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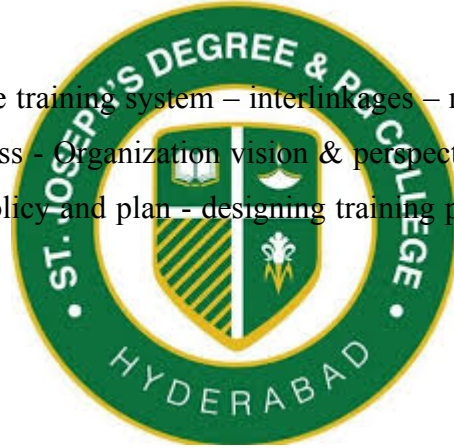
BBA III Year V Semester

Training and Development

LECTURE NOTES

UNIT I INTRODUCTION TO TRAINING AND DEVELOPMENT

Concept of training-characteristics of effective training system – interlinkages – nature of training and development- importance of training and development – Training process - Organization vision & perspective plans, assessment of training needs, setting training objectives and developing training policy and plan - designing training programmes – conducting or Implementation of training programmes- evaluation of training.



Introduction

- **Meaning & Definition**

According to Edwin Flippo “Training is the act of increasing the knowledge & skill of an employee for doing a particular job.”

The following features have been directly associated with improved employee and organizational outcomes:

- Start with training needs assessment.

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- Identify and communicate purpose, objectives, and outcome.
- Relevant content.
- Active demonstration.
- Opportunities for practice.
- Regular feedback during training.

Post-training environment

- Difference between training & Development & OD
- Points of Difference
 - ✓ Objective & Purpose
 - ✓ Duration
 - ✓ For Whom
 - ✓ Skills Taught



Nature:

It refers to the imparting of specific skills, abilities and knowledge to an employee.

Training and Development need= Standard Performance-Actual Performance

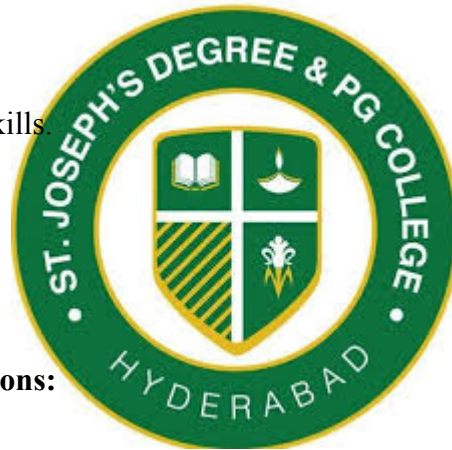
Training & Development differentiated

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Inputs in T & D:

- Skills
- Education
- Development
- Ethics
- Attitudinal changes
- Decision making & Problem solving skills.
- Creativity
- Literacy

Diversity & Teams



Training is important for the following reasons:

- Increased productivity
- Higher employee morale
- Less supervision
- Less wastage
- Easy adaptability
- Reduced turnover and absenteeism

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- Employee Development

Training Process



Assessment of Training Needs:

Introduction

Training needs are those aspects necessary to perform the job in an organization in which employee is lacking attitude/aptitude, knowledge, skill etc.

Training need assessment stage includes the following:

- Organizational analysis.
- Departmental analysis.
- Job/Role analysis.
- Employee analysis.



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Assessment methods:

- Organizational requirements.
- Department requirements
- Job & employee specifications.
- Identifying specific problems.
- Anticipating future problems.
- Management's requests.
- Observation
- Interviews
- Group Conferences.
- Questionnaire surveys.
- Test or examinations
- Check lists

Performance appraisal

Classification of Training objectives:

- **Innovative**
 - ✓ Anticipating problems before they occur.



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- ✓ Team building sessions with the department
- **Problem Solving**
 - ✓ Training clerks to reduce complaints
 - ✓ Training supervisors in communications to reduce grievances.
- **Regular**
 - ✓ Orientation
 - ✓ Recurring training of interviewers.
 - ✓ Refresher courses on Training procedures.



Developing Training policy and plan:

- After assessing training needs for the organisation, training and development objectives are to be established. These objectives are essential for designing training programs. Objective can help in measuring the training programmes effectiveness. Such objective should be tangible and measurable. It is easy to evaluate skills in terms of results, etc. But not in case of behavioral objectives. However, some behaviour standards can be planned and then evaluated.

Designing Training programmes:

- **Design of training program should focus on**

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- i. Instructional objectives
- ii. Principles of learning and teaching
- iii. Principles of training
- iv. Characteristics of instructor
- v. Content of the program

The training programme will consist of the following steps:

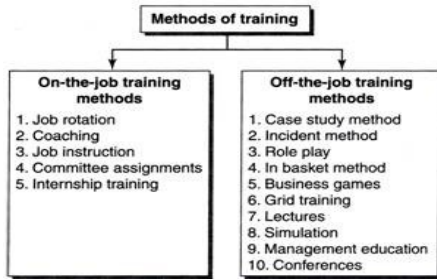
- ✓ Responsibility for Training
- ✓ Selection and motivation of the trainees.
- ✓ Preparation of trainer.
- ✓ Training material.
- ✓ Training period.
- ✓ Performance tryout.
- ✓ Follow up



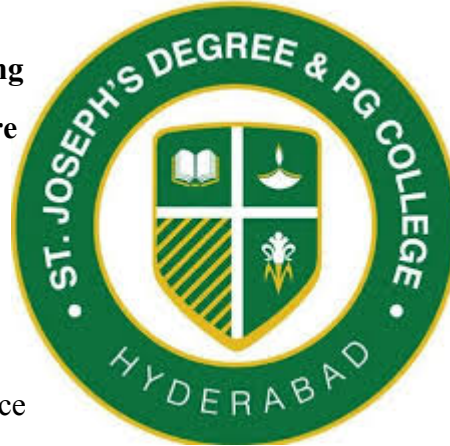
Conducting or Implementation of Training programmes:

- **Introduction**
- It is the responsibility of the instructor to implement the training programme by choosing an appropriate method of training:
- Training Methods

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- **Audio Visual Methods and E Training**
- **Training conduct/Training Procedure**
 - ✓ Preparing the instructor
 - ✓ Preparing the trainee
 - ✓ Getting ready to teach
 - ✓ Presenting the operation
 - ✓ Try out the trainees' performance



Evaluation of Training:

- **Definition of Training Evaluation:**

It has been defined as “any attempt to obtain information on the effects of training performance and to assess the value of training in the light of that information.”

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Methods of Training Evaluation:

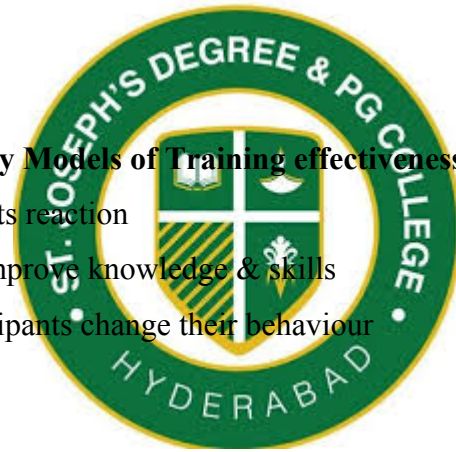
(i) **Hamblin's Five levels of training evaluation**

- ✓ **Reaction**
- ✓ **Learning**
- ✓ **Job Behaviour**
- ✓ **Organisation**
- ✓ **Ultimate Value**

(ii) **Krikpatrick and Pecuniary Utility Models of Training effectiveness.**

- ✓ Level 1: What is Participants reaction
- ✓ Level 2: Did participants improve knowledge & skills
- ✓ Level 3: What extent participants change their behaviour

Level 4: What is organizational Benefit



Conclusion to Unit-I

UNIT II TRAINING METHODS

Training Approach, On the Job Training methods- On the job training methods- job instruction training, coaching, job rotation , Job enlargement, syndicate method, Off the Job Training Methods- Knowledge based methods, Simulation Methods, Experiential Methods.

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Training methods are generally classified by the location of instruction. Training can take place in various situations, on the job or off the job, in the company or outside the company. It necessarily involves the use of a number of tools, methods and techniques:

- On the Job training methods
- Off the Job training methods

Training methods depends on the following consideration

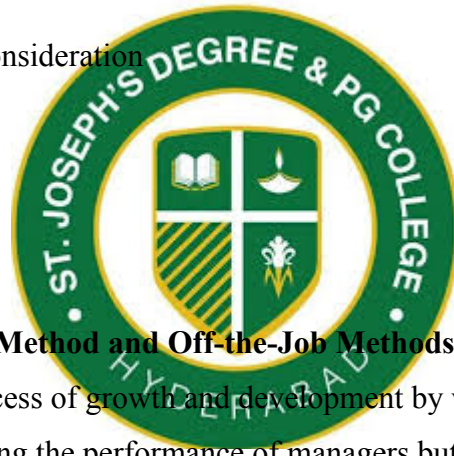
- Purpose of training
- Nature of contents
- Level of trainees

Cost Factor

Methods of Training: On-the-job Training Method and Off-the-Job Methods!

Management development is a systematic process of growth and development by which the managers develop their abilities to manage. It is concerned with not only improving the performance of managers but also giving them opportunities for growth and development.

There are two methods through which managers can improve their knowledge and skills. One is through formal training and other is through on the job experiences. On the job training is very important since real learning takes place only when one practices what they have studied.



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But it is also equally important in gaining knowledge through classroom learning. Learning becomes fruitful only when theory is combined with practice. Therefore on the job methods can be balanced with classroom training methods (off-the-job methods).

1. On-the-job Training (OJT) Methods:

This is the most common method of training in which a trainee is placed on a specific job and taught the skills and knowledge necessary to perform it.

The advantages of OJT are as follows:

1. On the job method is a flexible method.
2. It is a less expensive method.
3. The trainee is highly motivated and encouraged to learn.
4. Much arrangement for the training is not required.



On-the-job training methods are as follows:

1. Job rotation:

This training method involves movement of trainee from one job to another gain knowledge and experience from different job assignments. This method helps the trainee understand the problems of other employees.

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2. Coaching:

Under this method, the trainee is placed under a particular supervisor who functions as a coach in training and provides feedback to the trainee. Sometimes the trainee may not get an opportunity to express his ideas.

3. Job instructions:

Also known as step-by-step training in which the trainer explains the way of doing the jobs to the trainee and in case of mistakes, corrects the trainee.

4. Committee assignments:

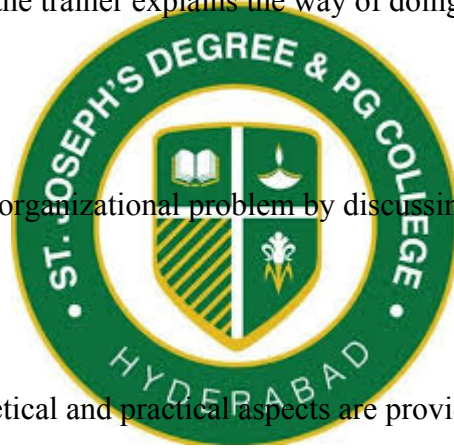
A group of trainees are asked to solve a given organizational problem by discussing the problem. This helps to improve team work.

5. Internship training:

Under this method, instructions through theoretical and practical aspects are provided to the trainees. Usually, students from the engineering and commerce colleges receive this type of training for a small stipend.

2. Off-the-job Methods:

On the job training methods have their own limitations, and in order to have the overall development of employee's off-the-job training can also be imparted. The methods of training which are adopted for the development of employees away from the field of the job are known as off-the-job methods.



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The following are some of the off-the-job techniques:

1. Case study method:

Usually case study deals with any problem confronted by a business which can be solved by an employee. The trainee is given an opportunity to analyse the case and come out with all possible solutions. This method can enhance analytic and critical thinking of an employee.

