
UNIT 9: COACHING AND MENTORING

Structure:

- 1.1. Concept and Objectives of Coaching and Mentoring
- 1.2. Mentoring and Coaching Skills
- 1.3. The Basic Process of Coaching and Mentoring
- 1.4. The Coaching Process and application
- 1.5. The Process of Mentoring
- 1.6. Summary
- 1.7. Self-Assessment Questions
- 1.8. Further References

LEARNING OBJECTIVES

After going through the unit, you should be able to: understand the concept and process of coaching and mentoring; discuss the elements of the coaching process; elaborate the process of coaching; and elaborate the importance of mentoring for employee development.

1.1 CONCEPT AND OBJECTIVES OF COACHING AND MENTORING

In a business setting, coaching is a training strategy in which a more experienced or talented individual provides advice and direction to an employee with the goal of improving the employee's abilities, performance, and career. Coaching differs from the comparable HR skills of mentoring and counselling (as a step in a progressive discipline system). Coaching is one of the tools for management development, however it has a far broader scope than management training. Coaching is a highly personalised procedure that is based on the client's needs as well as the coach's knowledge, skills, and talents. Coaches, on the other hand, can use a variety of well-known tactics and tools in practically any coaching setting. The field of coaching has evolved rapidly as organisations have begun to appreciate the numerous objectives and benefits of coaching, and some organisations are actively working to create a coaching culture. A coaching culture at a company is more than just formal coaching; it's a culture where coaching practises are utilised to



communicate, manage, and influence others. It's also a place where employees' learning and development are valued.

Mentoring is primarily concerned with recognising and developing potential in the whole person. It can be a long-term collaboration in which the learner defines the objectives, which may change over time. The learner is in charge of both the goals and the method. By assisting the mentee to become more cognizant of their own experiences through intrinsic observation, the mentor assists the mentee in gaining insight and understanding.' Coaching is primarily concerned with improving performance in a certain skill area (usually over a short period of time). With or at his proposal, the coach usually establishes the goals, or at least the intermediate or sub-goals. The coach is in charge of the process, while the student is in charge of the objective. In the vast majority of cases, coaching is used.

Mentoring vs. coaching: What's the Difference?

The term "mentoring" refers to the process of guiding someone. Mentoring is a relationship-based, long-term activity with a variety of specific but general goals. It doesn't have to be a time-consuming process. A mentor is a facilitator who works with a person or a group of individuals over time to help them achieve their goals. The agenda is variable and will vary as time goes on. Mentoring attempts to cultivate wisdom, which is described as the ability to adapt one's skills, knowledge, and experience to new circumstances and methods. Coaching focuses on accomplishing very specific goals in a set amount of time. Coaching is concerned with boosting performance and honing specific skills. It usually takes place one-on-one and has a very specific purpose. Mentors and coaches must ask the right questions to their protégés in order to foster enhanced self-awareness and better decision-making. Mentors and coaches aren't expected to solve problems; instead, they should question how the best solutions might be discovered. The mentoring or coaching process evolves over time. The goals are not set in stone, and they may change as the protégé fulfils his or her goals and learns new behaviours. The procedure is repeated until all parties are satisfied that the objectives have been met. Ability to coach and mentor others

Mentoring and coaching skills are somewhat intertwined. Mentors and coaches are both 'critical friends,' but their approaches are different. A coach is more likely to provide direct feedback, but a mentor is more likely to elicit information through inquiry. A coach is a

professional version of a personal trainer that works with the protégé on specific goals and objectives. A mentor is likely to have followed a similar career path as their protégé and will be willing to share their experience. Who is a good candidate for mentoring or coaching?

Elderly people and supervisors have a big influence on the growth of the young people who look up to them (both workers and managers). Young individuals mature as a result of developing a trusting relationship with their supervisors, who nurture, encourage, and guide them. For employee development, there is no substitute for such a dyadic interaction. It is distinguished from training mostly by its intensity or relationship, as well as its emphasis on mutuality and confidentiality. Young employees must establish a trusting and supportive relationship with their immediate supervisors, who can assist them in setting challenging task goals, assisting them in achieving those goals, assisting them in analysing why they were unable to achieve higher performance, and planning for future success. This is known as coaching or performance review, and it involves a supervisor assisting subordinates in analysing their performance and other on-the-job behaviours in order to enhance their performance. When a young person joins an organisation, he or she also requires a senior person in whom he or she can confide and receive counsel and support (someone whom he or she admires for numerous attributes). The person does not have to be, and in fact, should not be, his or her boss. Mentoring is the term for such a relationship, and the senior individual is referred to as a mentor. The word's origins can be traced back to Greek mythology. While on a 10-year journey, Odysseus left his home and son Telemachus in the care of an elderly man named Mentor, who not only helped the youngster grow into a capable young man, but also saved his life on one occasion. Mentoring was born out of this friendship, which became a model. Mentoring is the process of an older individual providing emotional support and direction to a younger person known as a protégé. While mentoring is concerned with a person's overall growth and psychological well-being, performance review, counselling, or coaching (we'll call this process coaching) is concerned with the analysis of job performance and the identification of training needs for employees for further improvement.

Objectives of Coaching

Coaching's major goal is to help the employee grow by taking corrective action. It consists of the following: 1) Assisting him in realising his managerial potential. 2) Assisting him in gaining a better understanding of himself, including his strengths and shortcomings. 3) Giving him the chance to gain a better understanding of his own behaviour and analyse the dynamics of it. 4) Assisting him in gaining a better knowledge of his surroundings. 5) Using effective feedback to improve his personal and interpersonal competence. 6) Encouraging him to establish new goals for himself. 7) Encouraging him to come up with alternate solutions to his difficulties and create a plan of action. 8) Assisting him in a non-threatening appraisal of his progress toward several goals. 9) Providing an empathetic culture for sharing and discussing his/her tensions, conflicts, concerns and problems.

Objectives of Mentoring:

Mentoring's major goal is to give young people a safe place to express their worries while also providing emotional support and advice for their development. It consists of the following: 1) Establishing a trusting relationship with the employees 2) Role modelling for the employees 3) Paying attention to the person's troubles and worries 4) Assisting him in finding alternative answers to his difficulties 5) They are encouraged to share their own relevant experiences. 6) Meeting the emotional requirements of the mentee without making him reliant on the mentor 7) Establishing long-term, personal, and casual relationships.

1.2 MENTORING AND COACHING SKILLS

Mentoring and coaching talents overlap to some extent. Mentors and coaches are both 'critical friends,' yet they employ distinct approaches. A coach is more likely to give direct feedback, but a mentor is more likely to rely on questioning. The professional version of a fitness trainer, a coach is a specialist who works with the protégé on specific goals and objectives. A mentor is likely to have had a similar career path to that of their protégé and will share their knowledge. Mentoring or coaching is appropriate for whom? Mentoring or coaching may be beneficial in some situations:

- senior executives who are unlikely to benefit from traditional training courses
- those on a 'fast track' career programmer
- staff who need to focus more on their career paths

- managers who have reached a career plateau and want to progress, but do not know how to
- anybody developing a new career
- staff or managers who want to change career direction
- employees returning to work after a career break and staff wanting to improve their skills and abilities
- individuals who respond better to alternative learning methods
- mentors and coaches themselves
- Staff and managers working through difficult issues.

1.3 THE BASIC PROCESSES OF COACHING AND MENTORING

Coaching and mentoring are both forms of assistance and support provided to a younger individual by a more senior person (in terms of competence, experience, expertise, and position). Both coaching and mentoring include three processes: communication, empowerment, and assistance. Receiving messages (listening), sending messages (responding), and providing feedback are all part of communication. All of this is handled by the coach or mentor. The process of empowerment is allowing the other person to exercise more autonomy, offering positive reinforcement to encourage desired behavior, and creating situations in which the individual can learn from the supervisor's or mentor's behavior. The basis of helping behavior is the coaches or mentor's concern and empathy for the employees. It also entails a reciprocal relationship, in which the employee responds just as much to the coach's or mentor's needs as the coach or mentor does to the employee. Finally, helping essentially entails determining the employee's developmental needs in order for him to grow and improve his effectiveness.

Both mentorship and performance coaching require effective listening, compassionate responding, and helpful inquiry. The first step in good communication is to listen. Listening entails paying close attention to the other person's varied messages. The concepts being transmitted are the obvious message (cognitive message). The sentiments and fears that the other person may not be able to express properly may be even more veiled. For effective coaching and mentoring, it's critical to pay attention to sentiments and concerns.

The importance of asking and answering questions cannot be overstated. Questions can help or hinder the communication process. Questions can be used for a variety of goals,

including gathering additional information, developing mutuality, clarifying issues, and inspiring thought. In a coaching setting, questions are quite crucial. Some inquiries can turn an employee off or make him more reliant on the coach. Another series of questions can help employees become more self-reliant. The following types of questions are not only not helpful, they hinder the process of effective counselling:

- **Critical Questions:** Questions that criticize, reprimand or doubt the counselee create a gap between him and the coach for example-“Why did you fail achieving your targets?” communicates criticism, whereas “why could you not attain your targets?” would normally communicate invitation to examine hindering factors.
- **Leading Questions:** Quite often unknowingly we ask questions that indicate the answers we want, and then we may get those answers. Such a question may be asked after making a statement. For example a reporting officer may say to his employee: “You could not attain the target because Maintenance Department did not cooperate. Is that true?”
- **Helpful Questions:** The following types of questions may be helpful in developing more healthy relationship, and in increasing the effectiveness of the other person.
- **Trusting Questions:** Questions that indicate that the questioner is seeking help or suggestions, may communicate the trust he has in the other person. The question “How do you think I can deal with the problem I am facing?” is seeking help from the other person. Both the employee and the supervisor may ask such questions.
- **Empathic Questions:** When questions are asked about the feeling of a person, his concern, and his problems not so much for finding solutions as to indicate and express concern of the questioner, these may be classified as empathic questions. When a manager asks an employee: “How is your son feeling Now?” he is not so much seeking information, as he is indicating his personal concern about the health of the employee’s son and thereby he is howling his sympathy with the employee.

Interpersonal feedback is an important input for increasing self-awareness. It helps in reducing the blind area of a person, helping him to become more aware about his strengths and weaknesses. If properly used, it results in a higher mutuality between two persons. The process of interpersonal feedback, and conditions which make it effective, have been discussed in detail (Pareek, 1976). The following hints are reproduced from that source:

Feedback will be effective if the person who gives the feedback (coach) makes sure that it is:

- 1) descriptive and not evaluative;
- 2) focused on the behavior of the person and not on the person himself;
- 3) data-based and specific and not impressionistic;
- 4) reinforces positive new behavior;
- 5) suggestive and not prescriptive;
- 6) continuous;
- 7) mostly personal, giving data from one's own experience;
- 8) need-based and solicited;
- 9) intended to help;
- 10) well-timed; and
- 11) Contributes to mutuality and building up of relationship.

Coaching requires a high level of influence. Making an impression on the individual with whom you are in a relationship is referred to as influencing. This type of impact does not have to be restricted. Influencing is only understood in the sense of constraining a person's autonomy and directing him into predetermined paths by the person exerting influence. Positive influence is the polar opposite of this; the other person's autonomy is boosted, and he has more freedom to make his own decisions. This, too, is influencing, albeit in a different way. When a person is commended or recognized, on the other hand, he is inspired to take greater initiative in trying new things. As a result, his level of autonomy rises. In coaching, the indirect style of influence is used a lot more, such as recognizing and expressing sentiments, acknowledging and applauding the counselee's good ideas, and asking questions that encourage thinking and inquiry.

1.4 THE COACHING PROCESS

Coaching is a popular approach of staff development that has resulted in excellent corporate results. According to a 2019 survey by the International Coach Federation (ICF) and the Human Capital Institute, a strong coaching culture is connected to superior talent and business outcomes (HCI). According to the ICF/HCI survey, those who have a strong coaching culture had better results in areas like:

- Customer satisfaction.

- Regulatory compliance.
- Talent attraction.
- Profitability.
- Shareholder value.
- Labour productivity.
- Large-scale strategic change.
- New product/service development and delivery.

Coaching, on the other hand, is not for everyone. Some people are resistant to change and are not open to receiving feedback. This is a fault with the individual who is being coached, not a flaw in the coaching technology. Even the most successful employee can benefit from having a personal coach to help them handle challenges and achieve even greater success. Coaching may open up a whole new world in terms of greater candor, more respect from all levels of staff, professional alliances and partnerships, and improved skills to reach strategic goals for individuals who make a commitment.

