

Personality Development

Personality

Personality is a concept that we use continuously in our day-to-day routine, when dealing with people. We talk about people as having a good personality or a bad personality or arrogant and aggressive personality. Personality can be reflected in a person's temperament and is a key factor influencing individual behavior in organizations. Often the wrong type of personality of a superior proves disastrous in terms of worker unrest and protests.

Salvatore Maddi has defined personality as:

"Personality is a stable set of characteristics and tendencies that determine those commonalities and differences in the psychological behavior (thoughts, feelings and actions) of people that have continuity in time and that may not be easily understood as the sole result of the social and biological pressures of the moment."

There are several aspects of this definition that need to be considered. The first aspect is - relative stability of characteristics. These characteristics account for "consistent patterns" of behavior.

The second aspect is the "commonalities and differences" in the behavior of people. We are interested in understanding as to what an individual has in common with others as well as what sets that individual apart from others. Every person is in certain aspects,

- Like all other people
- Like some other people
- Like no other person

Personality Types

There are two types of individual personality Type A and Type B. A person exhibiting Type a behavior is generally restless, impatient with a desire for quick achievement and perfectionism. Type B is much easier going relaxed about time pressure, less competitive and more philosophical in nature. Some of the characteristics of Type A personality are given below.

- Is restless, so that he always moves, walks and eats rapidly.
- Is impatient with the pace of things, dislikes waiting and is impatient with those who are not impatient.
- Does several things at once.
- Tries to schedule more and more in less and less time, irrespective of whether everything is done or not.
- Usually does not complete one thing before starting on another.
- Uses nervous gestures such as clenched fist and banging on table.
- Does not have time to relax and enjoy life.

Type B behavior is just the opposite and is more relaxed, sociable and has a balanced outlook on life.

Type A behavior profile tends to be obsessive and managers with such behavior are hard driving, detailed-oriented people with high performance standards.

Personality traits related to job performance

- Extraversion
- Agreeableness
- Emotional stability
- Openness to experience.

Factors Contributing to Personality

According to Maier, "knowledge, skill and language are obviously acquired and represent important modifications of behavior. Learned modifications in behavior are not passed on to children, they must be acquired by them through their own personal experience."

The probable consensus is that heredity and environment jointly affect personality development. The full potential of a person may or may not be achieved due to environmental constraints and requirements, but the potential for development, both physically and psychologically is determined by the complex set of genes.

The factors affecting personality development are illustrated as follows:

- Heredity
- Culture
- Family
- Environment
- Personality
- Social
- Situational

Personality Dimensions

Some of the more important dimensions of personality that are closely linked with interpersonal and organizational behavior are discussed as follows:

Authoritarianism:

Authoritarianism refers to blind acceptance of authority. Authoritarian people believe in obedience and respect for authority. Because of their beliefs in hierarchical order, they make good followers; work better under directive supervision and more productive within authoritarian organizational structure.

A closely related term to authoritarians is "dogmatism" which refers to the rigidity of a person's beliefs.

Bureaucratic Personality:

A bureaucratic person respects for authority is not total and blind, but is based upon respect for organizational rules and regulations. A bureaucratic person values subordination, rules, conformity, orderly processes in the organization and impersonal and formal relationships.

Machiavellianism:

Machiavellianism is a term associated with Niccolo Machiavelli, a sixteenth century author who identified personality profiles of noble men. This personality merges in manipulating others for purely personal gains, to gain and keep control of others. People who are Machiavellian types have high self-confidence and high self-esteem. They are cool and calculating and have no hesitation in using others or taking advantages of others in order to serve their own goals.

Problem Solving Style:

Individuals have their own style of making decisions and this style reflects their personality in certain ways. Some people are very thorough, meticulous and detail oriented. Others are impulsive and become easily swayed by what seems to be obvious.

The problem solving style has two dimensions. One is the information gathering and the second dimension is evaluation of data and taking of decisions. Further, there are two styles involved in information gathering. One is known as Sensation and the second style known as intuitive style,

The evaluation style also has two dimensions. One style involves more emphasis on feeling while the other involves more emphasis on thinking.

When the two dimensions of information gathering and the two dimensions of evaluation are combined, it results in four problem-solving styles. These are:

1. **Sensation-feeling style.** These people are dependable, friendly, social and approach facts with human concerns. They are pragmatic, methodical and like jobs that involve human contact and public relations. Some suitable areas of jobs include teaching customer relations, social workers, and sales people.
2. **Sensation-thinking style.** They are practical, logical, decisive, and sensitive to details they also prefer bureaucratic type organizations. They are not highly skilled in interpersonal relations and are more suited to such technical jobs as those of production, accounting, engineering and computer programming.
3. **Intuition-feeling style.** These people are enthusiastic, people oriented, charismatic and helpful. Some of the professions suitable for this style are public relations, advertising, politics and personnel.
4. **Intuition-thinking style.** These people are creative, energetic, ingenious, and like jobs that are challenging in terms of design and analysis such as system design, law, research and development, top management and so on.

Locus of Control

Locus of control is the extent to which the individuals believe that:

- They control their own lives, or
- External forces control their lives, which are beyond their control.

A person with a strong "internal locus of control" believes that he controls events concerning his own life and that his internal traits determine what happens in given situation. A person with a strong "external locus of control" feels that outside forces are affecting the events in his life and he is at the mercy of destiny, chance or other people. He believes that "whatever will be, will be" and everything happens by the will of God.

Introvert and Extrovert Personalities

Introvert persons are basically shy, they prefer to be alone and have difficulty in communicating. Extroverts are outgoing, objective, and aggressive they also relate well with people.

Self-esteem

Self-esteem is the degree of respect a person has for himself. Self-esteem is a measure of self-confidence and respect for one's abilities and motivation. It is also a higher level need in Maslow's model of hierarchical needs. Self-esteem is positively related to assertiveness, independence and creativity.

The socialization process

- a) Organizational socialization – values, norms, behavior pattern
 - Provide a challenging job
 - Provide relevant training
 - Provide timely and consistent feedback
 - Select a good first supervisor to be in charge of socialization
 - Design a relaxed orientation program
 - Place new recruits in work groups with high morals

- b) Characteristics of organizational socialization of employees
 - Change of attitude, values and behavior.
 - Continuity of socialization over time.
 - Adjustment to new jobs, work groups and organizational practices.
 - Mutual influence between new recruits and managers.
 - Criticality of early socialization period.

Propositions – Chris Argyris

- There is lack of congruency between the needs of healthy individuals and the demands of the formal organization.
- The resultant of this disturbance are frustration, failure, short – time perspective and conflict.

- Under certain conditions the degree of frustration, failure, short – time perspective and conflict will tend to increase.
- The nature of the formal principles of the organization cause the subordinate, at any given level, to experience competition, rivalry, inter – subordinate hostility and to develop a focus toward the parts rather than the whole.
- The employee adaptive behavior maintains self – integration and impedes integration with the formal organization.
- The adaptive behavior of the employees has a cumulative effect, feedback into the organization and reinforces itself.
- Certain management reactions tend to increase the antagonisms underlying the adaptive behavior.
- Other management actions can decrease the degree of incongruence between the individual and formal organization.
- Job or role enlargement and employee – centered leadership will not tend to work to the extent that the adaptive behavior (propositions III, IV, V and VI) has embedded in organizational culture and the self – concept of the individual.
- The difficulties involved in proposition IX may be minimized by the use of reality oriented leadership.

Personality Theories

There are several theories but the more prominent among them are: (i) type, (ii) trait, (iii) psychoanalytic, (iv) social learning and (v) humanistic.

Type Theories

Type theories place personalities into clearly identifiable categories. Kretschmer and Sheldon are credited with this classification. In type theories relationship was sought to be established between features of face or body and personality. Thus, a short, plumb person (endomorph) was said to be sociable, relaxed, and even tempered; a tall, thin person (ectomorph) was characterized as restrained, self conscious, and fond of solitude; a heavy set muscular individual (mesomorph) was described as noisy, callous, and fond of physical activity. Although a person's physique may have some influence on personality, the relationship is much more subtle than this sort of classification implies. Thus classification of personalities on body basis is subjective.

The second basis to type personalities is psychological factors. Carl Jung, divided all personalities into **introverts** and **extroverts**. These terms are normally associated with an individual's sociability and interpersonal orientation. Extroverts are gregarious, sociable individuals, while introverts are shy, quiet and retiring.

Trait Theories

Trait theorists assume that a personality can be described by its position on a number of continuous dimensions or scales, each of which represents a trait. Thus, we could rate an individual on a scale of

intelligence, emotional stability, aggressiveness, creativeness, or any of a number of other dimensions.

Psychologists working in an area of trait theory are concerned with (a) determining the basic traits that provide a meaningful description of personality, and (b) finding some way to measure them. Psychoanalytic theory is based on the in-depth study of individual personalities.

Social Learning Theory

There are two ways of learning : Learning through **reinforcement** – direct experience and learning by observing others, also called vicarious learning. For social learning theorists reinforcement is not always necessary for learning. They believe that since an individual can make use of complex symbolic processes to code and store his observations in memory, he can learn by observing the actions of others and by noting the consequences of those actions.

Some of the person variables that determine what an individual will do in a particular situation include the following :

- Competencies
- Cognitive strategies
- Outcome expectations
- Subjective value outcome
- Self regulatory systems and plans

The Humanistic Approach

The humanistic approach to the study of personality includes number of theories, although different in some respects, share a common emphasis on man's potential for self direction and freedom of choice. Carl Rogers and Abraham Maslow are credited with the humanistic theory of personality.

Rogers' Self Theory

Roger's approach to personality is described as phenomenological. For Rogers, behavior is utterly dependent upon how one perceives the world – that is, behavior is the result of immediate events as they are actually perceived and interpreted by the individual. Such an approach to personality emphasizes the self and its characteristics. Indeed, this theory is often, referred to as self theory of personality because the best vantage point for understanding behavior is from the internal frame of reference of the individual himself.

Maslow's Self-Actualization Theory

Abraham Maslow is regarded as the spiritual father of humanism in American psychology. Humanistic psychology of Maslow radically differs from psychoanalytic and learning or behaviouristic theories. Humanistic psychology of Maslow, on the other hand, postulates man as a self-actualizer. By self-actualization Maslow meant the development of full individually, with all parts of the personality in harmony.

Existential philosophy is concerned with man as an individual and each person alone is responsible for his own existence. This drive of man, which is inherent in him, is called **self-actualization**.

*** Also refer to "Personality Theories – Ziegler" for Freud's Personality theory**

Perception

“If everyone perceived everything the same way, things would be a lot simpler”

-Moorhead & Griffin

In its simple sense perception is understood as the act of seeing what is there to be seen. But the perceiver, the object, and the environment influence what is seen. The meaning of perception will be complete when all the three aspects are stressed. A few definitions of perception are given below:

“Perception can be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environments.”

“Perception includes all those processes by which an individual receives information about his environment – seeing, hearing, feeling, tasting, and smelling. The study of these perceptual processes shows that their functioning is affected by three classes of variables – the objects or events being perceived, the environment in which perception occurs, and the individuals doing the perceiving.”

Perceptual Process

Perception, as revealed by the definitions, is composed of six processes, viz., receiving, selecting, organizing, interpreting, checking, and reacting to stimuli. These processes are influenced by the perceived and the situation.

Process of Receiving Stimuli

The human organism is structured with five sensory organs, viz., vision, hearing, smell, touch and tasting. There is the sixth sense about which much is speculated and nothing is known. We receive stimuli through the organs. Secondary organs receive not only physical objects; they receive events or objects that have been repressed. We may not be able to report the existence of certain stimuli but our behavior reveals that we are often subject to their influence. Similarly, stimuli need not be external to us. They may be inside also.

Process of Selecting Stimuli

Myriad of stimuli seemingly clamour for our attention at any given time. We need to filter or screen out most of them so that we may deal with the important or relevant ones. Two sets of factors govern the selection of stimuli: external and internal.

External Factors Influencing Selection

The external factors influencing selection are:

Nature: By nature we mean, whether the object is visual or auditory, and whether it involves pictures, people or animals.

Location: The best location of a visual stimulus for attracting attention is directly in the front of the eyes in the center of a page. When this location is not possible in a newspaper or a magazine, a position in the upper portion of a page is more favorable than one in the lower portions, and the left hand side receives more attention than the right hand side.

Intensity: Stimuli of higher intensity are perceived more than the objects with low intensity. A loud noise, strong odor, or bright light will be noticed more than a soft sound, weak odor, or dim light.

Size: Generally objects of larger size attract more attention than the smaller ones. The maintenance engineering staff may pay more attention to a big machine than to a small one, even though the smaller one costs as much and as important to the operation.

Contrast: The contrast principle states that external stimuli which stand out against the background, or which are not what people are expecting, will receive their attention.

Movement: The principle of motion states that a moving object receives more attention than an object that is standing still.

Repetition: The repetition principle states that a repeated external stimulus is more attention drawing than a single one.

Novelty and Familiarity: The novelty and familiarity principle states that either a novel or a familiar external situation can serve as an attention getter. New objects in familiar settings or familiar objects in new setting will draw the attention of the perceiver.

Internal Factors Influencing Selection

Internal factors influencing selection of stimuli include learning, psychological needs, age differences, interests, ambivalence, and paranoid perception. These factors relate to oneself.

Learning: Learning, a cognitive factor, has considerable influence on perception. It creates expectancy in people. People tend to perceive what they want to perceive.

Psychological Needs: Needs play a significant role in perceptual selectivity. Unreal things often look real because of deprived needs.

Age Difference: Older senior executives complain about the inability of the new young to take tough decisions concerning terminating or resigning people and paying attention to details and paper work. The young managers in turn complain about the "old guards" resisting change and using paper and rules as ends in themselves. Different perceptions of old and young executives are due to their age differences perceptions.

Interest: The interests of the perceiver unconsciously influence perception. An architect will notice many details of buildings that he passes only once. It has been argued that, in their influence on perception, interests cannot be distinguished from needs. That is, the person with a particular interest has a need to involve himself in activities pertaining to it. Yet there is some value in conceiving the two as distinct. Once they have been satisfied, most needs no longer influence perception. But if the person has a special interest, his perception is likely to be selective at any time.

Ambivalence: Another factor in perceptual selection is ambivalence or mixed feelings about a situation.

Paranoid Perception: When the person's perception is so selective that he can find little common ground for communication with others, he is likely to be paranoid.

The Organizing Process

The perceptual selection related to the discussion of external and Internal factors which helped gain the perceiver's attention. This aspect of forming bits of information into meaningful wholes is called the perceptual organization. There are three dimensions to the perceptual organization, viz., figure ground, perceptual grouping, and perceptual constancy.

Figure Ground: Figure ground is considered to be the most basic form of perceptual organization. The figure ground principle states that the relationship of a target to its background influences perception. In other words, according to the principle, perceived objects stand out as separable from their general background.

Perceptual Grouping: The principles of grouping first defined by gestalt psychologists include similarity, proximity, closure, and continuity.

Perceptual Constancy: A more subtle part of perceptual organization is constancy, our ability to perceive certain characteristics of an object as remaining constant, despite variations in the stimuli that provide us with our information. Such constancy amidst changing stimuli is indispensable if we are to adjust to our world. There are several aspects of constancy such as shape, size, colour.

The Process of Interpreting

After the data have been received and organized, the perceiver interprets or assigns meaning to the information. In fact, perception is said to have taken place only after the data have been interpreted. Several factors contribute towards what has been interpreted. More important amongst them are

Perceptual Set

Previously held beliefs about objects influence an individual's perceptions of similar objects. This is called perceptual set.

Attribution

Attribution refers to the process by which the individual assigns causes to the behavior he conceives. There are critics who argue that perceptual distortion occurs because of attribution. As too much credit or blame for behavior is placed on persons rather than on environment.

Factors such as status, intentions, and consequences influence the attribution process.

Stereotyping

Stereotyping is the tendency for a person's perceptions of another to be influenced by the social group to which the others belong. In perceiving another, a person is likely to categorize the other according to some silent characteristic such as sex, race, religion, nationality, occupation, or organizational affiliation. The individual's experiences with others in the category in which he has placed them lead him to believe that they have certain traits in common. Thus, he is ready to perceive the other as possessing the same trait.

Halo Effect

The halo effect refers to the tendency of perceiving people in terms of good and bad, and ascribing all good qualities to one who is liked and all bad qualities to another who is disliked.

Perceptual Context

The context in which an object is placed influences perception. The visual stimuli by themselves are meaningless. Only when the doodles are placed in a verbal context do they take on meaning and value to the perceiver.

Perceptual Defense

According to the principle of perceptual defense, an individual is likely to put a defense when confronted with conflicting, unacceptable or threatening stimuli. The defense mechanisms put up by the perceiver may assume any of the four forms: outright denial, modification of the data received, change in perception but refusal to change, and change in perception itself.

Implicit Personality Theory

In judging and making inferences about others, an individual's perceptions are influenced by his belief that certain human traits are associated, with one another.

Projection

Under certain conditions, people tend to see in another person traits that they themselves possess. That is, they project their own feelings, tendencies, or motives into their judgment of others. This may be particularly true regarding undesirable traits, which the perceiver possesses but fails to recognize himself.

