission, the target, which it has to achieve.

2. The human resource department should link appraisal and compensation to the corporate objectives, it should be according to the goals, objectives and mission and vision of the organization and on it's achievement should give the compensation.

3. The human resource department should meet the company's and individual's training needs and should be according to the strength and weakness of the employee, see his needs through training to develop his skills etc.

4. The human resource department should disseminates information down the ranks i.e. whatever the information the top management gets regarding the information, new technology etc. should be given to the employees all at the shop floor level.

5. The human resource department should get feedback on its performance from other employees i.e. about the functioning of HRD department, whether it performs the proper roles, designs systems properly or not.

6. Human resource practices should be audited, their costs should be computed and their effectiveness should be evaluated and know about how for human resource practices has helped in flourishing the organization and whether it is needed or not.

7. The structure of human resource department should be effective in delivering competent services.

8. Human resource managers should have sufficient power to suggest strategic initiatives to top management give suggestions for innovations and whatever they say it should be implemented i.e. they should be empowered.

9. The performance of HR department and of the organization should be linked it should not be compartmentalized.

10. HR issues should be discussed · explicitly when strategic plans are formulated, when corporate goals are set the HR issues should be kept in mind.

11. The human resource department should represent in strategy building sessions of the top management.

12. The head of HR department should be always accessible to all employees.

13. The human resource department should plan the company's manpower needs proactively.

14. In the organization all human process issues should be closely linked to every other business process.

15. The human resource department should have knowledge of behavioural sciences and industrial psychology, especially job enrichment, job anxiety, O.R.S., job morale, job effectiveness, human engineering and O.D. strategies.

To identify an organization progress, the organization should be well versed with the following:

1. **Awareness:**
    a. Directive Leadership
    b. Vision Creation
    c. Process audit
    d. Determine process requirements
    e. Determine equipment requirements
    f. Educate quality concepts
    g. Communicate the need
2. **Involvement:**
    a. Coaching leadership
    b. Develop a support structure
    c. Develop a mission
    d. Determine asset requirements
    e. Review process capabilities
    f. Develop training
    g. Conceive a quality environment
    h. Communicate the vision
3. **Commitment:**
    a. Participative Leadership
    b. Demonstrate commitment

   c. Develop goals
   d. Promote change
   e. Develop teams
   f. Develop recognition
   g. Solve problems
   h. Implement suggestions
   i. Energise quality environment

4. Ownership:
   a. Delegatory Leadership
   b. Empower workforce
   c. Encourage team improvements
   d. Recognise achievements
   e. Reward success
   f. Share benefits

It is evident from this list that route of TQM is replete with HR processes. Bowen and Lawler argue for redesigning the complete HRM department to fit the following major TQM principles and create what they call Total Quality Oriented Human Resources Managements (TQHM):

1. Quality work the first time. The HR executives must insist on and support their staff by giving their time needed to "do it night the first time" even when line managers are pressing for a quick fix.
2. Focus on the customer. The HRD programmes should be more service-oriented and less production-oriented in the sense that they should not be driven by their own internal technologies but put ideas by customer needs.
3. Strategic holistic approach to quality improvement may require changes in mission, structure, job design, management practices and every other facet of the HR organisation.
4. Continuous improvement as a way of life. It should be the charge of HR departments to build values and practices supporting continuous, incremental improvements in quality throughout the organisation. And that emphasis must be applied with equal face within the HR department itself.
5. Mutual respect and Teamwork. If HR is to champion such issues as employee involvement and cooperation throughout the organisation it must first champion them internally.

SYSTEM THINKING:
Learning to think about-and a language for describing and understanding – the forces and interrelationships that shape the behaviour of systems.

PERSONAL MASTERY:
Learning to expand the personal capacity to create the desired results and to create an organizational environment, which encourages all its members to develop themselves towards the goals and purposes they choose. This discipline is based on the tenet that organizations develop along with their people.

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MENTAL MODELS:

Learning to reflect on, continually clarify and improve our internal pictures of the world and realizing how they shape our actions and decisions. This discipline offers the highest leverage for change since it forces people to look at the world anew. Its logic; new insights often fail to translate into practice because they conflict deeply with internally- held presumptions of how the world works.

SHARED VISION:

Learning to build a sense of commitment by developing shared images of the future we seek to create and the principles and guiding practices by which we hope to get there.

TEAM LEARNING:

Learning to transform conversational and collective thinking skills so that groups of people can reliably develop intelligence and abilities greater than the sum of the individual members' talents.

