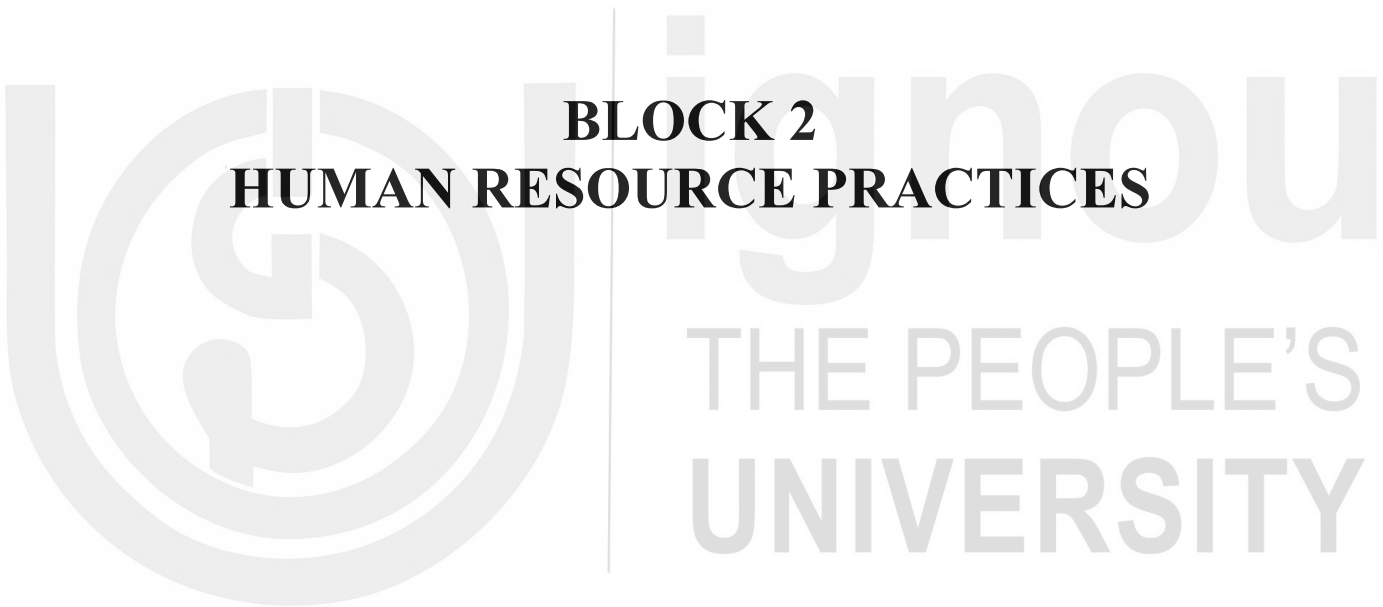


The background of the page features a large, light gray watermark of the IGNOU logo, which consists of a stylized 'U' with a circular emblem inside, and the text 'ignou' in a lowercase sans-serif font. To the right of the logo, the text 'THE PEOPLE'S UNIVERSITY' is also visible in a light gray, uppercase sans-serif font.

BLOCK 2

HUMAN RESOURCE PRACTICES

THE PEOPLE'S
UNIVERSITY



UNIT 5 JOB ANALYSIS*

Structure

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Definition and Nature of Job Analysis
- 5.3 Uses of Job Analysis
- 5.4 Methods for Collecting Job Analysis Information
 - 5.4.1 Using other Job Analysis Methods
- 5.5 Let Us Sum Up
- 5.6 References
- 5.7 Key Words
- 5.8 Answers to Check Your Progress
- 5.9 Unit End Questions

5.0 OBJECTIVES

After reading this unit you should be able to :

- discuss the importance of undertaking job analysis;
- explain the nature and use of Job Analysis; and
- describe various method for collecting Job analysis information.

5.1 INTRODUCTION

JoJo Soya Products Ltd. is a small manufacturing company that manufactures and markets soya products available at local market. The Executive Director notices that most staff appeared to be uncertain about their roles and those relevant goals were never achieved. She hired an industrial psychologist in order to fix this problem. This Industrial psychologist finds many areas of improvement. She found that the role of production and planning was not for everyone in the company.

Sales representatives were doing some purchases of raw materials although there was a purchasing section under the Operations Department. Two different departments maintain inventory control. The person in charge of marketing and sales did not have the salesmanship skills to perform that task. Based on the analysis, several jobs were redesigned and job descriptions were written down for all positions. The Executive director then implemented all the changes with the purpose of changing nature of jobs.

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One lacuna clearly observed in the above examples is lack of job analysis and clarity of duties and responsibilities. A clear view of one's roles should be a basis for self-appraisal. It should make it simpler for Executive Director to assign responsibilities. For instance, suppose you are the proprietor of the startup company or organization, as a director you need to understand that director duties. Understanding what creates a director job should help you to perform your role and responsibilities more effectively.

Thus, before recruitment and selection techniques are used, it is necessary to analyse the appropriate jobs. The objectives of this unit is to describe the Nature and uses of Job Analysis, Methods for Collecting Job Analysis Information.

5.2 DEFINITION AND NATURE OF JOB ANALYSIS

As we know that, employees are the important pillars of an organization. As matter of fact, the profit and loss of an organization is determined largely by how well employees do their duties. Selecting the right person for right place and job, capacity building and paying proper salary and benefits are therefore of extreme importance. If someone ask you what makes an effective clinical counsellor or what content might cover a capacity building for grassroots worker. What is your reply? How could a director of the organization find out what employee do at workplace? The answer to the above questions is, by carrying out job analysis. Thus job analysis mainly helps us understand about the job, the activities to be carried out as well as the skills required to carry out the activities. For instance, as time goes by vegetable chef of the small restaurant might assume additional duties like prepare pastries and desserts that did not assigned before. If the restaurant needs to replace this chef but does not have an up-to-date job analysis report for the position, it is unlikely that the restaurant will be able to recruit a person with all the experience, skills, talents and other features required to perform the job as it currently exists.

It can be said that job analysis is a systematic and thorough examination of job. It refers to a scientific and systematic study of a work in order to collect all relevant information about the job. It is difficult to understand precisely what the role of an employee requires before an employee can be selected or trained and before employee, performance can be measured. Such an analysis should also be carried out on a regular basis to ensure that employment information is up to date. In other words, the process for determining the duties, responsibilities and skill requirements of a job and the category of employee who should be selected for it.

According to Mondy and Noe (1996), job analysis is the systematic process of determining the skills, duties and knowledge required for performing job in an organization. It is an essential and pervasive human resource technique.

Brannick, Levine and Morgeson (2007) defined job analysis as a systematic method of discovering the purpose of a job by dividing it into smaller units, where one or more written products arise from the process in order to explain what is achieved on the job or what skills are required to perform the job effectively.

Dessler (2013, page 105) explained job analysis as “the the procedure through which you determine the duties of the positions and the characteristics of the people to hire for them”. Job analysis can be explained as a process through which we collect information about a job. It is carried out in terms of job description and job specification. Job description mainly denotes the work activities that need to be carried out and job specification specifies the skills and experience required. Thus, job description provides information what constitutes the job and job specification provides details about the kind of individuals that need to be hired for the job. Dessler (2013, page 105) defined job description as “a list of a job’s duties, responsibilities, reporting, relationships, working conditions, and supervisory responsibilities” and job specification as “a list of a job’s ‘human requirements’, that is the requisite education, skills, personality, and so on”

Job analysis can be carried out by collection information about work related activities, human behaviours, machines, tools, equipment etc required to carry out the job, standards of performance, context of the job and human requirements.

- Work related activities denote the actual activity that needs to be carried out like marketing a product, counselling employees and so on.
- Human behaviours denote the behaviour that is required to perform the job. For example communication, negotiation and so on.
- Machines, tools , equipment etc can also provide information about the nature of job.
- Performance standards denotes the levels of quality and quantity related to the job activities.
- Context of job denotes the working conditions, schedule, incentives and so on.
- Human requirements mainly focus on the skills, expertise, knowledge, experience, training etc. required to perform the job.

In order to monitor the production or service, that is, get the job done successfully, the job analysis process requires in-depth investigation. The mechanism helps to figure out what a specific department or section needs and what a future employee or worker needs to offer. It also helps to decide job specifics, including job description, job position, job overview, tasks involved, working conditions, possiblerisk, resources, equipment and supplies to be used by the existing/ potential employees or worker. The process, however, is not merely confined to the determination of these factors. It also applies to figuring out the professional or technical

qualifications required to do the work. These include education, experience, assessment, training, commitment, leadership skills, physical abilities, communication skills, accountability, emotional and social quotient and unusual sensory demand levels. These factors change depending on the type, level of seniority, industry and risk involved in a specific job. As we learned that, Job analysis provides information used for writing job details (a list of what the job entails) and job specifications (what kind of employee to hire for the particular job). The human resource manager or industrial psychologist normally collects one or more of the following types of information via the job analysis:

- **Job context:** Information on factors such as physical working conditions, hazard, risk factor, job schedule, job rotation, and the organizational and social background is included here, such as the number of individuals with which the employee will usually associate. Incentive and rewards information can also be included here.
- **Human requirement:** This includes information on the human requirements of the job, such as work-related expertise or skills (technical or professional education, training, work experience) and essential personal characteristics (aptitudes, attitude, physical characteristics, personality, interests, emotional and intelligence quotient).
- **Human behavior:** The human resource management may collect information about behaviours like communicating, problem solving and decision-making.
- **Job action:** Collect information about job actual work, duties and activities such as counselling, guidance, training, teaching and writing. This list must include how, why and when the employee performs each assignment.
- **Equipment, machines, tools and working aid:** This section contains information on methods used, technical or professional skills dealt with or applied (for instance finance, accountancy, legislation, language programming), and services provided (similarly counselling, guidance and repairing).
- **Performance criteria:** The human resource manager (HRM) must need data about performance level of the job in terms of quality and quantity. HRM will use these data to review the employee.

Check Your progress I

- 1) What is job analysis?

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5.3 USES OF JOB ANALYSIS

The uses of job analysis are discussed as follows:

- **Employee selection:** How an employee will be selected is difficult to imagine unless there is a specific work understanding of the duties and responsibilities to be performed and the skills necessary to perform those duties. It is necessary to select assessments or design interview questions by defining those criteria, which will decide if a specific candidate has the requisite expertise and skills to carry out the job requirements. For instance height and good physical fitness requirement for Indian Army and Physical attractiveness for frontline sales team.
- **Training and development:** Job analysis is useful for human resource manager as far as it allows employee to understand what the mandatory needs from a given job in terms of experience, aptitude and skills. Depending on the work requirements, capacity building programmes and skill upgradation strategies may be planned. Participant's selection and skill development content are also supported by job analysis reports.
- **Job Description:** Short report of duties and responsibilities contained in the job description is one of the written products of job analysis. In simple words, the job analysis is the written report and it is the method of deciding the duties and job description. Job analysis acts as the basis for many practices in the area of managing human resources planning, including the selection of employee, capacity building, job design and appraisal.
- **Job Classification:** Job analysis enables a human resource manager to classify jobs into groups, sub groups and teams based on similarities in duties and responsibilities. Job analysis is useful for determining salary, incentives, benefits, transfer and promotions.
- **Job evaluation:** Job analysis information can be used to determine the worth of a job. It is also help to human resource manager for fixing salary whose jobs are similar in value to the company must have similar pay if they do their task well.
- **Performance appraisal:** A performance appraisal compares every employee real performance with her/his performance criteria. In order to address job duties and performance criteria, human resource managers use job analysis reports.
- **Discovering unassigned duties and responsibilities:** Job analysis can help reveal unassigned duties and responsibilities. For instance, your organizational head assigned so many task i.e. collection of raw material, monitor production process and recruitment of new staff members. On further discussion, you might have learned that none of the production manager are responsible for recruitment drive.