The Process of Checking

After data have been received and interpreted, the perceiver tends to check whether his interpretations are right or wrong. One way of checking is for the person himself to indulge in introspection. He will put a series of questions to himself and the answers will confirm whether his perception about an individual or object is correct or not. Another way is to check the veracity about the interpretation with others.

The Process of Reacting

The last phase in perception is the reaction. The perceiver shall indulge in some action in relation to his perception. The action depends on whether the perception is favorable or unfavorable. The action is positive when the perception is favorable. It is negative when the perception is unfavorable.

Factors Influencing Perception

The perceiver, the perceived and situation are some of the factors that influence perception.

Characteristics of the Perceiver

A perceiver needs to have, past experience, habits, personality, values, and attitudes, which may influence the perception process. He should be someone with a strong need for ego satisfaction.

Characteristics of the Perceived

The physical attributes, appearance, and behavior of persons in the situation also influence how a situation is perceived. We tend to notice the physical attributes of a person in terms of age, sex, height, and weight.

Characteristics of the Situation

The physical, social and organizational settings of the situation or event in question can influence perceptions.

Perception and Organizational Behavior

In an interview for the selection of a candidate, the interviewers' judgment about the suitability or otherwise of a candidate depends on how his behavior is perceived by them. A rejected applicant might feel that he was wronged by the interview though he deserved selection. But the fact is that interviewers generally form an early impression that becomes quickly entrenched. If the inadequacies of the candidate are exposed early, they weigh against him in the final selection

Specific applications in organization

- Employment interview
- Performance expectations
- Performance evaluation
- Employee effort
- Employee loyalty

Managing the Perception Process

- Have a high level of self-awareness.
- Seek information from various sources to confirm or disconfirm personal impressions of a decision situation.
- Be empathetic – that is, be able to see a situation, as others perceive it.
- Influence of perceptions of other people when they are drawing incorrect or incomplete impressions of events in the work setting.
- Avoid common perceptual distortions that biased in our view of people and situations.
- Avoid inappropriate attributions.

Reasons why a person misperceives – Zalkind and Costello

- You are influenced by cues below your own threshold i.e., the cues you don't know you perceived
- You respond to irrelevant cues to arrive at a judgment.
- You are influenced by emotional factors, i.e., what is liked is perceived as correct.
- You weigh perceptual evidence heavily if it comes from respectable sources.
- You are not able to identify all factors, i.e., not realizing how much weight is given to a single item.

Learning

“ You cannot teach a man anything. You can only help him discover it within himself.”

- Galileo

Learning can be defined as a “relatively permanent change in behavior or potential behavior as a result of direct or indirect experience”. There are two primary elements in this definition that must both be present in order to identify the process of learning. First is the element that the change must be relatively permanent. This means that after “learning” our behavior must be different, either better or worse as compared to our behavior prior to this experience of learning.

The second aspect of the definition is that this change must occur due to some kind of experience or practice. This learning is not caused by biological maturation.

Theories of Learning

There are four general approaches to learning – classical conditioning, operant conditioning, cognitive learning and social learning.

Classical Conditioning

The most well known experiments on classical conditioning were undoubtedly conducted by I.P. Pavlov with dogs, and he established a Stimulus-Response (S-R) connection. This means that certain responses can be predicted which continuously result from certain induced stimuli.

Classical conditioning introduces a simple cause-and-effect relationship between one stimulus and one response. It also makes the response reflexive or involuntary after the stimulus-response relationship has been established. This leaves no ground for making choices, which differentiates human beings from dogs. Under certain situations classical conditioning does explain human behavior.

Operant Conditioning

Operant conditioning induces a voluntary change in behavior and learning occurs as a "consequence" of such change. It is also known as reinforcement theory and it suggests that behavior is a function of its consequences. It is based upon the premise that behavior or job performance is not a function of inner thoughts, feelings, emotions or perceptions but is keyed to the nature of the outcome of such behavior. This relationship is built around two principles. First, that behavior which results in positive rewards tends to be repeated and behavior with negative consequences tends not to be repeated. Second, based upon such consequences, the behavior can be predicted and controlled. Hence, certain types of consequences can be used to increase the occurrence of a desired behavior and other types of consequences can be used to decrease the occurrence of undesired behavior.

From an organizational point of view, any stimulus from the work environment will elicit a response.

Cognitive Learning

Learning is considered as the outcome of deliberate thinking about the problem or situation both intuitively and based upon known facts and responding in an objective and goal oriented manner. Cognition, in fact, is the act of knowing an item of information and this knowledge affects the behavior of the person so that the information provides cognitive cues towards the expected goal.

Social Learning

It is recognized that learning does not take place only because of environmental stimuli (classical and operant conditioning) or of individual determinism (cognitive approach) but is a blend of both views. It also emphasizes that people acquire new behavior by observing or imitating others in a social setting. In addition learning can also be gained by discipline and self-control and an inner desire to acquire knowledge or skills irrespective of the external rewards or consequences. This process of self-control is also partially a reflection of societal and cultural influences on the development and growth of human beings.

Transfer of Learning

Berelson and Steiner suggested that learning can be transferred from one situation to another and the extent of such transfer is a function of the extent of similarity in the stimulus or response. If a person experiences a similar situation that he dealt with before, then some of his previous experience would be transferred to the new situation and his learning time in the new situation would be considerably decreased.

There are two concepts that help in explaining the transfer of learning. These are as follows:

Generalization

No two situations are exactly alike. However, responses to certain situations can be applied to similar but different situations. Because of the principle of generalization, the individual can adjust to new learning situations more smoothly because of the previous learning experiences.

Discrimination

While generalization is a reaction to "similarities" of stimuli or responses, discrimination is the ability to differentiate between relatively similar stimuli where generalization would yield negative consequences.

Principle of Reinforcement

Reinforcement is the process by which certain types of behaviors" are strengthened. Thus a "reinforcer" is any stimulus that causes certain behavior to be repeated or inhibited. Some reinforcers work by their application to a situation, while other reinforcers work by their removal from the situation. Thus these reinforcers work as behavior modifiers.

Positive Reinforcement

A positive reinforcement is a reward for a desired behavior. The reward should be sufficiently powerful and durable so that it increases the probability of occurrence of desirable behavior. Money is probably the most powerful reinforcement for positive behavior, since money can be used for a number of other resources too.

Negative Reinforcement

Also known as "escape conditioning" or "avoidance learning", it is also a method of strengthening desired behavior. However, unlike the positive reinforcement where an employee works hard to gain financial and other rewards, under avoidance conditioning, the employee works hard to avoid repercussion, reprimand and other negative aspects of the organizational environment.

Extinction

This type of reinforcement is applied to reduce undesirable „behavior, especially when such behaviors“ were previously rewarded. This means that if rewards were removed from behaviors“ that were previously reinforced, then such behaviors“ would become less frequent and eventually die out. The method involved is a suitable form of punishment in the form of withholding the positive enforcement or simply ignoring the undesirable behavior.

Punishment

Punishment is the most controversial method of behavior modification and involves delivering an unpleasant consequence contingent upon the occurrence of an undesirable behavior. The punishment process is similar to the extinction process in that both have the effect of decreasing and eliminating

the undesirable behavior, but technically there is a difference. In the extinction process, we withhold rewards for behavior that has previously been rewarded because the behavior was not undesirable previously. The punishment process, on the other hand consists of "application" of an undesirable consequence or "withdrawal" of a desirable consequence for an undesirable behavior, which has never been associated with the reward before.

Schedule of Reinforcement

While it is necessary to know as to which type of reinforcement would be most effective in a given situation, it is equally important to examine the various ways or "schedules" of administering these techniques of reinforcement. The various ways by which the reinforcement can be administered can be categorized into two groups. These are continuous and partial reinforcement schedules.

Continuous Schedule

A continuous schedule is the one in which the desirable behavior is reinforced every time it occurs and the reinforcement is immediate. This results in fast acquisition of the desired response and the learning is rapid. However the behavior learned by continuous reinforcement strategy tends not to persist for which such reinforcement is applied less frequently.

Partial Reinforcement Schedule

A partial reinforcement schedule rewards desirable behavior at specific intervals. It is believed that "behavior tends to be persistent when it is learned under conditions of partial and delayed reinforcement. There are four kinds of partial reinforcement schedules. There are:

1. Fixed Interval Schedule

In this type of schedule, a response is reinforced at fixed intervals of time.

2. Variable Interval Schedule

In this type of schedule, the reinforcement is administered at random times that cannot be predicted by the employee.

3. Fixed-ratio Schedules

In a fixed-ratio schedule, the reinforcement is administered only upon the completion of a given

number of desirable responses.

4. Variable-ratio Schedule

It is similar to fixed-ratio schedule except that the number of responses required before reinforcement is determined, is not fixed but varies from situation to situation.

Limitations of Behavior Modification

While in general, some of the behavioral modification techniques, as discussed previously are effective in eliciting desirable behaviors" from employees in work situations, there are some limitations that make these techniques ineffective in certain situations.

- 1) Behavior modification is an overall structure and ignores individual differences.,
- 2) Behavior modification programs assume that extrinsic rewards are the key factors in behavior modification and they ignore the fact that employees can be intrinsically motivated.
- 3) Behavior modification is that it ignores prevailing work-group norms. It is important for the management to recognize the power of work-group norms.

The simple rules of leaning are:

1. The capacities of learners are important in determining what can be learned and how long will it take to learn it.
2. The order of presentation of materials to be learned is very important.
3. Showing errors is how to do something can lead to increase in learning.
4. The rate of forgetting tends to be very rapid immediately after learning.
5. Repetition of identical materials is often as effective in getting things remembered as repeating the same story but with variations.
6. Knowledge of results leads to increase in learning.
7. Learning is aided by active practice rather than passive reception
8. A passage is more easily learned and accepted if it does not interfere with earlier habits.
9. The mere repetition of a situation does not necessarily lead to learning. Two things are necessary – "belongingness" and "satisfaction".
10. Learning something new can interfere with the remembering of something learned earlier.

Values, Attitudes and Interest

“When you prevent me from doing anything I want to do, that is persecution; but when I prevent you from doing anything you want to do, that is law, order and morals.”

- George Bernard Shaw

Values

Is capital punishment right or wrong? The answer to this question is value laden. Some might argue, for example, that capital punishment is right because it is an appropriate retribution for crimes like murder or treason. However, others may argue, just as strongly, that no government has the right to take anyone's life.

Values represent basic convictions that “a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence.” They contain a moral flavor in that they carry an individual's ideas as to what is right,

good, or desirable. Value systems represent a prioritizing of individual values in relation to their relative importance. In other words, we all have a set of values that form a value system. This system is identified by the relative importance we assign to such values as freedom, pleasure, self-respect, honesty, obedience, equality, and so forth. We all have values and, as you will see, what we think is important influences our attitudes and our behavior.

Importance of Values

Values are important to the study of organizational behavior because they lay the foundation for the understanding of attitudes, perceptions, personality, and motivations. Individuals enter an organization with preconceived notions of what "ought" and what "ought not" to be. Of course, these notions are not value-free. On the contrary, they contain interpretations of right and wrong. Further, they imply that certain behaviors or outcomes are preferred over others.

Types of Values

The most important early work in categorizing values was done by All-port and his associates. They identified six types of values:

1. Theoretical – Places high importance on the discovery of truth through a critical and rational approach.
2. Economic – Emphasizes the usefulness and practicality of the situation.
3. Aesthetic – It places the highest value on form and harmony.
4. Social – Here the highest value is given to the love of people.
5. Political – It places emphasis on acquisition of power and influence.
6. Religious – It is concerned with the unity of experience and understanding of the cosmos as a whole.

More recent research suggests that there is a hierarchy of levels that are descriptive of personal values and life-styles. One such study identified seven levels.

Level 1. Reactive. These individuals are unaware of themselves or others as human beings and react to basic physiological needs. This is most descriptive of newborn babies.

Level 2. Tribalistic. These individuals are characterized by high dependence. They are strongly influenced by tradition and the power exerted by authority figures.

Level 3. Egocentrism. These persons believe in rugged individualism. They are aggressive and selfish. They respond primarily to power.

Level 4. Conformity. These individuals have a low tolerance for ambiguity, have difficulty in accepting people whose values differ from their own, and desire that others accept their values.

Level 5. Manipulative. These individuals are characterized by striving to achieve their goals by manipulating things and people. They are materialistic and actively seek higher status and recognition.

Level 6. Sociocentric. These individuals are characterized by striving to achieve their goals by manipulating things and people. They are materialistic and actively seek higher status and recognition.

Level 7. Existential. These individuals have a high tolerance for ambiguity and people with differing values. They are outspoken on inflexible systems, restrictive policies, status symbols, and arbitrary use of authority.

Attitudes

Attitudes are evaluative statements – either favorable or unfavorable – concerning objects, people, or events. They reflect how one feels about something. When I say “I like my job,” I am expressing my attitude about work.

Attitudes are not the same as values. Values are the broader and more encompassing concept. So attitudes are more specific than values. Values also contain a moral flavor of rightness or desirability. The statement that “discrimination is bad” reflects one’s values. “I favor the implementation of an affirmative action program to recruit and develop women for managerial

positions in our organization" is an attitude.

Source of Attitudes

Attitudes, like values, are acquired from parents, teachers, and peer group members. In our early years, we begin modeling our attitudes after those we admire, respect or may be even fear. We observe the way family and friends behave and we shape our attitudes and behavior to align with theirs. People imitate the attitudes of popular individuals or those they admire and respect. In organizations, attitudes are important because they affect job behavior.

Type of Attitudes

But OB focuses our attention on a very limited number of job-related attitudes. These job-related attitudes tap positive or negative evaluations that employees hold about aspects of their work environment. Typically, there are three primary attitudes that are of concern to us i.e. job satisfaction, job involvement, and organizational commitment.

Job satisfaction refers to an individual's general attitudes toward his or her job. A person with a high level of job satisfaction holds positive attitudes toward the job, while a person who is dissatisfied with his or her job holds negative attitudes about the job. When people speak of employee attitudes, more often than they mean job satisfaction. In fact, the two are frequently used interchangeably.

The term "**job involvement**" states that job involvement measures the degree to which a person identifies with his job, actively participates in it, and considers his performance important to his self-worth.

Organizational commitment expresses an individual's orientation toward the organization by tapping his or her loyalty to, identification with, and involvement in the organization. Individuals who express high commitment see their identity as closely attached to that of the organizations.

Attitudes and Consistency

People seek consistency among their attitudes and between their attitudes and behavior. This means that individuals seek to reconcile divergent attitudes and align their attitudes and behavior so they appear rational and consistent. When there is an inconsistency, forces are initiated to return the

individual to an equilibrium state where attitudes and behavior are again consistent.

Changing attitudes: Some basic techniques

a) Persuasive messages: Hearing sometimes is believing

i) Communicator's Characteristics

- Attractiveness
- Style
- Credibility

ii) Content of persuasive message

- Receiver's characteristics
- Intelligence
- Self - esteem/ confidence

iii) Enhance persuasion

- Build personal attractiveness
- Enhance credibility
- Use social pressure
- Design appeal with care
- Repetition can always help

b) Dissonance: when attitude and behavior don't match

c) Providing new information

d) Use of fear

e) Influence of family, friends and peers

f) Barriers to changing attitudes

Interest

You are driving your automobile, and the continued roar it makes does not hold or divert or attract your attention. But presently a new element, perhaps of relatively low intensity, enters into the complex stimulation, and your attention is at once attracted; you notice the new sound and begin to wonder what it means; while your friend by your side, who perhaps is a familiar with the roar as yourself, fails to notice the new element, even when you ask him to direct his attention to it. The difference between you (manifested in the fact that your attention is drawn to the sound, while his is not) is that you are "interested" in the sounds made by the automobile and he is not.

It is sometimes alleged that "interest" in any object or topic depends upon, or consists in, the possession of appropriate knowledge or (in terms of the "idea" theory) of mass or system of "ideas" related to the object or topic.

We are interested only in those things that evoke in us one or other (or several) of the instinctive impulses. We acquire a great variety of new interests through the building up of sentiments for a great variety of objects. "Interest," being essentially conative, is a matter of the enduring setting of our conative tendencies or impulses, and is therefore determined by our instincts and our sentiments. Knowledge about an object is not in itself a condition of "interest"; though such knowledge favours thus sustaining attention: without such knowledge our attention to any object, determined by conative interest, soon wanes; because we quickly exhaust upon it our limited power of discriminative perception. Thus a naturalist and a layman may discover some strange plant or animal; it excites the curiosity of both, and both are interested in it; but the attention of the naturalist is more sustained, as well as more effective; for he has the knowledge, or cognitive mental structure, that enables him to examine it systematically and in detail, noticing a hundred features which entirely escape his companions.

That "interest" is conative rather than cognitive; that it depends upon the strength of the conative tendencies excited, rather than upon the extent and variety and systematic organization of the cognitive systems of the mind (knowledge).

To have an "interest" in any object is, then, to be ready to pay attention to it. Interest is latent attention; and attention is interest in action. The essential condition of both interest in and attention to any object is that the mind shall be so organized, either natively or through experience, that it can think of the object, and that such thinking shall evoke some impulse or desire which maintains a train of activity in relation to the object.