VISION OF INDIA AND HR STRATEGIES FOR 2000 AD

(A) ECONOMIC VISION:

The forecast is bright future for India.

- Klaus Schwab, President, World Economic Forum, expects India to be one of the 5 major economies of the world.
- Morgan Stanley, a merchant bank has predicted the possibility of 7% GNP growth and 40% Trade intensity, involving exports and imports of the Indian GNP by 2005.
- The Government of US, U.K., Australia and many member countries of EC have identified India as one among ten most important trade and investment partners.
- CII has propounded a vision 2010 AD of India being the 4th largest economy of the world.
- FICCI has propounded a vision 2001 of Indian exports of 100 billion dollars growing at 30% pa, from 26 billion dollars in 1994.
- Associate expects an investment of 150 billion dollars in India's infrastructure.
- Power, telecom, roads and ports in next five years.

(B) SOCIAL VISION:

- India has to move human development Index global ranking from the present 134 out of 195 countries to within the top 50.
- It has also to move up on the gender development index and gender empowerment measure.
- Be a role model of social harmony to other feudalistic, multi religious, multi ethnic, multi lingual countries.
- Ensure full literacy, the lowest possible structural unemployment minimum possible regional and other disparities.
- Preserve all traditional arts and cultural streams and also enrich them through interdependent global exchange.

(C) SPIRITUAL VISION:

- India to be a trustee, a laboratory on behalf of mankind, to synthesize the essential truths of all religions.

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- Ensure the primacy of dharma, right conduct, in all walks of life-political, economic, social and personal.
- Help human beings reengineer themselves with the twin values of atmano moshartam (for one's realization) and bahujana hitaya (for good of many).

To fulfill these visions is the challenge for the professionals of HRD.

HRD CHALLENGES OF ECONOMIC VISION:

- The core challenge is for higher growth. Given the loss of about 200 years of historical time under colonization and another 40 years due to wrong economic policies with high population, India needs 20 years of 6% + price GNP growth 10% + industry growth and 25% + export growth and commensurate advances on other related parameters.
- A major challenge is to get the entire organization to articulate a shared business vision and be committed to a strategic plan to achieve the vision.
- Another challenge is to achieve quantum jumps in customer satisfaction quality and cost leadership, both to defend the domestic market against of foreign competition under WTO and to raise India's share of foreign markets.
- A fourth challenge is to develop indigenous technology and brand names, to survive and grow in a regime of IPRS.
- A further challenge is to globalize Indian mind sets to constantly seek inter-nation and inter firm comparisons and bench marking.

HRD CHALLENGES OF SOCIAL VISION:

- Raising India's HDI score requires massive, macro HRD in PQL-physical quality of life, in terms of access to food, clothing and shelter.
- QL-quality of life in access to education, health, art and culture.
- Raising GDI calls for changes in attitudes and care for the female child, her nutrition, literacy, education and economic independence.
- A major steps has been taken on papers towards GEM in the passage of 73rd and 74th constitutional amendment, on Panchayati Raj and 30% seats for women. But this poses an immense HRD challenge, in enabling millions of women representatives to play a constructive role, the male representatives to play a constructive role, the male representatives of accept their female colleagues to play a supportive role.
- Social harmony requires attitudinal changes away from various kinds of exclusive "in groups" conflicting with excluded "out groups" towards more inter-group inclusion, understanding, respect and goodwill.
- In the era of global pop art and junk foods, it is necessary to inculcate taste of aesthetics, familiarity and skills with India's magnificent variety of arts in dance, drama, painting, sculpture, architecture etc.

HRD CHALLENGES OF SPIRITUAL VISION:

- Educate adult citizens about the essential oneness of spiritual truth despite the overt differences in religions and ritual practices.
- Educate parents about their role in preserving the family as a vital mediating institution between the individuals and the society and in

bringing up the children as wholesome future citizens with moral ethical vision.

- Educate those in authority in business, state, politics, NGOs and other secular institutions to provide value based leadership and models of ethical conjunct in all their internal and external dealings.

THE GRID MODEL:

Model can also be used for better HRD functioning. This model fall between five combination levels of the two scores. The grid model is used during the leadership crises. The grid model is developed by American behavioural scientists Robert Blake and Janes Mouton, and the methodology is built in 8 dimensions. The horizontal axis represents a manager's concern for production – or results, while the vertical axis plots his concern for the people he works with and the third axis measures motivation.

1,1   Shows an impoverished management style or extension of minimum effort to get required work done.

1,9   Shows a country – club management style, or thoughtful attention to the needs of people and a comfortable work tempo.