- **Organisational analysis:** During the time of their duties, job analyst often become aware of uncertain problems within the organization. For instance, during a job analysis process discussion cum interview, sales team members may inform that they does not know how they are being evaluated and to whom they are supposed to discuss about daily issues faced in the market. The finding of, such gap in the internal communication can be used to fix the communication gap and help the company for smooth functioning.
- **Job design:** The job analysis information can be used to define the best way to do a job. Job design is the division of job tasks allocated to an employee in an organization that determines what the employee is doing, how, and why.
- **Human resource planning:** Job analysis provides a basis for human resource planning and for suitable selection and recruitment of employee. It reveals the personality and skills of employee required for a job.
- **Working condition:** Job analysis provides information about unhealthy, risk and hazardous working environmental condition in various jobs.

Check your Progress II

- 1) State any one use of job analysis.

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5.4 METHODS FOR COLLECTING JOB ANALYSIS INFORMATION

The method used to collect job details differs greatly in terms of comprehensiveness and systematic rigour. In the following discussion, an attempt is made to clarify some of the methods used more frequently, such as

Observation, interview and questionnaires have historically been the most common methods. Emphasis is placed on the advantages and disadvantages or drawback of each method.

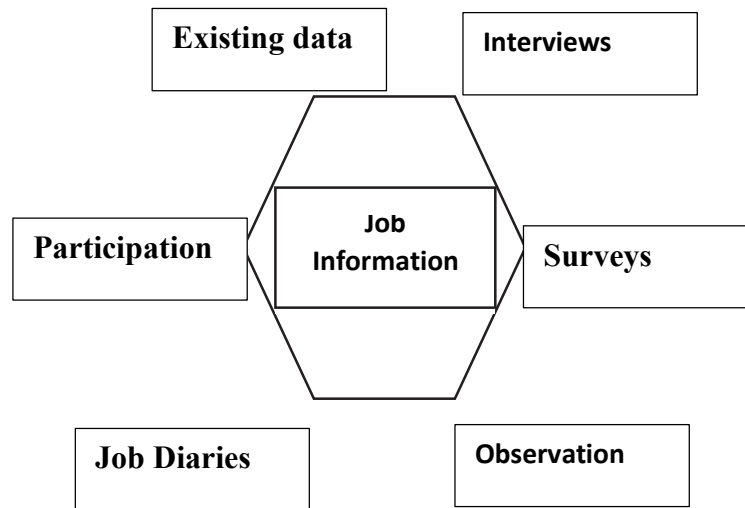


Fig. 5.1 Methods for Collecting Job Analysis Information

- Observation:** In this method, a job analyst observe employees directly, video or review report of employee performance report. Observation provides firsthand information. Usually, the observer makes extensive notes on the exact activities and duties conducted in the observational process. To make detailed observations, however, the job analyst must know what to look for. With the observation method, it is crucial that the times chosen for observation are reflective of the routine of the employee, especially if the job requires that during various times of the hours, day, week or year, the employee can be engaged in different tasks. For instance, a medical sales representative may deal with sales and doctor visit report on Fridays, may spend most of Saturday updating medicine stock figure and weekly report and may be almost entirely occupied with finding newest stockiest for new products. This method has both positive and negative aspect. On the positive side, the primary data collected are accurate because of direct observation. On the other side, sometimes observer bias can creep in. Further observer cannot observe cognitive task such as problem solving and thinking skills. This method requires that the entire range of activities be observable, which is not possible for many jobs for instance, managerial job.



Fig. 5.2 The job analyst uses observational techniques

- **Interviews:** Another form of job analysis is interviews. They can be open ended such as could you tell us about what you do on the job. Alternatively, they can use structured or standardised questions. Because any one source of information can be biased, the job analyst may want to get more than one perspective by interviewing the employee. The employee's immediate supervisor and employee subordinates. The job analyst may also interview several employees within a section or unit or organisation to get more information of the job and to see whether various individual holding the same job title in organisation actually perform similar work. The advantages of this method is job analyst might ask follow up questions/comments, flexible and it is applicable to all job title. One of the drawback of interviews, Job analyst miss information out, especially when a task become automatic and difficult to pull all information tighter.



Fig. 5.3 Interview is a common job analysis method.

- **Surveys:** In this method of job analysis usually associate the administration of paper pencil questionnaire that the employee completes and returns to job analyst. Such questionnaires consist of lists of job a

task or other factor such as working condition. Survey consist of open-ended question such as what technical skills required to operate this automatic machine? Close ended question such as which of the job title suite you?

- i) Workshop Manager
- ii) Machine operator
- iii) Workshop supervisor
- iv) Administrative assistant

The survey method has three advantages over the interview method:

- 1) Allows for a large collection of data
- 2) Cost effective
- 3) Time saving

One of the drawbacks of this method is that the information collected is limited by the questions of the questionnaire or schedule.

- **Job Diaries:** Another method for job analysis is to have employee record their daily activates in diary. It is known as the process of self-recording. An advantage of the job diary is that it provides a detailed minute-to-minute, hours- to – hours and day – to- day account of employee’s work and it is good when jobs are difficult to observe such as Loco pilot(Train Driver). Difficulties of job diary are:
 - i) Extra time to write diary
 - ii) Clarity of information/data provided
 - iii) Differing literacy levels of employees
 - iv) Analysing large amount of information/data
- **Participation:** In this method, a job analyst may want to conduct a specific job or job activity to get a better understanding of how the job is done. The advantages of this method is hands-on knowledge of the job and how work or an operation relates to each other? The disadvantage to this method is not for jobs that require a high degree of proficiency or professional and technical skills.
- **Existing data :** Mostly large, well-established organization or Startup Company usually have some data or report and records can be used in the job analysis process i.e. previous job analysis report, employee performance and task sheet for the post or an analysis. Sometime data can be arranged from another organization, startup company, Government database and Human Resource consultancy firm that has conducted analysis from similar post. Always, existing data must be reviewed to ensure that it conforms to the job as it is actually being carried out and to assess if the existing data allows for the introduction of new technology or process into the job.

5.4.1 Using other Job Analysis Methods

In the previous section, the most common method for Collecting Job Analysis Information was discussed. In addition to these methods for performing job analysis, there are number of unique standardized analysis techniques. These technique have not only widely used but have also provided a substantial amount of research on their effectiveness. We will consider four of these specific techniques: the job element, the critical incident technique, the Position Analysis Questionnaire and functional job analysis.

- a) **Job Element Method:** The Job Element Method (Primoff & Eyde, 1988) focuses mainly on industrial or unskilled jobs. In this method, a job analysis method that analyze jobs in terms of the knowledge, skills, abilities, and other characteristics (KSAOs) required to perform the job. This method is “person oriented” or personality based in that it focuses on the characteristics of the individual who is performing the job(Foster, Gaddis & Hogon, 2012).
- b) **Critical Incident Technique (CIT):** The critical incident concept developed by Flanagan (1954) includes the recall and analysis of specific instances of employee behavior on the job, either good or bad. The method includes gathering factual stories about job behaviors that are crucial in performing the job effectively (Zemke & Karmlinger, 1982).

Three pieces of information needed from each critical incident are presented by Flanagan:

- The context of behavior and details of the lead-up to the behavior exhibited.
- The employee behavior
- The consequences of the behavior.

This tool is powerful because it gives a multi-dimensional view of the activities, including acts that have taken place, interactions with other staff members, verbal and non-verbal behaviour.

- c) **Position Analysis Questionnaire (PAQ):** The Position Analysis Questionnaire (McCormick, Jenneret & Mecham, 1972) is a questionnaire based on employees that measures job characteristics and relates them to the behaviour of employees. 194 job elements are part of the questionnaire. Six main areas are grouped into the items on the questionnaire.
- **Information input:** Considers how the employee obtains the relevant information to perform the job.
 - **Mental process:** It is involves the thinking and decision-making required in the job.

- **Physical activities:** The employee has to perform, and the equipment they will use as part of their role.
- **Relationship with other persons:** It is including reporting lines as well as colleagues.
- **Job context:** Such as physical or social contexts, including working in noisy environments.
- **Other characteristics:** Such as other activities required as part of the job. The advantage of this method is that it can be used for a limited number of employees, since the questionnaire is structured, it is affordable and simple to use, allowing easy quantification. Disadvantages - involve individuals misinterpreting their job and the amount of time the questionnaire is administered.

Check your Progress III

- 1) Explain participation as a method of collecting job analysis information.

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5.5 LET US SUM UP

In this unit, you learned about the nature of job analysis and uses of job analysis. Gathering data for job analysis having multiple methods, which we need to be aware of so that suitable method can be taken accordingly. It was also discussed that using other job analysis methods. Finally, you learned about how to do job analysis in the organization. Specially, use of job analysis in the organization was discussed.

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5.7 KEY WORDS

Job Analysis: The process for determining the duties, responsibilities and skill requirements of a job and the category of employee who should be selected for it.

Job analyst: The person conducting the job analysis in the organization.

5.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your progress I

- 1) What is job analysis?

Brannick, Levine and Morgeson (2007) defined job analysis as a systematic method of discovering the purpose of a job by dividing it into smaller units, where one or more written products arise from the process in order to explain what is achieved on the job or what skills are required to perform the job effectively.

Check your Progress II

- 1) State any one use of job analysis.

Job analysis enables a human resource manager to classify jobs into groups, sub groups and teams based on similarities in duties and responsibilities. Job analysis is useful for determining salary, incentives, benefits, transfer and promotions.

Check your Progress III

- 1) Explain participation as method of collecting job analysis information.

In participation, a job analyst may want to conduct a specific job or job activity to get a better understanding of how the job is done. The advantages of this method is hands-on knowledge of the job and how work or an operation relates to each other? The disadvantage to this method is not for jobs that require a high degree of proficiency or professional and technical skills.

5.9 UNIT END QUESTIONS

- 1) Define Job analysis. Explain the nature of job analysis
- 1) Critically examine the uses of job analysis in Organisation.
- 2) Discuss various methods of job analysis by mentioning illustrations from surrounding organization.
- 3) Write short note on:
 - Interviews
 - Job Element Method
 - Position Analysis Questionnaire

UNIT 6 SELECTION *

Structure

- 6.0 Objectives
- 6.1 Introduction
- 6.2 Meaning of Selection
- 6.3 Techniques of Selection
- 6.4 Barriers to Effective Selection
- 6.5 Let Us Sum Up
- 6.6 References
- 6.7 Key Words
- 6.8 Answers to Check Your Progress
- 6.9 Unit End Questions

6.0 OBJECTIVES

After studying this unit, you should be able to:

- describe the meaning of selection in organization;
- explain the effectiveness of various selection methods; and
- identify the barriers in effective selection process.

6.1 INTRODUCTION

The 2017 investigation into the accident of injured people caused by a Radiant Private Limited Company staff bus in Hyderabad, Telangana, heard that the driver had no reference check document to his official file and was suspended from his former job.

Mr. Malla Reddy, who was suspended from the Jabbar Tour and Travel Company, Khammam in October 2016, was driving the truck when three pedestrians were injured in Andhra Pradesh's Khammam district. During a cross-examination, it was revealed that there were no references to the employment history of Mr. Reddy. This led to the sub-inspector alleging that anyone at Radiant Private Limited Company conducting an incomplete employment procedure.

The HR manager informed in the serious accident inquiry that records are misfiled sometimes. Following the investigation, the HR manager and sub inspector reviewed the selection process. The selection of "skilled candidate" is discussed in much of the popular human resource literature, but this accident highlights the significance of effective selection processes.

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Let's look at another example, *In Mall Road, Shimla, Himachal Pradesh, Smt Hardeep manages a small restaurant. Hardeep is expected to employ the waiting staff, among other tasks. She employed a Youngman last week who looked decent but continued to shout at a customer who complained that her order was incorrect. Hardeep decided she required to interview prospective waiters in a more organized way.*

What do you understand about the method of selection in the above examples? Are they following effective selection method for their employee? As we know that selection is commonly used term in organizational setup. Now we have some ideas about it, let us see in this unit in detail.