Conflict

Part of my job is to keep the five guys who hate me away from the five guys who are undecided.

- Casey Stengel

We define conflict to be a process in which an effort is purposely made by A to offset the efforts of B by some form of blocking that will result in frustrating B in attaining his goals or furthering his interests.

Conflict: An Inevitable Product of Change

In its simplest term, conflict is no more than a by – product of growth, change, or innovation. And like change itself, it's practically inevitable. But it's also something that, when handled correctly can actually promote better communication, guarantee achieving desired results, and improve employee morale and productivity.

Conflict can be defined as: "Conflict is a set of divergent behaviors", aims, or methods."

Types Of Conflict

Intra-individual Conflict

Within every individual there are

- A number of competing needs and roles,
- A variety of ways that drives and roles can be expressed,
- Many types of barriers that can occur between the drive and the goal, and
- Both positive and negative aspects attached to desired goals.

Conflict due to Frustration

Frustration occurs when a motivated drive is blocked before a person reaches a desired goal. The barrier may be overt (outward, or physical) or covert (inward, or mental – sociopsychological). Traditionally, psychologists felt that frustration always led to the defense mechanism of aggression. Frustration may lead to any of the defense mechanism used by the human organism. Although there are many such mechanism, they can be grouped according to four broad categories: aggression, withdrawal, fixation and compromise. The frustration model can be useful in the analysis not only of behavior in general but also the specific aspects of on – the – job behavior.

Goal Conflict

Another common source of conflict for an individual is a goal that has both positive and negative features, or two or more competing goals. For ease of analysis, three separate types of goal conflict are generally identified:

- Approach – approach conflict, where the individual is motivated to approach two or more positive but mutually exclusive goals.
- Approach – avoidance conflict, where the individual is motivated to approach a goal and at the same time is motivated to avoid it.
- Avoidance – avoidance conflict, where the individual is motivated to avoid two or more negative but mutually exclusive goals.

Interpersonal Conflict

Sources of interpersonal conflict

- Personal difference
- Information deficiency
- Role incompatibility

- Environmental stress

Strategies for Interpersonal Conflict Resolution

Lose – lose. In a lose – lose approach to conflict resolution, both parties lose. One of the more common approaches is to compromise or take the middle ground in a dispute. A second approach is to pay off one of the parties in the conflict. A third is to use an outside third party or arbitrator. And finally the fourth type would be parties involved in conflict resolve to bureaucratic rules or existing regulations to resolve the conflict.

Win – lose. In the win – lose strategy one party in a conflict situation attempts to marshal its force to win, and the other party loses.

Win – win. In the win – win strategy of conflict resolution energies and creativity are aimed at solving the problems rather than beating the other party. Here the needs of both parties in the conflict situation are met, and both parties receive rewarding outcomes.

Intergroup behavior and conflict

Antecedents to intergroup conflict. Several antecedent conditions have been identified for explaining intergroup conflict.

1. Competition for resources
2. Task interdependence
3. Jurisdictional ambiguity
4. Status struggles.

Features of Conflict

- Conflict is inevitable
- Conflict is neither good / bad
- Conflict is not always caused by trouble makers
- Conflict is part of change
- Conflict is sometime desirable

When to Stimulate Conflict

- When you have **“Yes” men** around you

- When **individuals** are afraid to admit **ignorance**
- When team members create an **impression of peace**
- When individuals display **too much concern**
- When individuals believe **in popularity**
- When individuals lack new **ideas**
- When individuals offer **resistance to change**

Five Ways to Sense Conflict

- **Be Visionary:** Visualize how your actions or those of others will cause, or are causing, conflict. Ask yourself who, what, when, where, how, and why questions to determine potential, as well as present, sources of conflict.
- **Give Feedback:** The amount, accuracy, and timeliness of information that you can provide to an individual will help you to understand that person's point of view. Sharing your thoughts and feelings first, in a non-threatening way, often encourages others to tell you what is on their minds.
- **Get Feedback:** Take the time to find out what your associates are thinking and feeling. Do not wait until the last moment to discover that trouble is upon you. Probe for more information by asking questions such as: How so; In what; Why; and Can you tell me more?
- **Define Expectations:** Meet on a weekly basis with your associates to determine priorities for the upcoming week. Any major discrepancies between your expectations will alert you to potential conflict.
- **Review Performance Regularly:** When supervisors and employees communicate openly about how they are (or are not) working together, they reduce serious conflict and build stronger working relationships.

Ways of Resolving Conflict

- Clarify reporting Relationship
- Eliminate communication gap / misunderstanding
- Restructure the organization
- Introduce new blood/ new thinking
- Create Competition

Benefits of Dealing with Conflict

Benefits to Individual

*Stronger relationships: **You will be able to build stronger relationships as a result of being comfortable expressing your true thoughts. Fewer mind games will be played resulting in a less stressful day.***

Increased self-respect: You will be able to feel good about yourself and will learn not to take criticism personally.

Personal development and growth: When you break down some of your own invisible barriers and become more assertive in resolving or preventing conflict, you will learn more and gain support from others.

Benefits to Your Organization

*Improved efficiency & effectiveness: **Employees will be able to do their jobs more efficiently and effectively by focusing their efforts where they will produce the greatest results.***

Creative thinking: By encouraging people to make, share, and learn from their mistakes, the organization will reap the benefits of creative thinking.

Synergy or teamwork: Managers and associates will be able to focus on serving their customers and each other.

Causes of Conflict

For a variety of reasons, many people have difficulty sensing or finding the causes of conflict. Many factors contribute to the difficulty in identifying the correct cause of a conflict:

- Personality
- Perceptions
- Exclusive Goals
- Deliberate Behavior
- Scarce Resources
- Status

- Power
- Rewards
- Membership
- Decision Making

The Five Steps to Successful Conflict Management

Step One: Take Responsibility for Dealing with Conflict

Step Two: Uncover, Define, and Discuss the Real Problem

Step Three: Ask Questions and Listen!

Step Four: Set Goals and Create an Action Plan

Step Five: Follow Up

Methods for Dealing with Conflict - Win / Win

- Be indirect; only hint at the problem
- Find something outside yourself on which to blame situation
- Use sarcasm in talking about the situation with others
- Seek a specific scapegoat
- Make efforts to smooth over tension / live with situation, even if negative
- Blow up; let off steam; let people know just exactly how you feel
- Hide your feelings, only reveal them later to friends or confidants in private
- Attempt to seek clarification & information about the situation
- Sublimate your feelings, put energy & attention in unrelated activities/ interests
- Spend time listening & gathering additional info. by talking with those involved
- Back down under pressure rather than dealing with conflict
- Make an active attempt to compromise
- Complain to others about unfairness of the situation
- Make an effort to seek creative alternatives to the situation

Basic Skills to Resolve Conflict

Intellectual Skills

- Analytical
- Learning Ability
- Judgement
- Planning
- Organising
- Perception
- Conceptualizing
- Objectivity

- Flexibility

Emotional Skills

- Honesty
- Persistence
- Ambition
- Self-discipline
- Result-orientation
- Fast pace
- Initiative
- Enthusiasm
- Assertiveness

Interpersonal Skills

- Persuasiveness
- Gregariousness
- Listening
- Communication
- Writing
- Sensitivity

Managerial Skills

- Gives guidance
- Motivates
- Delegates
- Selects competent people
- Terminates incompetent associates
- Expects Professionalism

Conflict management styles

- Resignation.
- Withdrawal.
- Appeasement.
- Defusion.
- Confrontation.
- Arbitration.
- Compromise.
- Negotiation.

Training & Development

Role of Training and Development

Training is concerned with the acquisition or development of knowledge, skills, techniques, attitudes and experiences, which enable an individual to make his most effective contribution to the combined efforts of the team of which he is a member. The objective of training is to prepare the individual to carry out his present job satisfactorily, or to prepare him for greater responsibility.

The fundamental aim of training is to help the organization achieve its purpose by adding value to its key resource - the people it employs. Training means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities. The particular objectives of training are to:

- Develop the competences of employees and improve their performance;
- Enable people to grow within the organization in order that, as far as possible, its future needs for human resources can be met from within;
- Reduce the learning time for employees starting in new jobs, transfers or promotions, and ensure that they become fully competent as quickly and economically as possible.

Benefits of Training

Effective training can:

- Improve individual, team and corporate performance in terms of output, quality, speed and overall productivity;
- Attract high-quality employees by offering them learning and development opportunities;
- Increase employees' levels of competence and enhance their skills thus enabling them to obtain more job satisfaction, gain higher rewards and progress within the organization;
- Increase the commitment of employees by encouraging them to identify with the mission and objectives of the organization;

- Help to manage transformation by understanding the basis of change and provide people with the knowledge and skills they need, to adjust to new situations;
- Facilitate to develop a positive culture in the organization, one, for example, that is orientated towards performance improvement;
- Provide higher levels of service to customers.

Areas of Training - Knowledge, Skill and Attitude

Knowledge can be imparted. Trainees are helped to learn, to understand and to remember facts, information and principles.

Skill is a physical act or action. Examples are shorthand writing, operating an adding machine, playing a trumpet.

Attitudes can be changed to some extent, however not all attitudes can be altered. It has to be decided whether the attitude is based upon superstition, fear, prejudice, ignorance or whether it is the product of the social group to which the individual belongs. If "undesirable" attitudes based upon ignorance need to be changed then there is a reasonable hope of achieving this in an industrial training situation. In case of attitudes based upon the other elements outlined above, the situation is much more complex.

Technique usually involves application in a dynamic situation of both knowledge and skill. It is a way of behavior or thinking. Driving a car, commanding troops in battle, salesmanship, are examples of techniques.

Experience differs from the four previous items that is it cannot be taught in a classroom. It is the result of practicing use of knowledge, skills and techniques over a period of time and often in a number of different situations. One of the training officer's many tasks is to "arrange" the experience of trainees on an organised basis. Frequently this is achieved by means of job rotation and sometimes by exchanges between companies.

Relationship between Knowledge and Skill. When the training material is being put in the order in which it will be presented to the trainees, account must be taken of the relationship between knowledge and skill. The trainee is given knowledge to enable him to do his job. As soon as possible after he acquires the necessary knowledge he should have the opportunity to put it to practical use. Practicing the job skill will help him to remember what he has learned. Thus, a manager learning the skill of selection interviewing needs to practice as soon as he has acquired sufficient knowledge. This will reinforce what he has learned.

Training needs

The Determination of Training Needs with an Enterprise

There is a great difference between the way in which training needs would be determined in a perfect world and an ideal company, and the way in which it is often done in the normal working circumstances.

Let us consider an example - on one hand, there is a progressive company with highly organized central personnel and training departments, and a plan for integrated manpower development. At the other extreme, there is a company where the personnel and training responsibilities are not very clearly defined, and where the function, if it can be identified at all, is one of a number of general responsibilities carried out by an official whose main responsibility is something quite different.

In the first type of company, the determination of training needs is something, which is constantly being carried out and reviewed as circumstances, policies, markets, and company objectives change. In the second type of company, the training is much less likely to be planned „globally“ for the company as a whole. The initiative is often left to one particular department manager who happens to realize the potential benefits of training and is keen to do something about it. He may nominate one member of his staff as training officer and activities may be launched which are related only to the specific needs of that particular department at that particular time. They may even conflict with the needs of the organization as a whole.

At the one extreme, training needs are carefully analyzed and reviewed and, the other displays a piecemeal haphazard approach, unplanned, unsystematic, and often unrelated to the needs of the company. In between these two extremes there are all the permutations and combinations.

The approach of each company will vary from that of other companies and so it should, but fundamentally there are a number of common basic steps:

- **Take an inventory:** The present manpower should be taken stock of both quantitatively and qualitatively. Information related to manpower will be available in the personnel department, i.e., information about qualifications and previous experience and training already given by the company. Information about how effective the people are in their present job and about their promotion ability should also be included.
- **Forecasts of future requirements:** Normal „wastage“ through retirement, transfers, resignations, etc. and the possible effects of changes in the company’s policies and objectives, e.g. expansion, re- organization, contraction, etc. should be considered here.
- **To decide where one is going to find the people:** Some of the people can be found within the organization unless there is a well-planned scheme for „spotting“ talent. It is in this third step that the results of steps one and two are combined. Step two forecasts all future requirements but in particular it highlights key jobs, which will need to be filled during the review period. Step one has mentioned what type of people organization has and what their potential is. The two can be then matched by allocating people to „target“ jobs. If it is unlikely to fill all vacancies from within the organization then sources outside the company can be tapped.
- **Decide what one is going to do to develop the manpower:** Both those who are there and those who are going to be recruited in order to help them to be fully effective in their present posts and to prepare them for their „target“ jobs“. In practice it is a good idea to prepare people wherever possible for two target jobs. This is because some personnel development programs are quite lengthy and in the meantime company objectives – and therefore organizations may change. The „two-target-job“ approach ensures greater flexibility.

This, in a nutshell, is the *raison d'être* of the training officer's job. The training needs, both short term and long term, will be spotlighted by the development program. The training officer's task will be to advise on what is to be done within the company to meet these training needs and also what use, if any, is to be made of „external“ facilities offered by training institutions, consultants, technical and commercial colleges, universities, etc. In order to do this, the training officer needs to keep himself well informed about the work of these organizations and its quality.

The Training and Consultancy Cycle

There is a marked difference between the knowledge of a management technique and the ability to use it properly in a practical management situation. This ability can be defined as a management skill. Knowledge of the technique can be acquired through theoretical study and through simulation exercises in the classroom or laboratory. But the essential skills in practical use and application of the technique cannot be acquired in the same way as the theory. Acquisition of these skills involves identification of practical situations to which the technique can be applied; the adaptation of the technique to the requirements of these situations; co-ordination of the efforts of those people concerned with introduction of the technique, and the overcoming of diverse obstacles. Such skills are only developed and refined through practice and first-hand experience. The aptitudes and efforts of the individuals concerned as well as opportunities provided by the environment greatly influence the process of acquiring management skills.

The first activity in which the managers, or young people trained for future jobs participate, are training courses.

The next activity in the development cycle is guided practical application of the new techniques and concepts. In some cases, this is done during the training program concerned, which consists thus of two major phases: the first, phase of classroom or laboratory training is followed by a phase during which the participants work as individuals or in groups on practical projects. In other cases, the formal training program does not include this second phase. But it is almost invariably followed by a follow-up period, which is very similar in objectives and scope. Before the end of the course, each participant is assisted in selecting a practical problem-solving task in which he will apply, in the conditions of his own enterprise, what he has learned in the course. The professional training staff keeps in touch with the participants and work with them in their enterprise enough to ensure that each participant does, in fact, produce practical results. It is considered that this approach is the only way to ensure that participants receive adequate training in, and exposure to, practical management skills. Further, top management is unlikely to accept any alternative approach to training which excludes the practical application of new techniques.

At the end of this practical in-plant application phase (whether part of a general course or follow-up phase after the completion of a course) participants return to the training center for a few more days, so that each can present to the group the description of the problem he tackled, the methods used to

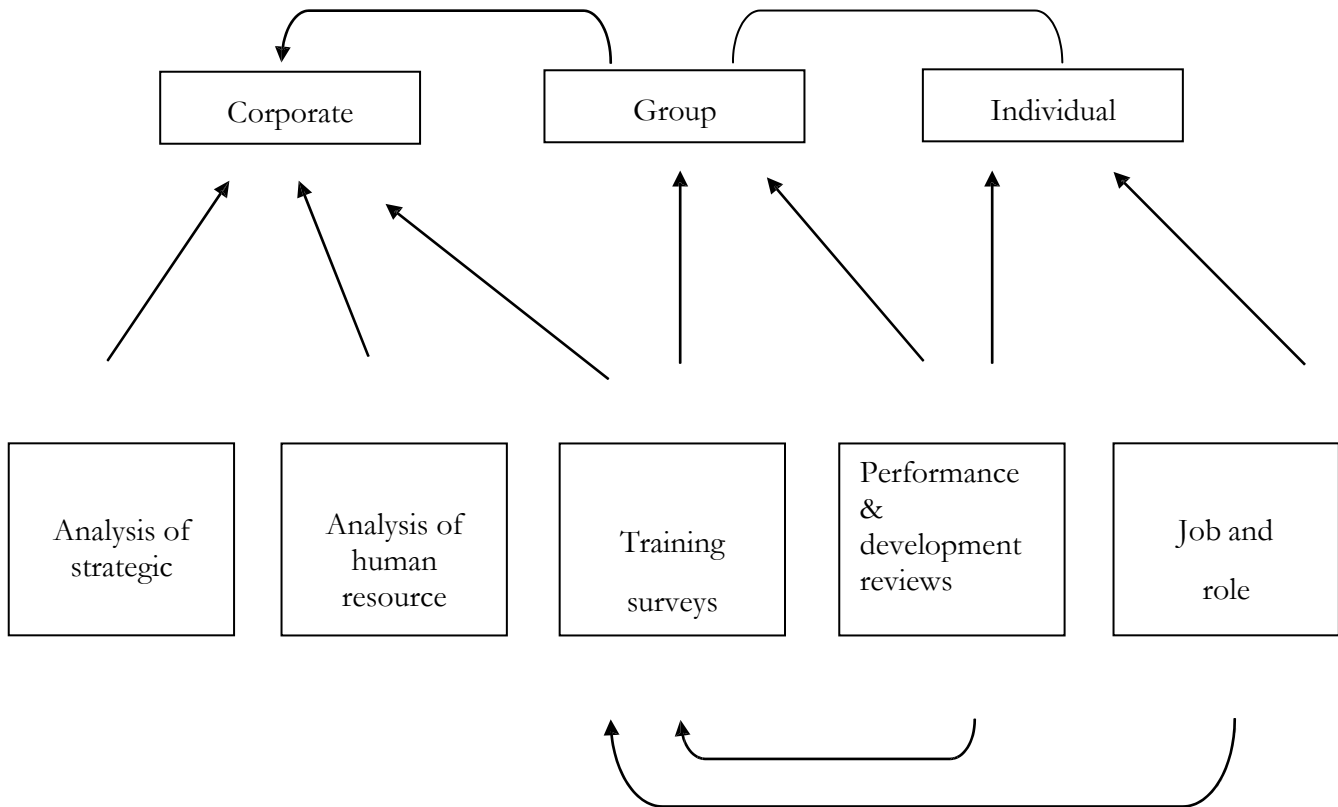
solve it and the obtained or expected results. Through such "evaluation seminars" everyone has a further opportunity to learn about additional practical applications.

