
UNIT 10 PROFESSIONALISATION OF HRD

Objectives

By the end of the chapter you should be able to :

- 1 identify the characteristics of a profession and differentiate it from an occupation;
- 1 define professionalism and state the prerequisites of a profession;
- 1 recall the highlights of the developments and history of HRD in India;
- 1 make an assessment of HRD as a profession in India and identify the gaps; and
- 1 state the steps needed to make HRD a profession.

Structure

- 10.1 Introduction: 30 Years of HRD in India
 - 10.2 What is a Profession?
 - 10.3 Profession and Occupation
 - 10.4 Characteristics of Profession
 - 10.5 HRD Profession and Professionalism in India
 - 10.6 Has Indian HRD Attained the Status of a Profession?
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10.1 INTRODUCTION: 30 YEARS OF HRD IN INDIA

It is more nearly three decades the term Human Resource Development became popular in the country. It was in 1975 a decision to start a dedicated Department to promote Human Resources Development was initiated in India at Larsen & Toubro Limited.

Pareek and Rao (1975) outlined a philosophy for the new HRD system. They outlined 14 principles to be kept in mind in designing the HRD System. These principles deal with both the purpose of HRD systems and the process of their implementation. Some of these principles include:

- 1) HRD systems should help the company to increase enabling capabilities. The capabilities outlined in their report include: development of human resources in all aspects, organizational health, improvements in problem solving capabilities, diagnostic skills, capabilities to support all the other systems in the company, etc.;
- 2) HRD systems should help individuals to recognize their potential and help them to contribute their best various organizational roles they are expected to perform;
- 3) HRD systems should help maximize individual autonomy through increased responsibility;
- 4) HRD systems should facilitate decentralization through delegation and shared responsibility;

- 5) HRD systems should facilitate participative decision making
- 6) HRD system should attempt to balance the current organizational culture along with changing the culture;
- 7) There should be a continuous review and renewal of the function.

After L&T accepted these recommendations in full and started implementing the State Bank of India the single largest Indian Bank and its Associates have decided to use the Integrated HRD systems approach and decided to create new HRD Department. Since then, by mid eighties a large number of organizations in India have established HRD Departments.

By mid eighties HR has become an accepted role and most organisations have changed their personnel, training and other related functions to HRD. Some have differentiated Human Resource Development from Human Resources Department and some did not. However, HRD has come to mean new expectations, new body of knowledge and new function. The establishment of Center for HRD at XLRI; the formation of the National HRD Network in 1985; the starting of the Academy of HRD in 1990; Starting of Diploma Programs in HRD; starting of Symbiosis Center for Management and HRD; starting of the Doctoral Program in HRD jointly by AHRD and XLRI etc. are highlights of HRD in India. (See Appendix 1 for some historical highlights, appendix 2 for publications of NHRDN and appendix 3 for publications of Academy of HRD). All these have added to the expectations of CEOs, line managers and HR managers from HRD Managers.

The Indian Society of Training and Development and NIPM did not lose time in focusing on HRD in their conferences. Although this diluted the use of Human Resources Development and contributed to the confusion between HRD and HR, expectations from HRD continued to grow. Today almost all Managers dealing with Personnel, Training, Social Work, Welfare, Administration etc. functions call themselves HRD Managers or Facilitators. In some of the IT companies those who deal with Visas and arrange transportation for employees are also called as HRD staff (meaning Human Resources Department staff or even Human resources Development staff). On one hand we have specialized courses including a Doctoral Programs in Human Resource Development and on the other hand even unqualified undergraduates are projected as HRD Managers. ***This has created a lot of confusion in the field as the number carrying HR titles in their designations multiplied overnight without corresponding multiplication of HR skills and HRD competencies.*** Lay people and the public could not differentiate the fine distinctions between Human Resource Development Professional and HR Professional as both carried HRD designation. In one case it meant Human Resources Development Manager and in the other it meant Manager Human Resources Department and in both cases referred to as HRD Manager and becomes difficult to differentiate. This confusion is shared by other countries does not solve the issue but reaffirms the need to remove the confusion. A number of questions need to be answered to sort out the confusion and to establish the need for HRD practice is based on theoretically sound principles and deserves to be considered as a profession. These include:

- 1 Is it possible for any one to perform HRD roles?
- 1 Does HRD require specialized training and preparation? And knowledge?
- 1 Is it a separate profession with its body of knowledge? Or an Occupation?
- 1 What is in it that qualifies it to be a profession? What is the worldwide scenario on this issue?

These are some of the questions that bother practitioners and academics alike. To answer some of these questions an attempt is made in this paper to review the current situation of HRD as a profession. First this chapter presents a summary of

appropriate literature on Professions and occupations. Much of this comes from Sociologists. This is followed by a review of the situation of HRD in India. In the light of the criteria available to classify any discipline or a set of activities as leading to profession, the issue of HRD as Profession is examined. An attempt is made in this article also document as much of the state of HRD in India as possible.

Before we go on to assess the professional status of HRD in India, we may look at the way a profession comes into existence and the prerequisites to be called a profession.

10.2 WHAT IS A PROFESSION?

The Webster dictionary defines a profession as “an open declaration or avowal of a belief or opinion” (Merriam-Webster, 1971), and professions are distinct from simple collection of people doing similar work or other non professional groups by their efforts to define expected norms of ethical behaviour among their members. For the members of a profession, “ethical standards are central to understanding what constitutes proper conduct as well as expectations of virtues professionals should possess” (Gellerman, Frankel, and Ladenson, 1990).

A profession, and thus a professional behaviour is defined by a high degree of specialized knowledge, social responsibility, self –monitoring of ethical behaviours through codes of ethics and a system of intrinsic and extrinsic rewards (Barber, 1963).

10.3 PROFESSION AND OCCUPATION

Webster’s defines Occupation as “that which occupies or engages the time and attention; the principal business of one’s life.”

An occupation always metamorphosis’s into a profession if it is well practiced and developed by the practitioners.

An occupation can be thought as falling somewhere along a continuum of professionalism, the continuum being made of common traits in definitions of profession. An occupation acquires status of profession when it incorporates all the core characteristics of profession. The significant question to ask about the occupation is not whether or not they are professions, but to what extent they exhibit characteristics of professionalization.

The core characteristics of Profession are a prolonged specialized training in a body of abstract knowledge, and a collective or service orientation. Occupations may rank high on one of these, but low on other. Thus nursing ranks higher in service orientation, but has been unable to demonstrate that its training is more than a lower level medical education.

10.4 CHARACTERISTICS OF PROFESSION

Though much has been said about the nature of profession, few contributors have tried to define the term Profession, each of them has given evaluative analysis of profession, its characteristics and non – quantifiable indicators of the closeness of a given occupational group to achieve fully recognizable professional status. If we try to analyze the most commonly cited definitions, a commendable unanimity is disclosed: there are no contradictions and the only differences are those of omissions.

In the following paper, the Authors have tried to reproduce characteristics of profession given by various thinkers and subsequently they’ll try to analyse the characteristics of HRD as a Profession.