6.2 MEANING OF SELECTION

Selection is mainly used to determine who will join the organization. Selection is the first step of the overall recruitment process and is concerned with selecting the candidates best qualified for the job available from a list of job applicants. A previous phase is recruiting activity, which includes the recruitment of a pool of applicants for a vacancy, as well as the development of a shortlist of candidates whose experience and potential are compatible with the profile found in the work specification. At each step, the aim remains the same: to find the job candidate who will develop into a valuable employee and a good representative of your organisation. A person is an advantage only if employee performs his/her job effectively and in compliance with work standards. For example, A vivid case in point is football clubs like the Bengaluru FC, Mohun Bagan, East Bengal, Kerala Blasters who win or loose on their ability to select coaches, players, sports psychologist and other supporting staff to win trophy.

Good selection decisions are an integral component of effective management of Human Resource Management. Some would say that the most critical aspect is these decisions. An employer's productivity increase can come from improvements in incentive compensation programmes, better training or better job design, but such changes may not have much effect unless the employer has the required employee with the right KSAs(Knowledge, Skills and Abilities) in place.

Conventional human resource principles clearly define the meaning of successful job selection offer the best perspective on selection:

- **Good capacity building is not going to compensate for poor selection:** The implication here is that if the right employee with the appropriate KSAs are not selected for work, it is very difficult for the organisation to recover later by attempting to capacity building that employee without the right ability, interest or other KSA deficiencies.
- **Selecting the best employee:** If the right employee is not selected, there is an opportunity cost and that cost is that the "right employee" has gone somewhere else.

As we know that, there are no two employee alike; intelligence, interest, physical features, and personality characteristics vary. The selection process leads to the hiring of individuals with the skills and qualifications to perform the job that has fallen vacant in the organisation.

The selection is supported by two key principles:

- **Individual differences:** Attracting a wide choice of candidates will be of little use unless there is a way of measuring how people differ. People can vary in many ways, Such as attitude, experience, intelligence, psychological, physical characteristics, social skills, and so on.
- **Prediction:** Recognition of the way people differ must be extended to a projection of workplace performance.

Let us now look at various definitions of selection.

Thomas S. Stone (1989) define selection as a process of differentiation between candidates to identify (and employ) those who have a greater probability of success in a job. The selection process involves dividing all candidates into two groups, viz. those selected and those rejected (Dale Yoder, 1967). According to Robbins and Decenzo (2002), selection is the process of screening job candidates to ensure that the most suitable candidates hired.

BOX 6.1 RECRUITMENT

As we discuss about selection, we also need to know about another term that is recruitment. Recruitment can be explained as process that involves developing a pool of applicants who possess necessary qualification as per the requirement of the job position and these applicants are interested in working for the organisation and the organisation may select certain individuals from this pool of applicants. Thus, recruitment is a process that precedes selection.

Recruitment can be internal or external.

In internal recruitment, the organisation looks within the organisation for suitable candidates for certain job positions. Internal recruitment can be carried out through job postings, recommendations by immediate supervisor and so on.

In external recruitment, the organisations looks outside the organisation for suitable candidates. Some of the methods for external recruitment include advertisements, employment agencies, college, university or institute placements, electronic recruitment, recruitment with the use of social media.

Aswathappa (2015, page 221) defined selection as “ the process of differentiating between applicants in order to identify and hire those with a greater likelihood of success in a job”.

Bohlander and Snell (2013) defined selection as a process that involves choosing individuals who possess relevant and necessary qualification so that the present or projected job openings can be filled.

DeNisi et al (2014, page 107) stated that selection “is concerned with identifying the best candidate or candidates for a job from among the pool of qualified applicants developed during the recruiting process.

It is evident from the above definitions that selection is the process of selecting the most appropriate candidates for the current position or for the future position from a pool of candidates. For example, the skills and abilities expected of a receptionist are different from those required of a restaurant manager. In terms of their knowledge, skills, abilities, experience, age and education, candidates often vary. Therefore, the purpose of the assessment is to determine which candidate is ideally suited for a particular position.

Check Your Progress I

- 1) What is selection?

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6.3 TECHNIQUES OF SELECTION

Let us start with question, how organisations select employee for jobs? We will look at the different techniques and assessment processes of employees to select employee decisions in suitable jobs. Throughout the debate, bear in mind that the purpose is straight forward to try to collect information that will predict who will be the best employee from the pool of candidates. You need to ensure that your selection decision is the right one for your organisation before we look at the following techniques.

- 1) **Resume:** The resume is one of the most popular tools candidates use to provide background information. Resume, also called Curriculum Vitae (CV) by some, vary in style and length. Curriculum Vitae is generally used for senior positions. Candidates will be asked to have a Resume or CV for positions, which helps them to set out their experience, qualifications and achievements. Importantly, it also provides the organisation with an early opportunity to screen the candidates before heading to the next selection point. The resume or CV approach enables the candidate to design her or his own format and to submit the details they deem necessary in the manner they think is appropriate. One of the

benefits of the resume or CV technique is that it is quicker and less expensive because there is no delay in sending out via email or social media an application form and avoiding the cost of the postage. Some employers prefer to use the CV because it demonstrates the candidate's ability to gather thoughts and communicate clearly. The disadvantage of a CV is that it enables the candidate to build the application to inflate their strengths and obscure or omit any weaknesses or concerns.

It is also the case that several copies may be printed out by some professional candidates and submitted to organisations indiscriminately, while the work involved in completing the application form will test their resolve and hence their seriousness.

- 2) **Interview:** The interview involves interaction between individuals and has been referred to as a "purposeful conversation." In simple word, an interview seeks information about a candidate and clarifies information from other sources. In-depth interview is intended to combine all the information from resume, psychometric or eligibility tests and reference checks in order to make a decision. The interview is the most serious stage of the selection process in many conditions due to the requisite investigation and the sensor capacity to face-to-face communication. The purpose or objectives of the interview consist of three components:
- a) The interviewer seeks sufficient information to assess the suitability of the candidate for the available position.
 - b) The candidate obtains the necessary information to make an intelligent decision about accepting employment if offered; and
 - c) The interviewer tries to perform the interview in such a way that the candidate can continue to have respect and goodwill towards the organisation, regardless of the outcome of the interview.

As you may know from your own experience, there are several ways to conduct interviews.

- **Structured interview:** The structured interview needs more preparation time since questions that answer the particular work requirements must be formulated in advance, information must be given about the skills and qualifications being sought, examples of the experience of the candidate must be gathered and the ability or motivation of the candidate to do the job must be determined. An interviewer in a structured format would ask the same essential questions to all candidates.
- **Unstructured interview:** The unstructured interview requires little preparation because the goals for selection may be unclear or vague, questions are not prepared in advance and often the interviewer does more talking than the candidates does.

- **Telephone interviews:** The interview takes place over the telephone or cell phone. These, particularly for screening purposes, are relatively common.
- **One to one interviews:** Only one person (usually from HR manager or owner of the startup) interviews the candidate in a face-to-face setting. For several years, this has been the traditional format for interviews, but the objectivity of one person making the selection decision has been called into questions and the panel interview has been initiated.
- **Panel interviews:** A panel interviews a candidate. A delegate from HR and the future manager are usually included in panel interviews. However, depending on the industry and the place in question, there can be as many as seven or eight panel members. More senior positions with usually have more panel members.
- **Virtual interviews :** Virtual interviews are very popular nowadays. It is a type of interview in which the interview is conducted using technology. This can be in real time, where the interview takes place just like a regular interview at a preferred date and time, except the interviewer and interviewee can be in two different places, different countries or in different continent. This is seen as a cost-effective way to perform an interview.

Web-based "in-person" interview use is rising with tablet video functionality and Skype; in recent years, an estimated number of candidates have taken such interviews. Of course, such interviews decrease travel and recruitment expenses. In response to computerized oral, visual or written questions and/or circumstances, a computerized selection interview is one in which the oral or keyed replies of a job candidate are collected. Most of these interviews present a variety of multiple-choice questions relating to background, experience, education, expertise, skills and attitudes to work.

For example, It might be feasible to hold a virtual interview if you are applying for a job in Bengaluru. Instead of having an interview, you fly to Bengaluru from your place. This helps the Bengaluru interviewer to see you, and you can see the interviewer. Finally, a two-way system that allows you to interact with the other person as though you were in the same room is a virtual interview.



Fig. 6.1: Virtual Interview

Let us now look into some of the strengths and weakness of the interview technique

Strengths of interview: Strengths of interview are

- They are useful in evaluating the candidate's ability to communicate and interact with other people.
- There is a possibility of collecting additional information from the candidates.
- The interviewer can judge the candidate's knowledge of the job.
- Interviewers allow candidates to ask organizational and job-related questions.

Weaknesses of interview: Weaknesses of interview are

- The information obtained through the interview is not reliable.
- An interview is subjective.
- An interview can be influenced by bias or stereotypes.
- An interview procedure is not standardised.

- 3) **Psychometric testing:** One of the oldest, and perhaps most challenging, selection methods is psychological testing. The concept most commonly used to encompass all aspects of psychological assessment is psychometric testing.

Literally, 'psychometric' means mental measurement. The psychometric test is a standardized test, administered in examination like settings, aimed at objectively assessing the skill or aspects of a employ's personality. For selection and other human resource purposes, online testing is also often used nowadays.

This is known as e-evaluation. Online testing is claimed to give organisations the freedom to test at any time and any location in the world, with the added advantage of being able to easily process the application. The following distinctions can be made between various forms of test.

- **Ability and aptitude measures:** Ability and aptitude tests assess overall reasoning or particular ability/aptitude components, such as abstract or mechanical, numerical and verbal skills. Various tests are also developed to address various groups, such as technician, professionals or administrative levels. For example, a numerical skill test would be suitable for a statistician position that involves dealing with numerical data. A diagrammatic reasoning test that looks at the ability to understand logical processes might be suitable for a software engineer.
- **Personality assessment:** In the past decade, there has been a growing interest and study in using personality assessment in the sense of selection (Morgeson et al., 2007). Personality assessment attempts to measure the traits of personality in which a person lies. Inferences can then be made about the possible behaviours and responses of a person to specific situations. To match the right candidate with the right jobs, it is important to understand how personality affects behaviour and performance at workplace.

Various advantages may be provided through the use of personality assessment in selection. The use of personality assessment in selection can offer various benefits. Allowing an applicant to provide his or her own perspective may reveal potential areas to explore during an interview.

Let us now look into some of the strengths and weakness of the Psychometric Testing techniques

Strengths of psychometric testing: The strengths of psychometric testing are

- It is specific and relevant.
- At any point of selection, psychometric testing may be used.
- Highly cost and time saving

Weakness of psychometric testing: The weaknesses of psychometric testing are

- May make a candidate nervous.
- Cultural barriers exist.
- Tests for personality can be time consuming and costly to administer.

Check Your Progress II

- 1) List the advantages of psychometric testing.

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6.4 BARRIERS TO EFFECTIVE SELECTION

This section is about barriers to effective selection process. We have discussed so far about the main objective of the selection is to select the most suitable candidate for the position from a pool of candidates. In the selection highlighted next, some common barriers were identified.

- **Horns or Halo effect:** The interviewer must attempt to avoid the halo effect, which occurs when interviewer allows a prominent characteristic to overshadow other evidence. The halo effect is present if an interviewer lets a candidate's accomplishments in athletics overshadow other characteristics, which leads the interviewer to hire the candidate because "athletes make good medical sales representative". Devil's horns (reverse halo effect) for instance improper dress or a poor grade point average, can also affect an interviewer.
- **Stereotypes:** Stereotypes are prejudices or beliefs regarding the characteristics of individuals in a particular group of people, who are considered to share the same attributes. When HR manager stereotypes the applicant, this can negatively affect the outcome of the decision for the candidate. For example, People who are obese can be referred to as idle or illiterates can be perceived to be less intelligent than literates. Alternatively, the interviewer can keep a stereotyped image of the correct candidate and judge all candidates against that image.
- **Projection error:** The HR manager ranks candidates more favourably with characteristics, expertise or preferences similar to the other candidates themselves. Also, the reverse is true.
- **Biases:** They must be able to understand their personal prejudices by the human resource manager. Interviewers tend to prefer or select candidates that they consider to be equal to themselves. Age, race, religion, gender, socio economic status, previous job experience, personal history or other variables may be identical. As the demographics of the workforce change, interviewers will need to be even more conscious of the similarity bias.