2. Incident method:

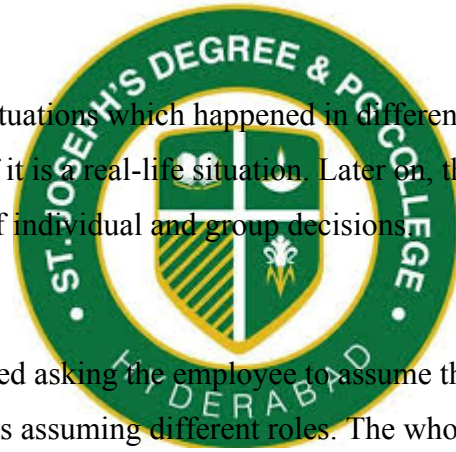
Incidents are prepared on the basis of actual situations which happened in different organizations and each employee in the training group is asked to make decisions as if it is a real-life situation. Later on, the entire group discusses the incident and takes decisions related to the incident on the basis of individual and group decisions.

3. Role play:

In this case also a problem situation is simulated asking the employee to assume the role of a particular person in the situation. The participant interacts with other participants assuming different roles. The whole play will be recorded and trainee gets an opportunity to examine their own performance.

4. In-basket method:

The employees are given information about an imaginary company, its activities and products, HR employed and all data related to the firm. The trainee (employee under training) has to make notes, delegate tasks and prepare schedules within a specified time. This can develop situational judgments and quick decision making skills of employees.



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5. Business games:

According to this method the trainees are divided into groups and each group has to discuss about various activities and functions of an imaginary organization. They will discuss and decide about various subjects like production, promotion, pricing etc. This gives result in co-operative decision making process.

6. Grid training:

It is a continuous and phased programme lasting for six years. It includes phases of planning development, implementation and evaluation. The grid takes into consideration parameters like concern for people and concern for people.

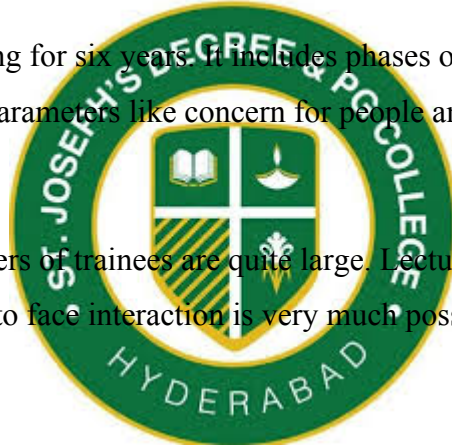
7. Lectures:

This will be a suitable method when the numbers of trainees are quite large. Lectures can be very much helpful in explaining the concepts and principles very clearly, and face to face interaction is very much possible.

8. Simulation:

Under this method an imaginary situation is created and trainees are asked to act on it. For e.g., assuming the role of a marketing manager solving the marketing problems or creating a new strategy etc.

9. Management education:



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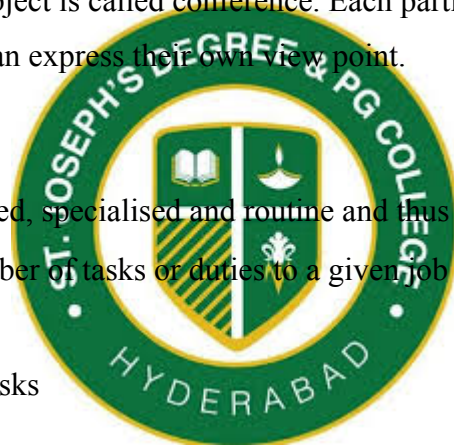
At present universities and management institutes give great emphasis on management education. For e.g., Mumbai University has started bachelors and postgraduate degree in Management. Many management Institutes provide not only degrees but also hands on experience having collaboration with business concerns.

10. Conferences:

A meeting of several people to discuss any subject is called conference. Each participant contributes by analyzing and discussing various issues related to the topic. Everyone can express their own view point.

- **Introduction**
- **Need:** Jobs either getting over simplified, specialised and routine and thus become monotonous
- **Action:** It involves expanding the number of tasks or duties to a given job
- **Benefits:**
 - ✓ Provides variety in skills and tasks
 - ✓ Autonomy in work completion
 - ✓ Worker is responsible for entire pieces of work. Task identity
 - ✓ Worker can get feedback on job performance
 - ✓ Can contribute to employee motivation
- **Conclusion**

Syndicate Method:



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A syndicate is primarily a study group, the members of which represent the principal sub-groups participating in the programme. The syndicate has a chairperson and a secretary, the positions of which are generally held in rotation by the participants.

A problem is assigned to the syndicate for study and solution. The group works on its own, with only minimum guidance from the training staff, makes its own library studies, collects data, exchanges views and experience, avails itself of the facility of consulting specialists in the field, and finally prepares a report on the assignment.

The report of each syndicate is presented to an assembly of the training faculty and all the syndicates in the training programme as a whole for comments and discussion. The study on any subject may continue for a month or more, with 10 to 12 sittings.

Knowledge-Based Methods:

In this method, an attempt is made to impart employee's knowledge in any subject area covering the aspects like its concepts and theories, basic principles and pure and applied knowing of the subject. The common methods that fall into this category are described hereunder:

(i) Lectures:

Lecture is by far the most commonly used direct method of training. In this method, the trainer provides knowledge to the trainee's usually from prepared notes. Notes are also given to the trainees. This method is found more appropriate in situations where some information is required to be shared to a large number of audiences and which does not require more participation

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from the audience. It is a low cost method. The major limitation of this method is that it does not provide for active involvement of the trainees.

(ii) Conferences/Seminars:

In this method, the trainer delivers a lecture on the particular subject which is followed by queries and discussions. The conference leader must have the necessary skills to lead the discussion in a meaningful way without losing sight of the topic or theme. This method is used, to help employees develop problem-solving skills.

(iii) Programmed Instructions:

This technique is developed based on the principle of positive reinforcement developed by B.F. Skinner. This technique is used to teach non- motor and behavioural skills. The subject matter to be learned is prepared and condensed into logical sequence from simple to more complex. The trainer monitors trainee's independent progress through the programme. The trainee gets instant feedback on his learning. However, this method is expensive and time consuming also.

Simulation Methods:

Simulation is a technique which duplicates, as nearly as possible, the actual conditions encountered on a job. These methods have been most widely used in the aeronautical industry.

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The methods falling under this category are discussed as follows:

(i) Role Play:

This is just like acting out a given role as in a stage play. In this method of training, the trainees are required to enact defined roles on the basis of oral or written description of a particular situation. This method is mostly used for developing interpersonal interactions and relations among the employees working in sales, marketing, purchasing and the supervisors who deal with people.

(b) Case Method:

The case is an actual event or situation on organisational problems which is a written description for discussion purpose. Trainees are asked to analyse the event or circumstances with an objective to identify the problem, trace out the causes for it and find out the solution to solve the problems.

This method of training is based on this realization that, on many occasions in the real world, managers may not have all the relevant information with them before taking a decision. This is also called decision-making under uncertainty. Therefore, this method is suitable for developing decision-making skills among the top and senior level managers.

(iii) Management Games:

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The game is devised on the model of a business situation. Then, trainees are divided into groups who represent the management of competing companies. They make decisions just like these are made in real-life situations. Decisions made by the groups are evaluated and the likely implications of the decisions are fed back to the groups. The game goes on in several rounds to take the time dimension into account.

(iv) In-Basket Exercise:

This is also called 'In-Tray' method of training. This is built around the 'incoming mail' of a manager. The trainee is presented with a pack of papers and files in a tray containing administrative problems and is asked to take decisions on these within a specified time limit. The decisions taken by the trainees are compared with one another. The trainees are provided feedback on their decisions. This forces them to reconsider their administrative actions and behavioural style. Here occurs the learning of trainee,

(v) Vestibule Training:

This is a system in which employees learn their jobs on the equipment they will be using, but the training is conducted away from the actual work floor. This type of training is commonly used for training personnel of clerical and semi-skilled grades. The duration of training ranges from a few days to a few weeks. This method relates theory with practice.

Experiential Methods:

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The objective of these methods is to help an individual understand one and others. This is done through attitudinal change. Such understanding helps an individual understand the dynamics of human relationships in a work situation, including at times his managerial style. Some of the methods used for this purpose are:

(i) Sensitivity Training:

Sensitivity training is also known by a variety of names such as T- Groups, laboratory training and encounter groups (The “T” is for training.). The objective of sensitivity training is to increase participants’ insights into their behaviour and the behaviour of others by encouraging an open expression of feelings in the trainer guided T-group. This is based on this assumption that newly sensitized employees will then find it easier to work together amicably as a group or team.

Sensitivity training seeks to accomplish its aim of increasing interpersonal openness, greater concern for others, increased tolerance for individual differences, enhanced listening skills, and increased trust and support. T-group meets continually for periods as long as 1 or 2 weeks. It is less artificial than role playing in as much as the trainee plays himself rather than a structured role. The first sensitivity training session was held in 1946 in the State Teachers College, New Britain, USA.

(ii) Transactional Analysis:

It is a technique of training developed by Eric Berne and popularized by Thomas Harris of U.S.A. It is a tool of improving human relations and interactions, and of promoting rationale and mature behaviour. It identifies three main aspects of human personality: Parent (taught behaviour), Adult (thought behaviour), and Child (felt behaviour).

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Its basic proposition is that people have to behave as adults, although sometime parent and child behaviour is also useful depending upon the situations and the individual's personal need/goal. Adult behaviour is characterized by objectivity, problem-solving orientation, mutual respect and understanding. Parent behaviour takes the form of authoritarianism, protective and patronizing instances. Child behaviour pertains to rebellions, angry, dependence-oriented moods. Tantrums, though creative, spontaneous, obedient stances, are not ruled out.

This approach is useful for understanding people's behaviour particularly when they are involved in inter-personal relationships. Development of positive thinking, improvement in inter-personal relationships, proper motivation of people and organizational development are some of the important benefits of transactional analysis, as a technique of training.

To conclude, each method of training has some strengths and weaknesses. Given the purpose of a training programme, the level of participants, the competence of trainers, etc., the appropriate method has to be chosen to impart training.

UNIT-III TRAINING CLIMATE, TECHNIQUES AND INSTRUMENTS

Using experience employees-creative alternative for formal training – modular programmes for development, grid seminars—Training climate – training techniques – Evaluation of training- Need, principles, criteria, techniques of evaluation. Training Instruments- Psychometric Test (PT), MBTI, Passive, Aggressive and Assertiveness (PAA), FIRO- B Questionnaire

Alternative Model for Learning: The 70/20/10 Model

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The Center for Creative Leadership began promoting the idea that learning is an ongoing process. While formal learning experiences such as classroom training, conferences, e-learning courses and webinars are important, they only make up 10% of professional learning experiences. 20% of learning comes from supervisors and other supportive relationships. The remaining 70% of learning comes from on the job interactions and experiences – the mistakes we make, the solutions we stumble upon and the lessons we take away from going about our daily routine.

What are Formal Learning Experiences?

This is the area that people typically think about when they think “learning” or “training”. The list of formal training opportunities that employers may offer include:

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- In-house training classes
- External, vendor-offered training classes
- Conferences and seminars
- Elearning courses
- Webinars
- Certificate and university degree programs

Having seen organizational budgets and having created departmental budgets, my observation is that even though this is where 10% of organizational learning happens (at least in this model), this is where nearly 100% of the financial investment into professional development is spent. Speaking of money, a 2010 McKinsey & Company study entitled “Getting more from your training programs” proclaimed that companies spend \$100 billion (WITH A “B”!!) on training each year “but training typically doesn’t have much impact.” Why? Because managers (and entire companies) generally do a poor job when it comes to being strategic about alternatives to training, which make up the other 90% of organizational learning.