Strategic Training System (Planned training)

Planned training, as defined by Kenney and Reid (1994), is a „deliberate intervention aimed at achieving the learning necessary for improved job performance“ the process of planned training consists of the following steps (as shown in the figure below):

- **Identify and define training needs** – This involves analysis of corporate, team, occupational and individual needs to acquire new skills or knowledge or to improve existing competencies. The analysis covers problems to be solved as well as future demands. Decisions are made at this stage on the extent to which training is the best and the most cost-effective way to solve the problem.
- **Define the learning required** – It is necessary to specify as clearly as possible what skills and knowledge have to be learnt, what competences need to be developed and what attitudes need to be changed.
- **Define the objectives of training** – Learning objectives are set, which define not only what has to be learnt but also what learners must be able to do after their training program.
- **Plan training programs** – These must be developed to meet the needs and objectives by using the right combination of training techniques and locations.
- **Decide who provides the training** – The extent to which training is provided from within or outside the organization needs to be decided. At the same time, the division of responsibility between the training department, managers or team leaders and individuals has to be determined.
- **Implement the training** – Ensure that the most appropriate methods are used to enable trainees to acquire the skills, knowledge, level of competence and attitudes they need.
- **Evaluate training** – The effectiveness of training is monitored during programs and, subsequently, the impact of training is assessed to determine the extent to which learning objectives have been achieved.
- **Amend and extend training as necessary** – Decide, on the basis of evaluation, the extent to which the planned training program needs to be improved and how any residual learning requirements should be satisfied.

Training needs analysis – Areas and Methods



Methods of analyzing training needs

The four methods of training needs analysis are:

- Analysis of business and human resource plans
- Job analysis
- Analysis of performance reviews
- Training surveys

Business and Human Resource Plans

The training strategy of an organization should largely be determined by its business and HR strategies and plans from which flow human resource plans. The plans should indicate in fairly general terms the types of skills and competences that may be required in the future and the number of people with those skills and competencies who will be needed. These broad indicators have to be translated into more specific plans which cover, for example, the outputs from training programs of people with particular skills or a combination of skills (multi-skilling).

Management Development. Management development on the other hand is a systematic process of growth and development by which the managers develop their abilities to manage. So it is the result of not only participation in formal courses of instruction but also of actual job experience. It is concerned with improving the performance of the managers by giving them opportunities for growth and development.

Management development in an organization contributes to business success by enabling the managers to meet its present and future needs. It improves their performance, gives them development opportunities, and provides for management succession. Professional development processes may be anticipatory (so that managers can contribute to long-term objectives), reactive (intended to resolve or pre-empt performance difficulties) or motivational (geared to individual career aspirations).

Objectives of Management Development

- Ensures that managers understand what is expected of them.
- Agrees with the objectives against which their performance will be measured and the level of competence required in their roles.
- Identifies managers with potential, encourages them to prepare and implement personal development plans.
- Makes certain that they receive the required development, training and experience to be equipped to face more demanding responsibilities within their own locations and elsewhere in the organization.
- Provides for management succession, creating a system to keep this under review.
- Improves the performance of the managers.
- Increases morale of members of the management group.
- Enhances versatility of the management group.
- Keeps executives abreast with the changes and developments in their respective fields.
- Creates successors who can take over in case of contingencies.
- Improves thought process and analytical ability.
- Broadens the outlook of the executive regarding his role, position and responsibilities.
- Understands the conceptual issues relating to economic, social, and technical areas.
- Understands the problems of human relations and improves human relation skills.
- Stimulates creative thinking.

Role of the Organization. The role of the company in management development is to establish the program and the development opportunities for its present and potential managers. Just exposing the employees to lectures, case studies, readings, job rotation, assignments and the like does not guarantee that they will learn. What is more important is the effort of the individuals. Each individual has to contribute to his development, as others can only create opportunities. The saying "We can take the horse to the water but we cannot make it drink" cannot be forgotten here.

The role of the company is to provide conditions that accelerate the growth. And these conditions should be part of the organizational climate itself, in order to be away from the unrealistic expectation that we can create and develop managers only in classroom.

Interpersonal Relationship

Interpersonal skills

Every individual possesses the need and ability to relate to people. However, sometimes when we meet people we are unable to relate to them, and handle the situation ourselves. Just as the ability to paint can be improved through experience with brushes and oils, the ability to relate or respond to people can be improved through practicing the art of interpersonal relationships. Interpersonal relationship is concerned with people getting along well together. It is a way of understanding individual behavior, which includes physical and psychological differences, personal problems and attitudes. It enables an individual to be aware of his feelings, understand the way he relates to others and thus establish successful interpersonal relationships.

Enhancing interpersonal competence is one of the essential aspects of Self Development. To improve the interpersonal skills at workplace following guidelines can be practiced:

| | |
|--|---|
| When you open a discussion | Begin with general reference to topic(s) |
| While making a decision if you feel impulsive to reject, ignore, or disagree | Clarify by seeking additional information about what/ why Confirm by stating your understanding of what/ why |

| | |
|--|---|
| When you want someone to change performance and have confirmed understanding | Constructively Criticize Give balanced feedback: <ul style="list-style-type: none"> • Specify merits • Specify concerns • Explore ideas |
| When difference exists and you're willing and able to consider alternatives When you're unwilling/unable to consider alternatives or unable to reach mutually acceptable decision | Manage the Difference Define the difference: <ul style="list-style-type: none"> • State/ confirm what's important and why Discuss the difference: <ul style="list-style-type: none"> • Explore ideas Terminate the discussion: <ul style="list-style-type: none"> • Acknowledge other person's right to differ • Explain decision |
| When you invite a suggestion | Give a reaction |
| When you make a suggestion | Invite a reaction |
| When you use / build on ideas of others | Acknowledge connection |
| When you need to be innovative or imaginative | Temporarily alter restrictions |

| | |
|--|--|
| When you want to give feedback for performance that meets or exceed expectations | Credit <ul style="list-style-type: none"> • Give specific examples • Mention personal qualities • Mention resulting benefits |
| When you close a discussion | Summarize agreements and action steps |

Enhancement of Interpersonal Skills

Communicate effectively: Communication is a two-way operation that involves sending and receiving signals. Empowered communicators learn to receive signals so they can be proactive rather than reactive to what they send. When communicating, step into the shoes of the other person. Read body language, tone of voice, statements, and silences. Investigate the employee's motivation and fear.

Ask open-ended questions: Remember, your goal is to get enough information so you can work with the person to resolve problems and increase productivity. A yes/no (or closed) question will only give you a yes or no answer. A question that begins with "why" puts people on the defensive. Think about how you react when asked questions such as, "Why were you late? Why do you act like that? " Who, what, where, and how questions involve the other person. "What leads you to make that decision? How can we work together on solving this problem? Who else is affected when you're late? When do you think you can start working towards this new goal?" It takes practice to self-edit and reframe your questioning techniques because we are conditioned to accuse and assume, not to accumulate information.

Listen intently and avoid solving other's problems: So often our good intentions prompt us to provide solutions to people's problems when they don't actually want advice, but instead simply want to be heard. Comments such as, "That must be painful for you. You sound angry. It seems like you're feeling frustrated," might seem weak and even ineffectual if you are used to communicating directly and giving orders. But the up-front investment is worth the results generated by this kind of listening. Once people feel genuinely heard, they will entrust you with more information, which is what you want because it gives you control.

Frame responses using the I-language technique: Essentially you are taking responsibility for your feelings. You are not blaming the employee for his or her actions, but you are pointing out how his or her behavior affects your feelings. To begin, comment on observable factual behaviors" and state the consequences.

Here's an example: "When you give me your reports at the last minute (fact), I feel frustrated because I must rush and wonder if I'm not catching errors and I end up barking at you (give consequences that matter to them.) I wish you would give me more lead time (ask for behavior change) so that we'll both be less stressed (state the benefits). What do you think?" (the script should be onscreen with accompanying comments in parentheses)

Match your words to your body language: If you're honest, your body language will confirm it. If you're feeling angry and denying it, your tone of voice might give you away. Be honest, then do a body check to make sure your words match your nonverbal gestures. Otherwise, you won't be taken seriously.

Enhanced interpersonal skills through communication: Transactional Analysis

A „transaction“ is a communication or interaction, verbal or nonverbal. Any interpersonal transaction implies interaction between the minds, or mental states, of individuals involved in the transaction. There are different mental states that a person experiences, or passes through, during any interaction. These are classified into three „ego states,“ namely the super ego, the ego and the id, or the parent, adult, and child, respectively. Each ego state represents a particular state of mind, intention, or mood. The „adult“ state is an information-giving or receiving one where no opinions or emotions are transacted. The „child“ state is the emotional one, like that of a child. The „parent“ tends to be judgmental and punishing with frequent use of words such as „should“, „ought“ and „mustn’t.“ Each one of us, however old we may, still have elements of our „childhood“ within us. Finally, you have strong imprints in your mind, called a „script“ as in terms of TA, which are experiences and interactions with parents, including kind, caring, and nurturing ones, as well as judgmental, controlling and critical ones.

The relevance of TA, in the context of managing negative emotions, is that the ego state from which you are likely to operate depends, to a great extent, upon the „life position“ you have adopted. In broad terms, there are four possible life positions that you can adopt, while interacting with another person:

1. “I’m OK, you’re OK” - confident: This is a constructive, healthy position, which indicates a basic acceptance of oneself, and a basic acceptance of others.
2. “I’m OK, you’re not OK” - archaic: People operating from this life position blame and accuse others, and refuse to see their own problems and weaknesses.
3. “I’m not OK, you’re OK” - superior: People operating from this life position blame and accuse themselves, and consider others as better.
4. “I’m not OK, you’re not OK” - hopeless: In this position the sense of not-OKness becomes all-pervading; they see no hope in themselves nor in others; life loses all interest and meaning for them and they can become hurtful to themselves and others.

Transactional Analysis has been used in analyzing interpersonal skills. It provides an insight in analyzing interactions with others in terms of ego states being expressed.

Stress

Stress Management

Definition of Stress

R.S. Lazarus and S. Folkman define stress as resulting from an imbalance between demands and resources.

The word stress is derived from the Latin word „*stringere*“ meaning to „draw tight“ and was used to describe hardships or affliction. Unfortunately, the lifestyle, in which we live today, does not allow us to react physically to the problems, which we face. When faced with stress our basic instinct is to flee or fight. Realistically, we can do neither.

Other definitions of stress include:

- “The reaction people have to excessive pressures or other types of demand placed upon them. It arises when they worry that they cannot cope.” (Health and Safety Executive)
- “Stress occurs where demands made on individuals do not match the resources available or meet the individual’s needs and motivation. Stress will be the result if the workload is too large for the number of workers and time available. Equally, a boring or repetitive task which does not use the potential skills and experience of some individuals will cause them stress.”
- “That which arises when the pressures placed upon an individual exceed the perceived capacity of that individual to cope.”

From the definitions above one can observe that the essential ingredients of work related stress might be seen as:

- a personal experience
- caused by pressure or demands
- impact upon an individual’s ability to cope or his/her perception of such ability

Ideally, we need to be aware of what stress agents affect us, learn appropriate stress management techniques and consciously apply them. Symptoms of stress manifest themselves in many ways. Recognizing these warning signs and consciously applying coping mechanisms is one key to combating the problem. Stress can affect the overall performance of individuals and for some people will result in serious ill health, both mental and physical.

Stress occurs when there is a mismatch between what the individual wants, and is capable of doing, and what their environment offers and demands of them. It is important to bear in mind that everyone’s environment will be different and will include factors such as where they live, where they work, what their work consists of, their families, their friends, their life-style, their beliefs, their education, their attitudes to life, their expectations of themselves and others.

There are a number of other factors that play a significant role in determining what is stressful for one person and not for another. As individuals we all have different life experiences, conditioning, genetic inheritance, states of health and, most importantly, personality types, which make our reaction to stressful situations different! What one person may view as stressful another might not. This does not make either person better or worse than the other.

What is stress?

There are many myths about stress. Some people think it means an individual is weak and unable to cope and that it only happens to „high fliers“. Others think it is an illness. Many individuals are confused, as they believe that pressure and stress are one and the same. They are not. Stress will result from an inappropriate level of pressure, whether real or perceived. We all need challenges, but if we are to perform at maximum potential they must be both realistic and achievable. In reality stress can and will affect each and every one of us both directly and indirectly.

According to doctors and researchers, it is not what happens to us but how we react to what happens to us that causes our stress. They say that, "Stress is your body's biochemical reaction to how you live your life. Stress can develop into distress and disease through your personal adaptation to internal and external environments."

Some concepts of stress in physiological terms are:

- Excitement - emotional reaction which elevates cognitive and physiological activity levels.
- Stimuli - Demands upon the system for physical or cognitive productivity.
- Eustress - Positive exhilarating challenging experiences of success followed by higher expectations.
- Distress - Disappointment, failure, threat, embarrassment and other negative experiences
- Stress - General concept describing a "load" on the system, usually external, with humans it is internal.
- Stressor - a specific problem, issue, challenge, personal conflict (External/internal)
- Stress Reaction - an individual response to a given stressor (physiological, behavioural, emotional, cognitive, signs and symptoms)
- Strain - the prolonged impact of the stressor on the system (overload), fatigue, precursor to illness

Causes of Stress

Consider, for example, an office where there are ten staff members. We may find four of them quite stressed, four of them may be enjoying the challenge and two of them really don't care at all what's going on. As far as they are concerned, they want to be made redundant. Some people are under pressure and seem to be thriving on it and others who are suffering a lot of stress.

So, why is it that some people are stressed and some people aren't stressed? When you listen to people, so often they give you an old-fashioned view of stress. They will say „My boss makes me depressed“. It is something out there causing stress and they respond in some kind of way.

This old-fashioned view of stress is sometimes called the „stimulus/response“ model, basically an old engineering model of stress - literally you squeeze something and it suffers strain. What's important is the person's perception. The idea is that it's not so much the situation but what we bring to the situation, our mental attitude and our appraisal of it, that is largely the problem.

Shakespeare noted in Hamlet, „Why, then „tis none to you; for there is nothing either good or bad but thinking makes it so“.

