

FACULTY OF SOCIAL WORK APPENDIX - 1
M.S.UNIVERSITY OF BARODA
BARODA – 390 002

QUESTIONNAIRE

TOPIC : “KNOWLEDGE, ATTITUDES, & PRACTICES OF HRD FUNCTIONARIES (A STUDY OF HRD FUNCTIONARIES OF INDUSTRIAL ORGANIZATIONS IN GUJARAT).

BACKGROUND INFORMATION OF THE RESPONDENTS :

1. Name of the respondent :
2. Name of organization :
3. Age :
4. Educational Qualifications :
5. Category/Designation :
 - (a) Supervisor
 - (b) Officer
 - (c) Executive
6. Designation :
7. Monthly Income :
8. Total Experience :

Note : The information collected will be kept confidential and would be used for study purpose only.

- I An number of HRD activities tasks have been given in the following pages numbering from 1 to 94 along with four point scale and you are requested to put tick mark on any one of them indicating as to how well according to you they are being performed in your organization.

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| HRD Activities/Task | How well it is being performed today | | | |
|--|--------------------------------------|------------------------|----------------------|-----------------------|
| | Not performed at all | Inadequately performed | Adequately performed | Excellently performed |
| I. HRD Philosophy and Liaison with Top Management | | | | |
| 1. Developing and articulating HR philosophy for the organization. | | | | |
| 2. Getting top management commitment to HRD. | | | | |
| 3. Communicating HR philosophy to all staff. | | | | |
| 4. Periodically reminding employees about HR philosophy. | | | | |
| 5. Clarifying organizational values with the help of top management. | | | | |
| 6. Communicating values to all employees. | | | | |
| 7. Monitoring the practice of these values. | | | | |
| 8. Having periodic discussions with top management on HRD practices and implementation. | | | | |
| 9. Bringing to the notice of top management the HRD practices of other organizations. | | | | |
| 10. Promoting top management to attend seminars, workshops and programmes relating to HRD or other HRD related topics. | | | | |
| II. Creating Development Motivation in line managers | | | | |
| 11. Arranging talks or seminars by outsiders (consultants, professors other company executives) on HRD and role of line managers. | | | | |
| 12. Using in-house newsletters to create a learning environment. | | | | |
| 13. Conducting in-house problem solving sessions. | | | | |
| 14. Meeting line managers frequently to understand their concerns and problems. | | | | |
| 15. Inviting suggestions from line managers periodically to improve HRD. | | | | |
| 16. Experimenting with new HRD methods periodically. | | | | |
| 17. Reading books on HRD to learn about practices in other organizations. | | | | |
| 18. Leading by personal example practicing what is preached to line managers. | | | | |
| 19. Visiting other organizations to learn about practices. | | | | |
| 20. Sponsoring line managers to visit other organizations. | | | | |
| 21. Using task-forces and committees of line managers for improving processes and systems in the organization. | | | | |
| 22. Conducting team building workshops. | | | | |
| 23. Facilitating line managers to learn from each other through study circles, learning networks, inter-departmental meetings etc. | | | | |
| 24. Understanding self-renewal exercises for the HRD department itself. | | | | |
| 25. Establishing communication mechanisms within the HRD department that facilitate learning from each other. | | | | |