Goode (1960), in his paper 'Encroachment, Charlatanism and Emerging Professions', American Sociological Review, proposes the following characteristics of Profession:

- 1) The profession determines its own standards of education.
- 2) The student of professional goes through a more far-reaching adult socialization experience than a learner in other occupation.
- 3) Professional practice is often legally recognized by some form of licensure.
- 4) Licensing and admission boards are manned by the members of the profession.
- 5) Most legislation concerned with the profession is shaped by that profession.
- 6) The occupation gains in income, power and prestige ranking and can demand high caliber students.
- 7) The practitioner is relatively free of lay evaluation and control.
- 8) The norms of practice enforced by the profession are more stringent than legal controls.
- 9) Members are more strongly identified and affiliated with the profession than are members of other occupations.
- 10) The Profession is more likely to be a terminal occupation. Members do not care to leave it, and a higher proportion assert that if they had to do over again, they would again choose same type of work.

Barber (1963) lists the following characteristics of a Profession:

- 1) A high degree of generalized and systematic knowledge.
- 2) Primary orientation to the community interest rather than to individual self interest.
- 3) A high degree of self control of behavior through codes of ethics internalized in the process of work socialization and through voluntary associations organized and operated by work specialists themselves.
- 4) A system of rewards (Monetary and non monetary), that is primarily a set of symbols of work achievement and thus ends themselves, not means to some end of individual self interest.

The Elements of Professionalization

Harries-Jenkins (1970) identifies the following elements of professionalization in his paper 'Professionals in Organizations', Profession and Professionalization.

- 1) Structural element:
 - a) **Specialization:** The exclusive nature of group activity
 - b) **Centralization:** The locus of authority- sanctions mechanism
 - c) **Standardization:** The control of non-occupational behavior
- 2) Contextual element:
 - a) Spatio- temporal dimension
 - b) Size of occupational group
 - c) Resources of occupational group
 - d) Group Relations
- 3) Activity element:
 - a) The goals of occupational group
 - b) The role of individual members

- 4) Educational element:
 - a) Occupational intelligence requirements
 - b) Basis of systematic theory
 - c) Institutionalized educational process
 - d) Length of training
 - e) Cost of training
- 5) Ideological element:
 - a) Personality involvement
 - b) Sense of group identity
 - c) Group culture
 - d) Status
 - e) Socialization process
- 6) Behavioural element:
 - a) Code of conduct
 - b) Evaluation of merit

Turner and Hodge (1970) in the paper 'Occupations and Professions' raised the following questions on the issue:

- 1) What is substantive base of any profession or semi-profession?
- 2) How do substantive bases of differing professions or semi-professions relate to each other?
- 3) What are major categories of persons involved in the management and control of substantive resources?
- 4) What means of control are used by different categories of interested parties?

Turner & Hodge (1970) proposed four areas of concern in study of Professionalism. They are:

- 1) **Degree of Substantive Theory and Technique:** A Profession should have a set of abstract principles, which should be organized into theory, set of theories or at least a complex web of theoretical orientations. Knowledge of a profession is passed on to next generations through these theories. Techniques for recurrent application of these fundamental principles should be developed. There should be a correlation between Theory and Techniques.
- 2) **Degree of Monopoly:** The profession should claim a monopoly over the set of activities in which it offers services. The bid for recognition may take form of claim to exclusive possession of knowledge and associated techniques, or at least to their greatly superior application. The justification is commonly advanced on grounds like possession of esoteric knowledge and high skill, the performance of tasks of high social values, the image of community service and dedication. Though it is extremely unlikely that any group will be able to enforce complete monopoly over the full range of activities to which it lays claim.
- 3) **Degree of External Recognition:** Public recognition is a critical aspect of any profession. But public recognition is a multi-faceted phenomenon. There are several possible publics to whom members of an occupation may address themselves. They may be Clients, Co-workers outside the professional groups, Other occupational associations (which may be complementary or competitive), Govt. bodies taking direct legislative and or administrative part in regulation of occupational activities, Educational and Training Institutes and other individuals, groups and organizations, which may be internally differentiated with respect to knowledge, opinion and interests concerning a given occupation.

4) **Degree of Organization:** Two general approaches to the organization of Professions and professionalizing occupations have been developed. (a) Formal Organization Approach (b) Community Approach.

A) **Formal Organization Approach:** In this approach, the emphasis is on

- a) Organizational mechanisms and techniques.
- b) The enumeration, registration and licensing of competent professionals.
- c) Codification of standards of practice and conduct.
- d) Application of formal control over members.

B) **Community Approach:** The emphasis is on qualitative aspect of the relationship among a group of professionals and between a professional community and the wider society.

Goode lists the following characteristics of professional community:

- 1) Its members are bound by a sense of identity.
- 2) Once in it, a few leave it, so it is terminal or continuing status for most part.
- 3) Its members share values in common.
- 4) Its role identification vis-à-vis both members and non-members are agreed upon and are the same for all members.
- 5) Within the area of communal action, there is a common language, which is understood only partially by outsiders.
- 6) The community has power over its members.
- 7) Its limits are reasonably clear, though they are not physical or geographical, but social.
- 8) Though it does not produce the next generation biologically, it does so socially through its control over selection of professional trainees and through its training process, it sends these recruits through adult Socialization process.

Turner and Hodge further enlist the following activities that relate directly to a profession. They are:

- 1) The development of substantive theory.
- 2) The development of practical techniques.
- 3) The transmission of substantive theory.
- 4) The transmission of practical techniques.
- 5) The provision of materials and equipment.
- 6) The regulation of working conditions.
- 7) The regulation of market conditions.
- 8) The identification of practitioners and the recognition of qualification for practice.
- 9) The promotion of standard practice.
- 10) The promotion of internal relations between members.
- 11) The promotion of public recognition.

On the basis of all the above analysis, the authors have listed the following characteristics of a Profession:

- 1) A high degree of generalized and systematic knowledge.
- 2) A profession has well defined intelligence requirements and it chooses the future professionals on the basis of possession of basic aptitude for practicing the profession.

- 3) Acquisition of knowledge requires a long period of Education, Training and Socialization.
- 4) Professional practice is often legally recognized by some form of licensure and these boards/Associations are manned by the members of the profession.
- 5) A profession should claim to offer services not available elsewhere.
- 6) Its members are bound by a sense of identity, they share common value and there is always promotion of internal relations between the members of the same profession.
- 7) Members of a profession are bound by ethical code of conduct.
- 8) A Profession is well accepted by public and member roles are well defined and understood by public at large.
- 9) Practitioners are motivated by an ideal of altruistic service rather than the pursuit of material and economic gain.

10.5 HRD PROFESSION AND PROFESSIONALISM IN INDIA

It is against these criteria an attempt is made to examine if HRD can be identified to have attained the status of a Profession in India. An attempt is first made to review the existing body of knowledge in HRD.

- 1) Knowledge Base of HRD in India.
- 2) Requirements to be called a HRD Professional.
- 3) Education and Training Facilities for HRD in India.
- 4) Legal recognition and standards of HRD Profession- Licenciating requirements.
- 5) Services Offered by the Profession and their availability elsewhere.
- 6) Sense of Identity and belongings in the Profession (HRD Community).
- 7) Code of conduct and ethics.
- 8) Public acceptance and well defined member roles.
- 9) Altruistic service and than pursuit of material gain.