Coaching is the process of assisting an individual in their professional development. Every manager, deliberately or not, is instructing his employee in his day-to-day work life. An effective manager coach assists his staff in becoming more aware of their strengths and limitations, as well as assisting them in improving on their strengths and overcoming their deficiencies. He aids the employee's development by creating the appropriate emotional climate through a process of mutuality and support. Mutuality entails collaborating with the employee on future plans of action for the employee's development and contribution to the company. Accepting the employee as a whole person, with all of his skills and shortcomings, and encouraging him with love is what support entails. Coaching necessitates the development of particular interpersonal skills, which a manager can easily learn if he is really interested in his employees' development. A manager's coaching abilities are crucial, especially during performance reviews. When the need arises, good managers coach their people in their jobs.

The coaching process has the following three phases: rapport building, exploration, and action planning.

- i. **Relationship Building:** Relationship building is critical for any successful coaching outcome. This phase entails instilling confidence in the employee so that he may open up and honestly communicate his perceptions, difficulties, concerns, and sentiments, among other things. The coach-manager should be on the same page as his employee and pay attention to his orientations. General opening rituals may provide indications to the employee that they are valued and that the coaching transaction is important. Offering the chair, closing the door to signal seclusion, requesting the secretary not to interrupt or not to connect telephonic calls during the session are all rituals that can show that the coach is paying attention to the employee. Listening is demonstrated by physical posture (e.g., leaning forward) and maintaining eye contact with the employee. An environment of acceptance must be established before rapport can be established. The employee must feel wanted, and his coach must be interested in getting to know him as a person rather than a role or position in the company. This is communicated to the employee by the coach listening to all of the employee's difficulties and communicating to the employee that he is listening. By paraphrasing, mirroring, or echoing what the employee says, the coach can convey back to the employee.
- ii. **Exploration:** The coach should try to comprehend as well as help the employee understand his own situation, strengths, shortcomings, issues, and needs, in addition to welcoming him, listening to him, and creating an open environment. Nobody wants to be informed his flaws in a clear manner. The art of coaching is in getting the employee to recognize his own flaws and problems. At most, the coach will ask open-ended and exploratory inquiries. Exploring allows an employee to investigate many facets of a problem, identify previously unrecognized concerns, and bring previously unnoticed issues to the surface. Exploration can be accomplished by asking questions and encouraging the employee to elaborate on a problem he has raised. A number of queries can be employed, as previously mentioned. After some general exploration, questions may be posed to assist the employee focus on the problem. The coach must utilize inquiries to create knowledge on some issues and difficulties, as well as to narrow emphasis in order to identify a more likely problem. If an employee believes that his problem is that others refuse to cooperate

with him, the coach may ask questions to focus the problem down to the person's relationships with a few co-workers, and then questions to assist the employee realize what he does that hinders prospective cooperation. Eventually, the issue may arise as to how the employee can manage a competitive relationship while still collaborating. The first step in improving a situation is to identify the problem. The next step in the investigation process is to diagnose the problem. The findings should lead to a diagnosis. There is little chance of fixing any problem without a diagnosis.

- iii. **Action Planning:** Managers are supposed to mentor and assist their staff in their development. Coaching sessions should conclude with detailed action plans for the employee's development. Some of the expected effects of such action plans include identifying a training need, job rotation, sponsoring for additional training, increasing responsibility, position clarity, and so on. The coach's primary contribution to action planning is assisting the employee in brainstorming possible solutions to a problem. In addition to encouraging the employee to discuss such options, the coach might subsequently add to this list of possibilities for further investigation. However, this should only be done after some time has passed. The employee's primary responsibility should be to generate alternatives. After the alternatives have been developed, the coach may assist the employee in evaluating the benefits and drawbacks of each option, raising questions about the practicality of the various options, and assisting in the finalization of a plan to be implemented. This may, however, be viewed as a backup plan that could be tweaked when new information becomes available. The final and most important stage of coaching is to communicate and plan for help in carrying out the agreed-upon action plan.

Exhibit 1

Sir John Whitmore popularised the GROW approach in the coaching business with his 1992 book coaching for Performance: Growing Human Potential and Purpose. Whitmore's abbreviation stands for:

- Goals.
- Reality, or current reality.
- Options.
- Way forward, or what you will do.

Coaching, at its best, is about collaboration rather than one person acting as "the expert" and lecturing the other. The client is the organization's expert; the coach assists the client in reaching a greater degree of knowledge. The coach can employ a range of techniques to help with the coaching process, including:

Identifying objective behaviours that can be connected to business outcomes using data from anonymous 360-degree surveys or climate analysis surveys. CEOs are frequently surprised by the gap between their own ratings and those of their subordinates. This could be their first inkling that they've lost connection.

Using personality and behavioural assessments to determine which characteristics and behaviours are dominant or absent, as well as which are simple or difficult to alter.

Active listening; the coach does not solve the client's problems; instead, the client solves his or her own.

Assisting clients in determining what is and is not important.

Taking customers out of their comfort zones.

Recognizing the client's achievements and empathising (rather than sympathising) when the client is upset.

Providing insight based on the coach's personal experiences.

Assisting the client in setting goals, developing a strategy for moving forward, and anticipating and overcoming any roadblocks.

Recommending specific books or other learning resources.

Encouraging writing as a way to become more aware of feelings and behaviours, as well as to keep track of

1.5 THE PROCESS OF MENTORING

A mentorship relationship is a long-term partnership between a young person and an experienced adult. As the younger person goes through a tough moment, meets new obstacles, or strives to address previous problems, the adult provides support, advice, and aid through continuing involvement. Mentor was the name of the person to whom Odysseus entrusted his son Telemachus in Homer's epic work The Odyssey. Mentor was in charge of Telemachus' education and training, and he assisted him in becoming a highly accomplished young man. Socrates and Plato, Lorenzo de Medici and Michelangelo, Sigmund Freud and Carl Jung, and Gandhi and Nehru are examples of renowned mentor and protégé relationships. Mentoring is typically a one-on-one interaction between a mentor and a protégé in which neither party is compensated

involved in the process. Natural mentoring and planned mentoring are the two types of mentoring. Friendship, collegiality, teaching, coaching, and counselling are all examples of natural mentorship.

Planned mentoring, on the other hand, takes place through established programs in which mentors and participants are paired through formal protocols. The most important contribution to our understanding of the mentoring process has been made by Levinson et al. (1978). A mentor, according to Levinson, is a teacher, sponsor, counsellor, skill and intellect development, host, guide, exemplar, and, most importantly, supporter and facilitator in the achievement of the young person's vision for the kind of adult life he wants. Mentoring combines aspects of the parent-child relationship and peer support without being either of these things. Natural mentoring and planned mentoring are the two types of mentoring. Friendship, collegiality, teaching, coaching, and counselling are all examples of natural mentorship.

Planned mentoring, on the other hand, takes place through established programs in which mentors and participants are paired through formal protocols. The most important contribution to our understanding of the mentoring process has been made by Levinson et al. (1978). A mentor, according to Levinson, is a teacher, sponsor, counsellor, skill and intellect development, host, guide, exemplar, and, most importantly, supporter and facilitator in the achievement of the young person's vision for the kind of adult life he wants. Mentoring combines aspects of the parent-child relationship and peer support without being either of these things.

Mentoring requires structure, as well as the development of trust between the mentor and the mentee. An effective mentoring relationship must include elements such as encouragement, constructive criticism, listening, coaching, guiding, and teaching. Mentoring programs in firms may fail if there is no mentor orientation programs, mentors and protégés do not receive skill training, senior management support and involvement is lacking, and criteria for selecting and matching mentors and protégés are not defined. If there is no orientation program for mentors, no skill training for mentors and protégés, no senior management support and involvement, and no criteria for selecting and matching mentors and protégés, mentoring projects in organizations may fail to develop. Although young people unconsciously seek out and find

appropriate mentors during their professional journeys, businesses are increasingly paying attention to this phenomena. Mentoring experience is typically provided to promising young managers. Mentoring and coaching a mentor is assigned to a young manager who is senior in rank and age, perhaps several levels above the protégé; the mentor is not always from the protégé's department. Mentors are chosen for their enthusiasm, availability, and "mentoring competences" (image, empathy, and ability to provide emotional support). A mentor may have a maximum of five protégés.

This arrangement has worked well for Tate Iron. In the box, you'll find an example of an organization's mentorship system. In the mentoring process, there are two basic phases: reliance and interdependence, with counter-dependence serving as a transitional step in some circumstances. During the dependency stage, admiration for the mentor is followed by identification with him, then approval (getting guidance and checking alternative action aides). The mentor and protégée may begin to collaborate and provide emotional support to each other during the interdependence phase, which is marked by trust-building and mutuality. Counter-dependence may develop before inter-dependence if the protégé perceives the mentor as dominating and overpowering. The protégé may reject the mentor and build his own independence. The search for one's own identity may eventually lead to an understanding of the mentor's function and relationship, resulting in interdependence. Several well-known people with well-known mentors went through the counter-dependence stage, and some made significant progress toward interdependence. The mentoring process is comparable to that of therapy. The mechanics of the phases outlined in counselling apply to mentoring as well. Counseling and mentorship are both aimed at assisting an employee in reaching psychological maturity and effectiveness.

Tata Steel (TISCO) has an excellent mentoring program. After a considerable lot of planning, the Neyveli Lignite Corporation began the mentorship system. The system is based on the guru-shishya relationship seen in India (like the Japanese Oyabun-Kobun relationship). Silvera (1988) describes the company's initial experiment, in which 22 retiring senior managers were chosen as mentors and 85 juniors as protégées, with both mentors and protégées receiving training.

As a result, for better results, Coaching should be approached in the same way that any other strategic goal is approached. A commitment from both the company and the person being coached, a plan to achieve goals, qualified coaches, and a follow-up review are all required for successful execution. In today's world, it is easy to receive coaching training and certification. Coaching as a professional path mainly entails individual consulting, while some large corporations have coaches on staff. Coaching is distinguished by its personalized and customized nature, as well as the fact that it is usually done one-on-one, over a period of time, and with a specific business goal in mind. Coaching is comparable to mentoring, but it is not the same thing. The latter is a strategy of career development in which less experienced employees are paired with more experienced colleagues for mentoring via formal or informal programs. Coaching is widely used to help people prepare for or transition into new jobs, improve work habits, adapt to a changing environment, or overcome specific challenges. Coaching is a process of leading the individual being coached from one level of competency to another. It is neither counselling as a phase or technique in a progressive discipline system, nor is coaching teaching or instruction. Coaching is fundamentally a business connection between the organization, the coach, and the person who is being coached, and it entails a customized strategy to match the client.

1.6 SUMMARY

We covered the process and concept of coaching and mentoring, as well as the components of the coaching process and associated topics, in this unit. This section also covers several components of coaching and mentoring, such as assisting, listening, empowering, and asking the proper questions.

1.7 SELF-ASSESSMENT QUESTIONS

1. Elaborate the process of coaching and mentoring.
2. Discuss the importance of coaching as a training method.
3. Highlight the significance of coaching and mentoring in employee development.
4. What is the difference between coaching and mentoring?



1.8 FURTHER REFERENCES

1. Burnard, Philip (1995). Counseling Skills Training. New Delhi: Viva Books.
2. Levinson, D. et. al. (1978). The Seasons of a Man's Life. New York.
3. Orche, G. (1979). Much Ado about Mentors. HBR, 1979, Volume 20.
4. Pareek, Udai (1976). Interpersonal Feedback. New Delhi.
5. Pareek, Udai and T.V. Rao (1978). Performance Counselling. CR Reading No. 18. New Delhi.

UNIT 10: CAREER DEVELOPMENT AND EMPLOYEE COUNSELLING

Structure

- 2.1 Career Planning and Development – Concepts & Meaning
- 2.2 Importance and benefits of Career Planning and Development
- 2.3 Aims and Objectives of Career Planning
- 2.4 Stages of Career
- 2.5 Responsibilities in Career Development
- 2.6 Employee Counselling
- 2.7 Summary
- 2.8. Self-Assessment Questions
- 2.9 Further References

LEARNING OBJECTIVES

After studying this unit you should be able to: define career planning and career development highlight its importance and discuss the various types of careers. Also describe the steps for career planning and development and explain career stages and typical career pattern.

2.1 CAREER PLANNING AND DEVELOPMENT- CONCEPTS AND MEANING

Career paths and career ladders are two traditional methods by which an employee can develop and progress within a corporation. Career ladders are the progression of jobs in an organization's specific occupational fields ranked from highest to lowest supported level of responsibility and pay. Career paths encompass varied sorts of career progression, including the normal vertical career ladders, dual career ladders, horizontal career lattices, career progression outside the organization and encore careers. Employees are generally more engaged once they believe that their employer cares about their growth and provides avenues to succeed in individual career goals while fulfilling the company's mission. A career development path provides employees with an ongoing mechanism to reinforce their skills and knowledge which will cause mastery of their current jobs, promotions and transfers to new or different positions. Implementing career paths can also have an immediate impact on the whole organization by improving morale, career satisfaction, motivation, productivity, and responsiveness in meeting departmental and organizational objectives.