Alternatives to Training: Supervision & Support

In their book Transfer of Training, Mary Broade and John Newstrom provide oodles of research that states an employee’s manager is the single biggest and most influential factor when predicting whether or not skills and knowledge learned through formal training will actually be applied on the job. Manager supervision and support includes activities such as:

- Identifying specific skills gaps

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- Setting performance goals
- Setting expectations and goals around formal learning experiences
- Following up on goals and expectations once a formal learning experience has been completed
- Providing ongoing coaching
- De-briefing on-the-job learning experiences and mistakes to sort out potential lessons learned

When done in isolation – sending an employee for more training or using annual training dollars to attend a conference or asking an employee to simply sit in on a new hire orientation class she may have missed six months ago – learning experiences are often directionless and wasteful.

Managers can super-charge learning experiences through the first several bullet points above in order to offer clear direction to an employee. The final several bullet points all help learning “stick” and the investment in learning to pay real dividends.

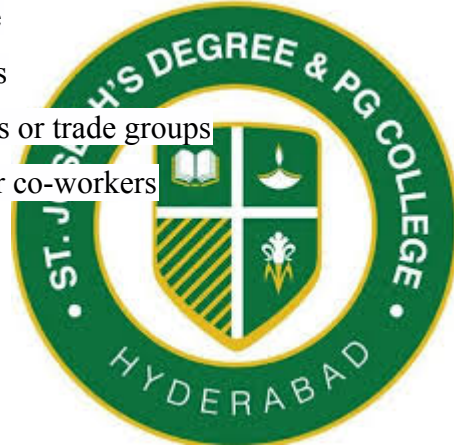
What is On-the-Job Learning?

Most of the time, we’re neither sitting in a training class nor are we sitting in our supervisor’s office. We’re doing our jobs. And as we do our jobs, we’re learning – what to do and what not to do. We may be inclined to think of all of these as alternatives to training, but it would be more accurate to think of them as informal learning opportunities:

- Mentors

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- Journaling (will help you think about what you already know • give you time to think further and gain deeper understanding • can stimulate critical thinking)
- Stretch assignments (A project or task given to employees which is beyond their current knowledge or skills level in order to “**stretch**” employees developmentally. The **stretch** assignment challenges employees by placing them into uncomfortable situations in order to learn and grow.)
- Participation in communities of practice
- Participation in online discussion boards
- Membership in professional associations or trade groups
- “Water cooler conversations” with other co-workers
- Job-aids
- Checklists
- User guides
- Tutorials
- Employee manuals
- Reading trade magazines or books (or participating in book clubs around professional topics)



These experiences make up 70% of the learner experience in this model!

The point here is that the classroom may be the highest-profile venue for learning, but it truly is just one small sliver of where learning happens. And it all goes to waste if companies are not investing in alternatives to classroom training.

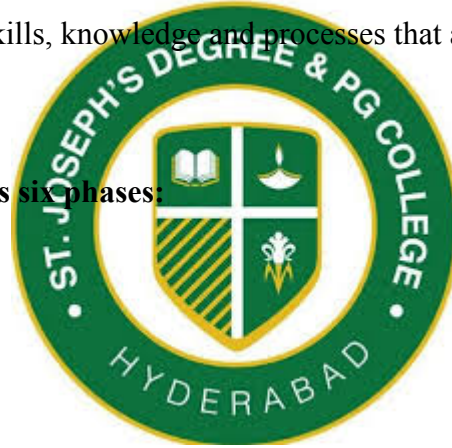
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Grid Training/ Seminar

Definition: The **Grid Training/Seminar** is the comprehensive organization development programme developed by Blake and Mouton, which focuses on the overall development of individuals, groups and the organization as a whole.

The Grid Training programme is designed in such a way that it enables the individuals as well as the groups to ascertain their strengths and weaknesses and focus on their skills, knowledge and processes that are essential to perform effectively at different levels in the organization.

The Grid Development Programme includes six phases:



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Phase-1

Managerial Grid

Phase-2

Teamwork Development

Phase-3

Intergroup Development

Phase-4

Developing Ideal Strategic
Corporate Model

Phase-5

Implementing Ideal Strategic
Model

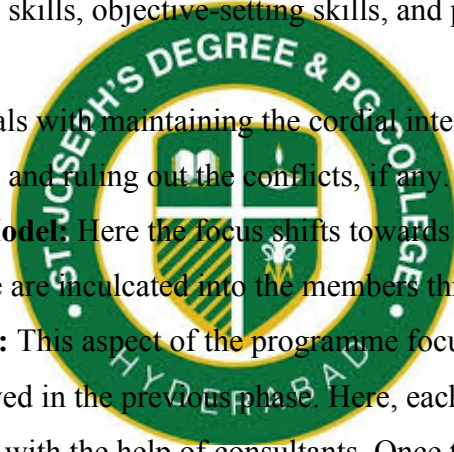
Phase-6

Systematic Critique



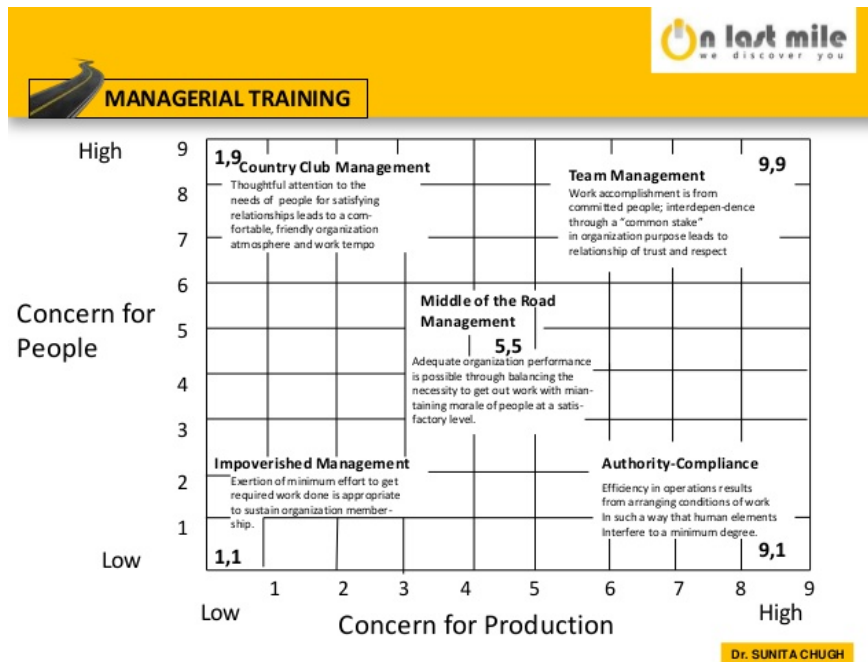
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1. **Managerial Grid:** This aspect of Grid training programme lay emphasis on identifying the managerial styles, teamwork and communication skills prevailing within the organization.
2. **Teamwork Development:** Here, the focus is on developing the teamwork by analyzing the tradition and culture existing within the organization. Also, the planning skills, objective-setting skills, and problem-solving skills are developed in this phase.
3. **Intergroup Development:** This aspect deals with maintaining the cordial intergroup relationships. The focus is on increasing the cooperation among the group members and fuling out the conflicts, if any.
4. **Developing Ideal Strategic Corporate Model:** Here the focus shifts towards the organization as a whole, where the skills necessary for the organizational excellence are inculcated into the members through training.
5. **Implementing the Ideal Strategic Model:** This aspect of the programme focuses on building the organization on the grounds of an ideal organization as perceived in the previous phase. Here, each group is assigned a task to evolve a strategy that helps in making an ideal organization, with the help of consultants. Once the strategies are evolved the best one gets implemented.
6. **Systematic Critique:** Here, organization development programme is critically evaluated on the grounds of efforts made and the shortcomings encountered while running the programme. In case, the shortcomings are severe; the programme may be redesigned.



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Thus, the major objective behind the grid training is to consider the entire organization as an interactive system where the analysis techniques could be applied to diagnose the problems and understand the reasons behind the changes in the organization. Also, it helps in determining the leadership styles and techniques of participation to help in producing the desirable results.



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What is a Psychometric Test?

A psychometric test is any activity or assessment that is conducted in order to evaluate a candidate performance and includes, but is not limited to, skills, knowledge, abilities, personality traits, attitudes and job/academic potential.

There are many psychometric test styles and formats with 3 main areas we will elaborate on. They are aptitude tests, behavioural tests and assessment centres.

Three Common Psychometric Testing Areas

Beyond the challenge of correctly understanding and answering the test questions, another hurdle is overcoming the time constraints.

Both aptitude tests and assessment day exercises have time frames which allow candidates to be assessed on how well they cope with time pressure.

Keeping all these things in mind, it is no wonder that practising beforehand for your assessments is crucial to your success.

- **Aptitude Tests:** These tests have the goal of assessing various cognitive abilities from numeracy and literacy skills to spatial awareness and more.

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- **Behavioural Tests:** These tests are intended to highlight specific personality traits that could indicate suitability for specific roles. These can come in the form of personality questionnaires, leadership tests, motivation tests and situational judgement tests.
- **Assessment Centres:** Assessment centres are based on human interaction assessments. Various exercises utilise job-specific skills and simulations and are usually carried out by assessors/psychologists.

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Types of Psychometric Tests

Psychometric tests are used to measure a variety of skills needed to fulfil the duties of the job they are associated with. Continue reading to find out more on what each type of psychometric test measures as well as the concepts you are sure to encounter:

Numerical Tests

Verbal Tests

Logical Tests

Technical Tests

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Spatial Reasoning Tests

Mechanical & Electrical Reasoning Tests

Error-Checking Tests

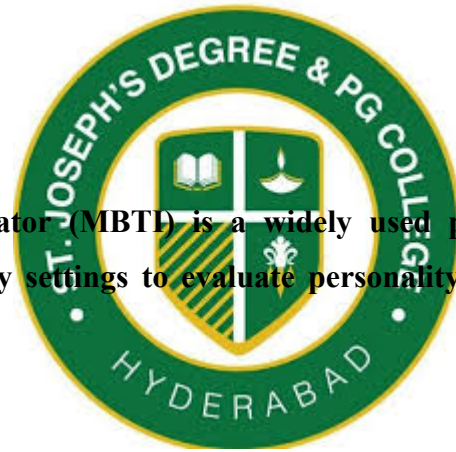
Concentration Tests

MBTI : The Myers-Briggs Type Indicator

Definition: The Myers-Briggs Type Indicator (MBTI) is a widely used personality inventory, or test, employed in vocational, educational, and psychotherapy settings to evaluate personality type in adolescents and adults age 14 and older.

Purpose

In an educational setting, the MBTI may be performed to assess student learning style. In a classroom setting, the MBTI may be used to help teens and young adults better understand their learning, communication, and social interaction styles. Guidance counselors also might use the test to help teens determine which occupational field or college major they might be best suited for.



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Because the MBTI is also a tool for self-discovery, mental health professionals may administer the test in counseling sessions to provide their patients with insight into their behavior. Among adults, the MBTI is also used in organizational settings to assess management skills and facilitate teamwork and problem solving.

In 2000, an estimated two million people took the MBTI, making it the most frequently used personality inventory available. First introduced in 1942, the test was the work of mother and daughter Katharine C. Myers Briggs and Isabel Briggs. There are now several different versions of the test available. Form M, which contains 93 items and is a self-scoring assessment, is the most commonly used. It can be used in a classroom or other group setting, and takes approximately 15 to 25 minutes to complete.

The Myers-Briggs inventory is based on Carl Jung's theory of types, outlined in his 1921 work *Psychological Types*. Jung's theory holds that human beings are either introverts or extraverts, and their behavior follows from these inborn psychological types. He also believed that people take in and process information in different ways, based on their personality traits.