Knowledge Base of HRD in India

Positives: There is well-developed knowledge base in HRD. There are at least over 50 books in HRD that have come into existence in the last two decades. In fact, the first text book on Training and Development was written in India much before the famous Handbook of Training and Development was published in the U. S. A. Lynton and Pareek (1967) published their book of Training for Development in 1967 a year before the ASTD Handbook was first published. This was in fact used as a text in most US Universities during that period.

The National HRD Network and the Academy of HRD are the two bodies that have produced over 25 books in the last fifteen years (see Appendix 2). Most of these are already used as textbooks. A large part of the books by National HRD Network are experience sharing books and management is one field where successful experiences preceded theory building (for example McKinsey's 7 S models came out of successful experiences of well run companies).

The books are varied and deal with all aspects of HRD starting from treating HRD in a national and broader context (Rao, 1995) to treating it an organizational context.

There are books that expose theory and share experiences in various themes. For example the books cover various fields of HRD like the following:

- 1 Introduction to HRD and Designing HRD systems
- 1 Organization Development and Change Management
- 1 Career Planning and Development
- 1 Performance Management
- 1 360 Degree Feedback and Appraisals
- 1 Counselling
- 1 Organizational Learning and Learning Organizations
- 1 Training and Development
- 1 Organizational Behaviour and Personal Growth
- 1 Basic Psychology and Principles of Psychology
- 1 Creativity
- 1 HRD for Different categories People (workmen, Public services, NGOs etc.)

The body of knowledge is growing. Most of the management schools are offering along with other disciplines specialization in HRD for research scholars. There are several research scholars trying to generate new knowledge in HRD. For example AHRD-XLRI programs it self-lists about twenty eight doctoral level research projects. (See Appendix 4).

Negatives: Although there are a number of books they lack sound theoretical base. They are mostly narrations of success experiences and are often written mainly to highlight success experiences. The knowledge base is highly contextual and not generalisable. For example, HRD in IT industry is highly situation specific and is limited not only to IT Industry but also to HRD issues of a particular period of time. There is very little fundamental Research, Development and theorization available. A good HRD should be based on a good understanding of human beings, their developmental needs, patterns and success experiences. A lot of HRD literature systems driven and often ignores the Human Being who is the center point of study. Development is viewed almost synonymously with profitability and anything that does not lead to profits of organization is ignored. Thus the HRD theory if any is one sided and half baked.

Doctoral researches haven't greatly contributed to our understanding of HRD though they may have given good evaluation of successful HRD interventions.

Though a high degree of generalized knowledge is there in the field of HRD, but it is not yet systematized. There are so many discrepancies in the courses offered by Indian universities that one can not generalize the basic knowledge required by an HRD professional.

Balance: On balance while there is a good degree of knowledge base there is more specialization and without adequate preparation into the basics like; Human Psychology, Personality Development and Learning theories. There is sufficient literature available on these dimensions and there is no need to reinvent the wheel. What is required is to systematize the body of knowledge by borrowing the knowledge from the other fields where basic knowledge exists. Education and Psychology, Organization Behaviour is the areas to borrow from. With a little effort it is possible to systematize the body of HRD knowledge in India.

Requirements to be called a HRD Professional

Concerns about professionalism and professionalisation of HRD have been in existence since the last decade. A number of academics and practitioners have taken up the issue in the past.

The issue of professionalising HRD was taken up by the National HRD Network in their 1990 symposium. The publications brought out for the symposium have highlighted the same (Nair and Rao, 1990 and Rao, 1990) the two publications brought out especially on this theme of Professionalising HRD. Some of the papers presented in this are summarized below.

Gupta (1990) identified Training, Performance appraisal, and team building and role analysis as the more frequently used HRD practices in Indian Industry. Reward management and career planning, strategy formulation and OD are the less frequently used areas. He argued that for professional development of HRD professionals there should be more self-directed learning, networking, mentors, and learning projects besides distance education programs.

Pareek in his article on “The Making of HRD Facilitator” argued that even line managers could work as HRD facilitators provided they focus on the following:

- 1 Development of identity of individuals and roles in the organization.
- 1 Managing power effectively.
- 1 Creating synergies in organizations so that teams work effectively for organizational goals.
- 1 Achieving equity and justice by ensuring that persons who work in organizations are rewarded according to their contributions.

Pareek argued that HRD managers need to integrate the above processes in their own roles without which they cannot become HRD facilitators. In sum, he concluded that “the making of HRD facilitators (both the line managers and HRD managers) involves a journey in human and organization processes, and need to be planned well to ensure its success.”

Dayal (1990) observed, “Changing nature of employee expectations and organizational need for survival has made organizations feel the need for HRD, although HRD has its roots in humanistic beliefs. HRD perspective has to grow beyond the humanistic and welfare goals and should center around the growth of the total person and ensure his involvement in the learning process.”. Dayal argues that in designing HRD programs the learning process, the cultural factors, the managerial orientations and administrative strategies need to be taken into consideration.

The learning process should take into consideration that individuals learn from each other, experience builds self-confidence, and self-directed learning with organizational support and role enrichment can facilitate learning. He further argued that HRD should be for all employees and should not follow a selective approach. Individuals grow better in their own mold and in large organizations conscious efforts are needed to gain acceptance of HRD philosophy.

Kumar (1990) argued that it is the HRD manager who can orchestrate culture building, team development and facilitate change process. Outlining the future role of HRD Kumar pointed out that HRD will need to provide psychological infrastructure to make it easier for people to put down their roots in that setting and to belong. “Personal and social turbulence will drive people to seek an oasis of belonging. Having exhausted their search elsewhere, people may seem to settle in a professional space. HRD will have to facilitate this process”. In addition Kumar emphasized the need to focus on building efficient leadership through envisioning, value building,

process orientation and institution building. Line managers may need to take wider perspective of life and may need to spend time on other life issues. HRD may need to take a leadership role in this.

Mahesh (1990) argues that 90% of jobs being created in India are going to be in service sector. 95% of service staff contacts are with front line staff and over 90% are beyond the eyes of management. Less than 5% of unhappy customers will report a negative experience. He observed. “ Unfortunately, many organizations have suffered due to the inadequacy of our fellow professionals: Some have lost their credibility due to mistaken attachments to specific tools and approaches such as Sensitivity training, Gestalt therapy and so on. Others in the opposite end of the spectrum have reduced HRM to the mere working out of shady deals with union leaders and other power centers, raising manipulation to the level of a dubious art form. Consequently the profession is viewed either with contempt or suspicion, both within the industry and in the management schools”.

Positives: The HRD Managers Role is well defined since the time the above concerns have been expressed. See for example Rao (1990) on “The HRD Missionary” and in the references cited above.

It is the Academy of HRD that has first formulated some standard for HRD professionals. Realizing the need for professional preparation of those carrying HRD titles, AHRD has started HRD facilitators programs and subsequently the Diploma programs. The AHRD has laid the following as course requirements for preparation as HRD professional.

Negatives: While some books give the requirements and competencies of a HRD professional, these are not used fully nor are they well accepted. The courses offered and the prerequisites to be called a HRD professional are varied.

The discrepancy is not only in course content, but also in the name of basic degree offered. For example, any person who has pursued a course in any of the following may acquire a job in HRD. They are:

- 1 MBA with either HRD or Personnel as Specialization
- 1 MSW with HRD as specialization
- 1 Any one or two year diploma in PGDHRD/HRM / PM & IR
- 1 MMS/PGDBM/ M.Psy (HRD) etc.