For a long time, the casual, unrealistic assumption is that employees function smoothly along the correct lines, and the notion that employees guide themselves in their careers, has been the source of this lack of concern for career development. It is assumed that the employees' development is complete now that they have been educated, trained for their jobs, and evaluated. Because neither the demands of the organization nor the attitudes and talents of employees are constant, modern people management must be futuristic, looking beyond the current tasks. It's far too expensive to leave one's 'career' to the whims of time and chance, because it's something that needs to be meticulously managed through systematization and professional promotion. Fortunately, there has recently been considerable recognition of the importance of career planning and acceptance of career development as a significant contributor to organizational development. You will learn about the definition, classification, and goals of career development in this unit.

In general, the term "career" refers to an individual's whole working life. In a restricted sense, it can be defined as a person's progression through occupations and/or ranks within an organization. A person's career begins when they are hired and ends when they leave the company, which could be due to retirement, resignation, or death. Changing tasks, duration in multiple jobs, temporary or permanent promotions, transfers, and so on are all part of the career progression process. Let us begin by attempting to comprehend the concept of career development or planning. The following definitions are provided in this context:

- i. Career planning and development are concepts that encompass all events that occur to or are initiated by individuals and have an impact on a person's advancement or promotion, broadening and/or changing employment opportunities, and achieving a different and typically higher status, better working conditions, or increased job satisfaction. This definition revolves around events or occurrences that occur during a person's working life that cause him or her to advance up the hierarchical ladder, expand the scope of his or her duties and responsibilities, earn a raise in pay, and elevate his or her status.
- ii. Career development is the process by which an organization provides career options for its personnel in order to meet its present and forecast manpower requirements. Its goal is to improve the organization's human resource effectiveness through

planned development of their knowledge, skills, and potentialities. This concept lays a larger emphasis on the organization and the goals that are achieved by advancing the careers of those who work there.

- iii. Career planning refers to the systematic and planned flow of events and growth in an individual's field of work or vocation during their employable years. This concept attempts to strike a balance between the two dimensions of the organization's goal and individual goals to reach the top.

It must not be forgotten that a career is fundamentally individualistic; it must relate to an individual without whom it is meaningless. Whatever my own priorities and areas of focus are, career development is a crucial component of an organization's overall human resource management. It must be concerned with both individual and organizational development. Employees seek entire fulfilment (personal, ego, social, and economic requirements, among other things) in the organization, and the organization, in turn, only fulfils itself, its charter of goals, through its employees. As a result, this mutuality denotes a shared interest in the advancement of one's career. Careers in the private and public sectors are inextricably linked. It is now their obligation to assist employees with career planning so that both parties are satisfied. Career development is fundamentally futuristic in the sense that its policies and programs are geared toward the future. It considers long-term horizons, such as the human components of an organization's future in the context of complementary development potentials. It is multidimensional in the sense that all management functions and multi-tiered aspects of personnel policy and practices, from entry into the organization to separation from it, have an impact on career development, including, for example, recruitment, probation, training, deployment, transfers, promotion, motivation, and so on. Career development is the 'pivot' around which the entire people management system revolves; it is the 'hyphen' that connects each stage, phase, and event of an individual's work life; and it is the 'buckle' that secures an employee to the company. Career planning or development is largely "proactive" in the sense that it must anticipate and take efforts to optimize future opportunities rather than being overwhelmed by unexpected events. It is the other word for 'future management,' and it has nothing to do with 'crisis management,' nor does it have anything to do with 'maintenance'

responsibilities. Smooth succession is represented by the process, which represents a systematized continuity and a planned advancement to higher positions.

2.2 IMPORTANCE AND BENEFITS OF CAREER PLANNING

Because human resources are an organization's most significant asset and provide the necessary workforce, it is critical to retain and develop people to their maximum potential. Both the individual and the organization gain from career planning and growth. Appropriate succession planning benefits an organization by ensuring continuity and motivating employees. Human resources must also be constantly developed if the organization is to survive and grow in an ever-changing environment. Career planning and development is necessary, and it must be tailored to achieve the following basic goals:

- a) To secure the right person at the right time, in the right place. It assures the adequate availability of qualified personnel in the organization for future openings. This has two facets: positively, to make succession-planning timely and smooth; negatively, to avoid a "square peg-in-a round-hole" in the organization.
- b) To ensure that the road to the top is open for all.
- c) To facilitate effective development of available talent.
- d) To impart to the employee maximum satisfaction, consistent with their qualifications, experience, competence, performance as well as individualistic needs and expectations, leading to a harmonious balance between personal and organizational objectives. Individuals who see that their personal development needs are met tend to be more satisfied with their jobs and the organization.
- e) To strengthen the organization's manpower retention programs based on adequacy of career compensation, motivation management.

It aims to increase the organization's ability to attract and retain high-potential individuals, as great employees are always in short supply and face fierce competition for their services. Employers who show concern for their employees' future may be preferred by such people. Any potential dislocation, discontinuity, or turnover of people would be avoided with proper career planning and development. To achieve such a broad set of goals, the organisation must assess the strengths and weaknesses of its current infrastructure, its internal support system, typical career patterns that must be tailored to specific needs, and

the elements that go into developing and implementing an effective career development programme, among other things.

Individuals are encouraged to seek and gather information in order to synthesise, gain competences, make decisions, create goals, and take action as a result of career planning. Not only does career planning benefit the individual employee, but it also benefits the company. An organisation can ensure a supply of qualified, committed personnel to replace higher-level staff by developing employees for future positions. This simplifies the organization's internal staffing and lowers the costs of external recruiting and selection. Furthermore, a career planning strategy enables employers to develop and place individuals in roles that are compatible with their unique professional interests, objectives, and ambitions. This increases employee satisfaction and allows them to make the best use of their skills. Finally, career planning can help to retain and motivate employees. Through the career planning process, employees are helped to set realistic goals and to develop the required skills and abilities for target positions.

Table 1
Benefits of a Career Development System

	<i>Supervisors</i>	<i>Employees</i>	<i>Organization</i>
1.	Increased skill in managing own careers	Helpful assistance with career decisions	Better use of employee skills
2.	Greater retention of valued employees	Enrichment of present job and increased job satisfaction	Dissemination of information at all organizational levels
3.	Better communication between manager and Employee	Better communication between employee and manager	Better communication within the organisation as a whole
4.	More realistic staff development planning	More realistic goals and expectations	Greater retention of valued employees
5.	Productive performance appraisal discussions	Better feedback on performance	Expanded public image as a people developer
6.	Greater understanding	Current information	Increased effective-

	of the organization	on the firm and the future	ness of personnel systems
7.	Enhanced reputation as a people developer	Greater personal responsibility for career	Greater clarification of goals of the organization.

Source: Z.B.Leibowitz, C.Farren, and B.L.Kaye, Designing career development systems, San Francisco, CA; Jossey-Bass, 1986, P.7.

2.3 AIMS AND OBJECTIVES OF CAREER PLANNING

Individual potential for advancement and aspirations are matched with organisational needs and opportunities through career planning. Career planning ensures that the right people with the right skills are in place at the right time for the organisation. It specifies what training and development is required for advancement in the career, changing career paths, or remaining in the current position. Its focus is on future demands and prospects, as well as eliminating employee stagnation, obsolescence, and discontent. Through a hierarchy of positions and training and development activities, it provides opportunities for each and every employee of the organisation to advance to higher levels of responsibility, preparing them for succession. The primary goals of career planning are:

- to ensure the right man at the right job and at the right time;
- to maintain a contented and engaged team of employees;
- to provide adequate career options to employees to higher levels of responsibilities; and
- to strengthen the retention programme of the organisation.

When deciding on a placement, a successful career management plan considers an individual's interests, aptitude, specialization, and competence. An organization that believes in a strong career management program is committed to and cognizant of human resource development, as well as providing structural facilities for manpower research, training, and development.

What do people seek from their employment, other from opportunity for growth and development? Because of the large spectrum of individual variances, making broad generalisations is challenging. Furthermore, what people desire from their careers tends to

change over time as they develop in their careers and age. This results in new career interests and demands. Nonetheless, E.H. Schein has identified five major reasons that influence people's professional choices and long-term objectives. These main motivational variables are referred to as "career anchors" by Schein.

- i. Career planning, according to Edgar Schein (1978), is a never-ending process of discovery in which a person gradually develops a clearer occupational self-concept in terms of his or her capabilities, abilities, motives, needs, attitudes, and values. According to Schein, as you gain a better understanding of yourself, it becomes clear that you have a dominant professional anchor, a worry or value that you will not abandon if forced to make a decision. People create certain 'career anchors' early in their careers, according to Schein, which will regulate their specific professional routes. Schein's career anchors describe qualities of work that people value or require in order to be fulfilled personally. They are as follows:
- ii. Managerial Competence: The individual desires opportunities to manage.
- iii. Technical/Functional Competence: The individual desires to use various technical abilities and special competencies.
- iv. Security: The individual is basically motivated by a need for job security or stability in the work situation.
- v. Creativity: The individual is motivated by a need to create or build something.
- vi. Autonomy and Independence: The individual's primary interest is the opportunity to work independently and without organisational constraints.

Later, he added the importance of having a basic vocational identity, which included things like service to others, authority, influence, and control, as well as variation. Employees can advance in any direction they want thanks to career planning and development programs. What people want from their careers differs depending on where they are in their careers. What seemed vital in the beginning may not be so important in the end. Trial/ Exploration, establishment/advancement, mid-career, and late-career are the four distinct career stages defined. Each stage illustrates the individual's unique job requirements and interests.

The process of career planning and growth is never-ending. If a 'career' is defined as a continuous and long period of professional work life encompassing a series of jobs or positions of greater responsibility that are 'commensurate with time and experience,' then

there should be some planning, imparting management programs for incumbents, whether they are managed through a 'cadre' system or a 'position-classification' system. As a result, career development must be balanced and aligned with the acceptable criteria for promotion decisions. The organization should give special attention to how people of various personalities are treated, such as those who are overconfident, impatient, insecure, and so on.

As different profession types demand distinct planning and management, re-training, redeployment, and other programmes must be appropriately adopted as per situational compulsions and customised to individual needs of each target group. Retention Aside from the promotion system, the employee retention programmes policy must encompass all other financial compensation packages, such as salary, bonus, and wages. Non-monetary compensation refers to the feelings of fulfilment derived from fulfilling job activities or from the physical and psychological surroundings in which the job is conducted. Needless to say, all of this contributes to the organization's reputation and acts as a deterrent to employee departure. Developmental policy, in combination with succession planning, especially at the middle and top levels, which are essential components of career development, contribute to increase employee morale and strengthen the organization's growth and advancement. In career planning and development, motivation management through fringe perks, satisfiers, and motivators is critical. Building a solid infrastructure to meet the hierarchy of needs is also critical. Motivation and job happiness should be baked into the job and ingrained in the company's culture. We cannot expect employees to give their all unless they are satisfied, confident that they can look forward to a better future through a just and fair deal in terms of compensation, rewards for good performance, futuristic job enrichment programmes, and other measures aimed at their self-fulfilment; in short, a progressive and fulfilling career. To put it another way, the organisation must be always concerned about the future of its people, their careers, and the management of their development.

2.4 CAREER STAGES

At different times in their professions, people have distinct career development needs. When an organization hires an employee in any of its cadre grades for a long period of time, the employer must not only be interested in, but also actively manage, the employee's career. The employee is in a kind of 'budding' stage when they first start, which is the formative stage of their career. This is the stage in which you establish your individuality. At this point, the organization's role is to guarantee that the employee's worries are addressed, and that he or she is assisted in settling down and establishing

himself or herself. The establishing and developmental stage (sometimes known as the 'blooming' stage) follows. This entails expanding and establishing oneself in a new environment or career. During this early career period, the executive would be in the junior administrative grade or selection grade. This is the period when the organization must not only orient the employees in a manner that will create maximum learning opportunities and favorable attitude towards the organization. It should also be assured that the assignments given to them are optimally tough, putting their abilities and skills to the test. It is vital to design tactics for encouraging a plateaued employee so that he or she remains productive at this point. Some area-specialization advice will also be provided so that they may keep their specialist abilities up to date. To put it another way, the developmental method is a blend of specialist-professional exposure that incorporates both theory and practice. From this point on, executives/managers go to higher career stages, which are more stable or mature (also known as 'full bloom').