The selection of a candidate who falls below the requirements and the rejection of a candidate who meets the standards suggest that a selection decision may have been affected by personal bias. The reasons for choosing a particular candidate should be regarded honestly by an interviewer. The solution to the problem of partiality lies not in the affirmation that a person does not have partiality, but in the demonstration that she/he can be controlled.

Problem relating to test: Psychometric tests and questionnaires, most of which are not valid, overwhelm the field of psychometric assessments. An organisation must ensure that it has qualified psychologists who are able to differentiate between valid assessments and incompetent ones. As we know

that, Standard psychometric test is readily accessible, and before appearing for the assessment, there's a great likelihood that a candidate who wants the job will do their homework. To carry out the outcomes desired by the organisation, they will change their answers, misleading the whole experience for those concerned.

Problem related to recruitment process: Owing to inadequate recruiting initiatives, selection procedures are often affected. If the employer does not attract eligible candidates (in the recruiting process), it is clear that the right candidates will not be chosen (in selection process). Therefore, inadequate recruiting would certainly affect selection.

Check Your Progress III

1) What are stereotypes?

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BOX 6.2 PLACEMENT

Earlier in box 6.1, we discussed about recruitment that precedes selection. Placement is a process that follows selection. After selection of the candidates take place, the candidates are then placed in job positions. Aswathappa (2015, page 244) defined placement as allocation of people to jobs". He further stated that placement includes "initial assignment of new employees, promotion, transfer or demotion of present employees".

6.5 LET US SUM UP

In the present Unit, we learned about the meaning of selection, the term selection defined and explained in detail. Techniques (Resume, Interview and Testing) of selection also discussed in detail. Barriers to effective selection process were also discussed in detail.

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6.7 KEY WORDS

Selection: Selection is the process of selecting the most appropriate candidates for the current position or for the future position from a pool of candidates.

Interview: It involves interaction between individuals and has been referred to as a "purposeful conversation."

Resume: It is one of the most popular tools candidates use to provide background information.

Stereotypes: Stereotypes are prejudices or beliefs regarding the characteristics of individuals in a particular group of people.

6.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

- 1) What is selection?

Selection can be explained as a process of differentiation between candidates to identify (and employ) those who have a greater probability of success in a job. (Thomas S. Stone, 1989).

Check Your Progress II

- 1) State the strengths of psychometric testing.

The strengths of psychometric testing are:

- It is specific and relevant.
- At any point of selection, psychometric testing may be used.
- Highly cost and time saving

Check Your Progress III

- 1) What are stereotypes?

- Stereotypes are prejudices or beliefs regarding the characteristics of individuals in a particular group of people, who are considered to share the same attributes.

6.9 UNIT END QUESTIONS

- 1) Discuss in brief what you understand by selection.
- 2) Describe various techniques of selection.
- 3) Distinguish between structure and unstructured interview.
- 4) Explain the various barriers of selection.

UNIT 7 TRAINING AND DEVELOPMENT*

Structure

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Meaning and Nature of Training and Development
 - 7.2.1 Concepts of Training and Development
 - 7.2.2 Importance of Training and Development
 - 7.2.3 Need for Training and Development
- 7.3 Process of Training and Development
- 7.4 Methods of Training and Development
 - 7.4.1 Cognitive Methods
 - 7.4.2 Behavioural Methods
 - 7.4.3 On-The-Job and Off-The-Job Training
 - 7.4.4 Computer Based Training
 - 7.4.5 Training and Development Techniques
- 7.5 Let Us Sum Up
- 7.6 References
- 7.7 Key Words
- 7.8 Answers to Check Your Progress
- 7.11 Unit End Questions

7.0 OBJECTIVES

After reading the unit, you should be able to:

- discuss the meaning and nature of training and development;
- explain the process of training and development; and
- discuss various methods of training.

7.1 INTRODUCTION

Human resource and manpower is thought of as the total knowledge, skills, creative abilities, talents and aptitudes of an organisation's workforce, as well as the values, attitudes and benefits of an individual involved. An organisation's performance and productivity are directly related to the quality and quantity of its human resources.

To maintain the quality of human resource i.e. to perform its activities well, every organisation needs to have well trained and experienced people. As the

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employment in the fast growing present society becomes more complex the importance of training and development also increases. In this unit we will be dealing with training and development which are to enhance the skills and knowledge of the human resources in an organisation. In fact training and development will cover a large number of areas in terms of definitions, need for training and development and functions of such training and development. It also deals with types of training and techniques of training.

7.2 MEANING AND NATURE OF TRAINING AND DEVELOPMENT

In the present sub section of the unit, we will discuss about the concepts of training and development and will also focus on the importance and need for training and development.

7.2.1 Concepts of Training and Development

Training is the act of increasing the knowledge and skills of an employee for performing the job assigned to him. It is a short-term process. After an employee is selected, placed and introduced in an organisation he must be provided with training facilities so that he can perform his job efficiently and effectively.

Development is a long-term educational process utilising an organised and systematic procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose. It covers not only those activities which improve job performance but also those activities which improves the personality of an employee.

Training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules or changing of attitudes and behaviours to enhance the performance of employees.

Training knows how to reach what you want in life. It knows how to get where you want to go. Training is having the knowledge to do what you are dream of doing. It is a vision which one wants to achieve. Training is about knowing where you stand at present and where you will be after some point of time. Training is about the acquisition of knowledge, skills and abilities through professional development.

Training is a process of learning a sequence of programmed behaviour. It is the short term process which refers to instructions in technical and mechanical operations.

Development is a related process which covers not only those activities which improve job performance but also those which bring about personality development, progress and actualisation of their potential capacities. It is a long term educational process through which managerial personnel learn conceptual and theoretical knowledge for general purpose.

Training and development aids in organisational development, that is, organisation gets more effective decision making and problem solving. It helps in understanding and carrying out organisational policies. Training and development helps in developing leadership skills, motivation, loyalty, better attitudes, and other aspects that successful workers and managers usually display. Training and development demonstrates a commitment to keeping employees on the cutting edge of knowledge and practice.

Understanding the phenomenon of employee training and development requires understanding of all the changes that take place as a result of learning. As the generator of new knowledge, employee training and development is placed within a broader strategic context of human resources management, that is, global organisational management, as a planned staff education and development, both individual and group, with the goal to benefit both the organisation and employees. Employee training and development and the learning organisation increase competitive advantage, the organisation needs to be able to create new knowledge, and not only to rely solely on utilisation of the existing. Thus, the continuous employee training and development has a significant role in the development of individual and organisational performance. The strategic procedure of employee training and development needs to encourage creativity, ensure inventiveness and shape the entire organisational knowledge that provides the organisation with uniqueness and differentiates it from the others.

Education is no longer the duty and privilege of those in higher positions and skilled labour, but it is becoming the duty and need of everyone. The larger the organisations, the more funds they spend on education and provide their employees with greater and diverse possibilities of education and development. Understanding the tremendous significance of education for the modern organisation and confident that it represents a good and remunerative investment, present day organisations set aside more and more resources for this activity. Most of the organisations invest 3 to 5% of their revenue into adult education. It is estimated that the organisations that desire to keep the pace with changes need to provide their employees with 2% of total annual fund of working hours for training and education. Thus, it is necessary to accept the model of permanent, continuous learning. That truth has been known for more than two centuries. Denis Diderot, a French philosopher and literate of the Age of Enlightenment, wrote the following:

‘Education shouldn’t be finished when an individual leaves school, it should encompass all the ages of life...to provide people in every moment of their life with a possibility to maintain their knowledge or to obtain new knowledge’.

The only way for present day organisations to survive is the imperative to innovate or perish. Since this depends on the knowledge the organisation possesses, this imperative could be read as: learn faster than competition. The logical sequence is: knowledge creation – innovation – competitive

advantage. If knowledge is good, is it not true that the more knowledge we have, the better we are? Many organisations which consider knowledge as a good thing are trapped into the pitfall of gathering as much knowledge as possible.

Knowledge that is not necessary is exactly what it is: unnecessary. And the efforts to obtain it are wasted efforts. The only important knowledge is the knowledge with strategic importance to the company, knowledge that helps to increase the value of the company, knowledge with significance to the strategy of the company.

It is not about knowledge for the sake of knowledge, but rather knowledge according to the needs, applicable knowledge, knowledge to create innovation and competitive advantage.

Obtaining knowledge, learning, education, all could have a real effect on the quality of labour only if they are harmonised with the needs of a particular organisation, its goals and the goals of its employees. The further choice of educational contents and educational methods, and the efficiency of educational effectiveness control depend on clearly defined educational goals and needs, answers to the questions of which knowledge is necessary to realise the strategy and the survival of the organisation in general, which employees need to possess this knowledge and will this knowledge solve certain problems.

Employee training and development does not imply only obtaining new knowledge, abilities and skills, but also the possibility to promote entrepreneurship, introduce employees to changes, encourage the changes of their attitude, introduce the employees to important business decisions and involve them actively in the process of decision making. To precisely define expectations and attract skilled workforce, more and more employment advertisements offer a certain number of annual hours or days for education. The most wanted resources are the people with particular knowledge, skills and abilities. Managers must learn to manage them, and the organisations to employ and retain them. Knowledge based organisations must preserve their competitive advantage by retaining skilled workforce, workers of knowledge, strengthening their motivation and improving the reward and compensation systems according to the workers' performances.

Within the context of learning organisation, it is not sufficient for the worker only to add value to the organisation based on his knowledge, but he also has to receive knowledge. He gives as much knowledge as he receives. For the present day employees the wage by itself is not a sufficient incentive, but they also need investment into themselves in a sense of investing in their knowledge. Employees no longer do not work for money alone, nor can they be influenced by traditional attractive financial packages.

7.2.2 Importance of Training and Development

let us now look at the importance of training and development with the help of the following points:

- 1) **It optimises human resource utilisation:** Training and development helps in optimising the utilisation of human resource that further helps the employee to achieve the organisational goals as well as their individual goals. It also helps to provide an opportunity and broad structure for the development of human resources technical and behavioural skills in an organisation. It also helps employees attain their personal growth. It also helps in increasing the job knowledge and skills of employees at each level. It helps to expand the horizons of human intellect and an overall personality of the employees.
- 2) **Productivity:** Training and development helps in increasing the productivity of the employees that helps the organisation further to achieve its long-term goal.
- 3) **Team spirit:** Training and development helps in inculcating the sense of team work, team spirit, and inter-team collaborations. It helps in inculcating the zeal to learn within the employees.
- 4) **Organisation culture:** Training and development helps to develop and improve the organisational health culture and effectiveness. It helps in creating the learning culture within the organisation.
- 5) **Organisation climate:** Training and development helps building the positive perception and feeling about the organisation. The employees get these feelings from leaders, subordinates, and peers.
- 6) **Quality:** Training and development helps in improving upon the quality of work and work-life.
- 7) **Healthy work environment:** Training and development helps in creating the healthy working environment. It helps to build good employee, relationship so that individual goals aligns with organisational goal.
- 8) **Health and safety:** Training and development helps in improving the health and safety of the organisation thus preventing obsolescence.
- 9) **Morale:** Training and development helps in improving the morale of the work force.
- 10) **Image:** Training and development helps in creating a better corporate image.
- 11) **Profitability:** Training and development leads to improved profitability and more positive attitudes towards profit orientation.