The Myers-Briggs evaluates personality type and preference based on the four Jungian psychological types:

- extraversion (E) or introversion (I)
- sensing (S) or intuition (N)
- thinking (T) or feeling (F)
- judging (J) or perceiving (P)



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A derivative version of the MBTI, developed by Elizabeth Murphy and Charles Meisgeier, is available for children age seven through 13 (grades two through eight). The assessment, called the Murphy-Meisgeier Type Indicator for Children (MMTIC) uses the same four psychological types as the MBTI, but is written for a second grade reading level.

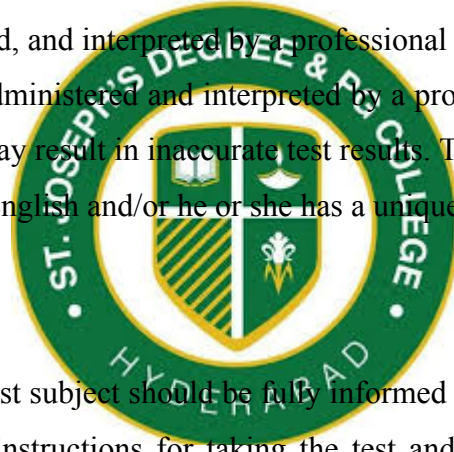
Precautions

The MBTI should only be administered, scored, and interpreted by a professional trained in its use (except in the case of Form M, which can be self-scored but should still be administered and interpreted by a professional). Cultural and language differences in the test subject may affect performance and may result in inaccurate test results. The test administrator should be informed before testing begins if the test taker is not fluent in English and/or he or she has a unique cultural background.

Preparation

Prior to the administration of the MBTI, the test subject should be fully informed about the nature of the test and its intended use. He or she should also receive standardized instructions for taking the test and any information on the confidentiality of the results.

Normal results



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Myers-Briggs results are reported as a four-letter personality type (e.g., ESTP, ISFJ). Each letter corresponds to an individual's preference in each of the four pairs of personality indicators (i.e., E or I, S or N, T or F, and J or P). There are a total of sixteen possible combinations of personality types on the MBTI.

- Letter One: E or I: Extraverts focus more on people and things, introverts on ideas.
- Letter Two: S or N: Sensing-dominant personalities prefer to perceive things through sight, sound, taste, touch, and smell, while intuition-dominant types look to past experience and are more abstract in their thinking.
- Letter Three: T or F: The third subtype is a measure of how people use judgment. Thinking types use logic to judge the world, while feeling types tend to view things on the basis of what emotions they invoke.
- Letter Four: J or P: Everyone judges and perceives, but those who are judging dominant are said to be more methodical and results-oriented, while perceiving dominant personalities are good at multi-tasking and are flexible.

Passive, Aggressive, Assertiveness(PAA)

Passive-aggressive behaviors are those that involve acting indirectly aggressive rather than directly aggressive. Passive-aggressive people regularly exhibit resistance to requests or demands from family and other individuals often by procrastinating, expressing sullenness, or acting stubborn.

People with **passive-aggressive behavior** express their negative feelings subtly through their actions instead of handling them directly. This creates a separation between what they say and what they do.

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Assertiveness is the ability to formulate and communicate one's own thoughts, opinions and wishes in a clear, direct and non-aggressive way. This test determines whether a lack of assertiveness skills may be keeping you from fulfilling your potential and reaching your goals.

.Once you have the rules for managing PA people firmly in mind and feel comfortable with being able to use these rules in your interactions with PA people, the following methods can provide further direction. These methods may be used individually or in combination. Sometimes you may try one and if that doesn't work follow with another one. The methods are in no particular order and should be used based upon your goal and what you have determined previously regarding the PA person's intent and reward.

Method 1. Active listening technique

I like this technique because it is generally an effective method of communication, and yet, if someone is being PA it becomes an indirect way of confronting the person about the PA communication. As such, it is likely to result in a reduction of the PA behavior.

This method is to listen intently to the other person, show an interest in what they are saying, and respond once they are finished. When you respond, restate their comments: "So, I understand that you are saying...Is that correct?" For example, "So, I understand that you are saying I'm fat because I eat too many snack foods. Is that correct?" Notice that you are just restating what was said but doing it in such a way that requires the PA person to take responsibility for their statement. As I've said previously,

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this is the very thing the PA person doesn't want to do so you are likely to see a reduction in the PA behavior over time if you continue to make them responsible for their statements.

In addition, the active listening technique reduces acting on assumptions. If you are wrong about the statement being PA, this technique allows you to obtain clarification prior to any further action.

Finally, this method allows you to confront them with feelings once you have clarified their intent: "I feel hurt that you feel it is necessary to say that as if I am not aware of the problem. It comes across as criticism."

Method 2. Laugh and agree technique

The laugh and agree technique works well with sarcasm because it ignores the sarcasm. For example, the PA co-worker sarcastically criticizes you for arriving late to work, "Must be nice to sleep in" and you respond "Yeah, it is" completely negates the sarcastic criticism.

A "thank you" can do the same thing to sarcastic or backhanded insults. "You look interested for a change." Saying "thank you" ignores the insult which is frustrating for the PA person who wants to convey a message without taking responsibility for the message.

Method 3. Questioning technique

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The questioning technique makes the PA person have to justify and support their statement. PA people don't want to explain because, again, it forces them to take responsibility for their statements. When you use the questioning technique, it needs to be done innocently with genuine interest: "Oh, why do you say that?"

Method 4. The broken record technique

The broken record technique is a method of assertion that can be used to confront behavior. For those of you too young to remember broken records, this technique refers to when a record (a vinyl album used to play music prior to CDs, MP3 players, and smartphones) was scratched, it might keep playing the same phrase over and over.

The purpose of this technique is to not get drawn back into the argument. Once you have responded, continue to repeat your main points no matter how the person tries to deflect, accuse, or otherwise distort the situation.

"I told you that was hurtful. Please don't say it again."

"You're too sensitive."

"I said it was hurtful. Don't say it again."

"I didn't mean it that way."

"It is hurtful. Don't say it again."

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The broken record technique usually ends with the other person giving up. In fact, if you think about it this is often a technique used by PA people themselves to get you to give up on your confrontation.

Method 5. Direct confrontation

Sometimes you might decide that the best way of handling PA behavior is to directly confront. This is especially true when you know that the behavior is intentionally hurtful. However, any confrontation still needs to follow the rules especially remaining calm, being assertive, and choosing your words carefully. For instance, “I feel insulted (hurt). Is that your intention?” can be effective for a variety of PA comments that are hurtful or insulting.

Keep in mind that most PA people are good at evading or misdirecting a direct confrontation, so you need to be prepared to make your point no matter how they respond. If you let them control the situation, you are likely to fall into their trap of escalating the situation and you looking like the instigator because you caused the conflict by confronting.

Method 6. Consequences to behavior

Another way of responding to PA behavior is through consequences. For instance, if you determine that the person is not receptive or if they are malicious, walk away. Don't give them the reward of being drawn into their PA game.

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Sometimes it may not be possible to completely walk away, in which case you need to set limits. Do not be shy to set these limits clearly and loudly “Stop!” or “I’m not going to discuss this.” Many PA people, especially the malicious ones, count on you to be “too” nice. Instead, being firm can sometimes stop their behavior.

Another way to set limits when someone's PA behavior interferes with something you are doing is to stop doing it. For example, you ask for help doing the laundry and your family member responds in a PA manner--don't do their laundry. Or, when someone is trying to get attention through PA behavior-- don't give them attention.

Method 7. Reward desired behavior

When you start ignoring or confronting the PA behavior, it becomes easier to reward desired behavior. The more you reward the behavior you want to see, the more likely it will continue, and hopefully, replace the PA behavior. If the PA person learns that direct communication is more likely to get results, then they may become more direct. For instance, if the person makes a direct rather than PA statement, reward it by responding to it quickly and positively. “I’m so glad you reminded me! I’ll get right to it.” Or, when they do something to be helpful without the attached negativity, thank them! Notice appropriate behavior and try to be responsive to it when you can.

Method 8. Be passive-aggressive

When all else fails, be passive-aggressive yourself. However, you should only use this method in the case where you don't care about the ongoing relationship such as dealing with a PA malicious person.

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This technique can be tricky so you need to be very skilled and know exactly what you are doing. You don't want to be drawn into a PA one-up-manship game. Instead, you want a response that will shut them down. This means that you need to put them into a PA trap from which they can't escape without calling attention to their behavior or looking like the bad guy. In other words, their choice is to either become more directly aggressive or to give up. When they get more aggressive, they look like the bad guy and appear to be responsible for the problem which is contrary to what they are trying to achieve.

Using these rules and methods won't solve all your problems with PAA people, but you are more likely to feel in control and less doubtful of yourself when dealing with PAA people.



Assertiveness is the ability to formulate and communicate one's own thoughts, opinions and wishes in a clear, direct and non-aggressive way. This test determines whether a lack of assertiveness skills may be keeping you from fulfilling your potential and reaching your goals.



FIRO-B Questionnaire:

Def-1: The **FIRO-BT** (Fundamental Interpersonal Relations Orientation-Behavior) instrument is a powerful tool that assesses how someone's personal needs affect the employee's behavior towards other people.

Def-2: The **FIRO-B®** (Fundamental Interpersonal Relations Orientation-Behavior) instrument helps individuals understand their behavior and the behavior of others. With the insights of an individual's interpersonal needs it can help improve workplace interactions.

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WHAT THE FIRO-B MEASURES

The FIRO-B tool examines three fundamental dimensions of interpersonal needs:

INCLUSION : Recognition, belonging, participation, contact with others, and how you relate to groups

CONTROL : Influence, leadership, responsibility, and decision making you relate to groups

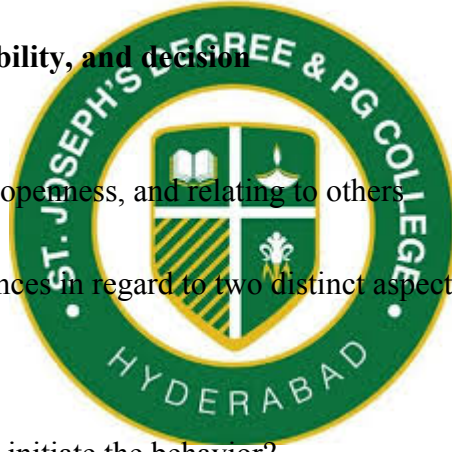
AFFECTION: Closeness, warmth, sensitivity, openness, and relating to others

The FIRO-B assessment also indicates preferences in regard to two distinct aspects of each of these needs areas:

EXPRESSED BEHAVIOUR

- How much does an individual prefer to initiate the behavior?
- How does the individual behave with respect to the three fundamental interpersonal needs?
- What is the individual's comfort level engaging in the behaviors associated with the three needs?

WANTED BEHAVIOUR



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- How much does an individual prefer others to take the initiative?
- How much does an individual want to be on the receiving end of those behaviors?
- What is the individual's comfort level when others direct their behaviors associated with t

UNIT IV EXECUTIVE DEVELOPMENT:

Concept, need and Methods of Executive Development. – Career planning and management – two way process. Assessment and development centre. Emerging developments in training- Coherent training strategy, new concepts of training, Factors to improve effectiveness of training, Management training in future.



Executive development or management development is a systematic and continuous process through which the executives learn advanced knowledge and skills in managing.

Executive Development Programme (EDP) is a planned and organised process of learning and growth designed to improve managerial behaviour and performance of executives by cultivating their mental abilities and inherent qualities through the acquisition and application of advanced knowledge insights and skills.

In the words of Michael Armstrong, “Executive development is eventually something that the executive has to attain himself. But he will do this much better if he is given encouragement, guidance and opportunity by his company”.