2.5 RESPONSIBILITIES IN CAREER DEVELOPMENT

The employee, the organisation, and the manager are all responsible for an employee's professional development. The employee has primary responsibility for their own career, however managers and organisations may help tremendously. To be effective in their professions, each must take on a set of obligations related to their professional development. The organisations responsibilities include:

- providing resources for self-understanding and goal-setting;
- establishing and communicating missions, policies, and goals and objectives;
- providing information on the organization's options and career paths;
- Providing training, education, and mobility opportunities; and
- reinforcing and supporting the manager's role in career development

The manager's responsibilities include:

- giving clear feedback about what employees should reasonably expect;
- providing forums for discussions;
- providing support and opportunities;
- identifying employee potential;
- providing growth opportunities consistent with employee and organisation goals;
- communicating the formal and informal realities of the organisation;

- providing exposure for employees; and
- Linking employees to appropriate resources and people.

The employee's responsibilities include:

- self-assessment;
- setting goals and plans;
- expressing expectations; and
- Making use of opportunities, education and training.

Organizations must now recognize and manage career development if they wish to acquire and keep people who can assist them achieve their constantly changing business demands. The majority of businesses do not provide adequate, if any, training to their present employees. Many organizations, especially large ones, do not have appropriate information about their employees' skills and talents. Companies must figure out how to build a more adaptable, collaborative, and skill-ready environment.

2.6 EMPLOYEE COUNSELLING

"Counselling and psychotherapy are umbrella terms that cover a range of talking therapies," according to the British Association for Counselling and Psychotherapy, BACP (2016). They are provided by skilled practitioners who work with clients over the course of a short or long period of time to help them make meaningful changes or improve their overall well-being." Workplace counselling is "counselling provided to people for problems they are having at work."

- Workplace counselling, on the other hand, is more complicated and involves a number of considerations, such as: Who should give the counselling services? Is it better to choose a counsellor who is skilled in general counselling abilities or one who is specifically educated to deal with workplace issues? Is it possible for an organization's manager to act as a workplace counsellor?
- To whom should workplace counselling be delivered, i.e., who constitutes the clientele? Which is more important: the employers or the employees? Or perhaps both?
- Should there be an in-house therapist or a consultant counsellor obtained from outside the organization?

- What types of challenges and problems should be discussed in counselling? Are the issues confined to the workplace or do they extend to the employers' and employees' personal lives?
- What information could be shared during counselling, and how secure is the information? To put it another way, how much personal and organizational information can employers, employees, and counsellors share?

Counseling literally means to advice and counsel someone about issues that are affecting their lives. However, limiting the phrase "Counselling" to the word "Advice" is incorrect, because counselling is not the same as advising. But assisting the counselled person(s) in figuring out how to solve his or her own situation Counseling is a long-term practice that aims to assist the counselled person(s) in resolving their emotional issues and improving their mental health. Employee counselling, often known as counselling, is a conversation between a counsellor and a counselled person with the goal of having the counselled person feel better about themselves and hence more equipped to deal with everyday challenges and work settings.

According to Warren Redman "Counselling is a process of clarifying a problem held by another person(s), enabling them to take appropriate responsibility for that problem, and then assisting them to arrive at some form of resolution of the difficulty."

Counseling is thus a process of finding a resolution, i.e. determination/perseverance in resolving difficulties, rather than a solution. Employee counselling is advice given to employees on how to cope with and solve problems, and the first step is to comprehend the problem. As a result, counselling assists employees in determining what the genuine problem is that is giving them discomfort. Counseling's primary principle is to train a person to understand and cope with stress, a professional challenge, or an emotional problem in the present, as well as to be prepared to deal with such problems in the future. Counseling has the following characteristics:

- Counseling is a form of communication between the counsellor and the counselled. It's a discussion between the two of them.
- Counseling is a method, not a method of offering advice. It is a long-term process that requires time for the individuals concerned to comprehend the issue and learn how to deal with it.

- Counseling is about explaining and assisting the counselled in handling himself or herself in a crisis and meeting life's expectations.
- Counseling can be provided by both professional and non-professional counsellors.
- Counselling is usually private and confidential so that the employee is free to speak out without any fear of retribution i.e., penalty from the employers.
- Counselling is beneficial to the organization as it helps to solve problems relating to both job and personal life of the employees; thus, helping them perform better on the job and also giving a more humane look to the organization.

Need for Counselling

Employees' emotional makeup has a significant impact on their productivity. Counseling aids in the comprehension of employee grievances and also informs employees about business rules, regulations, and disciplinary actions without being overly impersonal. Wherever there is a problem with the personnel, there is a need for counselling. The issue could be a mid-life crisis, an emotional issue, or a fear of increased workload as a result of a promotion, among other things. The following are some examples of instances where counselling is required:

- 1) Stress has a significant impact on staff productivity and performance. The strain or pressure that affects a person's emotional and physical well-being is known as stress. The impact of stress on employee performance varies from person to person and depending on the severity of the stress. Varying people have different stress tolerance levels or thresholds. Some people do better when they are under pressure, while others do not perform at all. Employee stress can be caused by either on-the-job or off-the-job issues.
- 2) While putting a disciplinary action in motion, counselling comes in handy. A normal disciplinary action in an organization begins with a verbal talk with the offender, which is also known as counselling. Before punishing or penalizing an employee, a counselling session with the offender is required, during which the employee is reminded of the company's rules and policies, as well as the penalties that may be imposed. Rather than emphasizing what the employee should not do,

counselling during the disciplinary process focuses on what the employee should do.

- 3) Counseling is essential to dispel any misgivings about a new position, its responsibilities, or the power that comes with it. Counseling is frequently used to acclimate a newly promoted employee to his or her new workplace and to familiarize him or her with his or her power, responsibilities, and job scope, among other things, so that the employee feels completely confident in taking on a new job promotion.
- 4) Most good organizations now employ a counsellor to provide guidance to mid-career managers. Managers are often well-educated and highly driven until they realize they have reached a point where promotion and upward advancement are only conceivable if someone in the very top job resigns. It is critical that individuals receive counselling during this time in their lives so that they do not lose motivation and become unhappy or discouraged. Most mid-career managers are aware of the issues that they face at work, and all they need is someone to listen to them and understand their situation, allowing them to deal with life's expectations.
- 5) An employee works for an organization for the most of his or her life and is concerned about his or her future when it comes time to retire. If the apprehension is not addressed in a timely manner, it will have an impact on the employee's job ability for the remaining time before retirement, as well as those who work in close proximity to the employee. Counseling can assist the employee in looking forward to retirement with anticipation and enthusiasm rather than dread. Other employees would appreciate such a gesture, which will strengthen their trust and devotion to the company.

Counseling's major goal is to assist employees in improving their mental, emotional, and physical health. A counsellor is someone who can assist a person in achieving self-confidence, self-development, patience, and self-growth in order to help them achieve a better tomorrow. The counselling functions help to attain the goals of counselling. The actions that counselling can perform are known as counselling functions. The functions are as follows:

- i. **Advice:** Giving advice is not sought in counselling because it is a process of self-development that advising would obstruct. However, counsellors are frequently required to give advice in order to show/guide the counselled down a road of action.
- ii. **Reassurance:** Counseling must reassure the employee that he or she is making progress and is on track to achieve the targeted goal. Reassurance can also be interpreted as encouragement. This is especially true in the case of mid-career managers, who can only be reassured that everything will be alright and encouraged to work since the desired goal is within reach.
- iii. **Communication:** Proper communication is a big part of counselling. Employee problems must be communicated to management, as well as management's viewpoints must be communicated to employees. An effective therapy session necessitates communication skills such as listening, delivering feedback, and so on.
- iv. **Emotional tension Release:** Counseling allows employees to let go of their emotional tension. Emotional outbursts allow employees to vent their frustrations and rage to a sympathetic ear, which helps to relieve tension.
- v. **Cleared Thinking:** Talking about a situation with someone helps a person recognize the points and facts that were previously neglected owing to emotional attachment to the problem. In such a circumstance, the counsellor is not required to lead the person; simply listening to the outpouring would suffice. When the counselled person begins to speak, many facts become clear as the counselled person begins to think aloud, which leads to rational and logical thinking and aids in the resolution of difficulties, real or imagined.
- vi. **Reorientation:** Reorientation is the outcome of clear thinking that assists an employee in assessing oneself - one's potential and limitations - and setting new goals and values in accordance with them. Reorientation improves a person's self-esteem and aids in the treatment of depression patients. A positive self-image makes a person more confident and productive at work.

2.7 SUMMARY

The primary focus of an organization's human resource management programme is career planning. A profession is a set of independent but related work activities that gives a person's life structure, order, and meaning. Because of the rapid pace of change in the

existing political, economic, technological, and social systems, career planning and development has never been more crucial. Individuals are generally responsible for their own career planning and growth. The organisation and the immediate manager, on the other hand, should serve as catalysts in the process. The following are the essential components of a successful career-management programme:

- i. Integrate career planning with human resource planning,
- ii. design and clearly define career paths,
- iii. disseminate career related information to potential career seekers,
- iv. publicise and inform about job vacancies,
- v. Develop career counselling, and education and training.

As changes in the workplace and the individual occur, a career plan should be assessed and revised on a regular basis. A comprehensive career management system is established when career planning, career growth, and career counselling are coupled in the proper order. Organizations must clearly employ career planning programs with caution in order to get great results.

2.8 SELF-ASSESSMENT QUESTIONS

- 1) What is a career? What are the factors which go into the shaping of a career?
- 2) Name at least two ways that career planning might benefit an individual.
- 3) Is the concept of career planning and succession planning realistic in today's rapidly changing environment.

2.9 FURTHER REFERENCES

- Hall, D.T., Careers in Organisations, Pacific Palisades, Goodyear Publishing, California, 1976.
- Hall, D.T., and Lorgan, M.A., Career Development and Planning, 1979.
- Schein, E.H., Organisational Psychology, Prentice-Hall of India, New Delhi, 1973.

UNIT 11: COMPETENCY MAPPING AND HIGH-PERFORMANCE WORK SYSTEMS

Structure

- 3.1 The Need for Competency Mapping
- 3.2 What is Competency?
- 3.3 History of Competencies
- 3.4 Who Identifies Competencies?
- 3.5 What Methodology is used?
- 3.6 High-Performance Work Systems
- 3.7. Practical Implications of HPWS
- 3.8 Summary
- 3.9 Self-Assessment Questions
- 3.10 Further References

LEARNING OBJECTIVES

You should be able to define competencies, state the need for and benefits of competency mapping, state the steps in competency mapping, map competencies for your own role, and identify competency categories in terms of technical, managerial, behavioural, and conceptual competencies after completing this unit. The unit also works on high-performance work systems and their application.

3.1 THE NEED FOR COMPETENCY MAPPING

To link company strategies to individual performance initiatives, companies are using the competence method. Companies today deliberately invest in recognising and increasing their employees' competencies as a result of changing organisational needs. Organizations can establish capabilities that will be valuable as the organisation grows through competency mapping. The process of finding core competencies that have the potential to perform something efficiently, meet the organization's goals, and make the organisation successful is known as competency mapping.

"Competency Mapping" is a phrase that has recently acquired popularity in the management field. Firms have become more cognizant of the requirement for competent personnel and establishing distinguished capabilities for every organisation as the global

economy and the world has become a global village. As a result, competency mapping has become popular. This requirement evolved as a result of the following factors:

- Increased manpower costs.
- There is a need to ensure that qualified personnel are available to fill various key tasks.
- Downsizing necessitates getting a lot of things done with fewer people, lowering labour expenses and passing the savings on to the client.
- Recognize that with the correct human resources, technology, finances, customers and markets, systems and processes can all be fixed or managed efficiently.
- The necessity for attention in performing roles—time management, competency nurturing—has enhanced the need of performance management systems.
- As well as the identification of personnel competencies as a strategic benefit in developing the organizations core competencies.

In the recent decade, several organisations have realised the value of this, resulting in a rush for competency mapping and role directories. Competency mapping should already exist in good organisations with skilled HR managers. HR Directors and their senior management have traditionally paid close attention to competencies and included them into their appraisal methods. When L&T, LIC, NDDDB, NOCIL, HLL, Bharat Petroleum, and others revamped their performance appraisal systems, they focused on competency assessment. In the mid-eighties, the Indian Oil Corporation conducted a job analysis and created role directories. Competency mapping is an important and necessary activity. Every well-managed company should have clearly defined jobs and a list of competencies needed to carry out each role efficiently. This list should be utilised for hiring, performance management, promotions, placement, and identifying training needs.

3.2 WHAT IS COMPETENCY?

Any underlying characteristic required performing a given task, activity, or role successfully can be considered as competency. Competency may take the following forms:

- Knowledge,
- Attitude,
- Skill,

Other characteristics of an individual includes:

- Motives
- Values
- Traits
- Self-Concept etc.