| HRD Activities/Task | How well it is being performed today | | | |
|---|--------------------------------------|------------------------|----------------------|-----------------------|
| | Not performed at all | Inadequately performed | Adequately performed | Excellently performed |
| III. Strengthening HRD Climate through HRD systems | | | | |
| 26. Designing development-oriented appraisal systems. | | | | |
| 27. Periodically reviewing the implementation of appraisal systems. | | | | |
| 28. Conducting orientation workshops to line managers on development oriented appraisals. | | | | |
| 29. Undertaking renewal exercises on performance appraisals through internal task forces or external consultants. | | | | |
| 30. Analyzing appraisal data for identifying training needs. | | | | |
| 31. Analyzing appraisal data to identify biases in ratings. | | | | |
| 32. Communicating to line managers the trends in appraisal data. | | | | |
| 33. Discussing with line managers and heads of departments the training needs emerging from the analysis of appraisal data. | | | | |
| 34. Getting various departments/units/sections to identify their departmental/unit/section training needs. | | | | |
| 35. Analyzing annually the facilitating and inhibiting factors identified by appraisals and identifying organizations level and / or departmental level factors affecting employee performance. | | | | |
| 36. Communicating performance analysis results to respective heads (top management and heads of departments/sections/units) to initiate corrective action. | | | | |
| 37. Taking initiative and providing assistance to line managers in identifying KPAs/KRAs/tasks/targets /objectives etc. as a part of performance planning. | | | | |
| 38. Training line managers in the art of conducting performance review discussions/performance counseling. | | | | |
| 39. Identifying appraise-appraiser pairs that need assistance in conducting performance review discussions and providing help. | | | | |
| 40. Training supervisor staff in counseling skills. | | | | |
| 41. Establishing counseling services for worker. | | | | |
| 42. Preparing a training policy and reviewing it periodically. | | | | |
| 43. Conducting in-house programmes. | | | | |
| 44. Improving the effectiveness of in-house programmes through constant review with participants and faculty. | | | | |
| 45. Identifying potential faculty among line managers. | | | | |
| 46. Developing internal faculty from line managers and others. | | | | |
| 47. Keeping track of the innovating and outstanding work done by line managers and using it for spreading the learning. | | | | |
| 48. Talking to participants returning from external training programme to assess the quality of programmes, learning as well as follow-up support they need for implementation. | | | | |

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|--|--------------------------------------|------------------------|----------------------|-----------------------|
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| 49. Post-training follow-up by analyzing presentations by the participants and discussing action plans. | | | | |
| 50. Formulating job-rotation policies and under-taking job-rotation exercises. | | | | |
| 51. Formulating job-rotation policies and under-taking job-rotation exercises. | | | | |
| 52. Conducting role analysis exercises and improving role clarity. | | | | |
| 53. Preparing career paths and career development plans. | | | | |
| 54. Undertaking potential appraisal and potential development exercises. | | | | |
| 55. Improving the communications within the company through newsletters and other media. | | | | |
| 56. Undertaking OD and self-renewal exercises organization-wise or in different departments /units /sections. | | | | |
| IV. Directing HRD Effort to Goals and Strategies of the Organization | | | | |
| 57. Understanding and clarifying business goals of the organization. | | | | |
| 58. Understanding and clarifying strategies planned by the organization to achieve the goals. | | | | |
| 59. Clarifying the social objectives of the organization. | | | | |
| 60. Contributing to the strategies to be adopted by the organization to achieve goals. | | | | |
| 61. Shaping HRD philosophy to suit the goals and strategies. | | | | |
| 62. Providing inputs relating to people whenever strategies shifts are made. | | | | |
| 63. Developing HRD plans to suit diversification and other important decisions. | | | | |
| 64. Identifying sick, loss-making or poor performance units/departments/sections and conducting diagnostic exercises. | | | | |
| 65. Working with the top management of these units/departments to improve their performance through human process interventions. | | | | |
| 66. Assisting top management in organizational revivals or renewals. | | | | |
| V. Monitoring HRD Implementation | | | | |
| 67. Designing questionnaires for monitoring the effectiveness or effective implementation of various systems. | | | | |
| 68. Use of task forces for Implementation and monitoring. | | | | |
| 69. Conducting orientation workshops for different HRD systems. | | | | |
| 70. Conducting review workshop/meetings for different HRD sub-systems. | | | | |
| 71. Using unconventional methods of monitoring HRD systems. | | | | |
| VI. Inspiring Unions and Associations | | | | |
| 72. Clarifying the role of unions/associations in ensuring employee development and quality of work life. | | | | |