9,1   Shows an authority – complaint management style where operational efficiency comes from minimal human interference in working conditions.

5,5   Shows a middle of the road management style where adequate organizational performance is balanced with the need to maintain satisfactory morale.

9,9   Shows a high degree of team management, or work accomplishment from committed people.

THE SITUATIONAL MODEL:

Can also be used for better HRD functioning. This was developed by Paul Hersey and Ken Blanchard Leadership technique.

This model focuses on personal development, helping participants become more sensitive to others respond to subordinates, organize their time better, be physically fit and ensure discipline. It also helps to develop group skills such as use of subordinate's strengths, conducting participative workshops, meetings and briefings, building team commitment generating enthusiasm and appreciating and upholding company culture. This model teaches flexibility and versatility.

ACTION PLAN

TITLE:
To re-vamp HRD professionals' roles/responsibilities and ethos and thereby enhancing HRD practices.

OBJECTIVES:
1. To bridge the gap between actual and ideal Knowledge / Attitudes / Skills / Values.
2. To re-examine the current practices in given organization.
3. To re-focus HRD professionals' roles and responsibilities.
4. To probe the gape between the actual and ideal HRD practices.
5. To reinvent the prophesized HRD practices to meet future challenges.

PARTICIPANTS:
HRD functionaries of the organization.

DURATION:
As per status and requirement.

TRAINERS:
HRD practitioners, HRD educators, HRD consultant, Organizational behaviour / O.D. experts, Industrial Sociologist.

METHODOLOGY:
Sharing Experiences, Lecture method, Lecture cum discussion Group discussion, Role Play etc.

1. Action Area: Development of Holistic Approach Among the Employees.
- Suitable briefing to all new appointees during induction programme by HODs.
- Inter Functional / Divisional transfers for developing employee capabilities and greater job exposure.
- Inter departmental sharing of SWOT to ensure greater understanding of the functioning of each department.
- Employees interface with external customers.
- 360 degree feedback for all Management Cadre.
- Project existing Role Models for motivating people.
- Reward and punishment system to cover role modeling performance also.
- Organize transformational leadership programme for improving performance of potential role models.

2. Action Area: Competency Development
- Delayed/flatten organization to avoid overlap and pave the way for infusion of fresh blood.
- Adhere to retirement age to create opening for inducting new talents.
- List out attributes for each position, i.e. knowledge / skill/personality to ensure greater role clarity for improved performance.
- Develop a system for competency assessment to generate proactive and development-oriented climate in the Group.
- Build competency that results in better performance, which can be linked with performance rewards including promotion policy.
- Periodic assessment of competency to ascertain impact of development.

- Job description based on job analysis for role clarity.
- Company Division wide competency development programmes for all employees.

3. Action Area: Holistic understanding of business by HR Managers

- Total commitment and involvement of HR people from project stage for having a clear understanding of process and product.
- Expose HR people to market, customers and vendors.
- HR managers to make conscious and regular effort to understand business in their respective companies / divisions / units.
- HR Managers to regularly attends Mill /Factory performance meetings and other departmental meetings.

4. Action Area: Managing implications of rightsizing

- Show visible concern for employees rehabilitation and organize suitable programmes / activities / schemes.
- Formulate appropriated VRS that can help in the rehabilitation of displaced workers.
- Search within the Group before filling vacancy.
- Stoppage of recruitment against vacancies during VRS implementation.
- Total involvement of line manager in designing an implementation of VRS.
- Show visible concern for employees rehabilitation and organize suitable programmes / activities / schemes.
- Total involvement of line manager in designing an implementation of VRS.

5. Action Area: Value addition activities by HR Directly

- Formulate policies for objective oriented increments and promotions.
- Re-design all forms, procedures and systems to simplify processes and ensure easy implementation.
- Do away with non-value adding activities.
- Cost reduction in all areas including OT(Overtime), Administration overheads, Absenteeism reduction, Accidental costs, etc.
- Manpower rationalization.
- Arrange more training programmes through internal faculty.

6. Action Area: Inculcation of sense of ownership and accountability for actions

- Give due consideration to and show understanding and empathy with other people's problems and where possible lend a helping hand.
- Organize role negotiation workshops to ensure role clarity to individuals leading to greater job satisfaction.
- Accept responsibility for anything that goes wrong instead of shifting the blame for failure on others.
- Shed ego in dealing with peers and subordinates for better relationship and understanding.
- Demand accountability for any role or function to ensure total commitment.
- Judge and /or decide matters without procrastination.
- Competent persons to be entrusted with greater responsibility for timely fulfillment of goals and objectives and for developing competency.
- Competent persons to be nominated as final authority for interpretation of rules and policies relating to human resources.