Competencies may be segregated in to various areas. In classic article published a few decades ago in Harvard Business Review, Daniel Katz grouped them under three areas which were later expanded in to the following four:

- Technical or Functional Competencies (Knowledge, Attitudes, skills etc. associated with the technology or functional expertise required to perform the role);
- Managerial (knowledge, attitudes, skills etc. required to plan, organise, mobilise and utilise various resources);
- Human (knowledge, attitudes and skills required to motivate, utilise and develop human resources); and
- Conceptual (abilities to visualise the invisible, think at abstract levels and use the thinking to plan future business).

This is a convenience classification, and a given competency may fall into one or more categories, with multiple options. Some businesses refer to this combination as competency dictionaries, and they promote it. A firm's competency dictionary provides thorough descriptions of the competency language it employs. It offers in-depth descriptions in their own language of the many combinations of competences (technical, management, human, and conceptual knowledge, attitudes, and abilities). Teamwork or Team Management competency, for example, can be defined in terms of organization- and level-specific behaviours for a given origination. At the highest level, it could entail the capacity to recognise, utilise, and synergize the contributions of a project team in one organisation, and the ability to motivate and carry along the top management team in another organisation, including diversity management. All aspects of the behaviours (observable, specific, measurable, etc.) to be demonstrated by the individual occupying that function is stated in competency mapping.

3.3 HISTORY OF COMPETENCIES

In the mid-fifties, a group of educators led by Benjamin Bloom in the United States created the groundwork for defining educational objectives and, as a result, the information, attitudes, and abilities that must be cultivated in education. It took several years for Bloom's task force to complete an extensive taxonomy of the educational objectives classed under the cognitive domain. David McClelland, a well-known Harvard Psychologist, is credited with launching the competency movement around the world. His great books "Talent and Society," "Achievement Motive," "The Achieving Society," "Motivating Economic Achievement," and "Power the Inner Experience" uncovered various new aspects of the competences. In Bloom's language, the affective domain was addressed by McClelland's competences. Traditional achievement and intelligence scores may not be able to predict job success, according to data presented by McClelland in an article published in American Psychologist in 1973, and what is required is to profile the exact competencies required to perform a given job effectively and measure them using a variety of tests. This article, combined with the work of Douglas Brey and his colleagues at AT&T in the United States, who presented evidence that competencies can be assessed through assessment centres and that on-the-job success can be predicted to some extent, has laid the groundwork for the competency movement's popularisation.

David McClelland and his friend Berlew established Latter McBer, a consulting firm that specialises in mapping the competences of entrepreneurs and managers all over the world. To map the competences, they devised a new and easy methodology called Behaviour Event Interviewing (BEI). In the 1970s, as people became more aware of the limitations of performance appraisal in forecasting future performance, assessment centres became more common. The establishment of an Assessment Center was a key component of the HRD plan presented to L&T by IIMA professors as early as 1975. L&T completed competency mapping but couldn't create assessment centres for a long time because it wasn't considered a priority.

3.4 WHO IDENTIFIES COMPETENCIES?

Experts, HR Specialists, Job analysts, Psychologists, Industrial Engineers, and others can identify competencies in consultation with: Line Managers, Current and Past Role Holders, Supervising Seniors, Reporting and Reviewing Officers, Internal Customers, Role Holders' Subordinates, and other role set members of the role (those who have expectations from the role holder and interact with him/her). Some important definitions:

The process of identifying the competences required to perform successfully a specific job, role, or set of duties at a certain point in time is known as competency mapping. It entails dissecting a role or job into its constituent tasks or activities and determining the competences (technical, managerial, behavioural, conceptual knowledge, attitude, skills, and so on) required to do the work successfully. The assessment of a particular individual's or a group of individuals' ability to perform the competencies required by a certain function, set of responsibilities, or degree of duties is known as competency assessment.

To test the competencies of a single person or a group of people, assessment centres employ a variety of procedures and assessors. They utilise professional assessors and a variety of procedures to improve objectivity, including psychometric tests, simulation exercises, presentations, in-basket activities, interviews, role-plays, and group discussions. The methodologies to be utilised are determined by the nature of the competences to be assessed.

3.5 WHAT METHODS ARE USED?

The methods are utilized in combination for competency mapping which includes: Interviews, Group work, Task Forces, Task Analysis workshops, Questionnaire, Use of Job descriptions, Performance Appraisal Formats etc. There are various methods of competency mapping which are as follows:

- Assessment Centre: it's a particular function of identifying the skill & the potential for growth. It uses a couple of methods to gauge employees for human resource and manpower purpose & decisions
- Critical Incidents technique: A process of systematically identifying the behaviours that contribute to the success or failure of the competencies in specific situations.

- Interview Techniques Competency Mapping: Every organization has different techniques of interviewing the competencies as a part of competency mapping.
- Questionnaire: a particular technique that's followed by the organization that prepares an inventory of questions that the users would fill during a return.
- Psychometric Tests: the only focus of psychometric assessment is that a lot of organizations use as this a part of the choice process, where there's a natural wariness about the unknown.

3.6 HOW ARE THEY IDENTIFIED?

The following steps may be followed in competency Mapping:

1. Decide the roles for which the competencies need to be mapped.
2. Determine where the roles are located within the organisational structure. This necessitates the definition of role linkages and the clarity of organisational structure (reporting authority, subordinates, peers etc.). Determine the members of the role holder's role set. All persons who have expectations of the position holder, as well as those to whom the role holder has obligations to fulfil, make up the role set members. For example, the role set members of a General Manager in a company may include his boss, the Vice President Commercial and Marketing, four Regional Managers of Sales and Marketing who report to him, seven Managers in his office who are responsible for various products and report to him (Product Manager x, y, z, etc.), some major Dealers with whom the GM works, the General Manager Production, the General Manager Quality, the General Manager Personnel, the General Manager Finance, and the MD.
3. Determine the goals of the function, department, unit, or division in which the role is placed.
4. Determine the role's objectives. What is the purpose of the role? What are the key responsibilities of the position, and so on?
5. Gather the role holder's Key Performance Areas (or KRAs, Tasks, etc.) from the performance appraisal records for the previous two to three years. If they aren't already written, have them written by the position holder or a sample of role holders if there are multiple role holders for the same role. Alternatively, gather any job

descriptions for the post to create a list of all duties and activities that the role holder will be responsible for.

6. Conduct an interview with the role holder to compile a list of the tasks and activities that the individual is expected to do. Alternatively, have the role bearer make a list of all the tasks he is required to complete in his position. Make a task list out of them. An activity is a description of a specific action that the individual position holder is required to perform as part of the responsibilities he is expected to complete as a result of holding the role. Contacting a Dealer to collect unpaid payments, learn about his new requirements, or learn about his degree of pleasure with a product that was delivered to him, for example, are all distinct tasks. For a Manager Sales, they may all fall under the broad category of "Customer interactions." For some roles, the task list may be as long as 15 to 20 items, while for others, it may be as little as five to six. There is no set number of jobs that must be completed. It is dependent on the complexity of the role. It's a good idea to begin with as many duties as feasible.
7. Conduct an interview with the role holder to determine the real knowledge, attitude, skills, and other competences needed to complete the assignment successfully. "If you were to hire someone to execute this position, what attributes or competences would you look for in him/her?" the role holder should be asked. What skills do you believe are required to do this well? What attributes in yourself have assisted you in doing a good job in the past? What were the competences or attributes you lacked that you believed were keeping you from performing a good job whenever you weren't able to do a good job? It may be beneficial to train the job holder to recognise the distinction between knowledge, attitudes, and abilities. For each task, these must be specified. The competencies should be listed using the activities list. The important actions determine the skills required to do the assignment successfully.
8. Repeat with the rest of the members of the role set. Take those who are very critical if the role set members are too many. Internal customers, as well as the boss's subordinates, should be represented.
9. For each assignment, compile a list of competencies from all position holders.

10. Revise and polish your work. Present it to the job holder's supervisors and the position holder himself for approval and finalisation.

3.6 HIGH PERFORMANCE WORK SYSTEMS (HPWS)

A high-performance work system is an iterative process that aligns human resource functions with the organization's strategic goals. Human resources must become a "collection of different but interconnected practices meant to boost employees' abilities and effort," requiring significant effort from management to overcome the administrative function that HR has historically assumed. It's vital to clarify that an HPWS is not the same as the commonly used term "High Performance Organization" (HPO). HPWS refers to the processes leveraged within the HR function of the organization, whereas HPO relates to the entire organization.

HRM philosophies, policies, training programs, administrative practices, and processes must all be considered when integrating HR into the strategic thinking of the firm. These broad categories look at how HR adds value in areas including remuneration and incentives, recruiting and selection, information dissemination, performance appraisals, and role-specific and organizational-wide skill development.

The intrinsic worth of an organization's personnel must come first in order for it to transition into an HPWS. As a result, they must be considered as a legitimate competitive advantage rather than a cost center that drains the organization's resources. HPWS encourages employees to contribute their creativity, tacit knowledge, and ability to adapt to changing market situations, which helps to grow intellectual capital. As a result, three conditions must be set as a means of achieving this goal. To begin, employees must possess information that supervisors lack. Second, people must be motivated to apply these skill sets in their work environment. Finally, the organizational plan must rely on and make use of workers' discretionary skill sets. This necessitates decentralization of hierarchy, which increases job depth for employees and enables for learning at all levels of the business. HPWS, at its core, maximizes workplace specialization and capitalizes on each employee's particular knowledge obtained through consistent success in their profession.

The primary goal of HPWS is to establish a long-term competitive edge in the marketplace. Employee behavior has a direct impact on how customers are treated and can add significant value to a firm. A HPWS's competitive edge can be preserved for a long

time if the execution is difficult to duplicate. In order for this to happen, an HPWS must be implemented and developed over a period of time that allows members to learn from their mistakes and improve as they go. Because of the organic nature of the transition towards HPWS, rivals cannot simply copy the process; it must be witnessed first-hand and allow for modification to organizational needs.

If the primary goal of HPWS is to gain a long-term competitive advantage, the impact must be reflected in the bottom line. By minimizing the number of errors made by employees, skill training contributes to increased profitability. Employees' output quality improves as their knowledge of the whole business and processes grows. Higher levels of engagement and motivation result from an HPWS that focuses on value-added compensation approaches. In this setting, decision-making is centered on the organization's long-term well-being, which aligns both personal and organizational goals. Improved communication, increased quality, longer tenure, and greater adaptation to change are all natural outcomes of HPWS compensation policies. HPWS enable worker input and increase job depth, resulting in less tiredness, more job satisfaction, decreased absenteeism, and lower turnover. The majority of HPWS research has focused on the impact of firm performance, with the following findings:

- Firms that incorporate training into their strategic planning can see a 19 percent improvement in production and a 12% increase in pay.
- Gain sharing and profit sharing can enhance productivity by three to fifteen percent.
- Participation in workplace choices can help to cut down on production time.
- Enhanced levels of job rotation, worker autonomy, and employee involvement in teams were linked to increased productivity by as much as seventeen percent. Skill development adds to a six-year upward trend in stock price of as much as twenty percent.
- These studies would indicate that HPWS create value across a wide range of industries, sectors, and levels of management. As a contributor to the profitability and competitive advantage, HPWS clearly should warrant serious consideration by management to pursue it.

3.7 PRACTICAL IMPLICATIONS OF HPWS

HPWS takes time to build and is a process that demands considerable commitment from executive management, human resource specialists, and people of the company, as described in the background information. These practitioners can use the following methods to help them develop toward HPWS.

- Management support is required for HR to be considered a strategic partner inside the company. HR will be able to move beyond its typical administrative position as a result of this endorsement from executive management. Before HR practices to be strategically integrated, two viewpoints must be aligned: HR professionals must perceive themselves as strategic partners rather than cost centers, and they must understand the operation and strategy of the business unit they support. HR must adopt methods to address employee motivation, selection and development, and effective processes in addition to strategic alignment with functional management.
- When it comes to HR's overall strategic alignment, a concerted effort must be made to incorporate HR in strategic planning which is referred to as Strategic Partnership. The HR components of the overall strategic plan must be properly stated, and the value they produce within the framework of the entire plan must be easily comprehended. Many corporate executives who gravitate into HR have a strong administrative background. HR team members will need skill development training to tell them how their function may contribute value in this way in order to make the move from administrators to strategic thinkers.
- In an HPWS, employee motivation must be handled. A yearly review is necessary to ensure that the employee is aware of his or her professional shortcomings and abilities. This performance evaluation should ideally comprise co-worker, management, and self-reflections of performance in order to encompass a wide range of input. HPWS will give staff with the required training and coaching to either fix inadequacies or provide time for them to further develop their strengths. The personal development plan should be a practical document that lays out a realistic path for the individual to take. These evaluations should be used to determine promotions, with merit taking precedence over tenure.