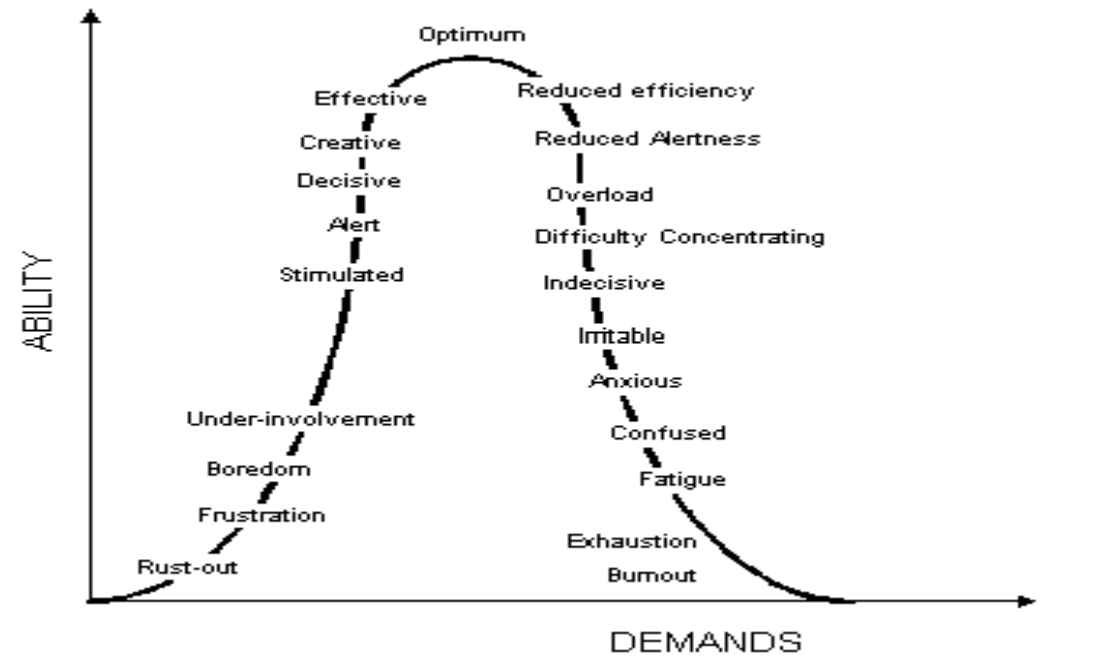
Major types of stressors:

- **Psychological:** Attitude, personality, self-esteem
- **Physical:** Environment, nutrition, drugs/chemicals
- **Role:** Role conflict/ambiguity, multiple roles
- **Sociological:** Political, economic, cultural background
- **Physical Illness/Residual Disability:** Birth defect/chronic illness
- **Biomechanical Stressors:** Job site design flaw (i.e. carpal tunnel syndrome, repetitive motion)
- **Self-generated stressors:** unnecessary worry

Stages of Stress

1. Overload and Burnout at Work (Stress Arousal Stage)
2. Overload and Burnout (Stress Resistance Stage)
3. Overload and Burnout (Severe Exhaustion Stage)

Stress Lifecycle



This is also known as the „inverted U“ curve of performance under stress.

The symptoms of stress are believed to stem from our primitive „fight or flight“ response to perceived dangers. This response produces surges of chemical reactions in the blood stream which can cause psychological problems such as Post Traumatic Stress Disorder or Cumulative Stress Disorder for example.

We are not, for example, able to punch our boss when he or she is acting aggressively. As such actions are all forms of behaviour that are not tolerated in today’s society. It is believed that it is this denial of our primitive responses which causes the strains on our body and leads to stress related disease and sickness, as the adrenaline which runs through our body and prepares us for our basic responses has no outlet.

Psychologist Cooper argues that “our thought patterns regarding ourselves and the situations we are in trigger events within two branches of our central nervous system, the „sympathetic“ and the „parasympathetic“”. In short, the „sympathetic“ reaction is where the body, „revs up“ the adrenaline and other hormones in the blood stream in response to a perceived danger and the „parasympathetic“ is where the body „revs down“ and unwinds itself. The „rev up“ activity is designed to improve performance in the body however, as Cooper puts it “if the stress that launches this activity continues unabated, the human body begins to weaken as it is bombarded by stimulation and stress related chemicals”.

Symptoms of Stress

Physical signs and symptoms of stress

- Coronary thrombosis: heart attack
- Migraine
- Depression
- Hay fever and allergies
- Hyperthyroidism: overactive thyroid gland
- Asthma
- Diabetes mellitus
- Skin Disorders
- Peptic ulcers
- Tuberculosis
- Constipation
- Rheumatoid Arthritis
- Indigestion

Emotional signs and symptoms of stress

- Irritability, Angry outbursts, Hostility
- Depression
- Restlessness, Anxiousness
- Diminished initiative
- Feelings of unreality or over alertness
- Reduction of personal involvement with others, lack of interest
- Being critical of others
- Self-deprecation, reduced self-esteem
- Decreased perception of positive experience opportunities
- Changes in eating habits and weakened positive emotional response reflexes

Cognitive/perceptual signs and symptoms of stress

- Forgetfulness
- Preoccupation
- Blocking, blurred vision
- Errors in judging distance
- Diminished or exaggerated fantasy life
- Reduced creativity, diminished productivity
- Lack of concentration, lack of attention to detail
- Decreased psychomotor reactivity and coordination
- Disorganization of thought
- Negative self-esteem, diminished sense of meaning in life
- Lack of control/need for too much control, negative self-statements and negative evaluation of experiences

Behavioural signs and symptoms of stress

- Increased smoking
- Aggressive behaviours (such as rash driving), increased alcohol or drug use
- Carelessness
- Under-eating/ over-eating
- Withdrawal, listlessness

- Accident-proneness
- Nervous laughter
- Compulsive behaviour and impatience

Burnout

Individuals most likely to experience Burnout possess the following characteristics or attitudes:

- Having very high ideals
- Always getting impatient/annoyed with others
- Feeling only your ideas are right
- Blaming yourself
- Having a tendency to always blame others
- Feeling like you have to do every job for yourself
- Feeling equally upset with minor hassles, etc. vs. something more serious
- Feeling you have more and more to do and less and less time to do it in
- Accepting social obligations that you know you will not have time for later
- Spending more time and energy on trivial tasks while avoiding the more difficult ones.

Stress at Work

Offering support to staff who are, or are likely to be, affected by stress and pressures can be extremely beneficial. The need for support for those who have experienced very traumatic events cannot be over emphasised. It has now been recognised that excessive work pressures can be caused [or made worse] by poor work design, poor management and unsatisfactory working conditions. The individual employee's *perception* of their working conditions must also be taken into account. Stress at the work place can be classified under the following categories:

Policies

- Unfair, arbitrary performance reviews
- Pay inequities
- Inflexible rules
- Rotating work shifts
- Ambiguous procedures
- Frequent relocation
- Unrealistic job descriptions

Structures

- Centralisation; lack of participation in decision making
- Little opportunity for advancement
- A great amount of formalisation
- High degree of specialization
- Interdependence of departments
- Line-staff conflicts

Physical Conditions

- Crowding and lack of privacy
- Excessive noise, heat, or cold
- Presence of toxic chemicals or radiation
- Air pollution
- Safety hazards
- Inadequate lighting

Processes

- Poor communication
- Poor/inadequate feedback about performance
- Ambiguous/conflicting goals
- Inaccurate/ vague measurement of performance
- Unfair control systems
- Inadequate information

How stress can affect an organization

- Increased complaints from clients
- Staff will become less committed
- Accidents may occur
- Staff turnover may increase
- Absenteeism can increase
- Reduction in performance by the workforce
- Compensation claims for stress related illness

Methods to Cope with Stress at Work

Stress is not just a buzzword of the decade. There is substance behind the description. It can be both positive and negative but when negative, can have very serious effects on the emotional and physical lives of the individual. It is not surprising therefore that an increasing number of people are demanding to know what they can do to reduce the negative effects stress can have on their lives. Many want instant results.

There are times when it is necessary to reassess perspectives, move boundaries, challenge behavioural patterns, and develop self-confidence to help us face times of adversity. And these could well be the times when it will prove invaluable to have someone who will listen objectively, offer empathic support, and give us the opportunity to develop our own effective coping resources. But this catalyst will not materialize out of thin air - it has to be sought.

Even those who have family, friends or caring colleagues around them invariably find they can receive more help from a totally objective, neutral person. There is less inhibition to open up to someone who is

in no way involved in your life, and there is probably less embarrassment than talking to someone who knows us well.

Individual Coping Strategies

Some specific techniques that individuals can use to eliminate or more effectively manage inevitable, prolonged stress include the following:

1. **Exercise**
2. **Relaxation.**
3. **Behavioural Self – Control**
4. **Cognitive therapy.**
5. **Networking.**

Organizational Coping Strategies

Organizational coping strategies are designed by management to eliminate or control organizational-level stressors in order to prevent or reduce job stress for individual employees.

1. **Create a Supportive Organizational climate.**
2. **Enrich the Design of Tasks.**
3. **Reduce Conflict and Clarify Organizational Roles.**
4. **Plan and Develop Career Paths and Provide Counselling.**

Stress is part of everyday life. Everyone needs to face challenge in order to get as much out of life as they can. The danger is that some challenges are more difficult than others to handle or overcome. If these challenges are not dealt with, they can cause high levels of negative stress - or „distress“ as it is known. There are some general guidelines one should follow in identifying and managing pressures and stress at work.

Make a plan:

- Learn to recognise your own personal stress warning signals, such as headaches, stomach pains, muscle tension, etc, that mean ordinary pressure is turning into stress and you need to deal with it.
- Keep a “stress diary” for a month. This should contain a calendar of each day with four columns exploring: the incident or what happened to produce the stress; the people involved in the stress incident; what you did and what you should have done.
- The stress diary should reveal a trend in the type of event that causes you trouble at work. It may be that you don’t prepare well for meetings, or that your relationship with your boss is bad or that you feel you’re not getting anywhere in your career or that you are working exhaustingly long hours. Each of these requires different solutions.
- Make a plan to deal with the problems that tend to cause you stress reactions. Talk it through with a trusted work colleague, spouse, friend or counsellor.
- Once you have a plan of action and you implement it, you need to ensure that it is working. Use your confidant to help you review progress and assess the success or otherwise of your approach. If this isn’t working, modify the plan and try again.

Take time:

- Using time effectively is critical to good stress management at work.
- Make a "to do" list and prioritise tasks.
- Set realistic deadlines for delivery of each of these objectives. Break up the various tasks into smaller units, with time deadlines for each.
- Don't juggle paper: read it, act on it, file it or bin it.
- Once a decision is reached, forget it. Don't waste time thinking about whether it is a good decision or not.
- Stick to one task at a time and finish it.
- Decide on what time of day is good for you and use it for important tasks; use your "low point" time for routine or less important tasks.
- Prioritise phone calls, letters, emails deal with the most important ones first.
- Keep meetings short and to the point, and keep to deadlines on appointments you make with other people; manage meeting times if you are in a position to do so.

Tips for Effective Stress Management

- Take 40 deep slow breaths each day (Spread evenly throughout your day not all at once at the end of the day). You can benefit from associating the deep breaths with some common work occurrence such as the telephone ringing or clock watching.
- Use regular relaxation periods for work breaks. Try fifteen to twenty minute periods of (hopefully) undisturbed time away from phone and/or family. Commit to using this for four to six weeks to begin to see the benefits.
- Get regular exercise. Aerobic activities such as walking, jogging, swimming, biking, etc. for 20 minutes 3 times per week is minimum.
- Eat sensibly. Avoid caffeine. Do not cope with stress by using alcohol or drugs. If you are stressed out, caffeine is like throwing gasoline on a fire to put it out!
- Get focused on new directions and regular planning. Give yourself positive options if you feel trapped. Plan for growth in all aspects of your life not just work and finance (family/relationships, spiritual interests, creativity, vacations, hobbies, etc.)
- Use and develop your humour! Positive attitudes really help! Difficulties, when viewed as opportunities for growth and proving your abilities, are less harmful. But do not bury your anger, fear or sadness.
- Protect yourself from negative co-workers and relationships! Do not get caught up in other people negative thinking or let them rip off your peace of mind and positive energy. Take good care of yourself!!
- Get back in control! If you cannot control all the people and situations that happen around you.... at least you can control the way you respond!
- Give sincere compliments freely and smile! Be positive and let it shine on all that surround you. It will come back many times more.
- Learn to really listen! It is the best communication technique that you can develop!
- To manage stress, start by learning about yourself. What do you like? What do you hate? What calms you down? What stresses you out? Know that, and you're on your way to managing stress.

Creativity

Basic nature of Lateral Thinking

“The Corporations that will survive, & thrive in the future, are those that foster creativity today.”

Since most people believe that traditional vertical thinking is the only possible form of effective thinking, it is useful to indicate the nature of lateral thinking by showing how it differs from vertical thinking. Some of the most outstanding points of difference are indicated below. So used are we to the habits of vertical thinking that some of these points of difference may seem sacrilegious. It may also seem that in some cases there is contradiction for the sake of contradiction. And yet in the context of the behaviour of a self-maximizing memory system lateral thinking not only makes good sense but is also necessary.

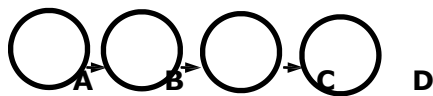
- Vertical thinking is selective, lateral thinking is generative.
- Rightness is what matters in vertical thinking. Richness is what matters in lateral thinking.
- Vertical thinking selects a pathway by excluding other pathways. Lateral thinking does not select but seeks to open up other pathways.
- With vertical thinking one selects the most promising approach to a problem, the best way of looking at a situation. With lateral thinking one generates as many alternative approaches as one can.
- With vertical thinking one may look for different approaches until one finds a promising one. With lateral thinking one goes on generating as many approaches as one can even after one has found a promising one.

- With vertical thinking one is trying to select the best approach but with lateral thinking one is generating different approaches for the sake of generating them.
- With vertical thinking one moves in a clearly defined direction towards the solution of a problem. One uses some definite approach or some definite technique. With lateral thinking one moves for the sake of moving. One does not have to be moving towards something, one may be moving away from something. It is the movement or change that matters. With lateral thinking one does not move in order to follow a direction but in order to generate one.
- With vertical thinking one designs an experiment to show some effect. With lateral thinking one designs an experiment in order to provide an opportunity to change one's ideas.
- With vertical thinking one must always be moving usefully in some direction. With lateral thinking one may play around without any purpose or direction. One may play around with experiments, with models, with notation, with ideas.
- The vertical thinker says: „I know what I am looking for.“ The lateral thinker says: „I am looking but I won't know what I am looking for until I have found it“.
- Vertical thinking is analytical, lateral thinking is provocative
- Vertical thinking is sequential, lateral thinking can make jumps

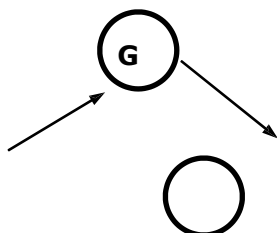
With vertical thinking one moves forward one step at a time. Each step arises directly from the preceding step to which it is firmly connected. Once one has reached a conclusion the soundness of that conclusion is proved by the soundness of the steps by which it has been reached. With lateral thinking the steps do not have to be sequential. One may jump ahead to a new point and then fill in the gap afterwards.

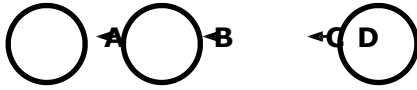
In the diagram below, vertical thinking proceeds steadily from A to B to C to D. With lateral thinking one may reach D via G and then having got there may work back to A.

Vertical Thinking



Lateral Thinking





- With vertical thinking one has to be correct at every step, with lateral thinking one does not have to be.
The very essence of vertical thinking is that one must be right at each step. This is absolutely fundamental to the nature of vertical thinking. Logical thinking and mathematics would not function at all without this necessity. In lateral thinking however one does not have to be right at each step provided the conclusion is right. It is like building a bridge. The parts do not have to be self-supporting at every stage but when the last part is fitted into place the bridge suddenly becomes self-supporting.
- With vertical thinking one uses the negative in order to block off certain pathways. With lateral thinking there is no negative.
- With vertical thinking one concentrates and excludes what is irrelevant, with lateral thinking one welcomes chance intrusions.
- Vertical thinking is selection by exclusion. One works within a frame of reference and throws out what is not relevant. With lateral thinking one realizes that a pattern cannot be restructured from within itself but only as the result of some outside influence. So one welcomes outside influences for their provocative action. The more irrelevant such influences are the more chance there is of altering the established pattern. To look only for things that are relevant means perpetuating the current pattern.
- With vertical thinking categories, classifications and labels are fixed, with lateral thinking they are not. With vertical thinking categories, classifications and labels are useful only if they are consistent, for vertical thinking depends on identifying something as a member of some class or excluding it from that class. If something is given a label or put into a class it is supposed to stay there. With lateral thinking labels may change as something is looked at, now in one way and now in another. Classifications and categories are not fixed pigeonholes to aid identification but signposts to help movement. With lateral thinking the labels are not permanently attached but are used for temporary convenience.
- Vertical thinking depends heavily on the rigidity of definitions just as mathematics does on the unalterable meaning of a symbol once this has been allocated. Just as a sudden change of meaning is the basis of humour so an equal fluidity of meaning is useful for the stimulation of lateral thinking.
- Vertical thinking follows the most likely paths; lateral thinking explores the least likely. Lateral thinking can be deliberately perverse. With lateral thinking one tries to look at the least obvious approaches rather than the most likely ones. It is the willingness to explore the least likely pathways that are important for often there can be no other reason for exploring such pathways. With vertical thinking one moves ahead along the widest pathway which is pointing in the right direction.
- Vertical thinking is a finite process; lateral thinking is a probabilistic one. With vertical thinking one expects to come up with an answer. If one uses a mathematical technique an answer is guaranteed. With lateral thinking there may not be any answer at all. Lateral thinking increases the chances for restructuring of the patterns, for an insight solution. But this may not come about. Vertical thinking promises at least a minimum solution. Lateral thinking increases the chances of a maximum solution but makes no promises.
- If there were some black balls in a bag and just one white ball the chances of picking out that white ball would be low. If you went on adding white balls to the bag your chances of picking out a white ball would increase all the time. Yet at no time could you be absolutely certain of picking out a white ball. Lateral thinking increases the chances of bringing about insight restructuring, and the better one is at lateral thinking the better are the chances. Lateral thinking is as definite a procedure as putting more white balls into the bag but the outcome is still probabilistic. Yet the pay

off from a new idea or an insight restructuring of an old idea can be so huge that it is worth trying lateral thinking for there is nothing to be lost. Where vertical thinking has come up against a blank wall one would have to use lateral thinking even if the chances of success were very low.