A person with any one of the above degree can be found as ‘HRD, Manager’ in top industries.

This is very unlike Medicine or Law, where there is clear distinction between a degree and a diploma in course content, standardized number of years required to pursue these courses and the post that a person holds after completing a specialized course.

Well-defined prerequisites for a course are essential for practicing a profession. For example an Engineering student must have studied Physics, Chemistry and Maths up to standard 12th, and medicine student must have taken some compulsory courses in biology before entering the medicine education. This provides a base for future studies in the respective field.

In HRD, any graduate who has studied Commerce, Arts or Maths or even computers, can take up a course in Management and HRD. Even in MBA courses, a student merely chooses a specialization, which interests him, without taking any test or exam of basic aptitude for this particular field. It is high time the prerequisites for this important profession are defined.

Appendix 5 gives details of some of the courses offered in India.

Positives: In the last one-decade a number of Institutions have started Certification programs in HRD. Masters and Diploma programs are common. While professional bodies like the All India Management Association, Universities like the IGNOU offer Diploma and Certification Programs, Allahabad University and Andhra University offer Masters Programs. Institutions like; XLRI, Symbiosis Institute and TISS offer PG Diplomas equivalent to Masters. The AHRD-XLRI program is the only program dedicated to HRD and has mostly part time candidates (see Appendix 4 for a list of dissertation topics). Four candidates have already been awarded their Doctoral level Fellow title till date. Others are in process.

Negatives: The courses are not standardized. Some times there is very inadequate emphasis on HRD. There is a mix up between HRD and HR. No standardization of the content and there are no agencies to maintain standards. AICTE does not come into picture for specialized diplomas. Professional bodies have not bothered to influence the curricula or standards. They are satisfied with getting good quality students to do entry-level jobs, which do not have any HRD, content and therefore do not bother about the academic preparation. Some of the recruiters themselves do not have adequate background in HRD and hence it is unrealistic to expect them to look for any standards.

Balance: The education and training facilities have a long way to go. There is an urgent need to standardize the academic preparation and curricula.

A long period may again be relative term, but a degree in Law requires a minimum of three years of training and it is standardized everywhere. Similarly a medicine student undergoes 5 years of training and an engineering student has to spend four years in the institute for completing a degree course.

But since HRD has so many options and a variety of courses, a student may acquire a degree from 6 months to 2 years, depending upon the type of course in which he is enrolled. Further, a standardized MBA two years course offers specialization in second year of the course, hence a student of MBA acquires only one year of training in his respective field of specialization, which is relatively lesser time than any of the other courses mentioned above. This is another area that needs to be looked into.

Legal recognition and standards of HRD Profession- Licencing requirements

One of the most important criteria of professionalization is existence of a licencing association.

Bar association for law, Registration of medical practitioners is example of such associations. No person can legally practice these professions without getting enrolled in these associations. These associations provide a legitimate list of practicing professionals in a particular field.

In field of Management, associations like; All India Management Association does exist, but registration is not mandatory for any practicing manager and it does not give any license for practicing management as a profession to its members. It is entirely up to the interest of a practicing professional to get himself registered for the same. AIMA also does not provide exhaustive list of all practicing managers of India.

Similarly, in HRD, associations like; HRD Network, exists, but registration and licencing is not offered by it. It serves as a platform for practicing managers to interact with and share experiences with each other. In future, if we need

professionalization of HRD, govt. bodies should recognize such networks and some licensing procedure might be included.

Strength: None

Weaknesses: Existence of a large number of HRD professionals who are not qualified to be called as HRD professionals are not likely to allow any licensing program. Hence bodies like National HRD Network have not been able to make much progress.

Balance: It is high time professionals standards are defined and licensing arrangements are made. All those who are to be titled as HRD Managers need to undergo a periodic renewal and examination system to continue practice. There should be nation wide norms and standards of practice.

Services Offered by the Profession and their availability elsewhere

Strengths: there are certain services offered by HRD Professionals that cannot be offered by others. These include, counseling services, facilitation of learning, creation of learning networks, OD interventions. Monitoring human processes, potential assessment, psychological testing, career counseling, team building, designing of human systems etc. Several case studies of mentors who have successfully performed these services are available.

Weaknesses: Due to inadequate preparation in the past of some HRD Managers and inappropriate handling by them of basic human processes and excessive mix up of HRD roles with personnel administration and HR management, HRD has got into disrepute. The public image of HRD is a highly undeserved negative image. This was perpetuated by some of the self styled HR Department managers who had no idea of Development and human psychology. In addition some of the line managers with right aptitude and without professionals preparation have done very well in performing select specialized HRD roles (for example, leadership development of team work or performance management etc.). This has eroded the credibility of HRD. It will need a lot of work to create an identity for HRD.

Balance: Undo the damage already done. A massive movement of educating the public is required. The services to be offered by HRD need to be defined and publicized. The service quality needs to be improved tremendously.

Sense of Identity and belongingness in the Profession (HRD Community)

Strengths: HRD Identity is well accepted in the country. The HRD professionals are treated as a separate breed. Professional bodies like National HRD Network and ASTD have facilitated the development of a common identity.

Weaknesses: The bondage and identity is not strong as admissions to these bodies are open to all without any qualifications and assessment of the appropriateness of the member.

Balance: Identity based on belonging to a profession on the basis of expert knowledge rather than on the basis of payment of fee is needed. It is high time these bodies start separate professional membership that symbolizes license to practice HRD.

Code of conduct and ethics

There is no code of conduct or ethics accepted and enforced for HRD Managers in India. This is a sensitive profession as a HRD manager can make or mar careers of a large number of individuals. It is unfortunate that after so many years of development of this field there are no code of ethics and values for HRD Managers. It is high time that the professionals' bodies formulate and enforce the same. The standards and ethics formulated by the Academy of HRD are noteworthy in here (Appendix 6 parts

1 and 2). The National HRD Network has constituted a Committee to formulate the standards of conduct and ethics and values. The committee itself did not meet and have demonstrated lack of commitment to the profession. Finally in 2004 a code of conducts and ethics was prepared and is circulated to the members. This is in the process of being adopted.

Public acceptance and well defined member roles

Public recognition is a very important aspect of any profession. Since medicine and law deals with issues concerning public and society, and their services are offered directly to the public at large, they have got the desired recognition easily. But field like HRD does not offer its services to society. The clients of HRD are organizations and their employees. Moreover, since organizations have not developed HRD as their most important part, but a corollary, this recognition becomes difficult to achieve. Perhaps, Marketing and Production have more public recognition than HRD due to their visibly and presence felt by public.

As far as member roles are concerned, HRD is most ambiguous branch of management. The functions carried by HRD departments are so diverse, that role clarity does not exist in this field. A manager with the designation of ‘HRD Manager’ might be performing any or all of the tasks like Welfare officer, IR, Personnel manager, Recruitment and selection officer. It is time that organizations stop using the designation ‘HRD Manager’ as a decorative title and practicing professionals must not accept such title.

It would be very beneficial for HRD if there is role clarity among practicing professionals and public at large.

Altruistic service and than pursuit of material gain

Though HRD Values always emphasize on this issue, but there is no serious emphasis on the same. Since there is no licensure and thus violation of this value have any effect on the professional status of an HRD person.