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Executive or management development focuses on manager's personal growth. It basically aims at improving judgment, logical thinking of managers to take complex decisions and to take responsibility. Executive development is a planned, systematic and continuous process of learning and growth by which managers develop their conceptual and analytical abilities to manage.

It is combination of both experience and skills. The participants should also have capacity and self-motivation to learn and develop themselves.

Executive development is thus:

1. A planned effort to improve executive's ability to handle high-level responsibilities.
 2. It is continuous, ongoing activity as it aims improving total personality, behaviour, attitude of managers which cannot be done overnight.
 3. It is a long-term process, as managers take time to acquire and improve their capabilities.
 4. It is proactive in nature as it focuses attention on the present as well as future requirements of both the organisation and the individuals.
1. Continuous Process – Executive development is a continuous process because there is no fixed time limit for learning. It is not a one-shot activity and continues throughout the career of the managers.
 2. Long Process – Executive development is a long process and takes time. It is time consuming because the skills of the managers cannot be developed overnight.
 3. Planned Activity – Executive development is a well-planned, organized, and systematic activity. It is not a trial and error approach.

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4. Involves Stresses and Strains – Development does not take place in the total peaceful and relaxed atmosphere. It involves stresses and strains.
5. Conducive Environment – Executive development needs conducive environment which should be encouraging and stimulating. Further, it also requires that adequate feedback should be received about the degree of development of the personnel.
6. Guided Self Development – Executive development can only be made possible only when the manager himself wants to learn. The individual must have the desire to learn and practice what he is taught. Coercion can never lead to the development of executives or the managers.

Need for Executive Development

There is a growing need for the development of an efficient managerial pool to meet the challenges of industry. Realising this, many management institutes and training organisations have geared up their training and development activities to a great extent. However, there is a certain imbalance in the spread of management education. A concentration of management training is found in the industrial sector mostly in traditional industries and public sector enterprises.

Therefore:

1. Techno-managers in such sectors as engineering and steel, coal, fertilizer, oil and cement industries. Personnel in these industries need training not only in the functional areas of management but also need to acquire a thorough knowledge of the sector.
2. Management resource mobilisation towards professionalising such public utilities as water supply, power distribution, transport and communications, for agriculture and industry are dependent on the efficient functioning of these utilities.

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3. Government and civic offices organised to render public services, including municipal services, housing, insurance, mass media, police, medical services and education, have been untouched by the management movement. The “managerialisation” of these services needs immediate attention.

4. Management principles and techniques need to be introduced in other areas of national economy – managerial services for agriculture and rural development, irrigation, co-operation and animal husbandry, fisheries, forestry and marketing. Management know-how also needs to be brought to bear on production processes at the farm level with a view to increasing efficiency in the tertiary or service sector in rural areas.

5. Public administration is a vast sector which needs management attention, because this segment has a direct relevance to economic and social activity, for it brings functionaries into contact with the citizenry and the entrepreneurial class.

6. Management development programmes for all those who are engaged in positions above the supervisory level of operations – whether as Deans of hospitals, the Vice-Chancellors of Universities, Superintendents of Police or Collectors of districts. Their job calls for the use of a management component which is concerned with such skills as leadership and communication. For them, training in management, productivity and human relations would be very valuable.

Executive development programmes help managers to cope with rapid technological change, cutthroat competition, sudden changes in government policies, changes in the outlook and expectations of a vast majority of workers possessing transferable skills.

Managers can update their skills, knowledge and competencies from time to time in sync with these changing trends and tackle knotty issues with confidence. In short, no organisation can achieve success in the long run unless it tries to improve, expand and develop its talent pool through constant learning initiatives.

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Methods of Executive Development

The methods of executive development are broadly classified into two broad categories:

1. On the Job Techniques.
2. Off the Job Techniques.

1. On the Job Techniques:

On the job development of the managerial personnel is the most common form which involves learning while performing the work. On the job techniques are most useful when the objective is to improve on the job behaviour of the executives. This type of training is inexpensive and also less time consuming. The trainee without artificial support can size up his subordinates and demonstrate his leadership qualities.

The following methods are used under on the job training:

(i) Coaching:

In this method the immediate superior guides and instructs his subordinates as a coach. It is learning through on the job experience because a manager can learn when he is put on a specific job. The immediate superior briefs the trainees what is expected from them and guides them how to effectively achieve them. The coach or immediate superior watches the performance of their trainees and directs them in correcting their mistakes.

Advantages of the Coaching Method:

- (a) It is the process of learning by doing.
- (b) Even if no executive development programme exists, the executives can coach their subordinates.

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- (c) Coaching facilitates periodic feedback and evaluation.
- (d) Coaching is very useful for developing operative skill and for the orientation of the new executives.

Disadvantages of the Coaching Method:

- (a) It requires that the superior should be a good teacher and the guide.
- (b) Training atmosphere is not free from the problems and worries of the daily routine.
- (c) Trainee may not get sufficient time for making mistakes and learn from the experience.

(ii) Under Study:

The person who is designated as the heir apparent is known as an understudy. In this method the trainee is prepared for performing the work or filling the position of his superior. Therefore a fully trained person becomes capable to replace his superior during his long absence, illness, retirement, transfer, promotion, or death.

Advantages of Under Study Method:

- (a) Continuous guidance is received by the trainee from his superior and gets the opportunity to see the total job.
- (b) It is a time saving and a practical process.
- (c) The superior and the subordinate come close to each other.
- (d) Continuity is maintained when superior leaves his position.

Disadvantages of Under Study Method:

- (a) The existing managerial practices are perpetuated in this method.
- (b) The motivation of the personnel is affected as one subordinate is selected for the higher position in advance.
- (c) The subordinate staff may ignore the under study.

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(iii) Job Rotation:

Job rotation is a method of development which involves the movement of the manager from one position to another on the planned basis. This movement from one job to another is done according to the rotation schedule. It is also called position rotation.

Advantages of Job Rotation:

- (a) By providing variety in work this method helps in reducing the monotony and the boredom.
- (b) Inter departmental coordination and cooperation is enhanced through this method.
- (c) By developing themselves into generalists, executives get a chance to move up to higher positions.
- (d) Each executive's skills are best utilized.

Disadvantages of Job Rotation:

- (a) Disturbance in established operations is caused due to the job rotation.
- (b) It becomes difficult for the trainee executive to adjust himself to frequent moves.
- (c) Job rotation may demotivate intelligent and aggressive trainees who seek specific responsibility in their chosen responsibility.

(iv) Special Projects Assignment:

In this method a trainee is assigned a project which is closely related to his job. Further sometimes the number of trainee executives is provided with the project assignment which is related to their functional area. This group of trainees is called the project team. The trainee studies the assigned problem and formulates the recommendations on it. These recommendations are submitted in the written form by the trainee to his superior.

Advantages of the Special Projects:

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- (a) The trainees learn the work procedures and techniques of budgeting.
- (b) The trainees come to know the relationship between the accounts and other departments.
- (c) It is a flexible training device due to temporary nature of assignments.

(v) Committee Assignment:

In this method the special committee is constituted and is assigned the problem to discuss and to provide the recommendations. This method is similar to the special project assignment. All the trainees participate in the deliberations of the committee. Trainees get acquainted with different viewpoints and alternative methods of problem solving through the deliberations and discussions in the committee. Interpersonal skills of the trainees are also developed.

(vi) Multiple Management:

This method involves the constitution of the junior board of the young executives. This junior board evaluates the major problems and makes the recommendations to the Board of Directors. The junior board learns the decision making skills and the vacancies in the Board of Directors are filled from the members of the junior board who have sufficient exposure to the problem solving.

(vii) Selective Readings:

Under this method the executives read the journal, books, article, magazines, and notes and exchange the news with others. This is done under the planned reading programmes organized by some companies. Reading of the current management literature helps to avoid obsolescence. This method keeps the manager updated with the new developments in the field.

2. Off the Job Training Programme:

The main methods under off the job training programme are:

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(i) Special Courses:

Under this method the executives attend the special courses organized by the organisation with the help of the experts from the education field. The employers also sponsor their executives to attend the courses organized by the management institutes. This method is becoming more popular these days but it is more used by the large and big corporate organisations.

(ii) Case Studies:

This method was developed by Harvard Law professor Christopher C. Langdell. In this method a problem or case is presented in writing to a group i.e. a real or hypothetical problem demanding solution is presented in writing to the trainees.

Trainees are required to analyze and study the problem, evaluate and suggest the alternative courses of action and choose the most appropriate solution. Therefore in this method the trainees are provided with the opportunity to apply their skills in the solution of the realistic problems.

(iii) Role Playing:

In role playing the conflicting situation is created and two or more trainees are assigned different roles to play on the spot. They are provided with the written or oral description of the situation and roles to play. The trainees are then provided with the sufficient time, they have to perform their assigned roles spontaneously before the class. This technique is generally used for human relations and the leadership training. This method is used as a supplement to other methods.

(iv) Lectures and Conferences:

In this method the efforts are made to expose the participants to concepts, basic principles, and theories in any particular area. Lecture method emphasizes on the one way communication and conference method emphasizes on two way communication. Through this method the trainee actively participates and his interest is maintained.

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(v) Syndicate Method:

Syndicate refers to the group of trainees and involves the analysis of the problem by different groups. Thus in this method, 5 or 6 groups consisting of 10 members are formed. Each group works on the problem on the basis of the briefs and the backgrounds provided by the resource persons. Each group presents their view on the involved issues along with the other groups.

After the presentation these views are evaluated by the resource persons along with the group members. Such exercise is repeated to help the members to look into the right perspective of the problem. This method helps in the development of the analytical and the interpersonal skills of the managers.

(vi) Management Games:

A management game is a classroom exercise, in which teams of students compete against each other to achieve certain common objectives. Since, the trainees are often divided into teams as competing companies; experience is obtained in team work. In development programmes, the management games are used with varying degrees of success. These games are the representatives of the real life situations.

(vii) Brainstorming:

It is a technique to stimulate idea generation for decision making. Brainstorming is concerned with using the brain for storming the problem. It is a conference techniques by which group of people attempt to find the solution for a specific problem by amazing all the ideas spontaneously contributed by the members of the group. In this technique the group of 10 to 15 members is constituted. The members are expected to put their ideas for problem solution without taking into consideration any type of limitations.

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Career Planning and Management: Effective HRM encompasses career planning, career development and succession planning. An organization without career planning and career development initiatives is likely to encounter the highest rate of attrition, causing much harm to their plans and programmes. Similarly without succession planning managing of vacancies, particularly at higher levels, become difficult. There are examples of many organizations that had to suffer for not being able to find a right successor for their key positions. With the increase scope for job mobility and corporate race for global headhunting of good performers,

Career is a sequence of attitudes and behaviours associated with the series of job and work related activities over a person's lifetime.

Yet in another way, it may be defined as a succession of related jobs, arranged in hierarchical order, through which a person moves in an organization. As the literal definition of career focuses on an individually perceived sequence, to be more accurate, career may be either individual-centred or organizational-centred. Therefore, career is often defined separately as external career and internal career. **External career** refers to the objective categories used by society and organizations to describe the progression of steps through a given occupation, while **internal career** refers to the set of steps or stages which make up the individual's own concept of career progression within an occupation. For such two different approaches, in organizational context, career can be identified as an integrated pace of vertical lateral movement in an occupation of an individual over his employment span.

CAREER PLANNING IN AN ORGANIZATION

Career planning is the process by which one selects career goals and the path to these goals. The major focus of career planning is on assisting the employees achieve a better match between personal goals and the opportunities that are realistically available

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in the organization. Career programmers should not concentrate only on career growth opportunities. Practically speaking, there may not be enough high level positions to make upward mobility a reality for a large number of employees. Hence, career-planning efforts need to pin-point and highlight those areas that offer psychological success instead of vertical growth.