| HRD Activities/Task | How well it is being performed today | | | |
|---|--------------------------------------|------------------------|----------------------|-----------------------|
| | Not performed at all | Inadequately performed | Adequately performed | Excellently performed |
| 73. Training unions/association leaders on their HRD roles through workshops/seminars (internal or external). | | | | |
| 74. Working with union/association leader and inspiring them to initiate HRD/OWL activities for employees. | | | | |
| 75. Diagnosing organizational health and work conditions through surveys of workers and their perceptions. | | | | |
| 76. Conducting personal growth and such other training programmes for unionized categories of employees. | | | | |
| 77. Conducting worker education programmes for better family and work life. | | | | |
| 78. Involving union/association leaders in various HRD activities/decisions. | | | | |
| <u>VII. Human Process Research</u> | | | | |
| 79. Conducting surveys of learning environment and HRD climate in the organization. | | | | |
| 80. Studying human processes and problems through surveys. | | | | |
| 81. Analyzing exit-interview, absenteeism, leaves and such other data for understanding human processes and problems. | | | | |
| 82. Studying leadership styles and other human processes. | | | | |
| 83. Providing feedback to employees on survey results. | | | | |
| 84. Conducting stress audit and stress research. | | | | |
| 85. Conducting communications research. | | | | |
| <u>VII. Influencing Personnel Policies</u> | | | | |
| 86. Providing inputs for formulating rewards and recognition policies. | | | | |
| 87. Helping in formulating promotional policies that create a positive climate (healthy competition etc). | | | | |
| 88. Helping in formulating personnel policies (transfer, leaves, perks, increments, work conditions etc.) that enhance employee motivation and contribute to good quality of work life. | | | | |
| 89. Bringing to the notice of top management or personnel department how the organizational policies are affecting employee motivation and development. | | | | |
| 90. Working collaboratively and hand-in-hand with the personnel department. | | | | |
| <u>IX. Others</u> | | | | |
| 91. Networking with HRD staff of other organizations and learning from them. | | | | |
| 92. Participating in the activities of professional bodies like the National HRD Network, ISTD, NIPM, ISABS, ISISD to keep in touch with new developments. | | | | |
| 93. Preparing development plans for HRD staff and implementing them. | | | | |
| 94. Periodically undertaking self-renewal exercises for the HRD staff and the department. | | | | |

HRD Competencies Checklist :

This checklist may be used to assess the extent to which the HRD professional has the competencies needed to perform his role effectively. This can be used for self assessment by the HRD professional or for peer assessment, or for identifying training and other developmental needs, or for potential appraisal of candidates being considered for appointment in HRD department.

The following scheme may be used for assessment :

- 4 = has this competence in abundance.
- 3 = has this competence adequately.
- 2 = has this competence.
- 1 = Needs to develop this competence substantially.
- 0 = Does not have this competence needs to start developing.

HRD Professional Knowledge :

| | | | | | | |
|-----|--|---|---|---|---|---|
| 1. | Knowledge of HRD philosophy, policies practices and systems. | 4 | 3 | 2 | 1 | 0 |
| 2. | Knowledge of performance appraisal systems and practices. | 4 | 3 | 2 | 1 | 0 |
| 3. | Knowledge of potential appraisals in theory and practices. | 4 | 3 | 2 | 1 | 0 |
| 4. | Knowledge of career planning and development systems and practices | 4 | 3 | 2 | 1 | 0 |
| 5. | Knowledge of organizational diagnosis interventions. | 4 | 3 | 2 | 1 | 0 |
| 6. | Knowledge of learning theories. | 4 | 3 | 2 | 1 | 0 |
| 7. | Knowledge of training methods and systems. | 4 | 3 | 2 | 1 | 0 |
| 8. | Knowledge of organizations, how they are structured and how they function | 4 | 3 | 2 | 1 | 0 |
| 9. | Knowledge of group dynamics and group functioning. | 4 | 3 | 2 | 1 | 0 |
| 10. | Knowledge of inter-linkages between organizational goals, policies, strategies, structure, technology, systems, people management systems, styles etc. | 4 | 3 | 2 | 1 | 0 |
| 11. | Knowledge of power dynamic, networks in the organization. | 4 | 3 | 2 | 1 | 0 |
| 12. | Knowledge of organizational plans, manpower and competency requirements. | 4 | 3 | 2 | 1 | 0 |
| 13. | Knowledge of social science research methods. | 4 | 3 | 2 | 1 | 0 |
| 14. | Knowledge of job analysis, job enrichment, job-redesign and job-evaluation. | 4 | 3 | 2 | 1 | 0 |
| 15. | Manpower planning methods. | 4 | 3 | 2 | 1 | 0 |
| 16. | Knowledge of role analysis techniques. | 4 | 3 | 2 | 1 | 0 |
| 17. | Knowledge of employee relations practices. | 4 | 3 | 2 | 1 | 0 |
| 18. | Knowledge of the role of rewards. | 4 | 3 | 2 | 1 | 0 |
| 19. | Knowledge of behaviour modification and attitude change methods. | 4 | 3 | 2 | 1 | 0 |
| 20. | Knowledge of quality circles. | 4 | 3 | 2 | 1 | 0 |
| 21. | Knowledge of recent developments in management systems. | 4 | 3 | 2 | 1 | 0 |
| 22. | Knowledge of personality theories and measurement. | 4 | 3 | 2 | 1 | 0 |
| 23. | Understanding of personal relations and factors affecting them. | 4 | 3 | 2 | 1 | 0 |
| 24. | Knowledge of what constitutes organizational health and methods of surveying. | 4 | 3 | 2 | 1 | 0 |
| 25. | Knowledge of instruments and methods to measure human behaviour. | 4 | 3 | 2 | 1 | 0 |
| 26. | Knowledge of personal growth and its methods. | 4 | 3 | 2 | 1 | 0 |
| 27. | Knowledge of turn-around strategies. | 4 | 3 | 2 | 1 | 0 |
| 28. | Knowledge of creativity and problem-solving techniques. | 4 | 3 | 2 | 1 | 0 |
| 29. | Knowledge of conflict management strategies and techniques. | 4 | 3 | 2 | 1 | 0 |