7.2.3 Need for Training and Development

The need for training and development is because of the following reasons:

- 1) **An increased use of new technology:** in the present modern organisations advanced technology has come into use such as computers and equipment which need technological knowledge. To be familiar with this kind of advanced technology employees need to be trained.
- 1) **To give refresher training for old employees:** Employees are given refresher course which consists of issues of current scenario. By updating old employees about latest technology or present situations helps the organisations a great deal.
- 2) **To make the employees work in an effective way:** An employee can work effectively if his/her skills are matching with the requirements of the organisations. When a gap is found between employee skills and organisational needs training can help to remove it.
- 3) **Organisational viability and transformation process:** The capability of the organisation is influenced by the external pressures and the external environment is continuously changing. Therefore the organisation should train its employees to adapt to the changing external environment.
- 4) **To increase productivity and quality:** The productivity and quality of the organisation is increased when employees are up to date and skilful.
- 5) **To improve health and safety:** Most of the accidents in an organisation occur because of the deficient skills of the employee. When proper training is given to the employee to handle the equipment and machine in organisation accidents are reduced.

Check Your Progress I

- 1) State any one need of training and development.

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7.3 PROCESS OF TRAINING AND DEVELOPMENT

As the concept of training is clear, let us look at the process if training and development. The main components of the process if training and development include the following:

- Assessment of training and development needs
- Designing training and development programmes.

- Implementation of the training and development programmes.
- Evaluation of the training and development programmes

We have discussed these in the following sub-sections:

- **Assessment of Training and Development Needs**

The success of training depends on the systematic needs assessment programme. Needs assessment finds out which employee needs to be trained and for what purpose they are trained. Therefore assessment phase sets the objectives for the purpose of training and the competencies required in trainees after completion of the training program.

The basis for needs assessment and source for gathering information and depend mainly on purpose of training. And the need for training and development can be identified based on the following:

- 1) **Performance deficiency:** When the purpose of training is to develop employees' performance in their present job, then the trainer looks at the present performance and identifies the performance deficiency or the areas where there can be a development. Sources of information here are supervisors, client's complaints, performance appraisal data objective measures of output or quality and special tests given to find out the present knowledge and skill of the employee.
- 2) **Individual or group interviews:** These interviews are used to understand performance discrepancies and perceived training needs. They are helpful for anticipating future training needs, for prioritising training demands, or for ambiguous situations. The sources to gather information here includes supervisors, the trainees themselves and clients.
- 3) **Assessment centres:** This method is used when training is planned for current employees who are going for a promotion or transfer. The trainer will measure the demands of the future job and also assess if the ability of the employees to meet those demands. This is done by tests or supervisory ratings of relevant abilities.
- 4) **Trainings for new employees:** For new entrées training is designed based on analysis of job content and assumed characteristics of employees. The sources of collecting information here is scores on a job knowledge selection test given to applicants for the job.

The success of training depends on the systematic needs assessment programme. Needs assessment finds out which employee needs to be trained and for what purpose they are trained. Therefore assessment phase sets the objectives for the purpose of training and the competencies required in trainees after completion of the training program.

- 5) **Individual analysis:** The individual analysis attempts to determine which employees should receive training and what their current levels of skills and knowledge are. This can be done on an individual basis or on the entire work group with a specific job title. The trainer should keep in mind that that training should not be too simple or too complex. Attention must be focused on the prerequisites of basic skills as well as on existing job related skills and knowledge. Further, if individual analysis indicates a wide range of trainee skills and knowledge, the trainer can group employees into remedial groups and advanced groups and choose a training method that allows for self paced training or individualised instruction. This kind of variance should be recognised and planned before the training begins so that all trainees can have an appropriate and satisfying learning experience.

- **Designing training and development programmes.**

Once the need for training and development is assessed, it is time to design the training and development programmes. In this context, the following needs to be decided

- **The participants of the programme:** The participants of the training programme can be identified based on recommendations by various departments in the organisation or by immediate supervisors of the employees, by self nomination or they can also be determined by the Human Resource Management (HRM) department of the organisation.
- **Who will carry out or implement the programme:** The trainers who will be involved in providing the training programme, also need to be identified. These could be the experts from within or outside the organisation, members of HRM department immediate supervisors, other employees in the organisation and so on.
- **The methods and techniques that will be used:** This is again an important component of process of designing training and development and will mainly depend on the objectives of the training. This will be discussed in separate section in this unit.
- **The level of training to be decided:** The level of the training also needs to be determined. Training programs can be at three different levels (Aswathappa , 2015):
 - 1) The first level is the lowest level and includes proving fundamental knowledge or skills.
 - 2) The next level mainly focuses on acquisition of ability to perform certain work related activities and development of skills.
 - 3) The last level can be termed as highest level, which focuses on increasing operational proficiency.

- **Learning principles to be employed:** The training and development programmes need to focus in learning principles like motivation of the employees, recognition of individual differences. opportunities to practice, reinforcement, feedback, goals, schedules of learning, meaning of material and transfer of learning (Aswathappa , 2015, page 284, 285).
- Where the programme is to be conducted: Where the training programme will be conducted also needs to be determined. The training programme can be on the job, at the workplace but in training room or off the site in some institution, university or organisation.

- **Implementation of the training and development programmes**

Once the training programme is designed, it needs to be implemented. In this regard there could be a number of issues that may arise. It could be difficult to organise the training programmes during work hours as significant amount of work hours could be lost that can affect the production and performance of the organisation. Employees may also show resistance towards training and development programmes or they may have negative attitude towards the training and development programmes. Finding suitable trainers could also become an issue. These aspects need to be dealt with effectively to ensure smooth implementation if a training programme. While implementing the training and development programme, it is important to focus on the location and other facilities required for successful conduction of the programme. the schedule of the training programme needs to be adequately prepared. The action conduction the programme needs to be monitored and supervised besides, the focus also needs to be on the trainees and their participation in the programme.

- **Evaluation of the training and development programmes**

The basis of evaluation and the mode of collection of information necessary for evaluation should be determined at the planning stage. The process o training evaluation has been defined as “any attempt to obtain information on the effects of training performance and to assess the value of training in the light of that information.

There are four reasons to evaluate training

- To make decisions about the future use of a training program or technique (for example,: continue, modify, eliminate)
- To make decisions about individual trainees(e.g.: certify as competent, provide additional training)
- To contribute to a scientific understanding of the training process, and
- To further political or public relations purposes (e.g.: to increase the credibility and visibility of the training function by documenting success)

The above reasons may be summarised as decision making, feedback and marketing, the need for evaluation is also important to know the efficiency or cost effectiveness of the training method.

The training and development programmes can be evaluated based on the following:

- **Validity of the training and development programme:** This denotes whether the trainees learn during the programme or not. Thus, denoting, whether the objectives of the training and development programmes were achieved or not.
- **Transfer validity:** Whether there was transfer of what was learned during the training to on the job. Thus, the focus is on whether the performance of the employee has improved or not.
- **Intra- organisational validity:** This is denoted by comparing the performance of new group of employees who received the training with that of the original training group.
- **Inter-organisaional validity:** Whether a training and development programme that was validated in one organisation can be implemented successfully in another organisation or not.

To carry out evaluation of training and development programmes, various techniques can also be used like using a questionnaire to collect feedback from the trainees, employee experimental group and control group, where the experimental group will receive the training and control group will not and then the two groups can be compared, longitudinal and time series analysis can also be carried out where the measurements related to performance are taken from the trainees before, during and after the training and development programme.

There are four main levels of evaluation (Aswathappa , 2015) , that we need to focus on.

- 1) **Reaction:** Denoting the reaction of the trainee towards the programme, whether proactive or negative and so on. Reaction can be measured with the help of questionnaires.
- 2) **Learning:** Whether learning has taken place and there is increase the knowledge and skills level of the trainee. Learning can be measured with the help of performance tests, written tests and so on.
- 3) **Behaviour:** This denotes whether modification in behaviour has taken place or not. Whether the knowledge and skills learned during the training and development programmes are used and implemented by the trainee on the job or not. this can be measured with the help of performance appraisal.
- 4) **Results:** Where there is an overall improvement in performance. The focus here is on the outcome of the programme and its implications on

the organisation or the unit. This can be measured by focusing the productivity, quality, accidents, turnover, morale and so on.

Check Your Progress II

- 1) List the main components of the process of training and development

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7.4 METHODS OF TRAINING AND DEVELOPMENT

There are various methods of training, which can be divided in to cognitive and behavioural methods. Trainers need to understand the pros and cons of each method, also its impact on trainees keeping their background and skills in mind before giving training.

7.4.1 Cognitive Methods

Cognitive methods are more of giving theoretical training to the trainees. The various methods under Cognitive approach provide the rules for how to do something, written or verbal information, demonstrate relationships among concepts, etc. These methods are associated with changes in knowledge and attitude by stimulating learning.

The various methods that come under cognitive approach are:

- 1) Lectures:** A lecture can be in printed or oral form. Lecture is telling someone about something. Lecture is given to enhance the knowledge of listener or to give him the theoretical aspect of a topic. Training is basically incomplete without lecture. When the trainer begins the training session by telling the aim, goal, agenda, processes, or methods that will be used in training that means the trainer is using the lecture method. It is difficult to imagine training without lecture format. There are some variations in Lecture method. The variation here means that some forms of lectures are interactive while some are not. In this context, we can also discuss about straight lecture. Straight lecture method consists of presenting information, which the trainee attempts to absorb. In this method, the trainer speaks to a group about a topic. However, it does not involve any kind of interaction between the trainer and the trainees. A lecture may also take the form of printed text, such as books, notes, etc. The difference between the straight lecture and the printed material is the trainer's intonation, control of speed, body language, and

visual image of the trainer. The trainer in case of straight lecture can decide to vary from the training script, based on the signals from the trainees, whereas same material in print is restricted to what is printed. A good lecture consists of introduction of the topic, purpose of the lecture, and priorities and preferences of the order in which the topic will be covered.

- 2) **Demonstration:** This method is a visual display of how something works or how to do something. As an example, trainer shows the trainees how to perform or how to do the tasks of the job. In order to be more effective, demonstration method should be accompanied by the discussion or lecture method. To carry out an effective demonstration, a trainer first prepares the lesson plan by breaking the task to be performed into smaller modules, easily learned parts. Then, the trainer sequentially organises those modules and prepares an explanation for why that part is required. While performing the demonstration, trainer:

- Demonstrates the task by describing how to do, while doing
- Helps the focusing their attention on critical aspects of the task
- Tells the trainees what you will be doing so they understand what you will be showing them
- Explains why it should be carried out in that way
- The difference between the lecture method and the demonstration method is the level of involvement of the trainee. In the lecture method, the more the trainee is involved, the more learning will occur.

The financial costs that occur in the demonstration method are as follows:

- Cost of training facility for the program
- Cost of materials that facilitate training
- Food, travel, lodging for the trainees and the trainers
- Compensation of time spent in training to trainers and trainees
- Cost related to creating content, material
- Cost related to the organisation of the training.

After completing the demonstration the trainer provide feedback, both positive and or negative, give the trainee the opportunity to do the task and describe what he is doing.

- 3) **Discussions:** This method uses a lecturer to provide the learners with context that is supported, elaborated, explains, or expanded on through interactions both among the trainees and between the trainer and the trainees. The interaction and the communication between these two make it much more effective and powerful than the lecture method. If the

Discussion method is used with proper sequence i.e. lectures, followed by discussion and questioning, can achieve higher level knowledge objectives, such as problem solving and principle learning.

The Discussion method consists a two-way flow of communication i.e. knowledge in the form of lecture is communicated to trainees, and then understanding is conveyed back by trainees to trainer.

Understanding is conveyed in the form of verbal and non-verbal feedback that enables the trainer to determine whether the material is understood. If yes, then definitely it would help out the trainees to implement it at their workplaces and if not, the trainer may need to spend more time on that particular area by presenting the information again in a different manner.

Questioning can be done by both ways i.e. the trainees and the trainer. When the trainees ask questions, they explain their thinking about the content of the lecture. A trainer who asks questions stimulates thinking about the content of the lecture. Asking and responding questions are beneficial to trainees because it enhance understanding and keep the trainees focused on the content. Besides that, discussions, and interactions allow the trainee to be actively engaged in the material of the trainer. This activity helps in improving recall.