Career planning is not an event or end in itself, but a continuous process of developing human resources for achieving optimum results. It must, however, be noted that individual and organizational careers are not separate and distinct. A person who is not able to translate his career plan into action within the organization may probably quit the job, if he has a choice. Organizations, therefore, should help employees in career planning so that both can satisfy each other's needs.

Objectives

Career planning seeks to meet the following objectives:

- i. Attract and retain talent by offering careers, not jobs.
- ii. Use human resources effectively and achieve greater productivity.
- iii. Reduce employee turnover.
- iv. Improve employee morale and motivation.
- v. Meet the immediate and future human resource needs of the organization on a timely basis

1.3.4 Career Planning Process

The career planning process involves the following steps:

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i. Identifying individual needs and aspirations:

Most individuals do not have a clear cut idea about their career aspirations, anchors and goals. The human resource professionals must, therefore, help an employee by providing as much information as possible showing what kind of work would suit the employee most, taking his skills, experience, and aptitude into account. Such assistance is extended through workshops/seminars while the employees are subjected to psychological testing, simulation exercises, etc. The basic purpose of such an exercise is to help an employee form a clear view about what he should do to build his career within the company. Workshops and seminars increase employee interest by showing the value of career planning. They help employees set career goals, identify career paths and uncover specific career development activities (discussed later). These individual efforts may be supplemented by printed or taped information. To assist employees in a better way, organizations construct a data bank consisting of information on the career histories, skill evaluations and career preferences of its

employees (known as skill or talent inventory).

ii. Analyzing career opportunities:

Once career needs and aspirations of employees are known, the organization has to provide career paths for each position. Career paths show career progression possibilities clearly. They indicate the various positions that one could hold over a period of time, if one is able to perform well. Career paths change over time, of course, in tune with employee's needs and organizational requirements. While outlining career paths, the claims of experienced persons lacking professional degrees and that of young recruits with excellent degrees but without experience need to be balanced properly.

iii. Aligning needs and opportunities:

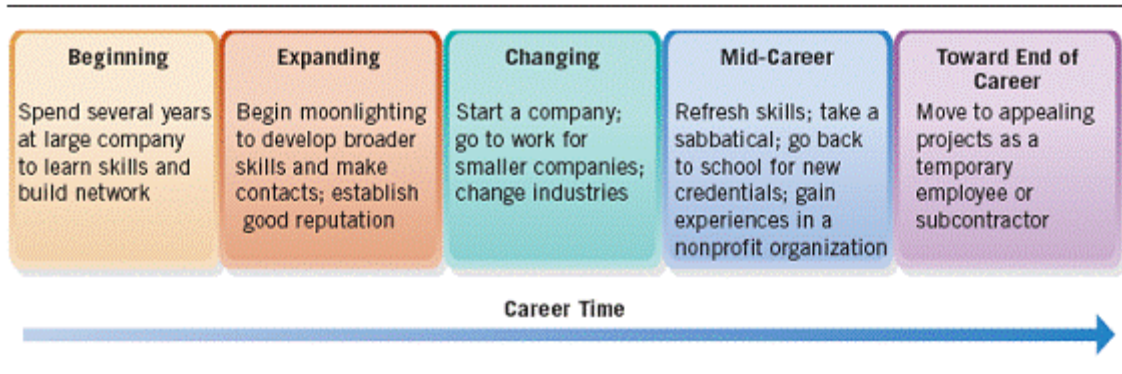
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After employees have identified their needs and have realized the existence of career opportunities the remaining problem is one of alignment. This process consists of two steps: first, identify the potential of employees and then undertake career development programmes (discussed later on elaborately) with a view to align employee needs and organizational opportunities. Through performance appraisal, the potential of employees can be assessed to some extent. Such an appraisal would help reveal employees who need further training, employees who can take up added responsibilities, etc. After identifying the potential of employees certain developmental techniques such as special assignments, planned position rotation, supervisory coaching, job enrichment, understudy programs can be undertaken to update employee knowledge and skills.

iv. Action plans and periodic review:

The matching process would uncover gaps. These need to be bridged through individual career development efforts and organization supported efforts from time to time. After initiating these steps, it is necessary to review the whole thing every now and then. This will help the employee know in which direction he is moving, what changes are likely to take place, what kind of skills are needed to face new and emerging organizational challenges. From an organizational standpoint also, it is necessary to find out how employees are doing, what are their goals and aspirations, whether the career paths are in tune with individual needs and serve the overall corporate objectives, etc.

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Career Management Process

Career Management is a life-long process of investing resources to accomplish your future career goals. It is a continuing process that allows you to adapt to the changing demands of our dynamic economy. The career management process embraces various concepts: Self-awareness, career development planning/career exploration, life-long learning, and networking.

Self-Awareness

Look at yourself to discover your interests, skills, personality traits, and values. You can start by asking yourself the following questions:

- Who are you?
- What interests you?

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- What do you like to do?
- What are you good at doing?
- What do you value, what's important to you?
- What are your special assets, skills, and abilities?
- Who needs the talents, skills, and abilities you can provide?
- What work environment and/or arrangements make sense for you?
- What activities do I find fun, motivating, interesting, and enjoyable?
- What skills do you need to acquire to develop and manage your career?
- What personal style or characteristics do I have that are important to me in the work place?

Also ask friends, family members, co-workers, professors, or mentors if they see the same qualities in you as you see in yourself.

Assessment Center

An assessment center is basically a series of assessments carried out using several techniques like simulation, psychometric test and exercises to take critical decisions like selective or rejecting a candidate for recruitment, for promotions and appraisals etc.

There are some basic considerations for running an assessment centers which is again the corporate adaptation of an army process. Assessment centers need to have clearly defined competencies with behavioral indicators and scales for evaluation and the techniques used for assessment should assess these very competencies and behaviors. No other competency or behavior apart

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from the one identified earlier, however profound, is evaluated. There are several techniques used and multiple assessors are involved to assess candidates in different simulation and exercises.

Simulations exercises are an integral part of both assessment and development centers. They basically are situations, exercises and conditions which imitate the real-life working scenario of the assessee. They find a special place in assessments because they allow opportunities to observe and assess the assessee's behavior pertaining to each job-related competency. Examples of simulations include group exercises, in-basket exercises, structured interviews, presentations, and fact-finding exercises.

Development Center

Development Centers and assessment centers are often confused as being the same as they use the same techniques to evaluate employees. But there are certain clear differences between them. A development center like an assessment center uses assessment techniques like simulation, psychometrics etc, but the purpose of it is totally different. **A development center as the name suggests is conducted only for the developmental purposes of the employees.** It is conducted to assess potential, to identify strengths and development needs and the end result is a well documented individual development plan for each participant.

The Development Center can be as long as 3 days where each day the participants undergo simulation exercises. It also, has a pre defined competencies and behaviors as reference point which are assessed during assessments but unlike assessment centers feedback is an important component of development centers. During assessment centers it is only the decision that is shared with the candidates but in the development center, the candidate is provided feedback after every exercise and towards the closing of the development center an elaborate feedback session may be conducted which lays the foundation for the development of an

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individual development plan for the participant. As the spirit of a development center is to create an open and transparent atmosphere for learning, mistakes are not treated negatively but are looked upon as learning opportunities by both assessors and assessee. The role of the assessors in the development center also becomes larger as they now have to also play the part of learning partner with the assessee. They are more open to hear the assessee and help them realize and explore their areas of strengths and development.

A development center when used in the organization has a greater acceptability amongst the employees as it is seen as a non-threatening and objective assessment of development areas. Involvement and buy in of line managers can be beautifully integrated in the development center process by sharing information with them regarding the performance of their subordinates or team members and seeking their feedback about the participants on their on the job performance. This creates a partnership which is crucial for the individual development plan created after development center to be acted out and the goals outlined, achieved.

Emerging developments in training

Every year brings new developments to the world of Training and Development. Here are some training and Development trends that every eLearning professional should know.

1. Personalization

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Personalized learning paths have been among the top Learning and Development trends for years. This is due to the fact that "one-size-fits-all" online training courses seem to always fall short of expectations. Corporate learners need to be able to focus on their areas for improvement, instead of keeping pace with their peers. Learning and Development personalization may come in the form of non-linear eLearning course maps, individualized online training contracts, or self-directed online training activities. The key is to gauge the gaps with pre-assessments, and then give corporate learners the online training resources they require to bridge them.

2. Bite-Sized Support Resources

Corporate learners usually don't have time to sit through a half-hour online training course. Especially when they're in the middle of a task or trying to overcome a common challenge. This is why bite-sized support resources are essential in corporate L&D. Everyone gets the information they need to solve the problem and build their skills on the spot. Thus, organizations improve their online training ROI and employees are more satisfied in the workplace. Everybody wins!

3. Robust Reports And Analytics

LMS metrics, website stats, and other sources of Big Data give you the ability to continually improve your L&D strategy. You can track corporate learners' performance in order to identify patterns and trends, as well as highlight individual strengths and

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weaknesses. Therefore, you have the power to intervene when necessary and offer the ideal supplemental online training resources. For this reason, it's essential to look for a **Learning Management System** with robust reporting and analytics features.

4. Self-Paced Online Training

Corporate learners must be able to go at their own pace and focus on individual areas for improvement. Self-paced online training is one of the top Learning and Development trends for 2018 and beyond because different employees require different online training resources. They need to train when it's most convenient for them so that they can retain and recall the information. This involves setting their own schedule, developing targeted goals, and seeking out online training resources autonomously.

5. Gamification

Badges, points, and leaderboards incentive the online training experience. Corporate learners who may lack the passion and drive to actively participate can use these tools as a springboard; at least, until their intrinsic motivation kicks in. Gamification also serves as a valuable feedback tool. For example, a corporate learner is unable to earn a badge or advance to the next level. This indicates that they need to improve in this area in order to achieve the desired outcome. There is one caveat to keep in mind, however. The rewards must justify the risk. Likewise, you have to find the incentives that spark motivation. For instance, leaderboards are beneficial for some but others might prefer less competitive game mechanics.

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6. Responsive Design

Multiplatform-friendly online training content gives corporate learners the power to access online training resources on any device; from laptops to the latest smartphones and tablets. As such, responsive design **eLearning authoring tools** and **Learning Management Systems** are "all the rage" in Learning and Development. These platforms allow eLearning professionals to create a master version of the online training course with breakpoints. The system adjusts the layout based on the device. This gives every corporate learner the opportunity to navigate the online training course with ease and actively participate in the online training experience.

7. Collaborative Online Learning Cultures

Organizations are now striving to build **eLearning communities** that foster personal development. As a result, collaborative online learning cultures are becoming the new norm. Employees are encouraged to work with their peers to solve everyday challenges and share their experiences. A by-product of this is informal and spontaneous learning experiences on a global scale. Everyone contributes to the community and has the ability to expand their own knowledge and skills.

8. Virtual and Augmented Reality

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Virtual Reality and Augmented Reality online training content is becoming more common every year. This is primarily due to the fact that it has so many applications in Learning and Development, from immersive task-based online training simulations to more interactive serious games. Virtual and Augmented Reality have the power to transform online training experiences by putting corporate learners into the middle of the action. Thus, they are able to gain more real-world experience in a risk-free environment.

9. Online Mentorship Programs

Corporate learners have experience, knowledge, and skills to share. Online mentorship programs facilitate this exchange and give corporate learners more control over the online training process. You can make this collaboration even more effective by incorporating training contracts. As a result, corporate learners have the power to create personalized goals and set milestones.

10. Social Learning Experiences

A majority of your corporate learners already use social media, **blogs**, and online discussions. Therefore, they are a great addition to Learning and Development initiatives. Corporate learners can use these social learning tools to interact with peers and gain valuable feedback. They also have the ability to share online training resources and create their own **online training content**,

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which improves comprehension. For example, create weekly blog posts to recap the subject matter and explore their own perspective, or participate in social media groups in order to discuss important topics and share tips.