- Attracting and maintaining talent is a function of internal opportunities and the chance for employees to be rewarded for their achievements. While salary is crucial in an HPWS, it's also important to remember that hiring new staff is impacted (Selection and Development). The extent to which employees are eligible for incentives as a result of their efforts and development as indicated in the performance review will impact the firm's overall appeal to outside hires. Retaining talent is also a function of internal advancement opportunities, which is influenced by the compensation structure.
- Compensation must be viewed in the perspective of the industry's metrics. In terms of cash bonuses, deferred incentive compensation, and total pay at risk, a business must select what range of total compensation they want to be in relative to competitors (as opposed to guaranteed salary monies).
- Finally, HR must concentrate on the results of their work. The focus should be on effective procedures if the goal is to increase quality, output, and lessen the negative effects of an inefficient company. Qualified people must be hired and retained, and the jobs they do on a daily basis must be structured to improve corporate performance.

HPWS is about creating value at its heart, and everything of the work force's activities and responsibilities must be geared toward that goal. Employees must also be given organizational resources and trained to build talents that will help the company function better. HR must be integrated into the organization's overarching strategic vision in such a way that the two aims – employing qualified people and developing positions that contribute to performance – are aligned. A high-performance workplace is more likely to result from the effective implementation of an HPWS within a business. It is possible to improve organizational culture, day-to-day business processes, and value systems. Significant improvements in operational and financial outcomes become feasible and feasible.

In today's knowledge-, wisdom-, and information-based economy, aiding HRD, the objective of this unit is also to explain the fundamental parts of HPWS and to illustrate why forming partnerships with employees makes economic sense for companies. Understanding the findings of recent research on this high-trust, high-empowerment

management philosophy may help business practitioners avoid the pitfalls that "common wisdom" can lead to, and which are increasingly recognized as the source of much organizational dysfunction and decline. Employee involvement is emphasized in HPWS systems, which demonstrate a dedication to fostering an organizational culture based on commitment rather than control. At the same time, high-performance organizations' cultures emphasize the pursuit of excellence, and employees are expected to be well-qualified, highly competent, and continually involved in the organization's improvement. HPWS has been thoroughly investigated by management professionals, who have discovered common management techniques that provide a competitive edge and improve organizational performance. The following is a list of seven human resource methods for increasing revenues by involving employees as full owners and partners in the success of a firm.

- Despite the fact that many businesses are downsizing and recruiting part-time and contract workers to avoid incurring responsibilities to their employees, the research shows that these strategies rarely create new wealth or benefit the long-term bottom line of their businesses to 'Ensuring Employee Security'. HPWS systems encourage employees to form high-trust relationships with one another, which foster commitment and encourage extra-mile and extra-role activity, all of which are crucial for modern business success.
- In order to thoroughly evaluate new hires, companies must first accurately identify the important talents and traits of their employees. It makes more sense to hire individuals who meet the job's needs rather than those who have the highest academic credentials or who appear to be the most attractive on paper and opt for 'Selective Hiring'. Employee retention and long-term fit are improved by identifying non-transferable characteristics such as character, respect for others, and a service orientation.
- The necessity of clearly defining goals and objectives is recognized by organizations that build HPWS cultures is called 'Decentralized Decision-Making'. HPWS firms achieve these aims by delegating decision-making throughout the organization and empowering their staff to provide excellent customer service and achieve optimal organizational results. HPWS exhibits its strong faith in people by

including well-trained and supported self-managed teams that enjoy autonomy and broad discretion in making decisions.

- Creating teams can help people take more initiative, but effective self-managed teams require substantial training, accountability in reporting assignment progress, and continual support to be effective. Using business work teams that are well-trained and supported by a company's senior management team effectively fosters organizational responsibility. This is where interdependent team members' accountability is most crucial, and vital customer-related work is completed. Developing a collaborative accountability culture strengthens corporate ideals while also increasing personal ownership at all levels.
- Creating a remuneration system that rewards employees at all levels when the company succeeds encourages employees to work together toward common goals and raises employee awareness of their contributions to success and achieve 'High Results-Based Compensation'. Employee compensation based on company success is most effective when implemented as part of a high-performance culture that includes profit sharing across the board. Contingent compensation's rationale is implicitly egalitarian and fair, reassuring employees that they would share in the benefits of their labor. Profit sharing or gain sharing among a group also establishes a social framework of accountability to the organization and other team members.
- Almost every HPWS organization stresses commitment-based training as opposed to control-oriented management system training referred to as 'Training by Commitment'. Employee training teaches how to solve problems, accept responsibility for quality, and make improvements in the organization's work practices indicates trust in the quality of people employed and acknowledges employee buy-in to a results-based compensation program. Unlike many businesses, HPWS systems carefully assess the type of training that is most needed to meet organizational goals and then invest extensively in assisting employees in maximizing their potential to succeed. According to research, involving employees in work-related team training boosts their ownership, dedication, and ability to participate to the achievement of critical organizational goals.

- An HPWS assumes that people at all levels of the business may provide useful ideas and organizational changes with ‘Reduced Status Barriers’. Wage disparities and the usage of symbols like as language, dress, physical space, and benefits can give the message to employees that a business values position hierarchically rather than treating each person as valuable and respected. Great firms, according to Stephen R. Covey, attempt to foster high trust cultures by nurturing and developing people rather than managing them. Treating employees as valued partners by removing status barriers, empowering them, and treating them with dignity and respect fosters trust and loyalty.
- Employees are trusted partners who can use this critical information to help their firm achieve its goals when financial, strategic, and performance information is shared. Employees that are highly motivated and well-trained require information in order to contribute to the success of their company and will be cautious in ‘Sharing Key Information’. Although it seems intuitive to share information and provide training on how to use it to achieve goals, many traditional businesses fail to do so, resulting in missed opportunities and diminished trust.

All seven human resource practices are most efficiently implemented by companies that use HPWS. Organizations who seek to piecemeal the implementation of these concepts are considerably less effective than companies that design an integrated strategy to build high commitment, high trust, and high performance, according to the HPWS research. Today's organization must be able to attain both alignment and adaptability, despite the fact that achieving both attributes at the same time may appear paradoxical. However, by embracing the core human resource management (HRM) aspects that make up an HPWS, these seemingly mutually contradictory organizational aims can be achieved. Organizations that succeed in the modern economy ask employees to stretch to achieve challenging goals, demonstrate the discipline to meet performance demands, show a willingness to support and assist team members in accomplishing assignments, and earn the trust of others by demonstrating their commitment to the long-term welfare of the organization and its members.

Finally, the senior management team's dedication and leadership are accountable for establishing an aligned and committed corporate culture, which is critical for establishing an effective HPWS organization that will facilitate effective HRD. Employees who are more devoted to their companies and more likely to engage in the extra-role behaviors that are crucial to organization profitability and competitive advantage are rewarded by organizational leaders who use aligned HPWS systems, according to a growing body of evidence. Great leaders must comprehend the intricacies that are crucial to success in today's firms, be devoted to values that resonate with people, and live out those values in their own lives. The good news for small and medium-sized businesses is that HPWS systems can benefit them as well as larger and more sophisticated businesses when deployed with an emphasis on a culture-wide integration of values. Companies and their executives who fail to include aligned HPWS elements are likely to find themselves in a competitive position that swiftly deteriorates in today's fast-paced economy, throwing them out of business as they struggle to stay up with an ever-changing environment.

3.8 SUMMARY

To summarise, we received some insight into the notion of competency mapping, its creation, technique for conducting it, and how to execute it efficiently in this course. Many firms today are still dominated by autocratic leadership, hierarchical structures, and command and control leadership styles. More effective organisations have adopted either a transactional leadership style, in which leaders assist employees in recognising the work that needs to be done, or a transformational leadership style, in which leaders inspire and motivate employees to achieve more than they previously thought possible. Organizations today face ever-increasing problems and threats that did not exist for previous leaders. Today's executives, particularly HR professionals, must become development leaders in order to grow in a long-term sustainable manner. Developmental leaders prioritise the success and development of those around them. The type of engaged staff required to compete in today's economy is the product of such leadership. Organizations with developmental leaders who assist people reinvent themselves and become more attuned to working with their co-workers in order to compete effectively in today's changing world will prosper, expand, and be sustainable for future generations.

3.9 SELF-ASSESSMENT QUESTIONS

Explain the concept of ‘competency mapping’ and its development.

- 2) State the steps of competency mapping with suitable examples.
- 3) Write an essay on the effective functioning of competency mapping.

3.10 FURTHER READING

- Pareek, U. and T.V. Rao (2004). Designing and Managing Human Resources Systems, Oxford & IBH, New Delhi.
- Lynton, R.P. and Udai Pareek (2000). Training for Organisational Transformation

UNIT 12: BALANCED SCORECARD AND APPRECIATIVE INQUIRY

Structure

- 4.1 Balance Score Card-Concept and Importance
- 4.2 HR Scorecard: A Balanced Scorecard for HRD
- 4.3 Advantages and Limitations of the Balanced Scorecard (BSC)
- 4.4 Appreciative Enquiry
- 4.5 Components of an Appreciative Inquiry process
- 4.6 Integrating HRD with technology
- 4.7 Summary
- 4.8 Self-Assessment Questions
- 4.9 Further References

LEARNING OBJECTIVES

After completing the unit, you should be able to identify Balance Scorecard, explain its limitations and benefits, and describe the concept and components of Appreciative Inquiry, as well as the role of technology in HRD.

4.1 BALANCED SCORECARD-CONCEPT AND IMPORTANCE

What you measure is what you get. Senior executives understand that their organization's measurement system strongly affects the behavior of managers and employees. Executives also understand that traditional financial accounting measures like return-on-investment and earnings-per-share can give misleading signals for continuous improvement and innovation—activities today's competitive environment demands. The normal financial performance measures worked well for the economic era, but they're out of step with the talents and competencies companies try to master today. As managers and academic researchers have tried to remedy the inadequacies of current performance measurement systems, some have focused on making financial measures more relevant. Others have said, "Forget the financial measures. Improve operational measures like cycle time and defect rates; the financial results will follow." But managers shouldn't need to choose from financial and operational measures. They realize that no single measure can provide a transparent performance target or focus attention on the critical areas of the business. Managers need a balanced presentation of both financial and operational measures.

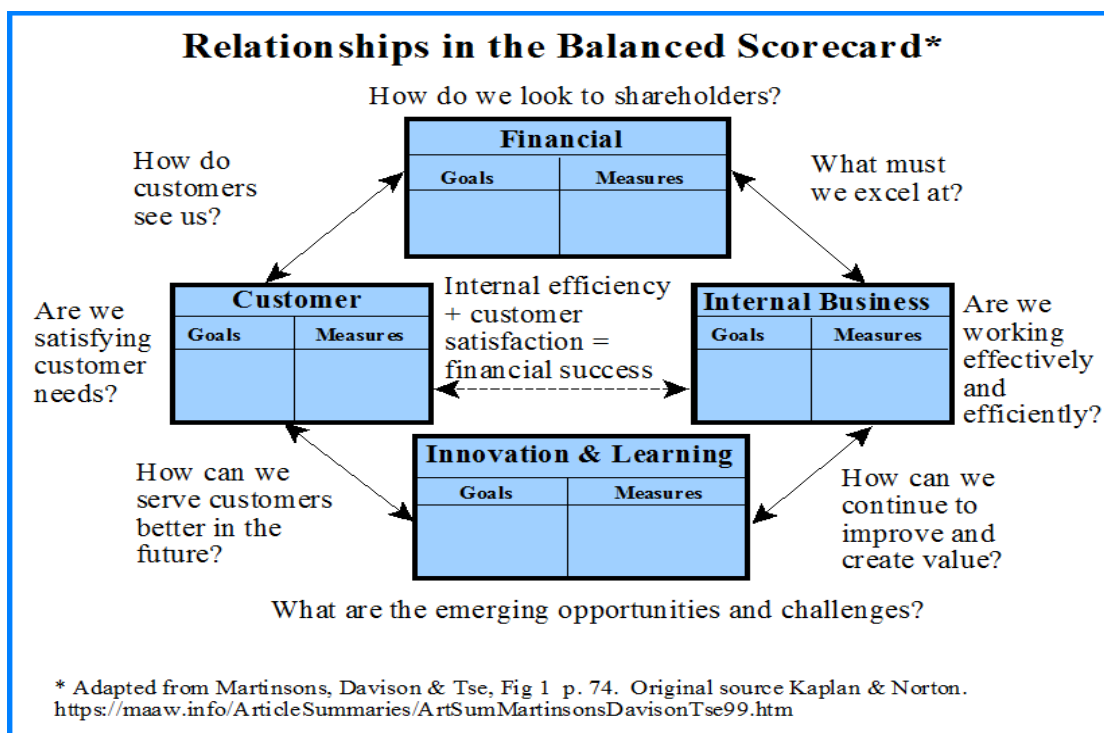
The human resource balanced scorecard can help focus human resource workers on actions that will help the organization achieve its goals by aligning clearly defined department objectives and performance to the company's strategic business goals. It also highlights HR's strategic importance by identifying and quantifying its contribution in concrete, easily comprehensible terms. A balanced scorecard is a strategic management method that combines traditional financial indicators with strategic non-financial performance measurements. This method provides a more "balanced" view of the organization from four points of view: financial, customer, internal business processes, and learning and growth.