- 4) **Computer Based Training (CBT):** With the worldwide expansion of companies and changing technologies, the demands for knowledge and skilled employees have increased more than ever, which in turn, is putting pressure on HR department to provide training at lower costs. Many organisations are now implementing CBT as an alternative to classroom based training to accomplish those goals.

Some of the benefits of computer based training are:

- Provides instructional consistency
- Reduces trainee learning time
- Increases access to training
- Affords privacy of learning
- Allows learning at individual pace
- Allows the trainee to master the learning
- Reduces the cost of training

- 5) **Intelligent Tutorial System:** This Intelligent Tutorial system uses artificial intelligence to assist in training or tutoring the participants. This system learns through trainee responses.

Features of Intelligent Tutorial Systems (ITS)

- It selects the appropriate level of instructions for the participants
- It guides the trainees

- It is a text-based system
- It also evaluates the training program
- It also improves the methodology for teaching the trainee based on the information
- It is an interactive system
- It determines the trainee's level of understanding

Intelligent Tutorial System (ITS) comprises of five components:

- i) A domain expert also called the expert knowledge base
- ii) A trainee model – stores the information on how the trainee is performing during the training program
- iii) A scenario generator
- iv) A training session manager – interprets trainees responses and responds either with tutoring, more content or information
- v) A user interface – allows the trainee to communicate with the Intelligent tutorial System

- 6) **Programmed Instruction (PI):** Programmed instruction is a Computer-based training that comprises of graphics, multimedia, text that is connected to one another and is stored in memory.

Programmed instruction is the procedure of guiding the participants strategically through the information in a way that facilitates the most effective and efficient learning. It provides the participant with content, information, asks questions, and based on the answer goes to the next level of information i.e. if the trainee gives the correct answer; one branch moves the trainee forward to the new information. And if the trainee gives the wrong answer then different branch is activated, taking the trainee back to the review relevant information in more elaborate manner.

This method allows the trainees to go through the content according to the individual speed, and capability. Those trainees, who respond better, move through the content rapidly.

Programmed Instruction also comes in

- Printed form i.e. books
- Tape
- Interactive Video
- Other formats

In programmed instruction, trainees receive information in substantial amount and then tested on their retention of information. If the trainees are not able to retain the information, they are referred back to the original information. If the trainees retain the information, they are referred to the next log of information.

Some of the features of programmed instructions are:

- It provides immediate feedback to trainee response
- It frequently reviews the content
- It programs small learning steps that results in fewer response errors
- It allows trainees to move through the content at their own speed, or capability
- It requires frequent active responses by the trainees

7) Virtual Reality: Virtual Reality is a training method that puts the participant in 3-D environment. The three dimensional environment stimulates situations and events that are experienced in the job. The participant interacts with 3-D images to accomplish the training objectives. This type of environment is created to give trainee the impression of physical involvement in an environment. To experience virtual reality, the trainee wears devices, like headset, gloves, treadmills, etc.

Virtual Reality provides trainees with an understanding of the consequences of their actions in the work environment by interpreting and responding to the trainees' actions through its accessories:

Headset: provides audio and visual information

Gloves: provides tactile information

Treadmills: is used for creating the sense of movement

Sensory devices: transmits how the trainees are responding in the virtual workplace to the computer

This allows the virtual reality (VR) system to respond by changing the environment appropriately.

Some of the features of Virtual Reality System are:

- It is poorly understood – requires technical understanding
- It is expensive
- It is time consuming
- It is flexible in nature
- It does not incur traveling, lodging, or food cost
- It requires excellent infrastructure

7.4.2 Behavioural Methods

Behavioural methods are more of giving practical training to the trainees. The various methods under behavioural methods allow the trainee to behaviour in a real fashion. These methods are best used for skill development.

The various methods that come under behavioural methods are:

- 1) **Games and simulations:** Games and Simulations are structured and sometimes unstructured, that are usually played for enjoyment sometimes are used for training purposes as an educational tool. Training games and simulations are different from work as they are designed to reproduce or simulate events, circumstances, processes that take place in trainees' job. A training game is defined as spirited activity or exercise in which trainees compete with each other according to the defined set of rules.

Simulation is creating computer versions of real-life games. Simulation is about imitating or making judgment or opining how events might occur in a real situation.

It can entail intricate numerical modeling, role playing without the support of technology, or combinations.

Training games and simulations are now seen as an effective tool for training because its key components are challenge, rules and interactivity. These three components are quite essential when it comes to learning. Some of the examples of this technique include business games, role plays, in basket technique, equipment stimulators and case studies.

Trainees can therefore experience these events, processes, games in a controlled setting where they can develop knowledge, skills, and attitudes or can find out concepts that will improve their performance.

- 2) **Behaviour modelling:** Behaviour Modelling uses the innate inclination for people to observe others to discover how to do something new. It is more often used in combination with some other techniques. In this method, some kind of process or behaviour is videotaped and then is watched by the trainees. Games and simulation section is also included because once the trainees see the videotape, they practice the behaviour through role plays or other kind of simulation techniques. The trainee first observes the behaviour modelled in the video and then reproduces the behaviour on the job. The skills that are required to build up are defined. A brief overview of the theory is then provided to the trainers. Then, trainees are given instructions that what specific learning points or critical behaviour they have to watch. Then the expert is used to model the suitable behaviours. Then, the trainees are encouraged to practice the suitable behaviour in a role play or through any other method of simulation. Trainees are then provided with some opportunities to give reinforcement for appropriate imitation of the model's behaviour. In the end, trainer ensures that trainees appropriately reinforces the behaviour on the work place

Behaviour modeling focuses on developing behavioural and interpersonal skills. This type of method can be used for training in

- Sales training

- Interviewee training
- Interviewer training
- Safety training
- Interpersonal skills training

3) **Business games:** With the increase in globalisation and changing technologies, many organisations are now moving from board games to computer based simulations, using interactive multimedia (IM) and virtual reality (VR).

Business games are the type of simulators that try to present the way an industry, company, organisation, consultancy, or subunit of a company functions. Basically, they are based on the set of rules, procedures, plans, relationships, principles derived from the research. In the business games, trainees are given some information that describes a particular situation and are then asked to make decisions that will best suit in the favour of the company. And then the system provides the feedback about the impact of their decisions.

Again, on the basis of the feedback they are asked to make the decisions again. This process continues until some meaningful results do not come out or some predefined state of the organisation exists or a specified number of trials are completed.

As an example, if the focus is on organisation's financial state, the game may end when the organisation reach at desirable or defined profitability level.

Some of the benefits of the business games are:

- It develops leadership skills
- It improves application of total quality principles
- It develops skills in using quality tools
- It strengthen management skills
- It demonstrates principles and concepts
- It explores and solves complex problem
- Leadership skills
- Management skills
- Quality tools
- Principles and concepts
- Total quality principles
- Solves complex problems

Many games and simulations examine the total organisation but only some focus on the functional responsibilities of specific positions in an organisation. Business games simulate whole organisation and provide much better perspective than any other training methods. They allow

trainees to see how their decisions and actions impact on the related areas.

- 4) **Case Studies:** Case studies try to simulate decision making situation that trainees may find at their work place. It reflects the situations and complex problems faced by managers, staff, HR, CEO, etc. The objective of the case study method is to get trainees to apply known concepts and ideologies and ascertain new ones. The case study method emphasise on approach to see a particular problem rather than a solution. Their solutions are not as important as the understanding of advantages and disadvantages.

The trainee is given with some written material, and the some complex situations of a real or imaginary organisation. A case study may range from 50 to 200 pages depending upon the problem of the organisation. Case Study method focuses on:

- Building decision making skills
- Assessing and developing Knowledge, Skills and Attitudes (KSAs)
- Developing communication and interpersonal skills
- Developing management skills
- Developing procedural and strategic knowledge

- 5) **In Basket Technique:** It provides trainees with a log of written text or information and requests, such as memos, messages, and reports, which would be handled by manger, engineer, reporting officer, or administrator. In this technique, trainee is given some information about the role to be played such as, description, responsibilities, general context about the role.

The trainee is then given the log of materials that make up the in-basket and asked to respond to materials within a particular time period.

After all the trainees complete in-basket, a discussion with the trainer takes place.

In this discussion the trainee describes the justification for the decisions.

The trainer then provides feedback, reinforcing decisions made suitably or encouraging the trainee to increase alternatives for those made unsuitably.

A variation on the technique is to run multiple, simultaneous in baskets in which each trainee receives a different but organised set of information. It is important that trainees must communicate with each other to accumulate the entire information required to make a suitable decision.

This technique focuses on:

- Building decision making skills
- Assess and develops Knowledge, Skills and Attitudes (KSAs)
- Develops of communication and interpersonal skills
- Develops procedural knowledge
- Develops strategic knowledge

Benefits of this In Basket Technique

- Decision making skills
- Knowledge, skills and Attitudes
- Communication and interpersonal
- Strategic knowledge
- Procedural knowledge

6) Role Plays: Role play is a simulation in which each participant is given a role to play. Trainees are given with some information related to description of the role, concerns, objectives, responsibilities, emotions, etc. Then, a general description of the situation, and the problem that each one of them faces, is given. For instance, situation could be strike in factory, managing conflict, two parties in conflict, scheduling vacation days, etc. Once the participants read their role descriptions, they act out their roles by interacting with one another. Role Plays helps in

- Developing interpersonal skills and communication skills
- Conflict resolution
- Group decision making
- Developing insight into one's own behaviour and its impact on others
- Developing interpersonal skills
- Conflict resolution
- Developing insights
- Group decision making

There are various types of role plays, such as:

- a) Multiple role play:** In this type of role play, all trainees are in groups, with each group acting out the role play simultaneously. After the role play, each group analyses the interactions and identifies the learning points.
- b) Single role play:** One group of participants plays the role for the rest, providing demonstrations of situation. Other participants observe the role play, analyse their interactions with one another and learn from the play.
- c) Role rotation:** It starts as a single role play. After the interaction of participants, the trainer will stop the role play and discuss what happened so far. Then the participants are asked to exchange

characters. This method allows a variety of ways to approach the roles.

- d) **Spontaneous role play:** In this kind of role play, one of the trainees plays herself while the other trainees play people with whom the first participant interacted before.

Besides the methods of training and development programme, we also need to focus on whether the programme is carried out on the job or off the job.

7.4.3 On-The-Job and Off-The-Job Training

Another simple classification of training method is into two categories:

- On-the-job training methods
- Off-the-job training methods

Let us now discuss these

On-the-job training: These methods are more popular and most commonly used method used both in basic skills training and in management training and development. Under this method, the individual is placed on a regular job and taught the skills necessary for that job. The trainee learns under the supervision and guidance of a qualified worker or instructor. The development of a employees abilities can take place on the job. The benefit of on the job training is that the employee learns as he/ she is working on the job, thus the work hours are not lost and the employee learns form his immediate superiors or colleagues in a natural work setup. As such on the job training does not involve much of a preparation and it is also cost effective. Though, the disadvantage can be that there could be error and even accidents (especially if machinery is involved) and this needs sto be taken care of.

On-the-job training can be systematically organised by

- Preparing the learner for the training, by explaining him/ her the relevance of the training, putting him/ her at ease, cultivating interest and so on.
- Presenting the operation, that is, by explaining quality and quantity improvements, explaining each step to the employees, encouraging him/ her to work at slow pace, focusing on difficult parts of the work activity and so on.
- Trying out can also be encouraged by helping the employee carry out the job at a slow pace, leading to gradual increase in his/ her skills and speed, providing feedback and so on.
- Following up with the employees after he/ she seems to have gained the skills to carry out the job, gradually decreasing supervision but providing help in case of any difficulty, provide positive feedback and reinforcement when job is well done.