Challenging assumptions – Collective Creativity

Organizations can foster creativity by providing a supportive environment / culture for its sustenance and growth. Most human beings are potentially creative in the areas of their strong interest. Their creative potential can be brought out and amplified, through the use of systematic techniques for creative idea generation, in group settings. Groups composed of motivated persons are more effective in generating creative approaches and solutions to ill-defined or poorly structured problems than individuals.

Use of creativity processes in and by groups, has the following advantages for organizations :

- Groups bring together a diversity of experience, skills, and knowledge, not possessed by a single person.
- Groups are better equipped than individuals, to detect, avoid, and eliminate, errors and mistakes.
- Mutual learning and stimulation by members in a group produce a synergistic effect in their collective striving to resolve a problem situation.
- A group solution usually produces a greater degree of acceptance than the solution by a single person.
- If group members are also involved in implementing their suggestions/ solutions, they will be more productive and effective in implementing the same.

Impact of Creative Groups on the Organization

Dynamics of creative groups or teams generate concurrent change and development in:

- **People**, providing them with a sense of meaning, purpose, challenge, achievement, and growth, in their work situations.
- **Technology** in terms of operational problems of quality, productivity, and innovation, while building on improvements.
- **Organizational processes** and **structure** in terms of open communication, participation, cooperation, and mutual development.
- **Organization's financial position** in terms of cost reduction, loss prevention, value added to products / services and increased sales revenue

These changes gradually, and in a cumulative manner, build up an organization's culture. The latter, in turn, serves to sustain, and strengthen, the organization's creativity utilization program, and facilitates

the work of creative groups / teams. The relationship between creative groups, and organization culture, is mutually supportive.

Blocks to Creative Development

- 1. Fear of failure.** We are afraid to try out new solutions or express what might seem strange solutions or opinions, lest we fail. We are self-diffident.

- 2. Fear of criticism.** We are afraid of what others will say, our elders, parents, teachers and even our peers. Adolescents are especially vulnerable to fear of criticism and may be afraid of producing something new, something different from their peers, lest others smile laugh at them.

- 3. Distrusting one's creative potential.** Many people think that only very intelligent people or geniuses are creative, and that ordinary folk like them are not. But as was said above everyone has creative potential.

- 4. Too soon judgmental.** Another block to creativity may be that we allow our judgment too soon to discard our creative process in producing something new.

- 5. Want of perseverance.** We give up too soon in trying to find new ideas, or in solving problems, because we are so used to convergent thinking that we want a current solution as soon as possible. We do not have the patience to try for newer ideas in solving problems. Sometimes in solving a puzzle or a problem we give up too soon, saying to ourselves that it is too difficult, that it is impossible to solve. If we persevered in trying to solve it, we would eventually get the solution.

- 6. Passivity.** We shirk the mental effort required to be creative, to think divergently, to solve problems, to work out a puzzle, to find expressive words for a poem, etc. We get into a groove and do not like to get out of it.

7. Poor observation. We fail to observe the various details of an object or of a problem; we do not try to see new aspects of the object or problem.

The Cultivation of Creativity

The importance of creativity as a competitive resource lies in the enhancement of organizations' ability to resolve their complex and difficult problems, existing and emerging, effectively. The starting point in this process is the definition of problems. The following questions help formulate a meaningful definition of a given problem:

- What is the problem? What is it that makes this a problem? Are some objectives or goals not being realised? Are there some bad symptoms of malfunctioning that need to be eliminated?
- Why are the objectives not being realised? Why are undesirable symptoms present? How and whence have they emerged?
- What are the explicit and implicit constraints present in the problem situation?
- What are the major gaps in knowledge and information that are impeding the problem-solving effort? Do the areas of ignorance relate to the nature of the problem, the procedure for solving, or the character of the solution?

In order to develop a creative approach to problems and ways of coping with them innovatively, organization personnel need to cultivate certain basic thinking skills. These skills are vital for gaining insights and formulating solutions to a wide spectrum of problems. These essential skills are:

Convergent Thinking

Convergent thinking consists of those abilities, which enable one to reach a right solution to problems that mostly have one right solution.

The mechanisms of convergent thinking are Classification and/or Categorization, Analysis, Synthesis, Optimisation.

Divergent Thinking

Divergent thinking involves approaches or perspective that may be uncommon or unusual, resulting in novel solutions. Divergent thinking directs one's thinking away from the narrow confines or limits of a given problem. It is characterised by an absence of judgmental or logically evaluative yes - no, correct or incorrect response processes. It proceeds in terms of open-ended exploratory queries.

The mechanisms of divergent thinking are: A) Defining problem, Searching for solution, Redefinition or Restating the problem, Imaging unconventional solutions, Raising questions stimulating divergent

thinking, Using analogies. B) Recording the ideas

Making Forced Relationships

Making forced relationships stimulates new insights towards problem solving. It is a creative process to connect two or more apparently different or disparate ideas, concepts, elements or entities.

Recognising Positive Potential in a Problem

The ability to find the positive potential in a problem is a mark of creative openness, receptivity, and flexibility. It may sensitize a person to new opportunities and useful courses of actions, which may compensate for the negative aspects or enable a person to make the best of a bad situation.

Dissecting Ideas

Dissecting an idea implies developing a list of what is useful and relevant, and then identifying what is missing. The list of what is useful may be prepared by using insights from convergent and divergent thinking or by making forced relationships. The identification of what is missing is attempted in terms of "How to..." statements.

Visualising Future Solution State (s)

Visualising future solution state means envisioning solutions to the problem. It includes creating a vision of what a solution might look like. For this, existing components or elements are taken and are manipulated into something new in order to solve a problem. It calls for developing a clear and detailed picture of the future with a successful solution being implemented.

Creativity Techniques

Brainstorming

This technique developed by Osborn uses four basic rules to guide a group session :

- In the initial phase when the members of a brainstorming group generate ideas, no critique of ideas is permitted.
- Members are encouraged to produce ideas in natural manner as they occur to them without any apparent concern about their validity or appropriateness.
- The orientation is towards generating a profusion of ideas.
- Combining ideas and improving on ideas are preferred techniques for obtaining better ideas.

Reverse Brainstorming

It is a variation of the brainstorming technique. The group here is asked to focus on as many things wrong with a product, process, system, or service, as they can. The focus may then shift towards rectifying the deficiencies.

Nominal Group Technique

This technique consists of the following steps :

1. Silent generation of ideas by participants in writing.
2. Round-robin recording of ideas from each member, and their display on a flip chart. No discussion of ideas is permitted at this stage.
3. Serial discussion of each of the ideas recorded in step (2) in terms of its perceived importance, clarity, basis, and logic. Comments by members are brief, impersonal, and voluntary.
4. Preliminary vote on the importance of the recorded ideas. Members may pick only a certain fixed number of ideas, considered „best“ by them, for voting.
5. Counting of all the vote tallies and noting the ideas with the highest score/votes.
6. If there is no clear best voted idea, or if there are inconsistencies in voting, the ideas concerned are further discussed to clarify their meaning and logic.
7. Final vote on the ideas is taken at the end of the discussion.

Genetic Learning Approach

This technique or rather an approach towards the generation of creative ideas / insights draws on the theory of biological evolution. It tries to mimic the evolutionary process in its quest for new / novel and adaptively robust creative concepts, ideas, insights, and perspectives.

TKJ Technique

It is a group problem-solving technique developed by Kabayashi and Kawakita (1917). The technique consists of the following stages:

1. A set of facts is generated by participants. These facts have to satisfy three conditions :
 - a) They should be relevant to the problem in hand;
 - b) They should be objectively verifiable; and
 - c) They should be important.
2. Sets of related facts are formed out of separately generated facts. Each set is given a name that all participants agree reflects its essence. This "fact essence" must satisfy the following conditions :
 - a) It can be verified by using the facts from which it was generated;
 - b) It should not be too general; and
 - c) It should not be a simple aggregation of the facts making up the subset.
3. This compacting process is repeated, forming sets of the sets and formulating their essences, until one set and its essence are obtained. The final set should encompass all the facts, and fact essences, previously formulated.
4. The solution process is similar to that used in compacting the facts, but it starts with the suggested solutions to the previously defined problem. The individually proposed solutions are required to involve concrete actions that can be carried out in the near future. They are combined until one set is obtained whose essence encompasses all the previously generated solutions.

Induced Dissociation

This technique consists of looking at, or staring at a product or object, while trying to keep the mind in a blank state. The purpose here is to obtain a new and unusual view of the product / object.

Checklist Technique

It consists of a checklist of questions, ideas, and concepts to be applied in questioning an existing product.

Attribute Listing

This technique involves a listing of all the meaningful attributes of a procedure, process, or product, and then focusing on ways of improving or upgrading any or all of them.

Synectics

It is an approach and a procedure developed by Gordon who defines it as "the joining together of different and apparently irrelevant elements" to resolve a paradox or a problem. It requires a team of highly trained people from different fields to collectively work on a problem. The team uses analogy and metaphor for two tasks: 1) making the strange familiar, 2) making the familiar strange.

Morphological Method

It was developed by Zwicky during his work in the field of jet engines.

Steps of the method are:

- The problem must be explicitly formulated and defined.
- All parameters that may enter into the solution must be identified and characterised.
- A multi-dimensional matrix containing all parameters identified in step (2) must be constructed. This matrix will contain all possible solutions. For each parameter, its known forms / states / alternates are listed.
- All solutions should be examined for their feasibility, and analysed and evaluated, with respect to the purposes to be achieved.
- The best solutions identified in step (4) should be analysed, possibly in an additional morphological study, according to their feasibility, and the resources and means available.

Delphi Method

In this technique, developed by Helmer, a panel of experts is constituted to deal with a specific issue / question - such as what new developments will take place in a given field. These experts are kept apart so that their judgments will not be influenced by social pressure or by other aspects of small group behaviour.

Dialectical Approach

This approach proceeds by forming two research teams. Both the teams are given the same data regarding a problem. These teams deliberately produce conflicting solutions to the given problem. The two solutions represent „thesis“ and „anti-thesis“. A confrontation between the two teams, and their respective solutions, brings out their implicit assumptions. A creative synthesis of the opposing proposals, and their viewpoints, is then sought to be achieved.

Reformulation of the problem is the first step towards evolving a synthesis. A new solution based on assumptions drawn from both the „thesis“ and „anti-thesis“, is devised. The dialectical approach essentially shows that the same data can be interpreted in different ways depending on the assumptions made.

Six Thinking Hats

The Six Thinking Hats Method

Each of the thinking hats has a colour - White, Red, Black, Yellow, Green, and Blue.

The colour provides the name for the hat. It is important that the thinker would visualise and imagine the hats as actual hats. For this to happen colour is important. Remembering the function of each hat is easy if one remembers the colour and the associations. The function of the hat then follows.

The six thinking hats method is designed to switch thinking away from the normal argument style to a mapmaking style. This makes thinking a two-stage process. The first stage is to make the map. The

second stage is to choose a route on the map. If the map is good enough, the best route will often become obvious. As in the colour printing analogy, each of the six hats puts one type of thinking on to the map.

The purpose of the six thinking hats is to unscramble thinking so that a thinker is able to use one thinking mode at a time - instead of trying to do everything at once. The best analogy is that of colour printing. Each colour is printed separately and in the end they all come together. It is the very artificiality of the hats, which is their greatest value. They provide a formality and a convenience for requesting a certain type of thinking either of oneself or of others. They establish rules for the game of thinking. Anyone playing the game will be aware of these rules.

The more the hats are used, the more they will become part of the thinking culture. Everyone in an organization should learn the basic idiom so that it can become part of the culture. This makes focused thinking much more powerful. Instead of wasting time in argument or drifting discussion, there will be a brisk and disciplined approach.

The Purpose of Six Thinking Hats

- Value of role playing
- Value of attention directing
- Value of convenience
- Value of possible basis in brain chemistry
- Value of rules of the game

White Hat Thinking is :

- being neutral and objective
- talking about facts and figures
- imitating the computer
- being away from interpretations and opinions
- focusing on question to answer
- obtaining information
- two - tier system of information -
 - first tier - checked and proven facts
 - second tier - facts believed to be true but not fully checked
- a spectrum of "likelihood" ranging from always true - never true
- a discipline and a direction

Red Hat Thinking is :

- getting insight of "This is how I feel about the matter".
- acknowledgment of emotions and feelings as an important part of thinking.
- making feelings visible

- becoming part of the thinking "Map" and also part of the value system
- switching in and out of the "Feeling" mode
- exploring the feelings of others by asking for a "red hat view"
- ruling out the possibility of justifying the feelings or to provide a logical basis for them
- two broad types of feelings - ordinary emotions - ranging from strong emotions to subtle ones, complex judgment, to- not visibly justified types of feelings

Black Hat Thinking is :

- pointing out what is wrong, incorrect and in error
- understanding "why something will not work"
- analysing possible risks and dangers
- pointing out faults in designing
- an objective attempt to put the negative elements on to the map
- showing the errors in the thinking procedure and method itself
- judging an idea against the past to see "How well it fits what is known"
- projecting an idea into the future to see "what might fail or go wrong"
- asking "negative questions"

Yellow Hat Thinking is :

- positive and constructive
- symbol of sunshine, brightness and optimism
- positive assessment
- covering of positive spectrum ranging from "logical and practical" at one end to "dreams, visions and hopes" at the other end
- probing and exploring for value and benefit
- striving to find logical support for value and benefit
- seeking to put forward soundly based optimism
- generating concrete proposals and suggestions
- dealing with operacy and with "making things happen"
- aiming towards effectiveness
- speculative and opportunity seeking

Green Hat Thinking is :

- creative thinking
- using the idioms (one's language) of creative thinking
- mechanism for both "thinker" and "listener"
- symbol of fertility, growth and the value of seeds
- the search for alternatives
- going beyond the known and the obvious and the satisfactory
- taking creative pause for alternative ideas
- replacing idiom of judgement by idiom of movement
- moving forward an idea in order to reach a new idea
- getting provoked to come out of usual patterns of thinking
- involving oneself in lateral thinking

- generating new concepts and perceptions

Blue Hat Thinking is :

- organising the thinking itself
- inviting other thinking hats
- defining the subjects towards which the thinking is to be directed
- setting the focus
- defining the problems and shaping the questions
- determining the thinking tasks
- assuming responsibility for summaries, overviews and conclusions
- monitoring the thinking and ensuring that the rules of the game are observed
- stopping argument
- insisting on the "map" type of thinking
- enforcing the discipline
- setting up of a step-by-step sequence of thinking operations
- receiving comments and suggestions

Thinking Languages

When you get stuck on a problem, try approaching the problem in a different "language."

- **Visually.** Using images, pictures, diagrams, drawings, illustrations, sketches, blueprints, two dimensions, three dimensions.
- **Verbally.** Using words, text, talking, writing, descriptions, manuals and instructions.
- **Numerically.** Using numbers, addition, subtraction, multiplication, division, equations, formulas, algebra.
- **Logically.** Using reasoning, analysis, rationale, judgment, induction, deduction, controlled testing, evidence.
- **Sequentially.** Using time, events, intervals, duration, cycles, progressions, outlines, rhythms.
- **Spatially.** Using models, structure, movement, action, distance, layout, geometry.
- **Conceptually.** Using symbols, theories, metaphors, analogies, philosophy.
- **Intuitively.** Using hunches, speculation, instincts, gut feelings, impressions perceptions, impulses
- **Emotionally.** Using sentiments, feelings, passion, opinions, psychology, human factors, confidence, determination, hope.

Human Resource Development

Conceptual Framework – Human Resource Management

HRD – An Overview

In recent times, particularly with liberalization of the Indian economy and its gradual integration with the world economy, the Human Resources (HR) function in India has finally achieved the importance that it has in the developed world. Perhaps, due to the abundant manpower available and relatively low cost, this did not merit due consideration earlier. But now it is realized that with equal opportunities to acquire technology, finance, systems, the cutting edge of an organization will be its Human Resources. That is, the difference between one company and another in the market place, other things being equal, will be the quality, skill, attitudes and commitment of the Human Resources, which will either see the company achieve good results – profits – or, decline – losses.

Human Resource Development is incorporated in organizations to cope with the corporate cultural change. It is important to continually examine the culture through a variety of feedback mechanisms, mapping out the culture, assessing where the organization is, where it wants to go and carefully identifying strategies for change.

Thus, HRD is a continuous process, which matches organizational needs for achievement of goals and the individual's needs for a career development. It enables individuals to gain their best human potential by attaining a total all round development. HRD promotes dignity of employment of every employee in an organization, and provides opportunities for teamwork, personal development and career development. Hence a well-planned HRD system must be a part of human resource management of every organization.

Human Resource Management

Human resource management (HRM) is a strategic and coherent approach to the management of an organization's most valued assets - the people working there who individually and collectively contribute to the achievement of its goals. As defined : „Human resource management is a distinctive approach to employment management which seeks to obtain competitive advantage through the

strategic deployment of highly committed and skilled workforce, using an array of cultural, structural and personnel techniques.