Instead, then focusing on a small set of criteria, this Balanced Scorecard tries to look at the firm's strengths and shortcomings from a variety of angles. This Balanced Scorecard does not favor one viewpoint over another; rather, it balances them all. To earn a higher rate of return for shareholders, a company must have a competitive edge based on its capacity to supply certain values to customers. Better, cheaper, and faster products or services can be given to provide these values. This business involves the creation of operations to support product development and order fulfilment. To ensure high-quality operations, the corporation need an organization with the necessary innovation, expertise, and learning. As a result, the financial scoreboard is based on a number of factors that contribute to the company's strength and performance. To have a balanced understanding of the company's internal analysis, it is necessary to go deeper into those perspectives (beyond financial perspectives). As a tool for internal examination, the balanced scorecard offers significant benefits to the firm. It analyses from four different perspectives: financial, customer, operational, and organizational.

First, it assesses a company's strengths and shortcomings by assigning equal and balanced weight to various elements. Second, it "reflects the concept of a hierarchy of intent, with elements linked in a sequence of means–ends relationships." Third, it identifies competitive advantage as a critical component of strategy success. To be useful, the balanced scorecard must only include the measurements that are most significant to the goal and the company's strategic plan; in other words, the measures must result in actionable items. The balanced scorecard must be results-oriented. Measuring turnover or time to fill, for example, is futile if no action is performed as a result of the data. Productivity and retention are two other important metrics that are obviously linked to the company's strategic objective. When properly implemented, the HR scorecard may be a very effective tool for aligning HR with the company's strategic plan. Careful preparation and execution are essential for success. There is

a prevalent misperception that HR has a balanced scorecard. A hybrid of the HR scorecard and the balanced scorecard, the HR balanced scorecard is a hybrid of the two. In the early 1990s, Kaplan and Norton released the first balanced scorecard. In 1996, the two collaborated on a book with the same title. The balanced scorecard is a technique for managing strategy performance. Financial goals, consumer goals, internal business goals, and innovation and learning goals are all listed on the scorecard. These four objectives provide a solid summary of the organization's goals, i.e. the company strategy. The HR scorecard is highly impacted by the business scorecard because the HR strategy follows the business plan.

Figure:1



4.2 HR SCORECARD: A BALANCED SCORECARD FOR HRD

Speed, innovation, quality, and customer pleasure are the hallmarks of the new economic paradigm. The competitive advantage has migrated away from tangible assets and toward intangible assets. Human capital and its effective connection with an organization's entire strategy is now the focus. Human Resources is entering a new era. To meet the demands of prospering in the new economy, the entire system of measuring HR's contribution to the organization's success, as well as the architecture of the HR system, must change. The HR

scorecard is a system for redefining HR's function as a strategic partner by measuring and evaluating it. An HR Scorecard is frequently used by managers to assess the HR function's efficacy and efficiency in producing employee behaviors and, as a result, accomplishing the company's strategic goals. The HR Scorecard is a straightforward metric. It demonstrates the quantitative criteria or "metrics" that the company employs to assess HR activities, employee behaviors that derive from these actions, and the strategically relevant organizational results of those behaviors. As a result, it illustrates the causal link between HR operations, emergent employee behaviors, and the ensuing firm-wide strategic outcomes and performance in a brief yet comprehensive manner.

Example 1

Using the area of recruiting as an example, a balanced scorecard would look something like this:

Objective: Reduce turnover costs.

Description: Develop effective recruiting methods and new-hire orientation methods to optimize the retention of new hires.

Actions:

Identify key attributes of successful employees who stay at the company for two or more years.

Utilize technology more effectively for recruiting and screening applications.

Identify selection methods that will contribute to successful hires.

Integrate branding efforts into recruiting.

Revise the orientation program to ensure new-hire retention.

Measures:

Cost-per-hire (financial).

Turnover rates and costs (financial).

Time-to-fill (business process).

Customer satisfaction with new-hire performance (customer).

New-hire satisfaction with orientation (learning and growth).

Supervisor satisfaction with orientation (learning and growth).

In addition to alignment with company goals, the HR scorecard must also contain the following elements to truly be effective: accountability, validity and actionable, measurable results.

4.3 ADVANTAGES AND LIMITATION OF THE BALANCED SCORECARD (BSC)

Prior to the introduction of the Balanced Scorecard (BSC), most firms relied on traditional performance evaluation methodologies that primarily focused on financial metrics like ROCE, sales, and profits. The Balanced Scorecard is a framework for strategic measurement and management that integrates an organization's goal and strategy into a complete set of performance measurements. The scorecard assesses the organization's performance from four angles: financial, customer, internal business process, and learning and development. A number of multinational corporations have adopted BSC as part of their management control systems in recent years. In the last 15 years, the balanced scorecard has become widely adopted in many enterprises. It clearly offers certain advantages for these companies. Here are some of the advantages of Balanced Scorecard and they are also reasons that make so many organizations adopt BSC.

Advantages of the Balanced Scorecard

- First and foremost, any Balanced Scorecard perspective necessitates the establishment of a number of goals and appropriate metrics. This means that BSC can contribute significantly to the organization's decision-making.
- Second, the Balanced Scorecard prevents sub-optimization, ensuring that one area does not suffer at the expense of another. The importance of teamwork in business culture cannot be overstated. BSC brings together several aspects of an organization, allowing managers to assess the functions of various divisions.
- Thirdly, the Balanced Scorecard combines many distinct aspects of a company's business and strategy into a single report. This can speed up the decision-making process. Each of the four BSC perspectives is critical to an organization's success. BSC generates a report based on a mix of the four views, which can save time for decision-makers.

- Finally, the Balanced Scorecard encourages managers to take a fresh look at their businesses and talk to stakeholders about the issues that actually matter. Employees may be motivated to work harder as a result of it.

Limitations of Balanced Scorecard

However, Balanced Scorecard is not suitable and applicable for every organization in the world. It has few limitations.

- For starters, the Balanced Scorecard is too difficult for certain businesses. When an organization adopts BSC, the quantity and breadth of performance measures must be expanded. Because BSC offers a vast number of performance metrics across many perspectives, many organizations find it difficult to evaluate business unit success.
- Second, the Balanced Scorecard may cause employees to pay attention to the areas that are being measured. Employees will begin to pay attention to these areas because BSC explains the organization's strategy and all the areas that will be measured so that they can receive significant rewards for good performance in these areas.
- Thirdly, the Balanced Scorecard may be excessively restricted and incapable of dealing with a rapidly changing company environment. The market is evolving swiftly these days, and implementing a BSC system in a company takes time.
- Fourthly, some businesses may be subject to capital market pressure. The capital market is where most organizations, particularly multinational organizations, raise funds. The stock market has a significant impact on management decisions. Managers are aware that what they say and do can have an impact on the stock price, and that most analysts are solely interested in financial metrics. As a result, companies focus on income and revenues because that's how they're judged from the outside.
- Finally, the Balanced Scorecard may be expensive. A balanced scorecard requires a company to consider and define goals from the financial, customer, business process, and learning and growth perspectives. This necessitates not just a thorough understanding of the organization's overarching strategy, but also the division of that strategy into various departments.

4.4 APPRECIATIVE INQUIRY

Appreciative Inquiry (AI) is a strengths-based, positive approach to organizational change and leadership development. Individuals, teams, organizations, and societies can all benefit from AI; in each case, it aids people in moving toward a shared vision for the future by involving others in strategic innovation. Appreciative Inquiry can be used for leadership development or to create a personal strategic vision. Teams and companies utilize AI to learn best practices, build strategic goals, transform culture, and keep large-scale initiatives moving forward. On a social level, Appreciative Inquiry has been used to establish common ground on global issues, determine the direction of non-profits and NGOs, and form multi-national initiatives spanning geography and industry. The basic premise of AI is that, throughout time, it has become increasingly usual for businesses to approach change and growth as a problem-solving exercise. As businesses strive to enhance efficiency, survive, perform better, and increase competitiveness, AI proponents believe that an unhealthy over-emphasis on "fixing what's wrong"—a deficit-based approach—has developed. AI originated as a challenge to these engrained ideas, proposing that instead of a strengths-based or affirmative strategy, businesses should benefit from a strengths-based or affirmative approach (Hammond, 2013). As a result of this affirmative approach, each human system is assumed to have a positive core of strengths.

This positive core is not dissimilar to how traditional management literature views organizational strengths. They can be seen to encompass (Cooperrider & Whitney, 2005): Our organization's values, beliefs, and capabilities when it's 'at its best; and Collective understandings surrounding what makes up the best of us. AI is perhaps best understood as a notion in positive organizational psychology by looking at its evolution over time. Appreciative Inquiry has been used by public and commercial businesses of various sizes throughout the world, including Merck to address sales growth and British Airways to improve customer experience; Wal-Mart's goal is to provide long-term value; the US Navy's goal is to develop leadership; World Vision's goal is to reorganize organizational divisions; and John Deere's goal is to enhance cost, quality, and cycle time. AI can be applied in one-on-one conversations, small and medium-sized groups, and large-scale change projects involving thousands of individuals. Through the use of technology, it may be delivered in person or over a long distance. Depending on the breadth and complexity of the issues being studied as well as the

number of persons involved, the duration of the engagement might range from days to months to years.

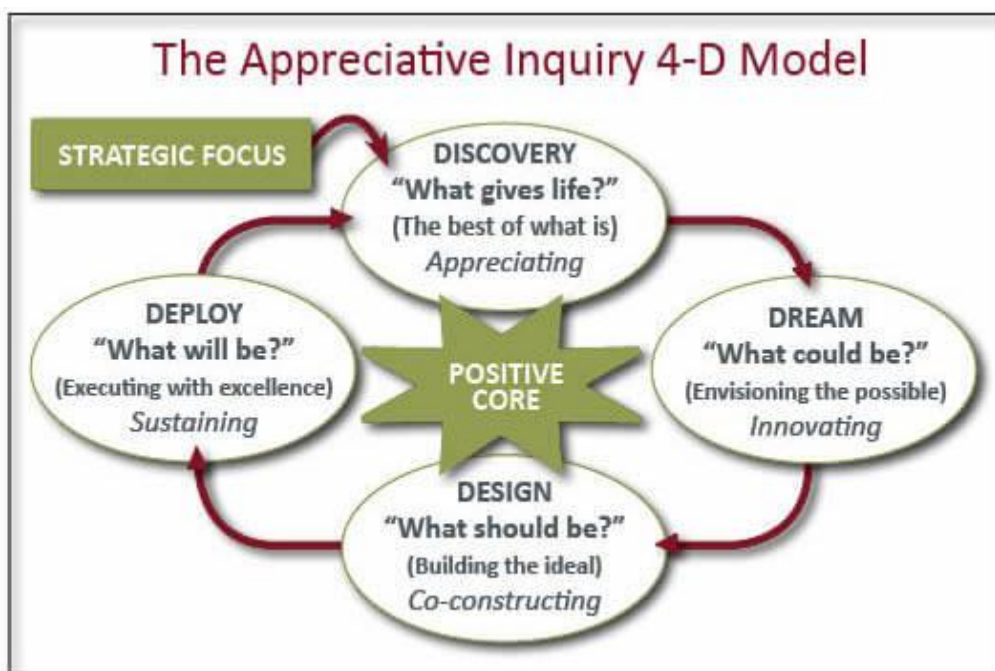
4.5 COMPONENTS OF AN APPRECIATIVE INQUIRY PROCESS

The AI process will follow four distinct phases, called the 4-D Cycle (Ludema et al., 2006):

- i. **Discovery:** Participants uncover the organization's strengths, best practices, and sources of excellence, vitality, and peak performance by exploring "the best of what is." During this phase, the focus is on finding and recognizing what gives the organization its life. Past triumphs can be examined and investigated, with the goal in each case being to pinpoint what enabled them. Internal stakeholders might ask each other questions in order to identify what Ludema and colleagues refer to as "the finest of what is." While this is mostly about identifying strengths, it can also be used to alter present mindsets and vocabulary away from deficit-based thinking.
- ii. **Dream:** Participants imagine a future in which the organization is fully engaged and successful in achieving its fundamental mission and strategic objectives. The Dream phase is all about imagining the organization's potential bright futures. Because a diverse group of people should have been involved in the AI process, these will represent a variety of viewpoints, ideas, and understandings. The designed unconditional positive questions will, in theory, uncover innovative, constructive visions and possibilities. Participants co-create futures and positive results by using positive language and imagery.
- iii. **Design:** Participants use the best of what is now and their aspirations for the future to create high-impact plans that move the business in the right direction in a creative and decisive way. During this phase, co-creation continues, but the emphasis switches to arguing and discussing the options that have already been generated. The objective is to arrive at a common vision or value that the team or participants believe has actual, positive potential. Individual goals are thus discussed in what is ideally an inclusive, safe, and supportive environment in which everyone feels heard.
- iv. **Destiny (sometimes also called Deploy):** Participants put the strategies into practice, making adjustments as needed. The third phase (formerly known as Delivery) aims to build futures "through innovation and action" (Ludema et al., 2006: 158). Individual commitment refines the vision, system, or institutions that have been designed as viable means of accomplishing them. It's worth noting that the 4D model's Destiny phase isn't

really defined in terms of how it should go. Individual practitioners and theorists would support structure or improvisation differently throughout this phase, according to Kessler (Kessler, 2013).