Research in HRD

The purpose of Research is to generate knowledge and further the field of a profession. Medical researches lead to invention of new drugs, understanding phenomenon and solve problems. Similarly research in HRD aims at identifying a problem, generating the alternatives and solving it.

The Research in HRD is not yet developed like medical researches. The Academicians, HRD professionals and leading institutes of Management are taking active interest in HR related research. IIM Ahmedabad, Bangalore, Lucknow and Kolkata have promoted research in HRD. IITs have also started Ph.Ds in Management and Human Resource Management. IIM A has produced 16 FPMs in HRD since from 1978 to 2000.

Institutions like; Academy of HRD, Ahmedabad has its unique Fellow Program in HRD, in collaboration with XLRI, Jamshedpur. The AHRD-XLRI in the first five years of their flagship program, Fellow Program in HRD (FPHRD) has produced four Fellows and more candidates are likely to complete their fellow program by the year 2003.

Universities and private institutes are also promoting the research in HRD. This kind of interest in research would definitely further the field of HRD. Appendix 8 provides a comparison of the two Academies in the US and India.

Professional Bodies: National HRD Network

An association is a group of individuals joined together for furthering a few common objectives decided on mutual understanding of these individuals. A Professional Association is created for the professionals of that field and exists only because of the interest of such professionals; the growth of such Associations comes only with the active support and involvement of professionals in their respective fields. A Professional Association gives identity to its member, provides opportunity to interact with his seniors and learn from the experiences of other organizations, helps to develop communication and other skills to orient him/her towards a more professional job and also provides opportunity to seek better jobs, matching his liking and background.

In other words, being a member of a Professional Association gives the individual ample opportunity to develop more competencies and strengthen the profession. The major Objectives of the Network are:

- 1 Help to stimulate positive forces for humanizing systems and organization and enabling people to contribute their best.
- 1 Build a rigorous, scientific storehouse of knowledge and skills for HRD Practitioners.
- 1 Disseminate HRD Knowledge and skills among HRD Practitioners.
- 1 Break new ground for the HRD Development.
- 1 Develop & maintain Standards of Professionals Act as a clearinghouse for all referrals related to HRD activities in the country.

The HRD Network publishes a quarterly HRD Newsletter, and reports of research on HRD; conducts Annual Conferences to share experience, and present new concepts on HRD; and seminars and workshops on various aspects of HRD for CEOs, Line Managers, Office bearers of Union etc. the Network Chapters conducts meetings and workshops on regular basis on issues of contemporary importance.

Since 1989, The National HRD Network gives annual awards for organisations and individuals that have done outstanding work in the field of HRD. It has also launched a scheme of research grants for those interested in pursuing research.

10.6 HAS INDIAN HRD ATTAINED THE STATUS OF A PROFESSION?

The above trends in the USA indicate a lot of similar concerns. The earlier discussion indicates the following in favour of recognizing HRD as a Profession:

- 1 HRD in India: It has body of knowledge though a lot more needs to be done to put all relevant knowledge together. The HRD knowledge base is highly contextual and perhaps more appropriate to India;
- 1 It has professional body though the professional body needs to be more concerned about the professional and has to start playing gate keeping role rather than self serving role of exchanging experiences. It needs to provide mentors, fund knowledge generation, set and maintain standards, promote entry and exit into the profession and establish and maintain professional standards;
- 1 It has a set of educational programs though these need to be standardized. The Academy of HRD, Ahmedabad is already in the process of standardizing a curriculum;
- 1 Has well defined roles and competencies, understood though some times wrongly by the public.

However, HRD in India

- 1 Does not have a standardized system of preparation of HR professionals;
- 1 Does not have a regulatory and licensing mechanism;
- 1 Does not have a code of conduct, ethics and values accepted and practiced and regulated;
- 1 Is still materialistic in orientation and is not public service oriented;
- 1 Should have an identity through professional bodies and the identity is more with the body and for temporary periods of time than with the profession itself.

10.7 SUMMARY

In spite of lot of developments in terms of multiplication of educational programs, professional bodies, research programs, judged against the criteria needed to be called a profession and as compared to the development of this profession abroad, and in other fields it may be concluded that:

- i) The body of knowledge and text books lack basic understanding of HRD (for example theories of learning and personality development may have to find appropriate place in literature and text books and HRD applications in different contexts should be outlined and be not restricted to corporate sector which only a small part of the population serve);
- ii) The basics are neither taught nor followed by the professionals;
- iii) There is no code of conduct, ethics and values for the profession;
- iv) And the professional bodies have shied away from formulating norm, values, certification requirements etc.
- v) there is no licensing mechanism to practice;
- vi) and mentorship lacking except at an informal level.

Judged against these criteria required to be profession, it may be concluded that HRD in India, unlike in the west has not fully attained the status of a profession. To be qualified as a profession it has a long way to go.

It is high time that academics, professional bodies and reputed institutions professing and championing the cause of Human Resource Development take time and make efforts to do the following:

- 1) Define basics and outline what constitutes Human Resource Development, the competencies required to be called a HRD professionals;
- 2) Introduce a certification mechanism for recognition of qualified HRD Professionals and or Facilitators;
- 3) Define and enforce a code of conduct including standards, ethics and values;
- 4) Make efforts to make available the body of knowledge at one place or at various places of preparation of HRD professionals;
- 5) Put mechanisms in place that distinguish HRD Professionals from others and help them to contribute to the society at large through their organizations, practice and work;
- 6) Step up the basic and applied research in HRD area; and
- 7) Create a reflective and rejuvenating HRD community.

These are just a few steps and many more need to be undertaken to make HRD contributes to the society. Strong will power and positive efforts taken by the

organizations and HR practicing professionals may change this scenario. one must remember that professions like Medicine and Law have a history of two centuries and they acquired the status of profession after going through many stages of development. HRD is a recent field and in future, and in due course of time, it may also develop into a profession like Law and Medicine.

10.8 SELF ASSESSMENT QUESTIONS

- 1) Define professionalism and state the differences between profession and occupation.
- 2) Highlight the development of HRD in India.
- 3) Describe the steps needed to make HRD as a profession.

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Appendix 1

Some Highlights of development of HRD in India

The following are some of the highlights of the development of HRD in India:

- 1 1974 Larsen & Toubro accepts the Consulting report by Udai Pareek and T. V. Rao from IIMA suggesting the setting up of a dedicated hrd Department and commissions Pareek and Rao do to a detailed study of the HR Function in L&T.
- 1 1975 State Bank of India and Its Associate banks decide to create new HRD Departments on the basis of the suggestion given by Dr. Udai Pareek using the L&T model.
- 1 1976 Associate Banks of SBI appoint HRD managers and create new HRD Departments.
- 1 The HRD Managers of the associate Banks get trained in OD and Performance Appraisal systems at IIMA.
- 1 1978 State Bank of India appoints a Top level person in their Head Office to head HRD and OD.
- 1 Bharat Earth Movers Limited, Bangalore a Public sector company decided to start a HRD Department to prepare its employees to implement the new organizational structure recommended by the consultants from the IIMA and Dr. T. V. Rao one of the consultants joins BEML to implement the HRD system and start a new HRD Department.
- 1 1979, the First workshop on HRD was conducted by IIMA by Dr. T. V. Rao where the draft of the new book on “Designing and Managing Human resource Systems’ by Pareek and Rao is presented and tested out. A large number of companies who attended the program start showing interest in starting HRD departments.
- 1 ISABS conducts the first HRD Facilitators program in Bangalore as a part of their summer event and using laboratory methodology.
- 1 1980, the First program of HRD Managers started at IIMA to prepare HRD Managers for HRD roles.
- 1 Second HRD Facilitators program conducted by T. V. Rao in Hyderabad, ISABS Summer event.
- 1 A large number of companies try to adopt Integrated HRD systems models. 1982, Larsen & Toubro Institutes a Chair at XLRI Jamshedpur to promote HRD.
- 1 1984 Dr. T. V. Rao joins XLRI as L&T Professor in HRD to start the Center for HRD.
- 1 1985 A National HRD Network is conceived and a HRD Newsletter started from XLRI Jamshedpur and IIM, Ahmedabad to promote HRD in the country.
- 1 First hrd Newsletter published by Center for HRD at XLRI, Jamshedpur that latter became a joint publication of the National HRD Network and CHRD. Funds mobilized for the Newsletter by Abraham and T V Rao from Ahmedabd.
- 1 1986 First Program on Performance Appraisal launched in Madras by the Madras regional HRD Network and Center for HRD XLRI.
- 1 National HRD Network Registered at Ahmedabad with IIMA as the address.
- 1 National HRD Network collaborates with Indira Gandhi National Open University to write the modules for MS 22 a HRD course for those specializing in HRD.
- 1 1988 First National Conference of HRD Network, First day fully devoted to CEOs and 10 CEOs address and attend the first day full sessions.

HRD Systems and Profession

- 1 The Indian Society for Applied Behavioral Sciences (an Associate of the NTL) Along with the National HRD Network start offering laboratory based education for HRD professionals with the title “HRD Facilitators Program’.
- 1 A three phased professional development program in HRD launched by the National HRD Network.
- 1 The National HRD Network holds annual symposia and Conferences to promote networking and learning from each other in the field of HRD. Each event results in a book and over a dozen books written in the filed on HRD by 1990s.
- 1 Mission-vision workshop of National hrd Network where an Institute of HRD was conceived. Latter termed as Academy of HRD.
- 1 1991 The AHRD launches a diploma program in HRD distance education mode. About 130 candidates admitted to the diploma from all over the country.
- 1 1994 Doctoral level fellow program launched jointly with XLRI Jamshedpur by the Academy of HRD.
- 1 1995 First contact program for Doctoral level fellow students.
- 1 1999 First Doctoral Fellow graduates from XLRI out of the joint Doctoral level Fellow program with AHRD.

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Appendix 4

Abbreviated List of Doctoral Dissertation Topics of the AHRD-XLRI Program

(source: Catch-up, July 2000)

- 1) Study of work motivation among Indian managers (Mohan Parameswaran).
- 2) Study of Individual Values and Organizational Values and Its Impact on Organizational Commitment (S. Ramachandran).
- 3) Professional values, value conflict and coping mechanisms of HRD professionals in India (Madhavi Mehta).
- 4) Study of gender differences in ethical behaviour of middle level managers in their interpersonal relationships (Geeta Kaza Prabhakar).
- 5) Study of the relationship between empowerment focus and the empowering process among women in managerial positions in business organizations (Jacob Thomas).
- 6) Measurement, antecedents and outcomes of organizational citizenship behavior in high technology software organizations (Hari Iyer).
- 7) Status and Outcomes of self-managing teams Implementation in India (S. Nirmala).
- 8) The dynamics of designing, nurturing and determining organizational transformation (A C Augustine).
- 9) Individual factors associated with career success and growth in an Insurance organization (G Buhri).
- 10) Transfer of learning of management Education program in IOC (M K Suri).
- 11) Study of factors enabling and hindering effectiveness of a knowledge management initiative in an IT organization (Roshan Joseph).
- 12) Study of organizational role stress and burn out as function of perceived overload. Ethico-moral climate, organizational structure and self-efficacy among middle managers of Indian organizations (H C Taneja).
- 13) Study of managerial leadership styles, locus of control and behavioral preference in relation to role efficacy and HRD climate (P V Bhide).
- 14) Management style and its impact on organizational learning process (M R Surendra).
- 15) Relationship between management style and organizational culture on the performance of ICSE schools (Uma C Sampathy).
- 16) Mentoring as a HRD intervention in Indian Organizations (Salman Kureshi).
- 17) Relationship between strategic response of firms to changing environment and scope and degree of involvement of worker development initiatives (S R Kandula).
- 18) Transcendental Meditation program and development of Individual potential (Arindam Banerjee).
- 19) A study of the relationship between the level of IT and employee alienation and its impact on HRD processes (Sunitha Mishra).
- 20) Knowledge Management and its impact on organizational performance and the HRD implications (Devakamal Datta).
- 21) Impact of advanced manufacturing technologies on shop-floor personnel in Indian engineering industry- a HRD perspective (A Vittaleswar).

HRD Systems and Profession

- 22) An assessment of the role of HR in Indian corporate sector (Anuradha Challu).
- 23) Impact of the changed business environment on the role of HR professionals (Ann Anderson).
- 24) Career-anchor-based congruence in HR practices and its relation with job satisfaction, organizational commitment, and turn over intention; a study of software professionals (Pallav Bandhopadhyay).
- 25) Role and pattern of HR interventions in managing strategic processes in Indian firms (Ranjan Das).
- 26) Study of impact of sensitivity training on the behavior and performance of bank officers (R N Saxena).
- 27) A study of the competency based HR practices in Indian organizations (Archana Arcot).
- 28) A study of socio-cultural context of the credit needs of rural women and the response gaps in alternative institutional credit delivery process: implications for HRD (Liza Thomas).
- 29) Evolution of the role of HR professionals in Indian Organizations (Harismita Trivedi).

Appendix 5

Teaching and Education of HRD in India

A Comparison of courses Taught in Leading Institutes and Courses of India.

We have examined the courses taught in PM & IR of XLRI, Post- Graduate Diploma in HRD, SCMHRD, Pune, M.PSY (HRD), University of Allahabad, HRDM Programme, Department of Psychology and Master of Social Work, MS University Baroda. We have not been able to procure the details from TISS and a few other institutions inspite of a number of attempts.

The analysis shows that there is a great discrepancy among the courses taught in these institutes. Some of the **common** courses are:

- 1 Organizational Behaviour and Management,
- 1 Human Resource Management
- 1 Research Methods
- 1 Industrial Relations
- 1 Labor Laws
- 1 Business Ethics
- 1 Indian Economic and Business Environment
- 1 Courses in Accounts and Financial Management
- 1 Courses in Marketing, Production and Materials Management
- 1 Training and Development
- 1 Labour Welfare & Industrial Relations
- 1 Human Resource Information Systems
- 1 Human Resource Planning
- 1 Introduction to Computers
- 1 Courses In Communication
- 1 Economics.

The following enlists Courses that are **not** common to all the institutes.