Coherent Training Strategy

The two important components in the process of designing coherent training strategy are: i) systems approach to training ii) training policy. The systems approach to training is an important components of training programme. The systems approach intends to keep various aspects of training programme connected in a systematic manner so that the goal of a training programme is achieved. It is a scientific way of conducting any training programme. According to Sharma (1977), “the system approach has introduce the new type of increased professionalism and expertise in education. It calls upon the educator to see his activities as a whole, the teacher, and the management system for putting these and other resources together in a functional system”. Through the systems approach, the education training programme is made easier for the trainer to achieve a goal. The other important aspect of training strategies is the Training Policy. Training policy broadly aims at identifying the objectives which training should meet, those that would help in improving the knowledge, attitude and skill of the trainees.

New Concepts of Training

Here are some of the top trends in Corporate training and development that enterprises can implement to upskill their workforce:

1. Artificial Intelligence (AI)

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As the market for artificial intelligence solutions continues to grow, every industry is becoming more AI and data driven. Incorporating AI in learning or training and development would mean more automation and personalization.

You must have seen chat bots on websites? The way it responds to your queries and offers suggestions resemble a human presence on the other end.

In a way, **AI mirrors human intelligence and behavior, creating a personalized experience for the user.** With the help of algorithms, AI-based learning platforms can perform data analysis, measure the ROI, share recommendations based on the users' previous interaction with the tool.

An AI-based learning tool can also share tailored training plans and resources for individual employees. So, investing in an AI-powered learning platform will enhance the learning experience of your employees.

2. Personalized Training

Creating personalized employee training programs that are ~~tailored~~ to each employee's learning needs is an approach that can deliver better outputs in terms of productivity.

It has already been established that the one-size-fits-all approach doesn't work anymore.

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Hence, L&D teams are designing training modules with targeted objectives and milestones that an employee is expected to achieve. And at the same time, allowing the employees to set specific goals for themselves and map out the strategies to achieve these goals.

Although this approach is time consuming, it produces positive results. By creating a personalized training program, you are providing your employees with relevant resources that will improve their skills and increase their efficiency.

Personalized training programs are based on the employees' current skills, knowledge, and learning needs, and focuses on individual employee's strengths and weaknesses and aims at improving and overcoming them.

3. Need-based Training

Self-learning courses have been on the rise, where employees select courses that they wish to learn on online learning platforms.

So, instead of employees looking for sources to train themselves, why don't you provide them with the required training opportunities? The L&D teams can conduct a survey of the skills that employees wish to learn or enhance.

They can then arrange for workshops or create an online training module for the same. Providing continuous and customized learning opportunities will help your employees learn new skills and implement them at work.

4. Gamification

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Gamification, simply put, is the application of certain gaming techniques into the employee training program. It is widely known that recognition and rewards motivate employees to perform better at their workplace.

Gaming usually involves competitive behavior, where players try to aim for the highest score. Therefore, enterprises want to create a competitive environment at work to boost employees' productivity.

Employee training programs can be gamified by introducing leaderboards, providing badges/certificates as a token of recognition, introducing reward points when they complete a level in the course module etc.

Enterprises are utilizing this trend to increase participation and motivation and eventually increase engagement and productivity. Employees believe that working in an engaging work environment empowers them to put in more effort.

Here are the the Benefits of Gamification In Business

5. Augmented Reality

Though a bit expensive, it is totally worth investing in for the immersive learning experience that it provides. Incorporating augmented reality into training programs generates much more engagement than a regular training session.

AR displays a computer-generated 3D visual on the learners' mobile screen that is superimposed over a normal image or object. Augmented reality is being used in many industries such as healthcare, automobile, architecture, sales, etc., to provide in-depth training to employees.

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With this technology at hand, employees can be provided with an in-depth understanding of a product.

For example, sales professionals can see an augmented version of their product which they can rotate and zoom for a better view. They can use this feature while pitching the product to their prospective clients.

6. Virtual Reality

The terms augmented reality and virtual reality are usually spelt in the same breath. But there is a vast difference between the two.

While augmented reality allows you to view an enhanced version on a device screen, virtual reality completely immerses you in the learning process by virtually changing your current environment.

A number of industries have incorporated virtual reality as part of their employee training programs, in order to improve their learning experience. Moreover, it's a safe space to try out various theories and see what works best.

This practice of providing in-depth learning has already caught up with most companies and is believed to gain more exposure in newer avenues.

7. Experiential Learning

Experiential training is nothing but learning by doing. Employees are presented with real-world situations that actually apply to their job.

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Simulations training and role play are prime examples of experiential learning, where employees have to work upon hypothetical yet real-world scenarios and come up with a logical solution to mitigate problems.

This type of training allows for critical analysis and quick thinking. Learning from mistakes as well as successful attempts helps in improving the learners' skills and abilities.

Therefore, experiential learning is a trend that many organizations will be leveraging to bridge the gap between theory and practice.

8. Microlearning

With businesses becoming more mobile-oriented, the need for microlearning is ever increasing. Microlearning will definitely see an upsurge in the coming years.

Creating short knowledge nuggets, designed to address the immediate learning needs of the employees, and making it available at the precise time of need is what makes this form of learning more important.

The short bursts of information can be in the form of text, videos, animation or even audio. The idea behind microlearning is to equip the employees with learning material that they can access whenever they want.

9. Mobile Learning Apps

Creating a mobile app specifically for employee training increases employee engagement significantly. As mobile users are increasing, the amount of time they spend on apps has also increased.

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Factors to improve effectiveness of Training

Building and managing your employee training program has become much easier with modern training platforms. But designing and running it correctly is still the responsibility of the training manager. Like most things, getting a corporate training program right can be challenging at first, but becomes easier with practice. To save time and benefit from our experience, here are 7 tried and true tips to help you improve your employee training and development.

1. Use Blended Learning

While study-at-your-own-pace eLearning is a great alternative to traditional training for most cases, it's not meant to replace it entirely. Certain skills are still better taught in person. This category includes skills that involve physical action (e.g., operating hardware equipment) or depend on personal interaction (e.g., sales techniques).

If your training courses cover such skills, one easy way to improve training in the workplace is to adopt a mixed training approach that combines Instructor-Led Training (ILT) with regular eLearning. This training style is known as blended (or "hybrid") learning. The ILT part of blended learning doesn't have to take place in some physical classroom. Instructor-Led Training can refer to both traditional lectures and teleconference (or webinar) sessions.

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A modern eLearning platform such as TalentLMS will allow you to combine all these options and seamlessly schedule, manage, and monitor your ILT sessions along with your regular online training courses.

2. Take Learner Analytics Seriously

You can't improve what you can't measure. If you want to improve the effectiveness of your employee training and development program, you first need to measure it. Fortunately, modern LMS platforms make it easy to get all kinds of statistics on the progress of your learning program. While smaller companies might choose to opt out of using them, training analytics is especially important for larger organizations.

As the number of learners and courses increases, and perhaps spans multiple training groups, departments, and branches, it's impossible for instructors and training managers to stay ahead of training developments on an individual level.

To improve training program, make it a habit to monitor the training analytics. This will help :

- get a feel of the overall progress of your training program,
- identify and fix skill gaps,
- spot problems in your courses (e.g., lessons that are extremely hard),

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- identify aspects of your training program that could be improved,
- recognize and reward training effort,
- discover your top talent.

3. Create Learning Paths

A training curriculum is not a bunch of distinct courses. Rather, it's an educational journey, and the courses a learner takes are stops along that adventure. Instructors call such a collection of courses a "learning path". And a well-thought-out training program should offer multiple learning paths for employees, based on their existing skills and future career goals.

When designing your employee training and development program, start with the job positions that you want to train your staff for, and combine courses in ways that let employees of different learning levels progress to higher roles. During this stage, it's important to take employee feedback into account. You can gather input from regular employees through a company-wide survey, and sit with team leaders and management to discuss mid- and long-term skill needs on a higher level. After you've come up with a basic training program, use the testing functionality of your eLearning platform to identify skill gaps and assign employees into different learning paths.

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Don't insist on everybody following a curriculum from beginning to end. Allow employees that already possess some of the skills that their learning path is meant to cover to jump directly to more advanced courses. If possible, have instructors sit down with individual employees – especially your top talent – to identify key areas of improvement for the employee, and come up with personalized learning paths for them.

4. Have A Mission Statement

To improve your corporate training program, you first need to understand its purpose. What are you trying to achieve through your corporate training? Do you need to increase productivity? Do you want to improve your management? Are you trying to close existing skill gaps? Do you want to teach your staff the skills required to enter a new market (or even a new industry)? Do you want to increase knowledge retention or battle employee churn?

Use your answer to these questions to come up with a mission statement – a set of high-level concerns and principles to guide you in the implementation and assessment of your training program. A mission statement is meant to describe and reflect your overall corporate training strategy and help you improve training and development in your company – not to detail and micromanage every aspect of your training program. It should not be set in stone either. You should be flexible with aspects of it that don't work for you anymore, and adapt it to cover new business goals and changing market conditions.

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5. Include Soft Skills Training

Leaving soft skills out of your training schedule is one of the most common corporate training mistakes. While hard skills are crucial for everyday workflows, soft skills are equally necessary for management positions and roles that involve customer interaction. Your training program should strike a balance between teaching hard technical skills (office software, accounting, etc.) and promoting soft skills such as leadership, decision making, time management, and conflict resolution. Soft skills training is a good fit for a blended learning approach, as many of them involve cross-personal interaction and are hard to cover in a regular online learning course.

Use the Instructor-Led Training tools of your LMS, such as teleconferences, webinars, and in-person training sessions, to teach people skills in a realistic setting, and regular eLearning material to cover the theoretical aspects.

6. Ask Your Employees What They Need

To improve your corporate training program, it's not enough to take your business goals and training ROI into account. You also need to understand what your learners need, what their career goals are, and how your training program affects them. Upper management can help determine long-term training goals and skill needs, but they won't know the current "truth on the ground" needs as well as your regular employees. Even skills gap tests can only tell you so much, since they are based on a predetermined set of questions.

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To improve your corporate training program, go directly to the source. Ask your employees to tell you which skills they need (or want) to learn, and which courses they believe will have a significant impact on their productivity. Observe their everyday workflows, too. Some skill gaps will be clear to an observer but not to your employees because they'll be so used to one way of doing something that they can't imagine a more productive alternative.

Last but not least, your support desk (if your company has one) will be an excellent place to search for skills that you need to teach. The majority of employees open the same type of tickets (often repeatedly), from which you can easily spot general trends that reveal skill gaps and common workflow disruptions.

7. Reward And Recognize Training Achievements

Even the best corporate training program will fail if management can't motivate employees to embrace it. Such motivation can take several forms. But in general, they all boil down to recognizing and rewarding training efforts.

To encourage and nurture a learning culture, combine symbolic rewards (e.g., gamification points and badges), psychological recognition (e.g., encouragement from instructors or management), and tangible rewards (e.g., promotion opportunities, office perks, bonuses, and so on). Your goal is for staff to view skills development as necessary for their professional development, as opposed to a temporary annoyance that interferes with their actual work. Don't just celebrate training results (e.g., course grades).

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Also look for, and reward, the application of newly learned skills. This will help employees connect their training to their everyday workflows.

Management Training in future

Step 1: Be aware of the correlation between learning and development –

- Utilising the various opportunities of learning and development that are available;
- Acquiring the knowledge necessary to solve a problem or achieve a certain goal;
- Gaining skills to use new information to accomplish business activities;
- Implementing new observational techniques.