This method includes the following:

- **Job Rotation:** In this type of training the trainees will shift from one job to another. It enables the employees to gain knowledge and experience from the trainers of the different job assignments. This method is common for training managers for general management positions. It facilitates the trainee to understand the problems of employees on the other jobs.
- **Coaching:** The trainee employee will undergo training under a particular coach or supervisor. This coach provides feedback for the trainees on their performance and also gives suggestion for improvement. A major disadvantage of this method is the trainee may not have the freedom or opportunity to express his own ideas.
- **Job Instruction Technique (JIT):** This is also known as step by step training. Here the trainer explains the trainee the way of doing the jobs and provides feedback to improve the performance of the trainee.
- **Team assignments:** In this method a group of trainees are given and asked to solve an actual organisational problem. The problem is solved jointly by the team of trainees. This method helps to develop team work.

Other techniques of on the job training include orientation, internship, apprenticeship, mentoring, and so on.

Off-the-Job Training: In this method trainee is separated from the job and is made to learn the information that is related to the job. Here the trainees are not disturbed by the job requirements as in on the job training methods. Therefore they can concentrate on the learning and get trained before starting the job. The development of a employees abilities can take place off the job or away from the actual work place of the employee. Off the job training is effective when it may not be possible to provide on the job training to the employees as the machinery and raw material involve is costly and there cannot be any wastage and also the possibilities of any error or accidents need to be nullified. When the training is held away from the workplace, the employee is in better position to focus and can also receive exposure to theoretical information and innovative ideas. Though, when training programme is carried out off the job, extensive preparations need to be carried out that involves investment of various resources including financial investment. There is also loss of work hours during the period that the employees are participating in the training. Though is effectively and systematically planned, the benefits of an off the job training are long term.

The following methods are part of off-the-job training:

- **Vestibule training:** In this method the real work setting is simulated. The files and equipment used in actual work situation are also used here. Later the skills learned in the simulated setup are used in actual job.

- **The case method:** Here the job situation is presented on the paper, and the group of trainees identifies the problems and offer solutions. Here trainees learn from each other and receive feedback on one another's performances.
- **The incident method:** This is similar to the case method. In this method trainees only get know the outline of a particular incident. The trainees have an interaction with the trainer and seek information on the incident by asking questions. After seeking adequate information trainees attempt to solve the problem. Later at the end of the session the trainer gives all the information and trainees compare their solution based on the complete information.
- **Role playing:** This method is the human interaction that involves realistic behaviour in imaginary situations. The members play a role of certain characters such as manager, supervisor, workers etc. this method is mostly used for developing inter-personal interactions and relations.
- **Experiential exercises:** This technique incorporates elements of both case study and role playing. Trainees examine their responses first as individuals, then with the members of their own groups or teams, and finally with larger group and with the trainer.
- **Conference or discussions:** This involves a group of people who give ideas, examine and share information which help the trainee to improve his job performance.
- **Programmed Instruction:** This is a popular method of recent times. In this the subject matter which has to be learned is presented in a series of carefully planned sequential units. These units are arranged from simple to complex levels of instruction. The trainee goes through these units by answering questions or filling the blanks.

The other techniques of off the job development are sensitivity training, straight lectures/ lectures and so on.

7.4.4 Computer Based Training

In the present advanced technological society the medium of training is shifting from classroom training towards learner centered, technology mediated training that is Computer Based Training.

Computer Based Training is presentation of text, graphics, video, audio via computer for the purpose of building job relevant knowledge and skill. Common forms of CBT includes multimedia learning environments, intranet and web- based instruction, e-learning, virtual reality training etc.

This method consists of two features: 1) Customisation: in which programs can be adapted based on characteristics of the learners, and 2) learner control:

in which learners may modify the learning environment to suit their own purposes.

Therefore CBT represents adaptive learning, its flexibility, and its potential cost savings is making this method of training more popular.

7.4.5 Training and Development Techniques

Training and development techniques fall into three categories

- 1) **Content techniques:** to provide knowledge or information at cognitive level i.e. information processing techniques
- 2) **Process techniques:** to change attitudes, develop self-awareness and improve interpersonal skills. These are based on theoretical models of learning and behaviour change. e.g.; roles play behavioural modification and transactional analysis.
- 3) **Mixed techniques:** to provide both information-transmitting function and an attitude change function, for example, conference, discussion, simulation and on the job training.

Check Your Progress III

- 1) Explain in-basket training?

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7.5 LET US SUM UP

In the present unit, we discussed about the meaning and nature of training and development. Training is the act of increasing the knowledge and skills of an employee for performing the job assigned to him. It is a short-term process. After an employee is selected, placed and introduced in an organisation he must be provided with training facilities so that he can perform his job efficiently and effectively. Development is a long-term educational process utilising an organised and systematic procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose. It covers not only those activities which improve job performance but also those activities which improves the personality of an employee. Importance and need for training and development were also covered. The unit further covered the main components of the process if training and development including assessment of training and development needs, designing training and development programmes, implementation of the

training and development programmes and evaluation of the training and development programmes. Cognitive and behavioural methods of training and development were also covered. The unit lastly focused on on-the-job and off-the-job training, computer based training and training and techniques.

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7.7 KEY WORDS

Training: Training is the act of increasing the knowledge and skills of an employee for performing the job assigned to him. It is a short-term process. After an employee is selected, placed and introduced in an organisation he

must be provided with training facilities so that he can perform his job efficiently and effectively.

Development: Development is a long-term educational process utilising an organised and systematic procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose. It covers not only those activities which improve job performance but also those activities which improves the personality of an employee.

7.8 ANSWERS TO CHESK YOUR PROGRESS

Check Your Progress I

- 1) State any one need of training and development.

Training and development optimises human resource utilisation

Check Your Progress II

- 1) List the main components of the process if training and development

The main components of the process if training and development include the following:

- Assessment of training and development needs
- Designing training and development programmes.
- Implementation of the training and development programmes.
- Evaluation of the training and development programmes

Check Your Progress III

- 1) Explain in-basket training?

In-basket training provides trainees with a log of written text or information and requests, such as memos, messages, and reports, which would be handled by manger, engineer, reporting officer, or administrator.

7.9 UNIT END QUESTIONS

- 1) Explain the meaning and nature of training and development.
- 2) Describe the process of training and development.
- 3) Discuss the cognitive methods of training and development.
- 4) Explain the behavioural methods of training and development.
- 5) Describe on-the-job and off-the-job training.

UNIT 8 PERFORMANCE APPRAISAL *

Structure

- 8.0 Objectives
- 8.1 Introduction
- 8.2 Meaning and Nature of Performance Appraisal
 - 8.2.1 Benefits of Performance Appraisal
 - 8.2.2 Constraints Experienced During Performance Appraisal
- 8.3 Process of Performance Appraisal
- 8.4 Methods of Performance Appraisals
 - 8.4.1 Traditional Methods
 - 8.4.2 Modern Methods
- 8.5 Let Us Sum Up
- 8.6 References
- 8.7 Key Words
- 8.8 Answers to Check your Progress
- 8.9 Unit End Questions
- 8.10 Activity

8.0 OBJECTIVES

After reading this unit, you will be able to,

- describe the nature of performance appraisal;
- explain the process of performance appraisal; and
- describe the methods of performance appraisal.

8.1 INTRODUCTION

Ms. Sheela was a Human Resource Manager in A2Z company and had an intern named Yamini. Yamini was progressing well in her internship and had some relevant questions to ask Sheela. Let us look at the questions that Yamin had for Sheela.

Yamini: Maam, you have so far explained to me various functions of human resource management. You also told me how important is human resource development. I would like to know more about performance appraisal.

Ms. Sheela: Well Yamini, performance appraisal is one of the significant function of a human resource management.

* Prof. Suhas Shetgovekar, Faculty, SOSS, IGNOU, Delhi

Yamini: Yes maam, I think in performance appraisal, we assess or evaluate the performance of the employees.

Ms. Sheela: Absolutely right Yamini.

Yamini: But Maam, why is it required?

Ms. Sheela: Well, many significant aspects like promotion, training and development programmes, salary etc. could be decided based on performance appraisal and therefore it is very important. Also the employee needs to know or get a feedback about his/ her own performance so that it can be improved.

Yamini: Maam, performance appraisal seems relevant not only for the employee, as he gets a feedback about his performance but it can also help organisation in developing training and development programmes to enhance the skills and knowledge of the employees.

Ms. Sheela: Absolutely right Yamini.

From the above conversation between Sheela and Yamini, you must have got a little idea about what performance appraisal is. In the present unit, you will get further idea about the nature of performance appraisal, its process and methods.

8.2 MEANING AND NATURE OF PERFORMANCE APPRAISAL

Performance appraisal refers to various procedures and methods that may be used in order to evaluate the performance of an employee in an organization. Aswathappa (2015, page 322) explained performance appraisal as “an objective assessment of an individual’s performance against well defined benchmark”. Denisi et al (2014) described performance appraisal as an evaluation of an employees performance that is specific and formal in nature and it is carried out in order to ascertain whether the job allotted to the employee is being carried out by him/ her effectively.

Bohlander and Snell, 2013, page 322) defined performance appraisal as “the result of an annual or biannual process in which a manager evaluates an employee’s performance relative to the requirements of his/ her job and uses the information to show the person where improvements are needed and why”. Dessler (2013, page 284) stated that “performance appraisal means evaluating an employees current and/or past performance relative to his or her performance standards”.

We discussed some of the definitions of performance appraisal and it is clear that performance appraisal involves evaluation or assessment of employees performance. And in order to do so various methods could be used. The process of performance appraisal is also objective in nature and is a formal process. Based on the performance appraisal, the employees can be given feedback about their performance.

Performance appraisal is relevant as it gives Human Resource (HR) manager and the organisation about the effectiveness of the recruitment and selection processes carried out by them. If the performance of employee is good, it can be said that right candidate was selected. Further, significant decisions that are taken by HR department like promotion, demotion, transfers, termination and so on can be based on performance appraisal carried out in the organisation. Performance appraisal also provides feedback to the employees about his/ her performance and thus the employees and the organisation can then work on the deficiencies displayed by the employees and based on the strengths displayed by the employees, the employees can be assigned significant roles and responsibilities.

Some of the objectives of performance appraisal can be listed as follows:

- To make decisions regarding promotions, demotions, termination etc.
- To ascertain and identify training and development needs.
- To make decisions regarding confirmation of employees after their probation period.
- To make decisions regarding pay raise and incentives etc.
- To provide performance related feedback to the employees.
- To provide a channel of communication between the employee and immediate superior(s), so that there can be discussions on organisational as well as employees personal goals.
- To determine if the human resource management functions such as recruitment, selection and placement have been effectively carried out.

Thus, performance appraisal can be used for developmental purpose, administrative purpose (in decision making), organisational purpose and documentation purpose (Aswathappa, 2015).

Performance management is a relevant term in the context of performance appraisal. It can be explained as set of activities that an organisation carries out in order to bring about a change or improvement in employee performance. It can be said that one of the main goals of performance appraisal is performance management.

Performance appraisal may be informal or formal. An informal performance appraisal is one that is carried out on regular basis by the immediate supervisor. This can be very effective as the immediate supervisor can keep track of the performance of the employee on the regular basis and can report any shortcomings. Also such an appraisal is cost effective and the feedback is instantly received by the employee with regard to his performance. On the other hand formal performance appraisal is carried out the organization once in six months or in a year depending on the policy, size and nature of the organization. An elaborate procedure may be involved in this along with

participant of a number of employees. A considerable financial investment is also required. This kind of appraisal may be conducted by the human resource department in the organization or by an external consultant or an assessment centre.

8.2.1 Benefits of Performance Appraisal

The benefits of performance appraisal are as follows:

- 1) The employee becomes better aware about his/her own self, about his/her performance, strengths and weaknesses. Necessary steps or measure can then be taken by him/ her in order to enhance the strengths and deal with weaknesses.
- 2) The employee also develops a better understanding of his/ her role in the organization and the expectations from him/ her. Thus he/ she can plan about the ways these expectations may be met.
- 3) Performance appraisal can lead to high motivation, better job satisfaction and self concept.
- 4) It also provides the employees and their immediate supervisors an opportunity to discuss the work related problems and ways to overcome them.
- 5) It also provides a platform for the employees to express and discuss their aspiration and career goals.
- 6) The organisations benefit from performance appraisal as they can identify the strengths and weaknesses of their employees. And on the basis of performance appraisal results decision may be taken with regard to promotions, demotions and transfers in the organization.
- 7) Suitable training and career development programmes can be organized by the human resource department based on the results of the performance appraisal.
- 8) With suitable feedback conveyed to the employees, the result of performance appraisal can be improved performance in the organization.