I University Of Allahabad: M Psy (HRD)

Core Courses

- 1 Organizational effectiveness and management of change
- 1 Management of social processes
- 1 Theory and research of human resource development
- 1 Motivation and organization
- 1 Lab in Organizational communication
- 1 Lab. in counseling skills for managers
- 1 Lab. in computers in management
- 1 Industrial sociology
- 1 Accounting and finance
- 1 Management across cultures
- 1 Organizational stress and health

**HRD Systems and
Profession**

- 1 Cognition and decision making
- 1 Emotional behavior in organizational settings
- 1 Issues in individual and organisational learning
- 1 TQM and productivity management
- 1 Personality and organization
- 1 HRD in non-profit organizations
- 1 Rural industrialization
- 1 Lab. In HRD training
- 1 Lab in training for interpersonal relations
- 1 Lab in HRD training for group effectiveness
- 1 Organizational assessment and diagnosis
- 1 Lab. In consultancy skills
- 1 Power and politics in organizations
- 1 Influences of organizational structure
- 1 Lab. In designing HRD instruments I: games and simulations
- 1 Lab. In designing HRD instruments II: Interview schedules
- 1 Lab. In designing HRD instruments III: Questionnaires
- 1 Lab. In psychological assessment
- 1 Lab. In decision making
- 1 Indian social values and management practices
- 1 Lab. In report writing and presentation skills
- 1 Lab. In meet media skills
- 1 Communication strategies in organizations
- 1 Lab. In negotiation skills
- 1 Lab. In team building
- 1 Job analysis and appraisal system
- 1 Job design
- 1 Gender issues at work in organization
- 1 Organization and ecology
- 1 Future organization and HRD
- 1 Building corporate images
- 1 Lab. In career planning

SC MHRD, Pune: Post-Graduate Diploma in HRD

- 1 Applied Research
- 1 IT and Computers
- 1 Applied Behavioral Science and HRD Instruments
- 1 Personnel Administration-I
- 1 OD and Culture Building-I
- 1 Personnel Finance
- 1 Compensation and Reward Structuring
- 1 Negotiation and Settlement Management

- 1 Performance, Potential Appraisal-I
- 1 Strategic HRM Cases-I
- 1 Employee Relations and Trade Unions-II
- 1 Personnel Administration-II
- 1 OD and Culture Building-II
- 1 Advance Tools and Techniques in HRD
- 1 Customised HRD Interventions
- 1 Performance, Potential Appraisal-II
- 1 Strategic HRM Cases-II
- 1 Emerging Practices in HRM
- 1 Corporate Turnaround Management
- 1 Case Research and Development
- 1 Industry / Competitor Analysis
- 1 Social / Village / NGO project
- 1 Sick Unit Study & Entrepreneurship Development
- 1 Public System and Services Management
- 1 Commercial, Consumer and Environmental Legal Systems
- 1 Field Survey / Dissertation (Specialization specific)
- 1 Project Specific HRM
- 1 Contract Management and Project Specific Legal Aspects
- 1 Strategic Project Management (Cases)-II

Maharaja Sayajirao University (MSU), Baroda , Masters of Social Work (MSW)

- 1 Man & Society
- 1 Philosophy of Social work
- 1 Human Development & Psychopathology
- 1 Medical & Psychiatric Social Work
- 1 Community Development
- 1 Family, Child & Youth Welfare
- 1 Correctional Social Work
- 1 Social Casework
- 1 Social Group works
- 1 Social work Research
- 1 Social Welfare Administration
- 1 Community Organization

XLRI Jamshedpur's PM & IR Program:

- 1 Collective Bargaining
- 1 Compensation and Reward Management
- 1 Economic Environment of Business
- 1 Managerial Ethics
- 1 OB I: Individual Behavior in Organization
- 1 OB II Leadership and Group Behavior

- 1 OB III: Organization Structure, Design and Change
- 1 Performance Appraisal
- 1 Quantitative Techniques for HRM
- 1 Social Research Methods
- 1 Strategic Management
- 1 Training and Development
- 1 Work-Study and Job Evaluation

Academy of HRD

PostGraduate Diploma in HRD (now awarded jointly with other Institutions)

- 1 Organizational Behavior
- 1 Introduction to Human Resources Development
- 1 Performance Management
- 1 Feedback and Counselling
- 1 Potential Appraisal and Career Development
- 1 Training and Development
- 1 Personal and Interpersonal Dynamics or Personal Growth Laboratory
- 1 HRD for Workers
- 1 Organization Development
- 1 HRD in Banks (optional)
- 1 HRD for NGOs (optional)

Proposed New PG Diploma in HRD (Full Time Residential)

The following courses will be offered during the one-year program:

- 1 HRIS and Integrated HRD Systems
- 1 HRD Audit
- 1 Performance Management
- 1 360 Degree Feedback and Appraisal Systems
- 1 Assessment and Development Centers
- 1 Human Capital Formation and Retention Strategies
- 1 Strategic Human Resources Development
- 1 HRD for the New Economy Industry
- 1 Cultural Integration and Culture Building in Multi-partner Organizations
- 1 Knowledge Managers and Knowledge Management: New Competencies for HRD Professionals
- 1 Organizational Diagnosis and development: Tools Techniques and Interventions
- 1 Change Management Tools: Future Search, LSIP etc.
- 1 Human Development: UNDP Reports
- 1 International Human Resources Development
- 1 Organizational Behaviour: Theory and Practice

Objective: The program intends to prepare a new breed of HRD Managers for the new Economy Industry including IT, Telecom, Insurance, Financial Services, Infrastructure, Dotcoms, Venture Capital and other Fast Growth Industry.

The Program also intends to prepare and place new breed of HRD professionals who will facilitate the formation and retention of Intellectual Capital and facilitate the turn around of new generation and new economy Industries.

Course Design: The course design will consist of a blend of theory and practice, apprenticeship in a company for three months, international Exposure (possible exposure to work in other Asian countries or a three month course work in USA or UK)

Blend of Theory and Practice: Each of the courses will be a blend of theory and practice. Each course will be taught in two parts and will consist of theory followed by actual practice. The practice will consist of the following: Designing and implementing Assessment centers for an organization; Designing and processing a 360 Degree appraisal system; Facilitating a Performance Management Process or reviewing and improving the performance management system in an organization; Constructing a HRD Audit for a given company, Constructing Employee satisfaction surveys; planning and conducting OD interventions; Human Capital Valuation; working with ERP and SAP implementation committees and Task Forces etc. Designing and conducting an Assessment center; Developing Assessment center Tools; Designing and implementing HRI System etc.

Internship Period: Candidate will be required to work for an internship period of three months in an industry performing the roles of a Trainee HRD Manager prior to the award of the Diploma and after placement. During this period AHRD Faculty will monitor the work and progress of the candidate and help him/her in the fast integration into the company and undertaking appropriate value adding interventions.

Appendix 6: Part 1

Standards on Ethics and Integrity: Academy of HRD (USA)

A code of ethics called the Standards of Ethics and the members of Academy of Human Resource Development, USA, to establish the desired standards of behavior and to bring an increased sense of professionalism to those doing HRD research and practice, developed Integrity.