Step 2: Considering different approaches to learn about management –

- Understanding the different approaches to increase your knowledge about management;
- Utilising formal, comprehensive and systematic approaches to accomplish desired business outcomes;
- Maintaining a balance between formal (traditional classroom guidance) and informal (reading books, on-the-job training or keeping a diary) approaches to learning and development.

Step 3: Learning about management –

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- Getting acquainted with the organisational context of management;
- Learning about organisational systems, their dimensions, life cycle and culture;
- Acquiring the knowledge and skills required for effective management in organisations.

Step 4: Identifying your learning objectives and activities –

- Getting assistance from a mentor or a personal coach;
- Practising management skills such as planning, organising, leading and coordinating;
- Starting a new project or workplace activity to focus in a new direction, as well as influence others;
- Working towards narrowing performance gaps that are indicated by your supervisor while reviewing your performance;
- Taking advantage of upcoming opportunities to reduce opportunity gaps in your career;
- Assessing your management skills and practices.

Step 5: Considering additional sources of learning –

- Collecting ideas from friends, peers and supervisors about management skills;
- Identifying behavioural traits and qualities of senior managers;
- Taking up an internship that involves persistence, risk and initiative;
- Taking up a management role in an association;
- Volunteering to manage community projects.

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UNIT V ORGANISATIONAL DEVELOPMENT

Concept, Theme, characteristics, Process. OD interventions- Characteristics and classifications - OD Interventions based on target groups, Process OD Interventions, Structural OD Interventions. Applicability of OD.

Concept of Organisational Development:

Overview of the field of OD:

- It is an Organizational improvement strategy.
- It is all about how people and organizations function.
- OD programs are long term planned.
- It mainly deals with people problems and work related problems in an organization.



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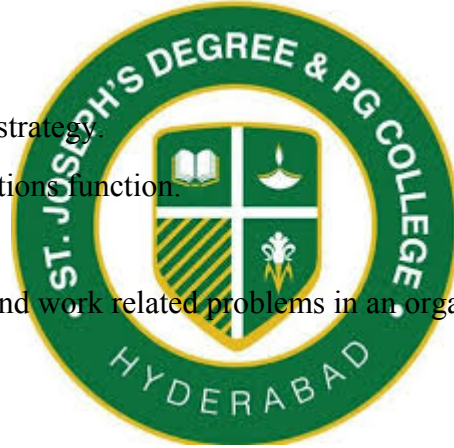
Meaning & Definition of OD:

Various definitions for OD have been given by OD experts like:

“OD is a systematic application of behavioral science knowledge to the planned development and reinforcement of organizational strategies, structures and processes for improving an organization’s effectiveness.” **(By Cummings and Worley).**

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Characteristic features of OD:

- Focuses on culture and processes.
- It encourages collaboration between leaders and team members.
- Team importance is given in OD.
- OD focuses on social and human side of the organization.
- Participation and involvement in problem solving are hallmarks of OD.
- It focuses on total system change.

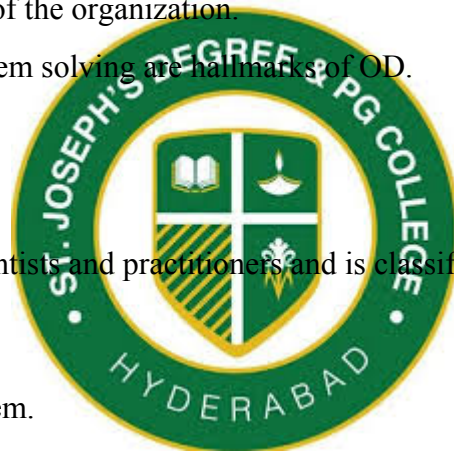
History of Organization Development:

It is rich with contributions of Behavioral scientists and practitioners and is classified into various stages as mentioned below:

- The Laboratory Training Stem
- The Survey Research and Feedback stem.
- The Action Research stem.
- The SocioTechnical and Socioclinical stem.
- The Second generation OD

OD Interventions:

Meaning & Definition of OD intervention:



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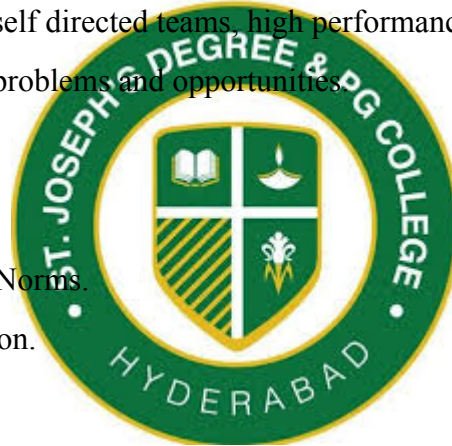
“OD interventions are sets of structured activities in which selected organizational units (target groups or individuals) engage in a task or sequence of tasks with the goals of organizational improvement and individual development.

Importance of OD interventions:

- To help organization members address specific problems effectively.
- Interventions are aimed at developing self directed teams, high performance work systems etc.
- They address a wide range of specific problems and opportunities.

Expected results from OD Interventions:

- Feedback
- Awareness of Changing Sociocultural Norms.
- Increased interaction and communication.
- Confrontation.
- Education.
- Participation.
- Increased accountability.
- Increased energy and optimism.

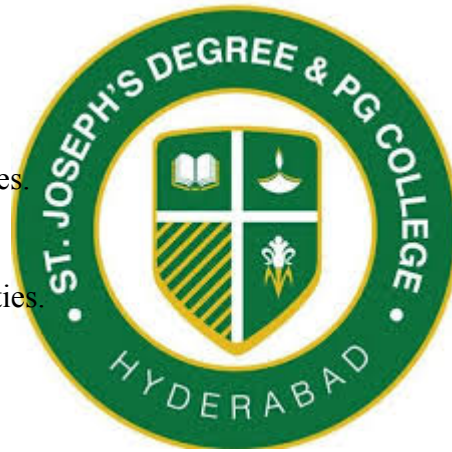


OD Classifications:

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OD interventions are clumped together in terms of (i) the objectives of interventions (ii) the targets of interventions. **The following are the major “families” of OD interventions:**

- Diagnostic activities
- Team Building activities
- Intergroup activities
- Survey Feedback activities
- Education and Training activities.
- Techno Structural or Structural activities.
- Process Consultation activities.
- Grid Organization Development activities.
- Third- Party peacemaking activities.
- Coaching and Counselling activities.
- Life and Career Planning activities.
- Planning and Goal Setting activities.
- Strategic Management activities.
- Organizational Transformation activities.



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Target Groups for OD interventions:

- Individuals
- Dyads/ Triads
- Teams and Groups
- Intergroup Relations
- Total Organization

Foundations of OD:

Introduction

The following concepts are involved in the foundations of OD

- Models & Theories of Planned change:
 - ✓ Kurt- Lewin 3 stage model of Planned change.
 - ✓ The Burke- Litwin model of Organizational change.
- Systems Theory
- Participation and Empowerment
- Teams and team work
- Parallel Learning structures
- A Normative- Reeducative strategy of changing



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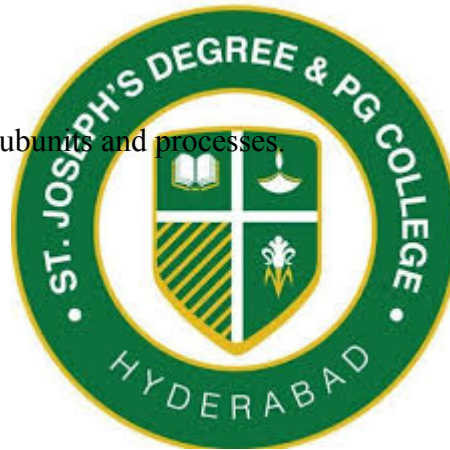
- Applied Behavioral Science theory
- Action Research

Managing the OD Process:

Introduction

All OD programs have 3 components:

- **Diagnosis**
 - ✓ Diagnosing the subsystem, its subunits and processes.
 - ✓ The Six Box Model
 - ✓ Third Wave Consulting
- **Action Component**
 - ✓ Nature of OD interventions
 - ✓ Analyzing Discrepancies
- **Program Management**
 - ✓ Warner Burke Phases of OD programs.
 - ✓ Cummings & Worley model for Managing change.



Creating Parallel Learning structures

Action Research and OD:

- Action Research: A Process and an Approach

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- Definition of Action Research
- Action Research model for OD
- Various examples for Action Research in Organization Development.

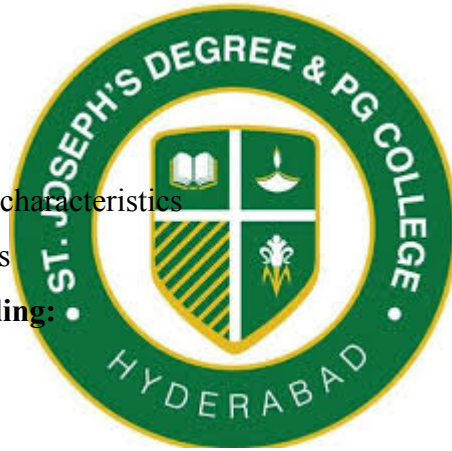
OD Interventions:

(i) Team Interventions

- Teams and Work Groups:
 - ✓ Cross Functional teams.
 - ✓ Effective teams & their characteristics
 - ✓ High Performance teams

Techniques & Exercises used in Team Building:

- Role Analysis technique
- Interdependency exercise
- A Role Negotiation technique
- Responsibility Charting
- Force Field analysis



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(ii) Inter Group Interventions

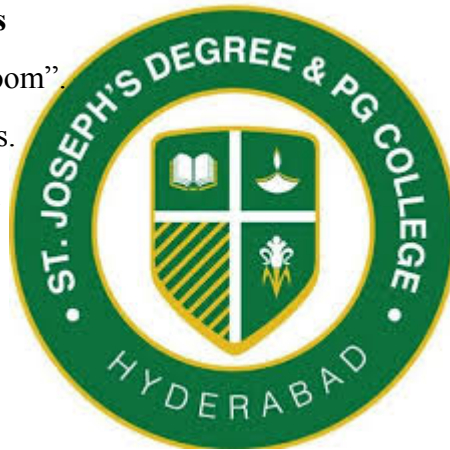
Blake, Shepard and Mouton 6 step model of Intergroup interventions.

(iii) Third Party Peace making interventions

Walton's Approach to Third party peace making

(iv) Comprehensive OD Interventions

- Getting the whole system in the "Room".
- Search & Future search conferences.
- Beckhard's Confrontation Meeting.
- Strategic Management Activities.
- Real time strategic change.
- Stream Analysis.
- Survey feedback
- Grid OD.
- Schein's Cultural analysis.
- High Performance systems.



(v) Transorganizational

Team Interventions

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- Teams and Work Groups:
 - ✓ Cross Functional teams.
 - ✓ Effective teams & their characteristics
 - ✓ High Performance teams

Techniques & Exercises used in Team Building:

- Role Analysis technique
- Interdependency exercise
- A Role Negotiation technique
- Responsibility Charting
- Force Field analysis



(vi) Inter Group Interventions

Blake, Shepard and Mouton 6 step model of Intergroup interventions.

(vii) Third Party Peace making interventions

Walton's Approach to Third party peace making

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(viii) Comprehensive OD Interventions

- Getting the whole system in the "Room".
- Search & Future search conferences.
- Beckhard's Confrontation Meeting.
- Strategic Management Activities.
- Real time strategic change.
- Stream Analysis.
- Survey feedback
- Grid OD.
- Schein's Cultural analysis.
- High Performance systems.
- Transorganizational Development



(ix) Structural Interventions & the applicability of OD

- Socio technical systems.
- Creation of Self managed teams.

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- Work Redesign theory.
- Traditional MBO
- Quality Circles.
- Quality of Work Life.
- Parallel Learning structures.
- Total Quality Management.
- Organizational Transformation.