- Give due consideration to and show understanding and empathy with other people's problems and where possible lend a helping hand.
- Foster team spirit and team building for improved work culture.
- Securing employee involvement with and commitment to the organizational goals and objectives.
- Impart more training and education to the appraises for better implementation of performance appraisal system.
- Quantification of performance and targets to help employees recognize these strengths and weaknesses, and improve their performance.
- Do not shift the blame of failure on others.

7. Action Area: Employee Communication and Sharing of information.
- Encourage upward communication to build healthy and productive relationship.
- Remove hierarchical barriers of communication.
- Cover all levels of employees as applicable depending on the matter to be communicated.
- Timely and speedy communication of policies.
- Wider circulation of instructions, policies and rules.
- Sharing of information on company performance including financial performance as appropriate.
- Schedule frequency of employee communication meetings, e.g. open house and adhere to the schedule.
- To conduct meetings with clear agenda, openness and involvement.
- Existing communication meetings, formal and informal.
- Existing communication channels like journals, notice boards etc.
- Anger while receiving and giving feedback / communication.

8. Action Area: to encourage and ensure creativity
- Endeavor to share credit and not steal or sabotage it.
- Invite new suggestions.
- Allow autonomy to unleash creativity.
- Actively dispel fear of failure or mistake.
- Appreciate employee contribution to induce a feeling of being cared for.
- Involvement of all employees from idea generation stage to its implementation.
- Prompt action on good ideas to orchestrate growth and expansion of an organization.
- Develop skills to tap creativity.
- Gain knowledge of outside world for creating innovative techniques.
- Develop an environment where mistakes are tolerated up to an extent and provide an opportunity for learning from them.
- Develop risk-taking abilities.

9. Action Area: Ownership of Customers
- Conduct customer satisfaction surveys and value added training programmes to evoke action from different parts of the systems.
- Quarterly presentation of customer satisfaction surveys.
- Frame business policy that integrates the needs of customers.
- Introduce performance rewards to reinforce desirable behaviors.

- Use of quality systems such as ISO/QS/TQM to maximize organizational competitiveness.
- Benchmark best practices – within and outside the organization.
- Interaction of non-marketing executives with customers.
- Quick responses to customer's complaint.
- Supplier Customer Interface.
- Positive response to customer feedback to improve image of the company.
- Role model best performers.

10. Positive Work Culture, Motivation, Commitment and Empowerment

- Extend entitlements in time
- Public appreciation for excellence
- Do things differently to build an oriented to excellence.
- Participate management.
- Transparency and sharing of information
- Reward outstanding work
- People caring policies.

11. Action Area: Integration HR with Business Strategy

- Communicate company vision / mission / business plans.
- Involve HRM in Business Strategy Plan
- Visible commitment to integrating HR with business strategy.
- Exposure to all business activities
- Productivity oriented incentive schemes.
- HR plan based on business strategy to orchestrate growth and expansion of an organization.
- Cost compression as a culture in the organization.

CONTENTS / AREA TO BE FOCUSED:

Unit 1 (Basics)

- HRD – Concept, Philosophy and Sub-system.
- HRD – Need Utility and Implication on Industrial Relation / Productivity.
- HRD – Knowledge base
- HRD - Skills and Techniques.
- HRD - Values and Attitudes.

Unit 2 (Performer's Induction)

- HRD – climate Curriculum
- HRD – Effective Implementation
- HRD – Better output
- HRD – Changing Scenario
- HRD – Effective globalization
- HRD – Co-operative Sector, Multinational Companies, Public Sector, Private Sector.
- HRD – Challenges

Unit 3

- HRD and Organizational Behavior Areas
  1. Communication
  2. Authority

3. Leadership
4. Team-Work
5. Power
6. Centralization and Decentralization
7. Responsibility
8. Span of Management

Unit 4
- HRD – Labour Economics. Industrial Social Work, Trade Union

Unit 5
- HRD – Organizational Development Strategies/Models

Unit 6
- Linking HRD Strategies with Manufacturing Strategies for Higher Organizational Performance.

Unit 7
- Marketing Human Resources Development
    2. Acquire and sharpen abilities required to perform various functions associated with present and expected future roles.
    3. Develop general capabilities as individuals, discover and explore one's inner potentials and fulfillment of organizational goals.
    4. Develop an organizational culture in which interpersonal relationship, team-work and collaboration among sub-units are strong and contribute to organizational growth as well as boost the morale and pride of the employees.

Unit 8
- **Evaluation**