The AHRD, USA, formed the Standards on Ethics and Integrity committee with the purpose to provide guidance for HRD professionals engaged in practice, research, consulting and instruction-facilitation-teaching. The committee reviewed several ethical statements or codes of ethics from other, related organizations, including American Educational Research Association, American Evaluation Association, American Management Association, and American Psychological Association, society of Human Resource Management, and the Organizational and Human systems Development group. The final draft of the document was presented to the Academy at its 1999 international conference through a keynote presentation and was published as part of conference proceedings. It is being discussed briefly below:

General Principles

- a) Competence
- b) Integrity :
- c) Professional Responsibility
- d) Respect For People's Right And Dignity
- e) Concern For Others' Welfare
- f) Social Responsibility

Standards

General Standards: These Standards apply to the professional and research activities of HRD Professionals. They describe the following:

Boundaries of Competence; Maintenance of expertise; Basis for Research and Professional Judgments; Description of HRD Professionals' Work; Respecting others; Nondiscrimination; Exploitative Relationships; misuse of HRD Professionals' work; multiple relationships; consultation and referrals; third party request for services; delegation to supervision of subordinate; documentation of professional and research work; records and data; fees and financial arrangements; accuracy in reports to payers and funding resources; referrals and fees

Research and Evaluation

Data Collection; Responsibility; Compliance with Law and Standards; Institutional Approval; Informed Consent; Incentives to Participants; Deception in Research; Interpretation and Explanation of Research and Evaluation Results

Advertising of Public Statements

Definition of Public Statement; Statements by Others; Avoidance of false or deceptive statements; Media Presentations

Publication of Work

Reporting of Research and Evaluation Results; Plagiarism; Publication Credit; Duplicate Publication of Data; Release of Data; Professional Reviewers; Ownership of Intellectual Property.

Privacy and Confidentiality

Discussions of the Limits of Confidentiality; Protection of Confidentiality; Maintenance and Ownership of Records; Disclosures; Consultations; Confidential Information in Databases; Use of Confidential Information for Didactic or other Purposes.

Teaching and Facilitating

Design, Development, Implementation and Evaluation of Programs; Descriptions of Programs; Accuracy, Objectivity and Professionalism in Programs; Limitation on Training and Instruction; Assessment of Performance.

Resolution of Ethical Issues and Violations

Familiarity with Ethics; Informal Resolution of Ethical Violations; Conflicting Pressure with Organizational Demands; Improper Complaints; Resolution of Ethical Issues; Cooperation with Ethical Committees.

Appendix 6: Part 2

Some sample and highlights form the Document of Standards on Ethics and Integrity, Academy of HRD, 1999

- 1 HRD professionals provide services, teach, and conduct research only within the boundaries of their competence, based on their education, training, supervised experience, or appropriate professional experience.
- 1 HRD Professionals maintain a reasonable level of awareness of current research and professional information in their fields of activity and undertake ongoing efforts to maintain competence in the skills they use.
- 1 HRD Professionals rely on research and professionally derived knowledge when making research or professional judgements.
- 1 In their work related activities HRD professionals respect the rights of others to hold values, attitudes, and opinions that differ from their own.
- 1 **Integrity:** HRD professionals seek to promote integrity in their research, teaching, and practice. They are honest, fair, and respectful of others. In describing or reporting their qualifications, services, products, fees, research, or teaching, they do not make statements that are false, misleading, or deceptive. They strive to be aware of their own belief systems, values, needs and limitations and the effect of these on their work.
- 1 **Professional Responsibility:** HRD professionals uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior and adapt their methods to the needs of different populations. They consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of their clients.
- 1 **Concern for Other's Welfare:** HRD professionals seek to contribute to the welfare of those with whom they interact professionally. They are sensitive to real and ascribed differences in power between themselves and others, and they do not exploit or mislead other people during or following their professional relationships.
- 1 **Social Responsibility:** HRD professionals are aware of their professional responsibilities to he community, the society, in which they live, and the planet. They work to minimize adverse effects on individuals, groups, organizations, societies, and the environment.
- 1 **Delegation and Supervision of Subordinates:** HRD professionals delegate to their employees, supervisors, and research assistants only those responsibilities that such persons can reasonably be expected to perform competently on the basis of their education, training, or experience, either independently or appropriately provided supervision. HRD professionals provide proper training and supervision to their employees and take reasonable steps to see such persons perform services responsibly, competently and ethically.

Appendix 7

ASTD 2000: HRD and Training Trends: Current thinking and issues reflected through the Papers

AREA	AHRD, USA	AHRD INDIA
Started	Started in 1992 , to promote Research in HRD, out of the need to promote HRD and inadequacy felt by ISTD efforts to promote research	Started in 1990, by National HRD Network to promote Research and education and training in HRD and application of HRD to other sectors
Structure		
Education and research		
Links with other professional bodies	A professional body with changing President, has a Board and several chapters in other countries and committees to pursue various issues of significance to HRD profession	Outcome of a Mission-Vision workshop of NHRDN
Training Programs		An Educational Institution and a Standard setting storehouse of knowledge in HRD. Has a Board and an Academic Council and many committees like Diploma committee, Doctoral Program Committee
Membership		
Finances	No education programs of its own	
Journals		
Research	Actively participates in ASTD Conventions and supported by the ASTD, linked with other professional bodies formally and informally	Conducts diploma Programs own and jointly, Facilitates Doctoral research
Network with Scholars in other Institutions		
Conferences	Does not have its own Training Programs	Actively participates NHRDN Conferences and supports NHRDN in the publication of conference proceeds, Award citations, HRD Newsletter. Not linked to other bodies
Publications		
Mission and mandate	Membership is global and is open to all researchers, Academics and Scholars, membership needs approval, Global, has over 800 members	
Defining HRD	Financed from the membership of members. No grants from outside. Members meet their own expense to attend conferences and other academic activities	Has its own programs, Doctoral level, PG Diploma level jointly with other Institutions
	Publishes Four Scholarly journals, Refereed articles, International editorial Board, Timely publication	Membership is corporate and is limited to only a few, Has less than 10 members from the corporate sectors
	Does not conduct its own Research Program	Corpus provided by membership of corporate members. Has to find its finances. Uses savings from professional's time donated by Professionals. Conducted like an institution, constantly having to find its own financial resources
	Has a good Network of Academic scholars and researchers from various Universities and Institutions	Planned to publish two Journal, published one issue of Manas and three Issues of renewal
	Holds annual conferences	
	Publishes proceedings of the research conferences,	Conducts its own Research

HRD Systems and Profession

	<p>commissions Tams to work on standards and ethics etc Has a few publications and Journals</p> <p>Mission is to encourage systematic study of human resource development theories, processes, and practices to disseminate information about HRD, to encourage application of research findings, and to provide opportunities for social interaction among individuals with scholarly and professionals interests in HRD from multiple disciplines and from across the globe</p> <p>Focusing on defining hrd as one of its concerns in recent times, Also focusing on theory building</p>	<p>Programs, Takes Full Time research fellows, Sponsored Research projects and publishes Research Monographs and occasional papers</p> <p>Has an Academic Council and Council of guides with representation from all leading Institutions and Universities specializing in HRD</p> <p>Holds sponsored round tables</p> <p>Does not hold research conferences</p> <p>Publishes round Table Conferences, Classics in HRD and other publications, Has a number of publications</p> <p>Main mission is to professionalize HRD in all fields in India; It is a center for research, education, training and Professional services in the filed of HRD. Networks with other institutions and undertakes consulting projects. Has full time staff.</p> <p>Prepared a booklet on definitions and views of HRD in 1994, not yet focused on theory building</p>
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