Figure-2



Source: <https://cvdl.ben.edu/blog/what-is-appreciative-inquiry/>

The 4-D Cycle invites respondents or participants to ask questions so they can learn from one another, and together identify a shared vision of the future. Participating in an AI process requires an attitude of curiosity and a hunger for discovery.

4.6 INTEGRATING HRD WITH TECHNOLOGY

One of the most striking revelations in the aftermath of the Covid-19 pandemic has been the firm growth of the "work-from-home" concept. The fact that a considerable portion of the official workforce across sectors has seamlessly adapted to work-from-home is a testament to the concept's efficiency and efficacy. HR technology is at the heart of this transformation; businesses that invested in HR technology are now reaping the benefits and had an advantage during the epidemic, while many were caught off guard. Organizations were able to achieve a smooth transition to remote working thanks to optimal digitalization of processes and adoption of cloud technologies, ensuring business as usual in an unconventional

fashion. Employees have risen to the occasion in the face of adversities and embraced the work-from-home routine to make the transition a success, but collaboration tools' capabilities have been a crucial role in facilitating the transformation. It's amazing to see how productive individuals can be working from home when they have access to the correct technology and tools. So much so that, as we move toward a more contactless lifestyle, there is a compelling case for businesses to make the win-win concept of work-from-home a permanent part of their HR strategy. At the heart of this change will be the integration of technology and digital tools with people operations.

As the world of work evolves, the workplace must adapt as well. Because of the changing nature of work, workplaces must increasingly be designed for flexibility, collaboration, and connectivity. Employees today predominantly employ digital technologies and devices to complete knowledge-intensive tasks, and universally available multi-media communication and document management systems have become critical collaborative tools. With the current situation hastening HR Tech adoption, what used to take weeks or months is now just a matter of days. Employees are increasingly reliant on digital devices and technologies to complete knowledge work and non-routine activities, and they rely on social connection, teamwork, and creativity to do so. Because of increased automation and digitalization of entire operations and processes, there has been a significant increase in the share of knowledge workers conducting nonstandard work and handling unstructured challenges, while conventional jobs have become less common.

These trends, which have been hastened by the Covid-19 pandemic, are projected to intensify in the months and years ahead, owing to the exponential rise of digital technologies. Big data, cloud computing, the internet of things, robotics, artificial intelligence, and immersive communications are all predicted to have a substantial impact on the workplace. HR technology must continue to evolve in response to the workforce and the situation. A successful transformation to a contemporary workplace that reflects current workplace trends necessitates the development of an overall and cohesive strategy that encompasses all aspects of the workplace environment. Not just the physical workplace, but also the personnel and technology that enable employee performance and facilitate engagement for employee satisfaction are included. Employers must devise methods to ensure connectivity and implement appropriate hardware and software to connect spaces, locations, and people. Employees who perceive their physical workplace and working environment as collaborative and flexible are more engaged,

satisfied, and feel more connected with their employer, according to a recent Deloitte survey of employees in five major industrial economies.

Digital technology is at the heart of practically every aspect of a company's operations, and the workplace is no exception, especially in this era of remote work. The efficiency of a new economy workplace is determined by two major variables. The first is the availability of digital devices such as laptops and smartphones, as well as secure external access to all company data, information, and procedures, which is required to work remotely. Second, employees require extra tools and software that foster collaboration and engagement, allowing employees to virtually collaborate as a team. In fact, one of the most difficult aspects of working remotely is maintaining employee engagement. Organizations must invest in online tools that can run pulse surveys to monitor employee satisfaction in real-time, allow employees to express feedback, and allow managers to review individual and team reports while responding to feedback with in-app messaging to aid managers in developing trust, collaborating, and driving team performance.

Integrating technology pays off handsomely not just in terms of increasing employee engagement and productivity, but also in the area of human resources management, all the way through the employee life cycle – from the initial interview and onboarding through separation and final settlement. New cloud-based unified solutions are aimed to automate core and complex HR activities, increasing HR teams' productivity and efficiency. These 360-degree solutions are a boon for the modern workplace, where workers may live and work in different countries. From streamlining recruitment needs and simplifying HR transactions to database management and analytics, these 360-degree solutions are a blessing for the modern office. Recruitment, attendance and leave management, payroll and taxation, expenses and reimbursements, talent management, benefits management, and advanced performance management are all included in these digital platforms, which cover the complete employee onboarding to departure process management spectrum. These customized technologies not only improve performance, but they also help to improve the bottom line through improved efficiencies and significant cost savings.

Technology is continually improving, which is great for businesses that require or offer technology. Consider how, a few years ago, a secretary would have to manually file paperwork at a company, which could take a long time. In addition to the time issue, there were more severe issues such as documents going missing or being damaged. This is when technology began to advance because a new technology called the database was developing, which could

save all of the documents you required safely on the computer, making it much faster and more secure for the secretary to file the documents. This is just one example; there are numerous other ways in which technology has aided in the advancement of businesses. The purpose of this example is to demonstrate that technology is improving and will continue to do so in the coming years.

Learning, training, developing, and educating individuals in the workplace are all part of human resource development. These four notions differ in certain ways, but they are all related. If we take learning as an example, it can be done anywhere and you can teach yourself new skills, but if we take education as an example, you are being taught something in a formal fashion, yet the two are linked. Because you'll gain new skills from both of these, and then you'll be able to train and improve them. HRD was not always known as such; it was renamed HRD after a transition from welfare officers. HRD was originally established for the purpose of training and development, with the goal of assisting employers in crafts such as electricians or engineers, for example, by allowing them to learn from their masters and develop their skills in order to perform in the job. HRD merged people management and development, which could lead to the formation of the Chartered Institute of Personnel and Development (CIPD). HRD prefers to be strategic and is more concerned with the organization than with the personnel; it is also a long-term strategy for assisting in the growth of the company. HRD likes to incorporate change into their techniques, which is why e-learning will be highly useful in helping organizations because it is always evolving, and this change will help employees better their learning and training while also allowing them to utilize new skills in the workplace.

E-learning was previously known as computer-based learning, and this is still the case; it is a method of learning that takes place on a computer or, more recently, on a mobile device. In order to adapt the essential abilities in education, employment, and even at home, we need e-learning in everyday life. It can be described as any learning activity that is aided by ICTs (information and communication technologies). There are debates about whether ICT-based learning and e-learning are the same thing. We can gather information from the World Wide Web channel, which would be our online materials, but we can also get materials from an intranet, which could be mistaken for information from the World Wide Web but is delivered through an internal network of personal computers. E-learning is a term that refers to any type of electronic technology that may be used to support learning. This is in contrast to the chalk and chalkboard technology that was once the primary method of instruction.

E-learning refers to any type of learning or teaching that is aided by technology. Information and communication systems will be used as a specific medium to implement the learning process. It is simply the transfer of skills and knowledge through the use of computers and networks. Web-based learning, computer-based learning, virtual classroom chances, and digital collaboration will all be part of the applications and processes. The information might be supplied through the Internet or on an audio or video tape. E-learning can be self-taught or instructor-led, and it can be done in groups or individually. It can incorporate text, visual animation, video streaming, and audio as well as other media. (2010, e-learning). The goal of e-learning is to improve and expand people's abilities. This is why it is so vital to HRD: the goal of HRD is to learn, train, develop, and educate people, and e-learning provides exactly that. Without e-learning, I believe people's talents would be underdeveloped, which would make it difficult for them to advance in the workplace. E-learning has the potential to boost teacher effectiveness as well as subject matter learning.

Technological determinists assume that job description and work organization are directly determined by the type of technology used and thus unproblematic. For example, Woodward (1966) said that management organization differed depending on the type of manufacturing, whether single units or large or small batches. Blauner (1964) thought that different types of technology supplied different types of control. Despite the fact that social and political aspects were involved in the process, Braverman (1974) contends that new technology introduction has only one direction of cause and effect; in this example, deskilling for managerial control based on economic determinism.

Many others disagree with these unidirectional approaches, arguing that there is choice in technology and work design (Littler and Salaman, 1984; Davis and Taylor, 1976; Wilkinson, 1983). A variety of distinct circumstances, some of which are extra-organizational, affect these decisions. As a result, even two identical technologies can produce vastly different work organizations. One issue with managing work reorganization is the choice of new technology and job design. The key question that arises from this is: what are the procedures in the introduction of new technologies that influence how occupations are designed, and who are the actors who can influence the process? The use of new technology will fluctuate according to these pressures since the process comprises a combination of technical, social, and political elements. This variation in the decision-making process itself causes important conundrums and controversies in the quest for the best job definitions and work organizations. This proclivity for organizational frenzy is frequently a defense mechanism against accurate

knowledge and logical application of that information to solve an issue. Some executives prefer to be in a constant state of crisis since it is the only type of management, they are familiar with.

It's easy to become so engrossed in the crisis's drama that reasonable thought and analysis of fresh evidence become impossible. Because of the crisis, there is no time. People who are at ease expressing their feelings are lured to this type of organization, which allows them to live on a perpetual stage, producing amazing performances but never getting anywhere. Empathize with them and assist them in solving the situation for themselves as a way for dealing with this type of reaction. It would be a huge error to solve their problems for them. This type of individual enjoys delegating issue solving to anyone who is willing to take it on. If they are permitted to get away with it, they will never genuinely execute a solution since they are in a crisis and have no time to do so.

The pattern is that everyone is aware of the issue and has given it some thought. However, no one wants to be held accountable for anything. Nobody wants to take responsibility for the problem that has been identified. It's easier to point the finger upwards, sideways, or downwards than it is to take action. People develop a victim culture, and as a result, they are unable to move. Instead of going forward, they spend the majority of their time blaming others. Whatever remedies are proposed, there will always be a 'Yes-but.' The best method to deal with these folks is to address their passive behavior.

4.7 SUMMARY

This unit has addressed one of the most critical and important concerns, namely, the Balance Score Card, Appreciative Inquiry, technological developments, and the issues that arise as a result of these changes. Appreciative Inquiry for better HRD and the use of a balance score card for business plans Changes in technology necessitate a shift in both blue- and white-collar workers' attitudes, skills, and mindsets in the workplace. If not addressed properly, this could result in a significant HRD issue. Retraining, redeployment, and reallocation of personnel and work are all necessitated by technological change. To effectively deal with such developments and their consequences, HRD managers must have a thorough awareness of HRD concerns. Another factor that plays a key role in solving such issues is proactivity.

4.8 SELF ASSESSMENT QUESTIONS

- 1) Define Balance Score Card and explain its limitations and advantages.
- 2) Explain how to manage technological change in the organization. Illustrate with certain examples.
- 3) Describe different components of Appreciative Enquiry Process.

4.9 FURTHER READING

- Kirton, M.J. (2003). Adaption – Innovation in the context of Diversity and Change. Routledge, N.Y.

ଓଡ଼ିଶା ରାଜ୍ୟ ମୁକ୍ତ ବିଶ୍ୱବିଦ୍ୟାଳୟ, ସମ୍ବଲପୁର
Odisha State Open University, Sambalpur

www.osou.ac.in
e-mail: info@osou.ac.in