Evolution of the HRD Function

HR management tries to focus on “people” in the workplace, the need to understand their contribution to the organization's purpose. Consequently, there is now an emphasis on trying to build on HR

systems and processes. The evolution of the HRD Function went through the following phases:

The Initial Phase: This was characterized by a labor welfare approach. The feature of this approach was that the function was basically concerned with maintaining records of employees – such as attendance records, leave of different sorts – Casual / Earned / Sick / Extraordinary / Study Leave and so on and this data was fed to calculate the wages. Besides the basic wage, other wage components like PF were also recorded. Records were also maintained for PF loans and other retirement benefits and implementation of safety measures as per the Factories Act. In addition there was some amount of monitoring and providing information to the employee, the accounts department and for the concerned department head.

With the advent of trade unions, dealing with the union was an add-on function. This involved receiving the charter of demands from union leaders and interpreting it.

Fire Fighting: In this phase, the function was frequently, “dousing fires” i.e. resolving conflicts and keeping the wheels of production moving (union demands, dissatisfaction etc.). Management was preoccupied with keeping the engines of production moving at all times, and so work stoppages and discord was an aberration to be speedily got over with, so that the „fundamental“ business of production was not held up. The major policy decisions and negotiating was done by top management and the Personnel Management and Industrial Relations (PMIR) function that played a supportive/informative role – more preoccupied with backroom discussions and negotiations.

Such an approach is also referred to as the maintenance role and the obverse is the development

role. If the HR position is in the lower rung of the management hierarchy, for example, in the production department or in a labour welfare-oriented department, the HR person would be playing more of the reactive role – if there is a problem, he reacts and the problem is sought to be solved. Production should receive the first priority and all industrial disputes should be settled. With the emphasis on the current issues, aspects like long-term strategy, planning, etc. are given low priority. The PMIR function

was in the unenviable position of having to douse fires all the time. The major decisions were taken at the Factory Manager or the Managing Director level. When the fire or strife erupted the function got some attention, but when the fire was put out, it got no time anymore.

Third Phase: This stage in the evolution of the function came about due to the influence of a variety of factors: the increasing cost of human resources due to the increased number of benefits, increased cost of living, higher expectations and higher costs of scarce skilled manpower. The increased HR cost became more pronounced in the service industry than in the manufacturing industry as the Human Resource was the main input in the service sector. The other major influence was that of the behavioral scientists and their contribution to understanding the nature of human behavior at work focusing on issues like leadership, work motivation, participation and factors influencing work productivity. The third factor was the attempt to integrate the Trade Unions/Workers with management's vision of the enterprise, that survival and prosperity was common to both. In fact the market was such that in many products there was more of rationing distribution, due to either capacity or input constraints.

Integrated HR Function

At the end of the Third Phase, organizations soon began focusing on their human resources. Human Resource was in abundant supply and not a very significant cost in the total operating cost, but working in industry itself was a new experience for most people in the initial phase. The PMIR function was thus playing a reactive maintenance role, because of a combination of market, cost, supply and finance factors. But with a few corporations experimenting with innovative approaches to combat the negative fall-out of the traditional approaches to labour, they focused on the positive and the significant contribution they could make to a congenial working environment and consequently, smooth production, including changeover to new technology, flexible manning and increased productivity.

The significant shift was that management now began to take the initiative and introducing HR systems and procedures, rather than reacting to a particular problem or a demand. HR issues of major policy initiatives e.g. new products, new plants, and so on, were discussed taking to account the HR implications, which hitherto was not the case. Top managers reviewed and took stock of the situation. Finally, the HR position itself got upgraded to come on par with the other functions in terms of status and salary.

Aims of Human Resource Management

- Provide a range of services which support the achievement of corporate objectives as part of the process of running the organization;
- Enable the organization to obtain and retain the skilled, committed and well-motivated workforce it needs;
- Enhance and develop the inherent capacities of people - by providing learning and continuous development opportunities;
- Create a climate in which productive and harmonious relationships can be maintained between management and employees and in which feelings of mutual trust can be developed;
- Develop an environment in which teamwork and flexibility can flourish;

- Help the organization to balance and adapt to the needs of its stakeholders (owners, government bodies or trustees, management, employees, customers, suppliers and the public at large);
- Ensure that people are valued and rewarded for what they do and achieve;
- Manage a diverse workforce, taking into account individual and group differences in employment needs, work style and aspirations; ensure equal opportunities;
- Adopt an ethical approach to managing employees which is based on concern for people, fairness and transparency;
- Maintain and improve the physical and mental well being of employees.

Concerns of Human Resource Management

Attracting, retaining, developing and motivating the right sort of employees and helping to develop an appropriate culture and climate. A „resource-based“ strategic approach is required which recognizes that the strategic capability of a firm depends on its resource capability. The aim is to match human resources to present and future business requirements. The concern has to be focused not only on the business needs for people but on the needs of the people themselves.

Global HRD Perspective

The growing importance of Human Resources is widely recognized: more and more companies are putting enormous efforts to improve the effectiveness of their Human Resources.

The traditional sources for competitiveness, namely access to protected markets, technology and finance as well as increasing profitability are not enough for success. Many writers think that human factors, sometimes referred to as the soft skills such as knowledge and behavior are becoming more significant and therefore the new source for competitiveness is an effective personnel policy.

The fall of global economic capacity over last few years was a major factor for companies around the world. The consequences of the September 11th events in USA further strengthened the process of financial decline. As the world economy slowed down the companies had to handle the impacts caused

by the decreased business opportunities.

The most important lesson of the past is that it is vital to maintain a reasonable level of investment in people in order to keep the services of the most talented key people. This will be necessary to ensure success in any coming recovery.

On the operational level a question arises, how should the employees and the company be managed most effectively during a recession period? How can the human resources manage and effectively develop in such an environment?

International Human Resource Development Defined

International human resource development is the process of employing and developing people in international organizations, which operate in Europe or globally. It means working across national boundaries to formulate and implement resourcing, development, career management and remuneration strategies, policies and practices that can be applied to an international workforce. This may include parent country nationals working for long periods as expatriates or on short-term assignment, local country nationals, or third country nationals who work for the corporation in a local country but are not parent country nationals (e.g. a German working in West Africa for a British-owned company).

The Challenge of International Human Resource Development

International human resource development is very demanding for four reasons. The first is likely to be managing the complexity of the workforce mix. For example, wholly owned subsidiary companies may employ both host and parent country people together with third country nationals. This may create problems with employment practices as well as remuneration. A joint venture or strategic alliance may have an even more complex workforce consisting of expatriates of the joint venture company, host country nationals, third country nationals and experts from any of the partners who are „parachuted in“ to deal with special problems or to provide consultancy services. Some of the specific problems arising in joint ventures include divided loyalties between the parent company and the joint venture consortium and the difficulties managers may face when trying to be both sensitive to local conditions and aware of the demands made by the consortium of their own parent company.

The second challenge is that of managing diversity - between cultures, social system and legal requirement. International personnel managers are not in the business of controlling uniformity - if they tried, they would fail.

The third challenge of managing people globally is that of communications. Even the most sophisticated electronic communication system may not be an adequate substitute for face-to-face

communication.

The final challenge is that of resourcing international operations with people of the right caliber to deal with much more complex problems that inevitably arise. It is necessary for businesses to remain competitive with their employment offering in the market place, to attract and retain high quality staff with worldwide capabilities.

Characteristics of International Human Resource Development

It has been suggested by Torrington that international HRD is not just about copying practices from the Americans, Japanese, Germans and so on which will not necessarily translate culturally. Neither is it simply a matter of learning the culture of every country and suitably modifying behavior in each of them, which is an impossible task because of the robust and subtle nature of national cultures. International HRD is best defined by reference to the following 7c's:

- Cosmopolitan - people tend to be either members of a high-flying multilingual elite who are involved in high-level coordination and are constantly on the move, or expatriates who may relocate after periods of several years and can have significant problems on repatriation;
- Culture - major differences in cultural backgrounds;
- Compensation - special requirements for the determination of the pay and benefits of expatriates and host country nationals;
- Communication - maintaining good communication between all parts of the organization, worldwide;
- Consultancy - greater need to bring in expertise to deal with local needs;
- Competence - developing a wider range of competences for people who have to work across political, cultural and organizational boundaries;
- Coordination - devising formal and informal methods of getting the different parts of the international business to work closer together.

HR goals for expanding international operational capacity

- Select executives to include in a global talent pool for expatriate assignments.
- Develop models to predict better a person's likelihood of success or failure.
- Provide data to managers to guide their individual placement decisions.
- Develop an information system that includes info. about talent available in the orgn. & the competencies needed for

International HRD is in many ways simply HRD on a larger scale, albeit more complex, more varied and involving more coordination across national boundaries, certainly the same basic techniques of recruitment and training may be used but these have to be adapted to fit different cultures and local requirements.

HR goals to foster continuous learning

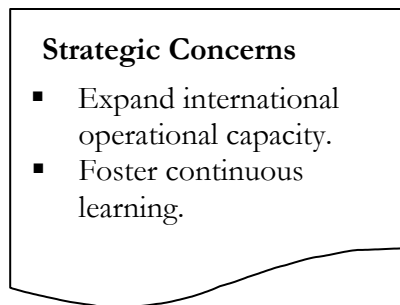
- Help individuals take charge of their own growth & devpt.
- Provide feedback to individuals about their strengths & weaknesses.
- Provide resources to facilitate learning and inform employees of them.
- Conduct benchmarking studies to learn about cutting-edge practices in

HR goals to develop a team-based organization

- Identify new skills & competencies needed for teamwork.
- Develop selection methods to evaluate potential new hires for teamwork skills.
- Provide training in teamwork skills.
- Introduce rewards & recognition to reinforce the development of

Translating Strategic Concerns into Specific HR

Goals : Selected Examples



Role of an HRD Manager

What is expected from the HR Professionals

The Institute of Personnel and Development has stated that HR professionals:

- Are proficient in business management and deliver effective people strategies;
- Are committed to ethical standards;
- Can apply and adapt techniques for people management and development to fit the needs of organizations and the people who work in them;
- Are skilled in management of change;
- Are personally committed to lifelong learning and Continuing Professional Development.

The focus is therefore on being business like, strategic and ethical, and application of professional knowledge and skills, change management and continuous development.

Activities

The activities carried out by HR practitioners will vary widely according to the needs of the organization, the job they carry out and their own capabilities. In general, however, they provide services, guidance and advice.

Service Provision

The aims are to provide effective services that meet the needs of the business, its management and its employees and to administer them effectively.

Guidance

To varying degrees, HR practitioners provide guidance to management. At the highest level, this will include recommendations on HR strategies that have been developed by processes of analysis and diagnosis to address strategic issues arising from business needs and human, organizational or environmental factors. At all levels, guidance may be provided on HR policies and procedures and the implications of employment legislation. In the latter area, HR practitioners are concerned with compliance - ensuring that legal requirements are met.

Providing guidance in the above areas means taking on the roles of business partner, strategist, innovator, interventionist, internal consultant and monitor.

Advice

HR practitioners provide advice on such matters as job design, advertising for staff, drawing up short-lists for selection, identifying methods of satisfying training needs, the rates of pay to be offered to employees on recruitment or promotion, health and safety requirements, employee relations issues (disputes, grievances and communications) and handling people problems (discipline, capability, absenteeism, time-keeping etc.).

Advice will be given to managers and team leaders on the above issues but it will also be provided to individuals. This may deal with aspects of work and development such as the suitability of the present job, developing competence and employability, self-managed learning and career development. It may cover problems arising from work, such as physical ailments, stress, incompatibility with managers or colleagues, bullying or sexual harassment. It could extend to personal problems that affect employees at work. These activities mean that the HR practitioner can take on the roles of counselor and mentor as well as problem solver.

Roles

The main roles that can be played by HR executives are described below.

The reactive/proactive roles

HR practitioners can play a mainly reactive role. They do what they are told or asked to do. They respond to requests for services or advice. They provide the administrative systems required by management. This is referred to as the non-interventionary role in which HR people merely provide a service to meet the demands of line managers.

But at a more strategic level, HR specialists take on a proactive role, they act as business partners, develop integrated HR strategies, intervene, innovate, act as internal consultants and volunteer guidance on matters concerning upholding core values, ethical principles and the achievement of consistency.

The business partner role

HR specialists as business partners, integrate their activities closely with top management and ensure that they serve a long-term strategic purpose, and have capacity to identify business opportunities, to see the broad picture and to see how their HR role can help to achieve the company's business objectives.

HR practitioners in their role as business partners are aware of business strategies and the opportunities and threats facing the organization. They are capable of analyzing organizational strengths and weaknesses and diagnosing the issues facing the enterprise and their human resource implications. They know about the critical success factors that will create competitive advantage and they can draw up a convincing business case for innovations that will add value.

The Strategist Role

As strategists, HR practitioners address major long-term issues concerning the management and development of people and the employment relationship. They are guided by the business plans of the organization but they also contribute to the formulation of the business plans. This is achieved by ensuring that top managers focus on the human resource implications of their plans. HR strategists persuade top managers that they must develop plans that make the best use of the core competences of the organization's human resources. They emphasize that people are a strategic resource for the achievement of competitive advantage.

The Interventionist Role

To intervene is to modify the course of events. An intervention is an action or an event in itself that is intended to achieve this purpose. HR practitioners are well placed to observe and analyze what is happening in and to their organizations. They can take a somewhat detached, albeit empathetic, view on what is happening to organizational process and their impact on people. The role of HR specialists is to adopt an all-embracing, holistic approach to understanding organizational issues and their effect on people.

Following their analysis, HR professionals can produce a diagnosis of any problems and their causes and formulate proposals on what should be done about them. Interventions can be concerned with organizational processes such as interaction between departments and people, team, work and structural change, for example delayering. It may be necessary to intervene with proposals on job design, team building, training, communications before introduction of new technology, a business process re-engineering exercise, change in work methods such as just-in-time (JIT) manufacturing, or the launch of total quality or improved customer service initiatives.

HR practitioners can also intervene when they believe that existing people management processes need to be improved or changed. They can observe problems of performance, productivity, competence, motivation or commitment and intervene with ideas about how these can be dealt with by, for example, performance management and reward processes.

A senior HR executive in Unilever, as reported by Armstrong, expressed the following views about what he termed „selective intervention“: “You intervene in different ways in different situations and it is an opportunistic business. You have to start with an overview of where the pressure points are within an organization and where you can make a useful intervention. But the opportunity to intervene can come at the most unexpected times”.

But intervention should not degenerate into interference. The interventionist role has to be handled delicately. It is necessary first to establish a good business case and then to take people along progressively, helping them to understand the problem and its causes and involving them in developing solutions which they will implement, with HR guidance and help as required.

The Innovation Role

A proactive approach to HRM will mean that HR specialists will want to innovate - to introduce new processes and procedures that they believe will increase organizational effectiveness.

The need for innovation should be established by processes of analysis and diagnosis that identify the business need and the issues to be addressed. „Benchmarking“ can take place to identify „best practice“ as adopted by other organizations. But „best fit“ is more important than „best practice“. In other words, the innovation should meet the particular needs of the business, which are likely to differ from those of the other „best practice“ organizations. It has to be demonstrable that the innovation is appropriate, beneficial, and practical in the circumstances and can be implemented without too much difficulty in the shape of opposition from those affected by it or the unjustifiable use of resources - financial and the time of those involved.

The Internal Consultancy Role

As internal consultants, HR practitioners“ function like external management consultants, working alongside their colleagues - their clients - in analyzing problems, diagnosing issues and proposing

solutions. They will be concerned with the development of HR processes or systems, for example performance management, personal development planning or new pay structures, and in „process consulting“. The latter is concerned with process areas such as organization, team building, objective setting, quality management, customer service and, importantly, change management. Process consulting is the most challenging field for internal consultants and they may seem to be more credible because of their perceived expertise and independence.

The Monitoring Role

As monitors of the application of HR policies and procedures and the extent to which the organization's values concerning people are concerned, HR practitioners have a delicate, even a difficult, role to play. They are not there to „police“ what line managers do but it is still necessary to ensure that the policies and procedures are implemented with a reasonable degree of consistency. This role can mean that HR specialists can act as „regulators“ who are „managers of discontent“ involved in formulating and monitoring employment rules. Although the tendency is to transfer more responsibility for HR matters to line managers, they cannot be given total freedom. A balance has to be struck between freedom and consistency or legal obligations.

HR practitioners may also act as the guardians of the organization's values concerning people. They point out when behavior conflicts with those values or where proposed actions will be inconsistent with them. In a sense, their role requires them to act as the „conscience“ of management - a necessary role but not an easy one to play.

The monitoring role is particularly important with regard to employment legislation. HR practitioners have to ensure that policies and procedures comply with the legislation and that they are implemented correctly by line managers.

Contribution of the HR function

The Contribution of the Human Resource Function

HRD practices can improve company performance by:

- Increasing employee skills and attitudes;
- Promoting positive attitudes and increasing motivation;
- Providing employees with expanded responsibilities so that they can make full use of their skills and abilities.

There are seven dimensions that seem to characterize most if not all of the systems producing high performance through people.