8.2.3 Constraints Experienced during Performance Appraisal

We discussed about the benefits of performance appraisal and realise how its is an important aspect of any organization. One of the most important functions of training and development may be based on the results of the performance appraisal. However care has to be taken with regard to implementation of performance appraisal as certain constraints may be faced while doing so. The constraints face may be discussed as follows:

- 1) Negative organizational culture that does not value performance appraisal and does not suitable promote giving and receiving of feedback. A negative attitude towards performance appraisals may be as a result of unfair performance appraisal in the past or due to lack of seriousness about the process on the part of the management.
- 2) Lack of willingness on the part of the employees may also lead to failure of the performance appraisal process. An employee may worry about negative feedback and criticisms that he/ she may receive as a result of performance appraisal and hence will resist the whole process or will not commit to it thoroughly.
- 3) Apprehensions about the use of performance appraisal outcomes. Many employees may resist performance appraisal because they are worried about the outcome. They may feel that on the basis of the appraisal they may be demoted or may loose the job.
- 4) Lack of proper procedure in implementation of performance appraisal will also interfere with whole process. Adequate planning is required at the same time fair means are to be adopted while the appraisal is conducted.
- 5) Role and goal ambiguity are other aspects that may lead to failure of performance appraisal. In order for an employee to perform, he/she should have clear idea about the role they have to play and about the goals they have to achieve. Only then can the performance appraisal will effectively measure the performance of the employee.
- 6) Lack of linkage between performance appraisal and the reward system can also lead to failure of performance appraisal. It is important that there is a link between the performance appraisal and reward system. As per the level of performance of the employee he/ she should be adequately rewarded. In absence of such a link, performance appraisal is meaning less and will fail to motivate employees to achieve their set goals.
- 7) Low motivation to perform at the same to participate in the performance appraisal process is another reason that contributes to an unsuccessful performance appraisal.

Check Your Progress I

- 1) What is performance appraisal?

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8.3 PROCESS OF PERFORMANCE APPRAISAL

The process of performance appraisal can be described as follows:

Stage 1 Selection of performance factors and setting of the standards to be achieved: In order for an employee to perform he/ she should first have clear idea about the goals and objectives that he/ she has to achieve. Thus the employees should not only be aware about the goals he/ she has to achieved but should also be informed about the necessary performance factors and standards to be achieved by them.

Stage 2 Setting the period for performance appraisal: The period during which the whole process of performance appraisal shall take place has to be notified. This will not only help the appraiser plan ahead of time. But the employees will be prepared for the process of appraisal.

Stage 3 Selecting the method for performance appraisal setting the stage for performance appraisal to be carried out: we will discuss various methods of performance appraisal later in this unit. One or more of these methods have to be selected based on the size and nature of the organizational and also the financial budget available for carrying out the appraisal.

Stage 4 Measuring the performance of the employees: With all the above preparation in place, the actual performance of the employee is then assessed and recorded. Suitable instructions and training is also provided to the appraisers

Stage 5 Communication of the results of performance appraisal or giving feedback: The results obtained are then communicated to the employees in a systematic manner.

Stage 6 Application of the results of performance appraisal: The results are also further utilised to develop suitable intervention strategies.

Check Your Progress II

- 1) List the first stage in the process of performance appraisal.

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8.4 METHODS OF PERFORMANCE APPRAISALS

Varied method of performance appraisal can be utilized in an organizational setup depending on the nature, financial status and size of the organization. Mamoria, Gankar and Pareek (2004) various traditional and modern methods of performance appraisal. These can be discussed as follows:

8.4.1 Traditional Methods

Let us discuss some of the traditional methods of performance appraisal.

- 1) **Straight ranking method:** This is one of the oldest and simplest methods of performance appraisal. Under this method, all the employees are compared with each other and ranked. The performance of an employee is not considered, but the employee is perceived as a whole and is compared to other employees. Numerical ranks are assigned to each employee.
- 2) **Paired comparison technique:** Under this technique each employee is compared to another employee in pairs on each trait. Rank is then assigned to each employee. Though the judgement in this case is easier than that in the previous method. It is a tedious job when a large number of employees are involved.
- 3) **Man to Man comparison method:** Under this method, a scale of a man is created for various factors like leadership, communication, honesty, hardworking etc. and then each employee is compared with this scale. Thus the employees are not compared to each other but are compared to a key man with regard to one factor at a time. However designing of such a scale is a challenging job.
- 4) **Grading:** In this method, certain categories are first established and defined, like dependability, hardworking, cooperativeness etc. and then employees are graded on the basis of these categories as per his/ her performance. Grades in terms of A- Excellent, B- Good, C- Average, D- Poor, E- Very poor may be provided to the employees.
- 1) **Forced choice description method:** In this method certain phrases in sets and then the immediate superior has to choose one of the phrases that closely describes the employee. For example:

Under pressure:

- a) The person is able to manage pressure and function at his/ her best
- b) Seeks help and support of others
- c) Performance reduces drastically
- d) Experiences stress and tries to avoid work

The supervisor is then to select from the above phrases that optimally describes the employee. However a lot of personal bias can interfere with

this method. Also trained technicians are required to develop the statements for each occupational group.

- 6) **Check lists:** Under this method, a series of questions or statements are created and the appraiser has to answer either yes or no.
- 2) **Free form essay method:** This can be termed as an open ended appraisal as the immediate supervisor is free to write about the subordinate in an essay form or in a descriptive manner. This is more of a qualitative approach than quantitative. However a lot of subjectivity may be involved in this method and there is no single criteria for evaluation.

These were some of the traditional methods. There are various disadvantages of using the traditional methods. Firstly, the manager or the immediate supervisor needs to be provided with adequate training as to appraise the employees. Rater's bias may also interfere with the overall process of the appraisal. The appraiser's personality may also interfere as some appraisers are lenient and some are overly strict in their appraisal. Also most of the traditional methods require a lot of preparation in terms of creating scales and statements that might be time consuming. Further they may not actually give a complete idea about the overall performance of the employee as they focus more on the task of the personality of the employee.

We will now discuss certain modern methods of performance appraisal that better suited for most of the organisations and can be aptly implemented.

8.4.2 Modern Methods

Some of the modern methods of performance appraisal are discussed as follows:

- 1) **Assessment centres:** Assessment centres utilise multiple methods of appraisal and multiple appraisers. It may involve an interview, a written test, a group discussion or situational exercises. The appraisers may be the higher level managers in the organization. They evaluate each employee and then a summary report is submitted. Assessment centres may be a part of the organization or may be an external agency that is hired for the purpose. Besides performance appraisal the assessment centres can be used to conduct recruitment and selection, develop training programmes and plan human resource activities.

Assessment centres are effective as they provide complete idea about a particular employee as multiple appraisers and multiple methods are used. However it is time consuming especially when managers and superiors from the organization are involved, their work in the organization may suffer. Also they will need some training with regard to how the appraisal is to be carried out. In case an external agency is appointed, it might become a very costly affair.

In order to successfully use assessment centres for performance appraisal, it is necessary to mainly focus on the goals that are clearly communicated to each employee, ensure commitment of not only top management but employees at all level.

- 2) **360 Degree Performance Appraisal:** In this method the appraisal of a single person is created by his/ her superiors, subordinates and peers and employee himself/ herself hence the name 360 degree. The data is then collected from all the parties and suitable feedback is provided to the employee. Self assessment also helps employee understand his/ her own strengths and weaknesses in a better manner. However personal bias and rivalry needs to be avoided during such an appraisal. The employees however may not easily accept implementation of such a method in the organization as they might be worried about the negative feedback especially from their subordinates and peers. Suitable communication, clarification and training with regard to the process of this method may help its smooth and effective implementation.
- 3) **Management By Objectives (MBO):** The method was introduced by Peter Drucker and is one of the most effective methods of performance appraisal. In this method based on the organizational goal, goals are created for each department in the organization and based on the departmental goals and the potentiality of individual employee in the department; individual goals are created for each employee after a discussion between the employee and the superior. These employees are then supervised for their progress towards the goal and suitable help and support is provided in case any problem or obstacle is faced by the employee so as to help him/ her achieve the goal assigned to him/ her. Suitable feedback is also provided to the employee from time to time. A lot of interaction and discussion is promoted by this method between the employee and the superior that enhances the overall functioning of the department and in turn of the organization. The superior plays role of a coach, mentor and counsellor . The main focus of this method is goal setting besides participant and feedback. The method is termed effective because it motivates the employees to perform better, conflicts are reduced and participation increases, role and goal ambiguity is also reduced considerably. A lot of planning is encouraged. Problems are solved faster and in time that enhances achievement of goals. The performance deficiencies of the employee are identified and measures can be taken to rectify them during the process of goal achievement.

However, the method is time consuming and requires a great deal of involvement and positive attitude on the part of the employees and the superiors. However in long term the effects of this method are positive and long lasting that influences that overall organizational culture and enhances it for smooth functioning of the organization.

4) Behaviourally Anchored Rating Scales (BARS): This again is one of the most effective methods of performance appraisal that involves five stages.

- Firstly it is important to generate critical incidents. The employees working on a particular job are asked to describe specific critical incidents that can take place on the job and that call for effective performance on the part of the employee.
- These incidences are then categorised in to smaller sets of performance dimensions. Each category is then defined.
- Then a group of employees are given certain critical incidents and asked to locate them as per the categories.
- The group is then asked to rate the behavior described in the incident as to how effectively or ineffectively it represents performance on the performance dimension.
- The subsets of incidents are then used as behavior anchors.

Though the method is time consuming and expensive it is more accurate as it is done by experts. Clear standards are utilised and suitable feedback is provided.

Check Your Progress III

1) Explain Management By Objectives.

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8.5 LET US SUM UP

To sum up, in the present unit, we discussed about meaning and nature of performance appraisal, its process and traditional and modern methods of performance appraisal. Denisi et al (2014) described performance appraisal as an evaluation of an employees performance that is specific and formal in nature and it is carried out in order to ascertain whether the job allotted to the employee is being carried out by him/ her effectively. Performance appraisal plays an important role in an organisation and various aspects like promotions, demotions, terminations, training and development, pay raise etc. will be based on performance appraisal. the unit also discussed the objectives of performance appraisal. The process of performance appraisal was also discussed. Lastly, the traditional and modern methods of performance appraisal were highlighted.

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8.7 KEY WORDS

Performance appraisal: Aswathappa (2015, page 322) explained performance appraisal as “an objective assessment of an individual’s performance against well defined benchmark”.

Performance management: Performance management is a relevant term in the context of performance appraisal. It can be explained as set of activities that an organisation carries out in order to bring about a change or improvement in employee performance.

8.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

- 1) What is performance appraisal?

Dessler (2013, page 284) stated that “performance appraisal means evaluating an employees current and/or past performance relative to his or her performance standards”.

Check Your Progress II

- 1) List the first stage in the process of performance appraisal.

Selection of performance factors and setting of the standards to be achieved is the first stage in the process of performance appraisal.

Check Your Progress III

- 1) Explain Management By Objectives.

The method was introduced by Peter Drucker and is one of the most effective methods of performance appraisal. In this method based on the organizational goal, goals are created for each department in the organization and based on the departmental goals and the potentiality of individual employee in the department; individual goals are created for each employee after a discussion between the employee and the superior.

8.9 UNIT END QUESTIONS

- 1) Explain the meaning and nature of performance appraisal.
- 2) Describe the process of performance appraisal.
- 3) Explain the traditional methods of performance appraisal.
- 4) Discuss the modern methods of performance appraisal.

8.10 ACTIVITY

Write a review of this unit in around 1000 words in your own words. Highlight the main points that you learnt about performance appraisal.