HRD Professional Skills :

| | | | | | | |
|----|---|---|---|---|---|---|
| 1. | Influencing (communication, persuasive, assertive, inspirational and other skills | 4 | 3 | 2 | 1 | 0 |
| 2. | Influencing skills for influencing line managers. | 4 | 3 | 2 | 1 | 0 |
| 3. | Articulating HRD philosophy and values. | 4 | 3 | 2 | 1 | 0 |
| 4. | Designing skills for designing HRD systems. | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|-----|--|---|---|---|---|---|
| 5. | Communication skills-written (ability to communicate view, opinions, observations, suggestions etc., clearly to make an impact). | 4 | 3 | 2 | 1 | 0 |
| 6. | Communication skills-oral. | 4 | 3 | 2 | 1 | 0 |
| 7. | Skills to monitor the implementation of HRD systems (designing questionnaires, data gathering, feedback and persuasion). | 4 | 3 | 2 | 1 | 0 |
| 8. | Interpersonal sensitivity. | 4 | 3 | 2 | 1 | 0 |
| 9. | Ability to give and receive feedback. | 4 | 3 | 2 | 1 | 0 |
| 10. | Counseling skills (listening, rapport building, probing and exploring). | 4 | 3 | 2 | 1 | 0 |
| 11. | Conflict management skills. | 4 | 3 | 2 | 1 | 0 |
| 12. | Ability to inspire others by arousing their values and super ordinates goals. | 4 | 3 | 2 | 1 | 0 |
| 13. | Interpersonal communication skills. | 4 | 3 | 2 | 1 | 0 |
| 14. | Leadership and initiative. | 4 | 3 | 2 | 1 | 0 |
| 15. | Creativity (ability to come up with new ideas and alternative). | 4 | 3 | 2 | 1 | 0 |
| 16. | Problem-solving skills (ability to diagnose problems and come up with various alternatives). | 4 | 3 | 2 | 1 | 0 |
| 17. | System designing skills (to design human resource information systems, appraisal systems, manpower inventory etc.) | 4 | 3 | 2 | 1 | 0 |
| 18. | Task analysis / job analysis skills. | 4 | 3 | 2 | 1 | 0 |
| 19. | Organization diagnosis skills. | 4 | 3 | 2 | 1 | 0 |
| 20. | Process observation and process sensitivity skills. | 4 | 3 | 2 | 1 | 0 |