- Employment security.
- Selective hiring of new personnel.
- Self-managed teams and decentralized decision-making as the central principles or organizational design.
- Comparatively high compensation contingent on organizational performance.
- Extensive training.
- Reduced status distinctions and barriers, including dress, language, office arrangements and wage differentials between levels.
- Extensive sharing of financial and performance information throughout the organization.

HR can contribute to the achievement of competitive advantage, added value, and to total quality initiatives in several ways.

Contribution to Added Value

Added value is created by people. It is people at various levels in the organization who create visions, define values and missions, set goals, develop strategic plans, and implement those plans in accordance with the underlying values. Added value will be enhanced by anything that is done to obtain and develop the right sort of people, to motivate and manage them effectively, to gain and develop the right sort of people, to motivate and manage them effectively, to gain their commitment to organizational values, to build and maintain stable relationships with them, to develop the right sort of organization structure, and to deploy them effectively and productively in that structure.

Obtaining Added Value

There are four ways in which the HR function can take the lead and make the most of its opportunity to add value:

- By facilitating change and by proposing strategies and program for developing a more positive quality, customer-focused and performance-oriented culture, and by playing a major part in their implementation.
- By making specific contributions in the areas of human resource planning resourcing, training and development, performance management, reward and employee relations;
- By ensuring that any HR initiatives in such fields as training and development are treated as investment on which a proper return will be obtained which will increase added value;
- By delivering cost-effective HR services, i.e. providing value for money.

Contribution to Competitive Advantage

The concept of sustainable competitive advantage arises when a firm creates value for its customers, selects market in which it can excel and presents a moving target to its competitors by continually

improving its position. The key factors are innovation, quality, and cost leadership, but all these depend on the quality of an organization's human resources. Sustainable competitive advantage stems from unique bundles of resources which competitors cannot imitate.

Unique talents among employees, including superior performance, productivity, flexibility, innovation, and the ability to deliver high levels of personal customer service, are ways in which people provide a critical ingredient in developing an organization's competitive position. People also provide the key to managing the pivotal interdependencies across functional activities and the important external relationships, it can be argued that one of the clear benefits arising from competitive advantage based on the effective management of people is that such an advantage is hard to imitate. An organization's HR strategies, policies and practices are a unique blend of process, procedures, personalities, styles, capabilities and organizational culture. One of the keys to competitive advantage is the ability to differentiate what the business supplies to its customers from what is supplied by its competitors. Such differentiation can be achieved by having higher quality people than those competitors, by developing and nurturing the intellectual capital possessed by the business and by functioning as a „learning organization“.

The HR Function's Contribution to Quality Management

What is quality management all about? Quality is achieved through people. It is not a system or program which is lifted down from a consultant's shelf, installed by manufacturing or quality control, and then forgotten. It is not a fad, that will leave the people concerned and bemused about the part they should play in quality management.

Quality is a race without a finish in which everyone in the organization takes part. It is a race against tough competitors to achieve and sustain world-class standards of performance. Quality differentiates companies from those competitors. The aim is to deliver customer satisfaction - the only real measure of the quality of a product or service.

Total quality empowers customers to define the service they want, measures the service they get and provides performance feedback to suppliers. And meeting today's requirements is not enough. Business and the people in them must be sufficiently flexible and adaptable to continue meeting these requirements as they change and develop in the future.

The HR Function's Contribution

The HR function is ideally placed to make a major contribution to total quality improvement. Members of the function have, or should have, non-substitutable expertise in the key aspects of making quality management work through people. They can bring to bear all their creativity in their role as internal consultants and service providers in the fields of culture management, the management of change, team building, communication, the management of learning, approaches to gaining commitment and modifying behavior.

There are four separate roles for HR in quality management:

- Hidden persuader, in which HR operates at a strategic level, promoting the cause of quality management with top management and advising them on how a total quality culture can be developed and sustained. The HR function may be much less visible to line managers in this role but can play a significant part behind the scenes in generating new ideas and developing total quality strategies.
- Change agent, in which HR function plays a major part in driving quality management and managing the change processes required to develop a quality oriented culture.
- Facilitator, providing hands-on support to line managers through such activities as training or publishes its own targets and standards for providing quality services to its internal customers, including how it can help in improving quality standards generally.

How the HR function can contribute

There are two different spheres of influence in which HR can operate on total quality matters. It can influence line managers by facilitating and supporting the achievement of their quality objectives. It can exert influence at corporate level, in which case it will be concerned with overall philosophies and strategies and the development of core values for quality and a quality-oriented culture. At this level, the function may be concerned with organizational development issues which could include restructuring or re-engineering and an increased emphasis on horizontal processes, teamwork, project management, flexibility and empowerment. In each of these areas HR should be aware of the quality implications so that it can alert top management on what needs to be done to achieve continuous improvement.

Operating strategically means that HR is ideally placed to advise on the development of integrated quality management processes, which will include a „balanced scorecard“ approach in which one of the four key organizational performance measures is customer perspective - how do customers see us? (The others are financial perspective, internal business perspective and innovation and learning perspective.) Performance management processes can then be structured to ensure that the customer perspective measure is included as a key factor in assessing results and agreeing personal and team development plans. Competence profiles and frame-works at all levels can incorporate quality as a major item.

Issues in Human Resource Management

Responses Affecting People

The responses to the increased use of technology and to economic and competitive pressures have significantly changed the nature of people management in the 1990s.

The driving forces of competition are affecting the way in which people are organized and managed as follows:

- decentralization and development of decision-making;
- slimmer and flatter organization structures;
- total quality and lean organization initiatives;
- fewer specialists directly employed;
- the development of a flexible workforce;
- more project-based and cross-functional initiatives and team working;
- empowered rather than command structures;
- greater self-management and responsibility for individuals and teams;
- openness, fairness and partnership in employment relations;
- greater need for managers to develop their interpersonal, team leadership and motivational skills when carrying out their facilitating and coordinating roles;
- pressure for everyone to become more customer-oriented;
- emphasis on continuous development to achieve competitive advantage through people.
- emergence of human resource management as a philosophy of managing people which emphasized investment in training, the development of commitment, communications and paying for performance.

The Challenge to HRM

Environmental and contextual changes present a number of competitive challenges to organizations which mean that HR has to be involved in helping to build new capabilities. These are set out below:

- Globalization requires organizations to move people, ideas, products and information around the world to meet local needs. New and important ingredients must be added to the mix when making strategy: volatile political situations, contentious global trade issues, fluctuating exchange rates and unfamiliar cultures.
- Profitability through growth – the drive for revenue growth means that companies must be creative and innovative and this means encouraging the free flow of information and shared learning among employees.
- Technology – the challenge is to make technology a viable, productive part of the work setting.
- Intellectual capital – knowledge has become a direct competitive advantage for companies selling ideas and relationships. The challenge to organizations is to ensure that they have the capability to find, assimilate, compensate and retain the talented individuals they need who can drive a global organization that is responsive to both its customers and „the burgeoning opportunities of technology“.
- Change, change and more change – the greatest challenge companies face is adjusting to – indeed, embracing – non-stop change. They must be able to „learn rapidly and continuously, and take on new strategic imperatives faster and more comfortably“.

HR – Issues

Competitive pressures are forcing companies to render cost effective products and services with care and concern for the customer needs. The cutting edge in providing this output and succeeding in the market place are the employees of an organization. The need is therefore, to have competent personnel, who are flexible enough to respond to the changing demand of the organization and are integrated and concerned with the mission and survival of the enterprise.

Today the thrust is to have lean manpower organization, not merely due to the increased costs, which is a significant concern, but operationally it is easier to deploy, control and get output from a smaller, more skilled and flexible workforce, where innovations in technology are changing the nature of work itself. For instance, in the Japanese auto industry production line, individual customer requirements are being catered to, while in the US, a standard product is the order of the day, from the standardized production lines (Fortune, September 21, 1992). The thrust today is to shed the extra flab - manpower costs in the organized sector are significant, in the Indian context, and move towards a skilled, flexibly deployable workforce, which can understand and respond to the changing needs of the market place and customer wants.

The worker is now getting organized in cross functional work teams and therefore, teamwork and the ability to work in groups and adapt one's skill and background to others in the team is growing in importance.

Following from the above point, is the concern for restructuring employee predisposition to work. Overmanning and a lack of industrial socialization led to a certain work culture, which was generally not the most productive. Today the concern all around is to compare India, with the Asian Tigers - South Korea, Thailand, Singapore, China where the productivity figures are much higher.

Several observations need to be made here. First, besides labour efficiency, productivity is a function of many factors, namely, capital invested, quality of machinery, technology, quality of maintenance, etc. Second, due to the use of outdated technology, the problem of low productivity is made worse with the presence of overmanning in Indian industry. Kaushal and Gosh (1993) estimated that the Indian industry has around 4.2 million surplus workers (Anujayesh Krishna and Monappa, A., 1994)

Due to overmanning and technology upgradation many organizations are moving in a „Lean and Trim“ manning mode. Additionally, we have had the concept of permanency of employment. Therefore, there is a need to argue about the efficacy of the concept of security of permanent employment, without the corresponding employee responsibility. Union contracts are being redrawn to emphasize this aspect.

Training and workforce upgradation are being mounted on a more systematic and continuous basis. The message seems to be getting across - be productive or move out. The benefit of life-long employment is not one way. Unions have seen a number of unit closure or employees rendered surplus, and paid off through VRS schemes. The type of jobs and the skill required are changing, so are the numbers. Many with obsolete skills have to be retained and relocated in new jobs.

The HR function has gradually shifted its focus, from a narrow maintenance reactive role, to a much wider canvas, integrating HR strategy with corporate strategy, empowering employees, restructuring the organization, and so on. However, it needs to grow and keep pace creatively with the changes and demands. For the function to grow and keep up with the demands of the organization and thereby ensure its survival and continued usefulness, the internal needs have to be constantly identified in the light of the environmental changes and pressures.

In such a scenario, much depends on the attitude, interest and orientation of the HR manager, to the function itself. If he is enthusiastic and committed, he would be involved and market the function internally to the beneficiaries, if not, he could very easily slip into a maintenance role, whereby the tangible benefits of the function would not be gainshared and consequently, whatever enthusiasm a line manager has towards the function to help him solve problems, would wither away. A conformist would accept the given system and at best make marginal changes while a committed manager, would be emboldened to understand line managers and organization level problems and if necessary come up with drastic remedies to move the organization in the desired direction. Structural positioning, status and leverage, is one important dimension for the function's growth, but the HR manager's interest, enthusiasm, energy and zeal is another major element, contributing to the success or failure of harnessing employee efforts in attaining organization goals. To achieve this goal, new areas and new dimensions need to be constantly explored and worked with creatively.

The creative contributions in a globally competitive situation, would encompass the range of sub-systems from planning the numbers, types and skill of HR, ensuring their availability on time, placed in the right job slots, ensuring their continued enthusiasm to work and remain in the organization, nurture and develop their special talents and skills, provide opportunities for their career growth, review and realign compensation packages periodically and finally help guide and implement a meaningful separation package, where retraining, replacement, is not entirely possible within the organization. At the broader level arise issues like realigning the organization structure, developing better communication and information highways, a useful Human Resource Information System, which would provide the database for information based personnel decision and personnel maintenance administration.

The other area for creative support is in helping the line managers implement and operationalise HR system and programs to their advantage. They could be able to tap relevant labour markets, suitable and appropriate short lists of candidates for jobs, helping with proper placement, induction and training, equity in transfers, promotion, salary and benefits decision, helping managers in dealing with people - filling in performance appraisal, performance review and feedback forms, signaling attitude and morale problems and initiating diagnostics; help in dealing with trade unions at the shop floor level, building a database for both maintenance aspects - leave, travel, medical, compensation, and development aspects, and development aspects like appraisals, rewards, training, and realigning the departmental structure and job roles, creating/deleting or merging job roles.

The universe of the HR specialist is constantly expanding and the demand for relevant and timely service is ever constant - it is up to the specialist to respond appropriately.

Clearly the HR functions as indicated have a significant role to play in enhancing employee productivity to meet the challenge of the liberalized competitive environment.

For Further Reading:

- Armstrong Michael, (1999) A Handbook of Human Resource Management Practice, 7th edition, Kogan Page
- Monappa Arun, (1997) Managing Human Resources, Macmillan India Ltd.

Self-Awareness

Everyone thinks of changing the world, but no one thinks of changing himself.

- [Leo Tolstoy](#)

Self Development

Self Development is essential to reach and sustain peak performance and become aware of one's capabilities in order to achieve the desired performance. A healthy organization is one, which takes ample care and pains to develop its employees. Organizations can provide a facilitating and enabling atmosphere and resources to bring to fruition the aspirations and ambitions of individuals. The initiative for such an action lies with the individual.

"Self Development" incorporates:

- Increasing skills to be more effective on the present job.
- Increasing promotion potential in the same organization, and also
- Adding value to the self, to facilitate inter organizational mobility, in case an employee desires so.

Areas of Self Development

An individual needs to identify the areas for his Self Development. The crucial areas for Self Development can be as follows:

- Develop an aspiration to attain higher competence and results, in other words, inculcating values of „achievement orientation“. This requires definition of goals for the self in consonance with the goals of the organization as well as the future looking orientation.
- Develop initiative in the form of „anticipating“ instead of „confronting“ problems of future. Many a time individuals do not perceive their responsibility as identifying „new areas“, which need attention as well as developing „new methods“ for solving these problems.
- Environment of business can threaten its safety and result in the redundancy of the present operations. A significant proportion of time and energy needs to be devoted towards visualizing and identifying any threats from the competitive environment.

- Quite often individuals are completely unaware of the principles applicable in their functional area. Even when they are aware of the principles, they lack the abilities to apply such principles to the particular situations, because they find it difficult to identify the crucial and the changeable factors in the organization. It is such applicability of principles that they have to develop.
- Last, but the most important quality is to be able to make effective decisions. Decision-making requires the „awareness of the alternative courses of action“ along with their relative importance and implications. It also requires the awareness of and the ability to device „criteria“ for selecting between these alternatives.

It is such qualities that an individual needs to develop in him in order to be an effective manager. It can be done through the interaction between the employee and his colleagues, his boss and through specific training programs and, most important of all, through self-learning. In this direction, it becomes very important for an individual to identify the “defense mechanisms” that he uses to rationalize his present behavior.

Self-Discipline

Personal Effectiveness

Being personally effective is one of the important aspects in Self Development. One pre-condition for personal effectiveness is self-awareness. A person who understands himself is likely to be more effective. Personal effectiveness depends partly on self-understanding and partly on the use of such understanding with care. Several factors contribute to personal effectiveness:

- **Self-Disclosure:** Willingness of a person to be open to others and to share the relevant feelings, knowledge etc. with others.
- **Feedback:** Through feedback that a person receives from others, he may become aware of some strengths and some weaknesses, which only others, who observe and are affected by his behavior, may be able to communicate.
- **Perceptiveness:** Perceptiveness would mean a person’s sensitivity to feelings of the other person, and the situation in which both interact. It also means being sensitive to the cues, which he may pick up to determine both the extent and the manner of self-disclosure as well as feedback. It is perceptiveness of the person in making both self-disclosure and feedback effective in improving one’s behavior.

A combination of these makes for interpersonal effectiveness. This combined with high initiative and action-orientation enhances personal and managerial effectiveness.

Self-Awareness and Personal Effectiveness

An „Effective Person“ is one who has a high degree of self-awareness. Such self-awareness is characterized by a good insight into one's own strengths and weaknesses. In addition, effective individuals are constantly searching for opportunities to test themselves in new situations, gain more insights into their own personality, improve upon their strengths and overcome their weaknesses.

Every individual's personality (attitudes, values, habits, abilities, competencies etc.) can be considered as consisting of four parts in terms of his self-awareness and awareness of others. These include the following:

- An „open“ or a „public“ personality which consists of those aspects that he is aware of (known to him) and which others around him are aware of.
- A „private“, or a „closed“ part (his knowledge, attitudes, habits, abilities, competencies, weaknesses, strengths etc.) which only he is aware of and which others are not aware of;
- A „blind“ part which he is not aware of, but others are aware of and
- A „dark“ or „hidden“ part which neither the individual nor others are aware of.

If 100 points have to be assigned to all the four parts together, for most people the first three parts may get less than 10 points and the „dark“ or „unexplored“ part may get over 90 points. This is because in our lifetime we do not get enough opportunities to discover our own strengths, our potential and abilities. Every choice we make in our education, profession, career etc. helps us to explore and discover only a small part of our talent, at the same time narrowing the scope or closing the doors to discover many other parts.

Self-awareness means a better recognition of one's Qualities, Strengths, Weaknesses and Competencies etc. Such awareness leads to better choices and better decision-making. This is because an individual who is more aware of his strengths and weakness can recognize and look for opportunities where his strengths can help him achieve success and avoid (or at least be prepared to face) situations where his weaknesses may create problems for him. If such self-awareness is to be high, „blind spots“ need to be reduced and „dark parts“ need to be explored. Both these can be facilitated through high initiative, activity level, risk-taking, self-disclosure, and openness to feedback with interpersonal sensitivity.