Personal Attitudes and Values :

| | | | | | | |
|-----|--|---|---|---|---|---|
| 1. | Empathy and understanding. | 4 | 3 | 2 | 1 | 0 |
| 2. | Positive and helpful attitude to others. | 4 | 3 | 2 | 1 | 0 |
| 3. | Faith in people and their competences. | 4 | 3 | 2 | 1 | 0 |
| 4. | Introspective attitude (a tendency to reflect about one's own self, strengths and weaknesses). | 4 | 3 | 2 | 1 | 0 |
| 5. | Openness (open to other's suggestions and likes to be open in expressing his own views). | 4 | 3 | 2 | 1 | 0 |
| 6. | Interpersonal trust. | 4 | 3 | 2 | 1 | 0 |
| 7. | Pro-activity. | 4 | 3 | 2 | 1 | 0 |
| 8. | Respect for others. | 4 | 3 | 2 | 1 | 0 |
| 9. | Self-confidence and faith in ones own competencies. | 4 | 3 | 2 | 1 | 0 |
| 10. | Sense of responsibility. | 4 | 3 | 2 | 1 | 0 |
| 11. | Sense of fairness (constant desire for objectivity and not being impressionistic). | 4 | 3 | 2 | 1 | 0 |
| 12. | Self-discipline (a desire for objectivity and not being impressionistic). | 4 | 3 | 2 | 1 | 0 |
| 13. | Honesty (a desire to be sincere and honest). | 4 | 3 | 2 | 1 | 0 |
| 14. | Willingness to experiment. | 4 | 3 | 2 | 1 | 0 |
| 15. | Learning orientation – a tendency to treat every experience as a learning opportunity. | 4 | 3 | 2 | 1 | 0 |
| 16. | Perseverance (not giving up easily in the event of difficulties). | 4 | 3 | 2 | 1 | 0 |
| 17. | Work motivation (a desire to be involved and work hard for the organization) | 4 | 3 | 2 | 1 | 0 |
| 18. | Super ordination (an attitude that he is working for larger goals). | 4 | 3 | 2 | 1 | 0 |
| 19. | Empowering attitude (a tendency to respect others and willingness to empower them not being over concerned about his personal power base). | 4 | 3 | 2 | 1 | 0 |
| 20. | Stress tolerance (ability to cope with stress, frustration, hostility and suspension). | 4 | 3 | 2 | 1 | 0 |

III. Organization Effectiveness

Below mentioned are few statement opposite which alternative answer are given. You are requested to read the following statements carefully and answer as to what extent according to you the following statements are true as per the below mentioned 5 points scale.

(1) NEVER (2) RARELY (3) UNDECIDED (4) GENERALLY (5) ALWAYS

- 1. Is the standard of the time schedule in your organization fair.
- 2. Are your superior ahead of time in planning, organizing and scheduling work.
- 3. Are the objective of your factory realistic and worthwhile.
- 4. Do you believe that the communication you receive from above are well intentioned and well thought off.

(1) NOTHING AT ALL (2) ALITTLE (3) TO SOME EXTENT (4) QUITE A BIT (5) VERY MUCH

- 5. Are you likely to be put in hot water for the discharge of your responsibilities and duties.
- 6. How much do you usually want your immediate superior to tell you to do.
- 7. When you have a problem related to your work, how much so you like to solve it yourself, without any body's help.
- 8. Regarding your job, how often do you like to act according to your own judgment.
- 9. Will the people here do their duties irrespective of the fact that the management will not care to punish them for insincerity in job.

How far do you agree with the following statements :

(1) STRONGLY AGREE (2) AGREE (3) UNDECIDED (4) DISAGREE (5) STRONGLY DISAGREE

- 10. I usually show up for work a little e early, to get things ready.
- 11. Sometimes, I lie awake at night thinking ahead of the next day's work.
- 12. I used to be more ambitious about my work than I am now.

(1) NEVER (2) RARELY (3) SOMETIMES (4) VERY OFTEN (5) OFTEN

- 13. If a problem comes up in your mind and it is not settled, that you will yourself thinking about it after work.
- 14. How often do you try on your own to find a better or faster way of doing something on your job.
- 15. How often do you try to express your ideas on the job, either before or after checking with the boss.
- 16. I am willing to put a great deal of effort beyond that normally expected in order to hold this organization successful.
- 17. I would accept almost any type of job assignment in order to work.
- 18. I find that my value and the organization's value are very similar.
- 19. I feel a sense of pride in working in this organization.
- 20. I feel that the achievement of organization's goal is the fulfillment of my own personal goals.

